

INSPECTION REPORT

Shaw Ridge Primary School

Swindon, Wiltshire

LEA area: Swindon

Unique reference number: 126280

Headteacher: Mrs Sally Cowell

Lead inspector: Mr Douglas Hayward

Dates of inspection: 31st January – 3rd February 2005

Inspection number: 267649

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 273

School address: Ridge Green
Shaw
Swindon
Wiltshire
Postcode: SN5 5PU

Telephone number: 01793 871601
Fax number:

Appropriate authority: Governors
Name of chair of governors: Mr Philip Harland

Date of previous inspection: 23rd November 1998

CHARACTERISTICS OF THE SCHOOL

Shaw Ridge is a large primary school built about 20 years ago as one of a number of schools to serve the rapidly expanding housing developments to the west of Swindon. Because of the school's admission number, all but one of the classes contain two age groups. Currently there are 273 pupils on roll. Attainment on entry to the school is broadly as expected. The percentage of pupils eligible for free school meals is below average. About 15 per cent of the pupils attending are from minority ethnic groups, although only 1 per cent of them are at an early stage of learning English. The percentage of pupils identified as having special educational needs (14 per cent) is broadly in line with the national average, although the percentage with statements of special educational need is below average. In the year prior to inspection 13 per cent of pupils joined or left the school at times other than the usual time of leaving or transfer. The school won the Healthy Schools Award in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21234	Doug Hayward	Lead inspector	Mathematics Information and communication technology Art and design Design and technology Special educational needs English as an additional language
1329	Kevern Oliver	Lay inspector	
26945	Sylvia Gatehouse	Team inspector	English History Music Physical education
24137	Gail Robertson	Team inspector	Foundation Stage Science Geography Religious education Citizenship

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Shaw Ridge is a very happy, exciting and successful school that gives pupils a **very good** standard of education. It provides **very good** value for money.

The school's main strengths and weaknesses are:

- The headteacher leads and manages the school very well. There is a very strong team spirit.
- Imaginative teaching captures the pupils' interest and helps them to achieve very well.
- The school plans many interesting, and often unusual, things for pupils to learn about. There are very good links between different subjects.
- Pupils' behaviour is very good and they have very good attitudes to school. These help them to get on with their work quickly in lessons and want to do well.
- It provides a very caring place in which to learn. Pupils and adults get on very well together.
- It has very good links with parents. They feel that the school listens to them, is willing to act on their ideas and think that it does a very good job.
- When pupils are withdrawn for extra learning support they often miss out on important parts of lessons.

The school has made **very good** improvement since the last inspection and is much more effective than it was. All the issues from the previous inspection have been successfully dealt with. Teachers' planning is now very good. Many co-ordinators play an important part in improving subjects. Information and communication technology is now taught very well.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	D	B	B
mathematics	A	D	A	A
science	B	D	A	A

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those whose pupils attained similarly at the end of Year 2

Pupils achieve **very well**. Children achieve standards in line with those expected overall by the time they start in Year 1 and in some areas, such as their personal and social and creative development, they do much better than expected. Pupils achieve well in the infants. In the 2004 tests, results were average in writing, above average in reading and well above average in mathematics. During the inspection, standards are above average in all three subjects. Pupils' achievement improves in the juniors. By the age of eleven in the 2004 tests, their results were above average in English and well above average in mathematics and science. During the inspection standards are well above average in all three subjects. Older pupils did not do as

well as usual in 2003, but this was an unavoidable result of several changes of staff and a wider range of ability amongst the pupils. Pupils with special educational needs, including those with statements of special educational need, achieve very well and attain standards that are similar to those of other pupils. Many pupils whose home language is not English manage to be proficient in reading and writing two languages. In the foundation subjects, where evidence was available to make judgements, standards are at least in line with those expected for infants and juniors and in information and communication technology, standards are above those expected. In religious education standards are in line with the requirements of the locally agreed syllabus.

The school makes **good** provision overall for pupils' spiritual, moral, social and cultural development. It is very good for social and moral development. It is particularly successful in developing pupils' confidence and self-esteem, providing opportunities for pupils to work together successfully and teaching them about right and wrong. Pupils' attendance is satisfactory. Their attitudes to their work are **very good** and they enjoy school. Their behaviour is **very good** in lessons and around the school. They work and play together well, there is no bullying and they are very proud of their school.

QUALITY OF EDUCATION

The school provides a **very good** standard of education. Teaching and learning are **good** in three-quarters of lessons. They are very good, and occasionally excellent, in a third of lessons. Very good relationships between teachers and pupils make classrooms enjoyable places to learn. Work is planned at exactly the right level so pupils have to think really hard, but have every chance to achieve well. Pupils with special educational needs have clear learning targets and receive good help in lessons from teaching assistants. Their work when they are withdrawn from classes is well planned, but they miss out on very good opportunities to work in lessons with their classmates and use their skills in other subjects.

The curriculum is exciting and varied and is **very good** overall. There are **very good** opportunities for curriculum enrichment through visits, visitors and excellent use of interactive whiteboards in lessons. Pupils' skills in literacy, numeracy and information and communication technology are used very effectively in other subjects. The school is a **very caring** place, which pupils describe as, 'warm and secure, where everyone is here to help us'.

LEADERSHIP AND MANAGEMENT

The headteacher leads and manages the school **very well**. She has worked hard to develop a popular school with a very strong ethos. The deputy headteacher provides strong support. The school development plan provides a clear indication of the school's priorities. School governance is **good**. Governors are very supportive and enthusiastic and are closely involved in the running of the school. Subject leadership is **good** overall and in the core subjects and ICT it is very good. The work of subject co-ordinators has a positive impact on raising standards.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents' questionnaire and their attendance at the pre-inspection meeting indicate strong support for the school. Pupils really like Shaw Ridge and would strongly recommend it to others!

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- improve arrangements for withdrawing pupils from lessons for additional help.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Achievement is **very good**. Standards for seven-year-olds are above average in reading, writing and mathematics. Standards in English, mathematics and science for eleven-year-olds are well above average.

Main strengths and weaknesses

- Children in the reception class achieve well.
- Pupils' standards in information and communication technology are above those expected.

Commentary

1. On entry to the reception class, children's attainment usually varies from year to year, but is broadly average. Children in the Foundation Stage achieve well and some achieve very well. By the end of the reception year, children are on line to reach the expected standards of the Early Learning Goals¹. In their personal and emotional development they are well above the levels expected and they are above expectations in creative development.
2. Infant pupils achieve well. The school's results in national tests in 2004 were average in writing, above average in reading and well above average in mathematics. Results were below average compared with those in similar schools based on free school meals. This is because relatively few pupils attained Level 3. This year the school has focused on stretching more able pupils in reading and writing, and inspection judgements note that it has done this successfully. Taken over the last three years, the trend in performance for Year 2 pupils has been above the national trend. During the inspection, standards are above average in all three subjects. Pupils achieve well during their two years in the infants because the school places importance on developing their basic literacy and numeracy skills and, importantly, planning work that enables them to use those skills regularly in other subjects.

Key Stage 1

<i>Standards in national tests at the end of Year 2 – average point scores in 2004</i>		
Standards in:	School results	National results
reading	16.4 (15.7)	15.8 (15.7)
writing	15.1 (14.5)	14.6 (14.6)
mathematics	17.5 (16.8)	16.2 (16.3)

¹ Early Learning Goals – these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with: language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development. There are many goals for each area of learning; for example, in language and literacy, children should be able to write their own name and begin to write simple sentences.

There were 39 pupils in the year group. Figures in brackets are for the previous year.

3. In the 2004 national tests, eleven-year-olds attained standards that were above average in English and well above average in mathematics and science. Taken over the last three years, the trend in performance for Year 6 pupils has been below the national trend. The main reason for this is the low results in 2003. These were due to several unavoidable changes of teacher during the pupils' final year and a group of pupils with a lower than usual ability range. During the inspection, standards in all the core subjects are well above average. Junior pupils build very well on their good achievement as infants. There is a consistency throughout the juniors which helps them to achieve very well, regardless of which class they are in. One important reason why pupils attain such very good results in mathematics and science is the very good provision the school makes for investigative work in both subjects, where they use and apply their ideas very well.

Key Stage 2

Standards in national tests at the end of Year 6 – average point scores in 2004		
Standards in:	School results	National results
English	27.8 (25.8)	26.9 (26.8)
mathematics	28.6 (26.2)	27.0 (26.8)
science	30.6 (27.7)	28.6 (28.6)

There were 37 pupils in the year group. Figures in brackets are for the previous year.

4. Standards in the foundation subjects, where judgements were made, are in line overall with expectations for infants and juniors. The exception is in information and communication technology, where standards attained by seven and eleven-year-olds are above expectations. Junior pupils especially have very good opportunities to use their word processing and data handling skills in literacy, numeracy and ICT in the foundation subjects. Standards in religious education for infants and juniors are in line with the locally agreed syllabus.
5. Achievement for pupils with special educational needs is generally in line with their classmates. Class teachers carefully plan individual targets for these pupils. They reflect pupils' social and academic needs and enable their progress to be monitored successfully. The school's system of withdrawing pupils from their class lessons, however, is not entirely appropriate. While work for them is carefully planned, it is carried out in isolation and is less effective because of that. Pupils are frequently withdrawn at important times during lessons and are not consistently able to benefit from the same degree of high quality teaching as their classmates.
6. Pupils whose home language is not English achieve very well. They are fully included in all aspects of the school's work and their different levels of ability are recognised by teachers in their planning. As well as being proud of their achievement in English, these pupils are, at the same time, developing their proficiency in speaking and writing their home languages.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Their attendance and punctuality are **satisfactory**. Their spiritual, moral, social and cultural development is **good** overall.

Main strengths and weaknesses

- Pupils are very eager to learn and have very positive attitudes to all aspects of school life.
- The school is a very happy and successful community in which pupils and adults trust, care for and respect each other.
- Pupils relish responsibility and have a very strong sense of what is right and wrong.
- Pupils' social and moral development is very good.
- The school has good systems for ensuring that pupils attend school.

Commentary

7. Shaw Ridge Primary is a very happy school which pupils are proud to attend. They are confident that they are looked after by adults who have their best interest at heart. They feel safe and secure and are pleased that they are given lots of really good opportunities to learn, play and grow up. Pupils get on very well with each other and all the adults who work with them. Visitors are made to feel welcome because they are greeted with cheery smiles, good manners and offers of help.
8. Pupils' behaviour in class and around the school is very good because they follow and fully support the school's golden rules. Pupils work very well in groups, when they help each other to learn, and on their own. Older pupils, in particular, have a clear understanding of their learning targets and use them to check their progress. Older pupils are pleased to help younger ones, for example by organising and teaching games to them and, if they are specially trained mentors, helping to resolve any disputes which might occur. During the inspection no bad behaviour or bullying was seen or reported to the inspection team. This finding is confirmed by pupils' and parents' feedback to the inspection team.
9. Pupils of all ages contribute very well to school life. They help their teachers tidy up and prepare classrooms for lessons. They fetch and carry registers, look after the library and playtime equipment and operate equipment during assemblies. The elected members of the school council take their roles and responsibilities very seriously. They are pleased, on behalf of their classmates, to have some influence on the running and improvement of the school and fund-raising for charities and appeals.
10. Pupils' spiritual, moral, social and cultural development is good overall, which is an improvement on the previous inspection. Their understanding of right and wrong and how to live in and contribute to a mutually supportive community is very good. As a result, pupils have a very mature understanding of how they can make a positive contribution to society in general. Better opportunities are planned now to develop

pupils' spiritual and cultural awareness through sensitive assemblies and carefully planned topics that raise pupils' awareness of other races and cultures.

11. Attendance at Shaw Ridge fell in 2003/4 because of the illness of many pupils and the long-term absence of a small number of pupils. Figures for 2004/5 suggest that, so far, the school is on target to achieve attendance levels which are, once again, above the national average. The school has good systems for monitoring and encouraging attendance and works very closely with parents and carers to ensure that pupils come to school and arrive on time.

Attendance

Attendance in the latest complete reporting year (%)					
Authorised absence			Unauthorised absence		
School data:	5.0		School data:	0.0	
National data:	5.1		National data:	0.4	
<i>The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.</i>					

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

Teaching and learning are **good** overall. Assessment is **good**. The school provides a **very good** curriculum and all pupils are included in the school's work. Opportunities for enriching the curriculum are **very good**. The care and support the school provides are **very good**. There are **very good** links with parents and **good** links with the community.

Main strengths and weaknesses

- Teachers' planning is very good and makes strong links between different subjects.
- Teachers use ICT very well to make lessons interesting and exciting.
- Teachers' marking is very good and helps pupils to improve.
- Teachers have very good relationships with pupils.

Commentary

12. Teaching now is much better than it was in the previous inspection. Then, it was satisfactory overall. In this inspection, twice as many good lessons were observed as in 1998 and six times as many very good and excellent lessons were taught. This is a major improvement that helps pupils to learn and achieve much more effectively. There is more good, and very good, teaching in the juniors than in the infant classes. Even so, good and very good teaching was observed in over half of all infant lessons and helps pupils to achieve well. Differences in teaching quality between the infants and juniors occur when activities are not as clearly explained and lesson pace drops.

Summary of teaching observed during the inspection in 44 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3 (7%)	10 (23%)	19 (43%)	12 (27%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

13. High quality teaching is consistently evident because of a clearly focused whole-school approach to improving teachers' skills and the impact this has on pupils' learning. Elements which have been improved include a shared approach to detailed planning, making clear what pupils are intended to learn

and providing consistency in teaching and learning across each year group. Other factors are the school's focus on linking different subjects, making pupils' learning more meaningful and making much better use of their skills in literacy, numeracy and ICT. Additionally, teachers' very good marking provides them with a very good understanding of what pupils have learned and what subsequent work needs to be planned. Finally, lessons have been thoroughly monitored by the headteacher and senior management team, as well as subject co-ordinators. Written feedback follows lively debate on individual lessons and has helped to sharpen teachers' skills in a climate of mutual, professional support.

14. Added to these factors are changes in staff and the subject expertise they bring, as well as trained teaching assistants who provide good support in classrooms. An agreed, well planned approach to improving the quality of teaching has paid off in terms of better quality learning experiences and pupils achieving their full potential. Relationships between adults and pupils are warm and supportive, so pupils know they can ask for help if needed. Classrooms are lively, industrious places where teachers make clear their expectations of behaviour and quality of work. Interactive whiteboards are used imaginatively and effectively to capture pupils' interest. Teaching in lessons and in withdrawal sessions for pupils with special educational needs is good, although they miss out on good and very good teaching in their own classes. Teachers plan lessons very well for the range of differing abilities in their classes. Their individual learning targets are well matched to the pupils' stages of learning and personal development.
15. Teachers' marking of work is often very good. It helps them know in detail what standards pupils are attaining, what they are capable of achieving and what work needs to be planned next. Even in mathematics, where detailed written comments are often difficult to compose, teachers' marking is comprehensive. As in all subjects, marking is supportive, offering a frank evaluation of the quality of the work, as well as referring to points for improvement in future. Homework is well planned and links very well with the work that pupils do in school.
16. The school makes effective use of a wide range of good assessment systems. For instance, teachers use assessment information to plot pupils' individual attainment and to predict their future likely achievement in English, mathematics and science. As a result, they are alerted to any blips and quickly take the necessary action to help individual pupils get back on course. Teachers share this information with parents at regular intervals during the year at open evenings.
17. A particular strength is the use made of assessment systems to plot and predict the performance of year groups as they move through the school. Subject leaders make good use of this information when reviewing the curriculum and make any adjustments if needed.

The curriculum

Curriculum provision is **very good**. Enrichment through visits, visitors and clubs is **very good**. The quality of resources is **good** and the accommodation is **satisfactory**.

Main strengths and weaknesses

- The curriculum is interesting, stimulating and very well planned for the pupils.
- Provision for personal, social and health education is very good.
- The school plans imaginative and purposeful links between subjects.
- Pupils who are withdrawn for additional support often miss out on stimulating activities.
- Provision for pupils with special educational needs and English as an additional language is good.

Commentary

18. The quality and range of learning opportunities provided are very good. The school very effectively ensures that pupils are provided with a very interesting and varied curriculum which meets all statutory requirements. This is good improvement since the previous inspection, when the curriculum was judged to lack balance. It is now very well planned, with meaningful links between subjects that help to make pupils' learning challenging and stimulating.
19. The rich curriculum starts in the Foundation Stage where children have a secure, welcoming and calm environment and are presented with creative and imaginative tasks. The school has frequent visitors who help bring the curriculum alive and further inspire the pupils. Pupils go on educational visits to interesting places to support the topics they study, for example Bristol art gallery and the Museum at St Fagans in Cardiff. The quality of work that pupils do as a result shows just how effective these visits are.
20. The school plans very good links between subjects, whilst ensuring that the appropriate skills and progression in each subject are addressed. For example, in science when pupils learn about parts of a plant, they use their art skills to make delightful still life pencil drawings of flowers, then use their literacy skills to label in detail the parts they know. The school is also effective in evaluating initiatives and innovations to support the curriculum. Classrooms have stimulating role play areas planned around the topics they are studying.
21. The provision for pupils with special educational needs is good overall. Learning targets are realistic and help pupils to achieve their best. Despite the school's best efforts to maintain continuity when pupils are withdrawn for additional focused support, they often miss out on stimulating activities in their own classrooms. Pupils whose home language is not English receive a broad and balanced curriculum and play a full part in school activities. The school is successful in providing a curriculum that reflects the school's positive attitudes towards other cultures and languages.
22. The school has developed a very good programme for supporting pupils' personal, social, health and citizenship education, including sex education and drugs awareness education. It is very closely linked to other aspects of

education provision, particularly peer mediation and opportunities to talk about feelings. The comprehensive programme runs from the Reception class to Year 6 to ensure a clear progression in the development of pupils' skills.

23. Opportunities for pupils to take part in activities beyond the school day are very good. The school organises a varied and popular programme of clubs, from recorders to sign language, which caters for a wide range of interests. The school is strongly committed to sporting activities, music has a high profile and pupils are given a wealth of opportunities to develop their artistic talents.
24. Resources are good overall. The new computer suite provides good opportunities to enhance pupils' skills. Interactive whiteboards in each classroom are used extremely well to help capture pupils' interest and provide an added dimension to subjects, such as a virtual church tour in religious education. The accommodation is very well maintained. The classrooms are small and every available space in the school is used well for teaching or storage.

Care, guidance and support

The school has **very good** arrangements for looking after pupils' care, welfare and health and safety. Its monitoring of pupils' achievements and personal development is **very good**. There are **very good** arrangements for involving pupils through seeking, valuing and acting upon their views.

Main strengths and weaknesses

- There are very good arrangements for ensuring that pupils spend their days in a secure, safe and healthy environment.
- The school very effectively monitors and closely supports pupils' learning and development.
- Pupils' views and ideas about how to make the school a better place in which to learn and play are really valued.
- Pupils, their parents and carers are made to feel welcome.

Commentary

25. The health, safety, care and security of every pupil are better than at the time of the last inspection. There are regular and rigorous safety checks of the whole site and thorough risk assessments are carried out. Anything that needs attention is dealt with promptly and effectively. There are two first aiders on site throughout the school day and plans are in hand for all staff to further update their training in first aid. Child protection arrangements are very good and take into account recent changes in requirements. All staff have been properly briefed on procedures and there is close liaison with all the appropriate local agencies.
26. Teachers and support staff use a variety of formal and informal means to monitor how their pupils are getting on. A comprehensive tracking system provides a wealth of data, which is used well to plan teaching and learning. Because teachers and support staff know their pupils so well they are able to keep a close watch on their personal needs and development and provide any

support which is needed. Pupils who have special educational needs are well supported and the school pays good, discrete attention to the needs of its looked after pupils.

27. Adults seek out pupils' ideas and views about how the school is run and what can be done to improve it. They are very good role models, encouraging pupils politely and maturely to speak their minds. As a result they are confident that they can always turn to an adult if they are worried or upset about anything. Circle times and day-to-day exchanges between staff and pupils provide invaluable informal feedback, whilst the school council provides a more formal, high profile consultative forum. Council members' ideas on projects such as the creation of a new outdoor classroom are taken very seriously and, where possible, included in plans on how best to move the school forward.
28. New pupils, parents and carers are warmly welcomed into the Shaw Ridge family. Preparation for children to enter the Reception class includes visits and briefing sessions. Older pupils, whenever they arrive in school, receive one-to-one support and are looked after by a buddy pupil until they feel at home. The result of this impressive attention to care is that pupils quickly settle in and get on with the business of learning and growing up with their new-found friends.

Partnership with parents, other schools and the community

The school's links with parents are **very good**. Its links with the community and other schools and colleges are **good**.

Main strengths and weaknesses

- The information which the school provides for parents is good.
- The school successfully encourages parents to become involved in their children's education and welcomes their ideas and opinions.
- Links with parents, the local community and other schools and colleges have a positive impact on pupils' learning and development.

Commentary

29. Parents are justifiably pleased with Shaw Ridge Primary. They believe that the headteacher and her staff run a very good school and they are doing a very effective job in helping their children to learn and grow up. They are confident that their children spend their days in a safe, healthy, secure and caring environment.
30. The school provides a good range of formal and informal information about what is going on and how well pupils are doing. There are informative newsletters, a very good prospectus, termly curriculum information sheets, consultation evenings and a comprehensive end of year report. In spite of these good arrangements, a number of the parents who completed the pre-inspection questionnaire indicated that they wanted more information. Typically, the school is already addressing this problem and will very soon be consulting parents on how things can be improved.
31. Everyone in Shaw Ridge believes in the parent-partnership approach to education and the beneficial effect which it has on pupils' learning and development. There is therefore a warm welcome and an open door for anyone who wants to talk to the headteacher or other staff. Questionnaires help the

school to gather parents' views and ideas, which are then acted upon. The recent change from two to three consultation evenings per year are the result of this kind of consultation. Parents willingly and eagerly contribute their time and talents to help out in and around the school. The friends' association is a very successful fund raiser and organises well supported social events throughout the school year.

32. Shaw Ridge staff work closely with colleagues in other local primary and secondary schools. Pupils' education benefits from this. The school also makes good use of the local community and the environment for projects such as the recent work on how to make the local area a safer place for everyone.
33. Arrangements for the transfer of Year 6 pupils to secondary schools are very good. New teachers and ex-pupils come to Shaw Ridge and pupils and parents visit their new schools for familiarisation sessions. Close but discrete liaison ensures that the secondary teachers are fully aware of their new pupils' strengths, weaknesses and needs and are ready to respond appropriately.

LEADERSHIP AND MANAGEMENT

The headteacher's leadership is **very good**. Management of the school is **very good**. The governance of the school is **good**. The leadership of senior members of staff is **good**.

Main strengths and weaknesses

- The headteacher provides a very clear sense of direction for the school's work.
- Subject leaders play an important part in raising standards.
- The governors work well together as a team and take a keen interest in all the school's work.
- The school is managed very efficiently.

Commentary

34. The headteacher leads and manages a very successful school with a very strong ethos. She is a dynamic leader with high aspirations and expectations. She and the deputy headteacher form a strong partnership with clear and innovative ideas how to develop the work of the school still further. There is a strong sense of teamwork amongst adults and pupils. Governors share a determination to continue to maintain high standards and foster an environment in which pupils are happy to learn. The school improvement plan offers very well-considered measures that are intended to continue to improve different aspects of the school. The school had already identified the need to review the withdrawal arrangements for pupils with special educational needs.
35. The leadership and management of the headteacher have improved since the previous inspection, when they were judged to be good. Since the last inspection, the role of subject leaders has significantly improved, especially in the core subjects and ICT. They now undertake their responsibilities very well with regard to monitoring and this has a positive impact on planning, pupils' standards of work, the quality of teaching and a consistency of approach

throughout the school. Leadership and management in other subjects are at least satisfactory and in a few they are good. Leadership and management of special educational needs are good. There are clear lines of responsibility for managing support staff and pupils' learning targets involve teachers, parents and pupils themselves and are regularly reviewed. The support within class and in withdrawal groups is good and the school has tried to minimise the impact of withdrawal by careful timetabling and providing support 'buddies' in class.

36. The governors are enthusiastic and, despite their limited experience, have a good understanding of the work of the school, its strengths and areas for development. They undertake regular training to improve their skills. They bring to the governing body a range of skills and expertise that is used well to support and guide the school in its work. The close partnership between governors and the headteacher is a strength of the school. They have a clear view of test results and they understand how to interpret test data. Governors are well aware of potential changes that reorganisation to the local area might bring and their consequent impact on Shaw Ridge and other local schools. They have wisely considered a range of options for managing the budget with probable changes in mind, including maintaining a contingency fund to allow the school flexibility to deal positively with future developments. Although this is about 10 per cent of the school's budget, governors have considered very carefully the amount they feel is needed to cater for future changes and there are no areas of the curriculum or staffing which, in the view of the inspection team, are under-funded.
37. The school runs smoothly and effectively. Administrative staff are welcoming and manage day-to-day routines calmly and efficiently. Parents feel that the school is led and managed well and pupils say it is a happy place where everyone cares about each other. The friendly atmosphere of the school is acknowledged to be central to its success. The main aid to achieving success is the shared determination of all staff and governors in providing a safe and well-managed environment in which all pupils have equal opportunities to succeed.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	620,047	Balance from previous year	80,364
Total expenditure	630,016	Balance carried forward to the next	70,395
Expenditure per pupil	2,307		

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

38. The good provision for children in the Foundation Stage has been improved since the last inspection and children achieve well during their time there. Their achievement is better now than it was in the previous inspection, when it was satisfactory in most areas. Teaching is good overall and in the reception class it is often very good. It challenges and excites children's curiosity and desire to learn and children love coming to school. The curriculum offered is good and the balance between adult and child-selected activities is carefully planned and resourced. The provision for outdoor play is good, but it is insufficiently used. Children enter school in the September after their fourth birthday, with the youngest children receiving part-time schooling for the first term. Parents talked enthusiastically about the induction procedures and the way in which staff keep them informed of their children's progress.
39. On entry to the reception class, children's attainment usually varies from year to year, but is broadly average. By the time they reach Year 1, all children achieve well and most will reach the early learning goals in all areas of learning, and some will exceed them. All adults skilfully manage the children and set very good role models for them. Teachers and teaching assistants work well together as a cohesive team. The leadership and management are good. The co-ordinator is fully aware of the principles that underpin a successful curriculum for children at this age. Resources throughout the Foundation Stage are of good quality, plentiful in quantity and effectively used to support creative and exciting learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- The school helps to develop children's very good attitudes.
- Children are given many opportunities to work independently and take responsibility.
- Staff have respect for the children and develop very good relationships.

Commentary

40. All children, including those with special educational needs and those for whom English is an additional language, achieve very well in personal, social and emotional development. Children's development in this area of learning is critical to the school's ethos and forms a very large part of its work. They make very good progress and their high attainment is due to every child being treated as an individual and the staff's expertise in developing every child's potential.

41. Children are confident and happy. They show consideration for each other and are very good at sharing equipment and turn taking. They play in harmony with their classmates and understand what is and what is not acceptable behaviour. They develop independence by being allowed to choose which learning activity to undertake. They tidy up well at the end of a lesson, efficiently collecting all the pieces of the games and equipment and putting them away quickly. Very good teaching ensures that children learn they are part of a community and the importance of responding appropriately when told to do so. Staff are successful in developing very good relationships and share a common view of how children can learn effectively through play.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Children achieve well.
- Children's speaking and listening skills are good.
- Children's vocabulary develops well through play.
- Staff encourage a love of books.

Commentary

42. The quality of teaching is good overall. The majority of children are on track to reach the early learning goals by the end of the year and some will exceed them. There are well-planned formal and informal opportunities to develop language skills across the curriculum. Staff are very skilled at providing an interesting and stimulating range of activities for children to enjoy talking about. Children talk to visitors confidently and contribute well in group discussions, listening attentively to each other. They can use language well to clarify their thinking and develop creative and imaginative role-play, for example in their Sea Life Centre.
43. Teachers encourage children to browse through books and enjoy these independently. More formally, they are taught about books and words each day. In a very good lesson the teacher helped the children understand the difference in the Three Billy Goats Gruff story between describing what a Troll looked like and the Troll's character. A good focus is placed on teaching letter sounds and blends to help children achieve well. Some children have already built up reading vocabularies and all children enjoy taking home their reading books to share with their parents.
44. Children are encouraged to think of themselves as writers. There are good supplies of writing resources available inside and outside. Children could be seen making notes and lists and letters. Teachers encourage children to develop their fine motor skills for writing. A good number of them are attempting to write simple words in their own writing using their knowledge of letter sounds.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Opportunities are made for children to reinforce number skills in independent activities.
- Planned activities are imaginative and enjoyable.

Commentary

45. The majority of children are on course to reach the expected standards in this area because they are being taught well. Adults take opportunities throughout the curriculum to strengthen mathematical thinking. All children enjoy counting. Good teaching helps the more able children to learn well, identifying numbers and being able to say the number that preceded and followed it. There are good learning opportunities to recognise shapes. Many can not only name the common two-dimensional shapes, but also give the properties of those shapes. The most able children have learned how to identify and name three-dimensional shapes. Children achieve well because of the practical nature of the tasks they are given and through the imaginative support of bright number displays and colourful resources.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- The school uses visits and visitors very well to develop children's understanding of the world around them.
- Children are curious and inquisitive because of the very exciting planned activities.
- Children have good opportunities to use technology.

Commentary

46. Children achieve well and most reach the early learning goals. The teaching is good overall. The activities teachers provide have a major emphasis on hands-on experiences. Children make good connections and observations based on their careful handling of objects or watching investigations closely to see what happens. They greatly enjoy seeing which objects float or sink, first guessing what will happen and then testing for themselves. Children play and explore confidently and use tools carefully. Most are able to stick carefully. All children skilfully use the computer mouse to draw on screen. They operate the tape recorder themselves and independently listen to sounds of the sea in the Sea World role-play area. Teachers make children aware of different times of the year and the weather as it changes from day to day.

47. To enrich and extend their learning experiences, children are taken for walks around the grounds and further afield. Good teaching provides the children with a range of stimulating learning experiences.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- All children enjoy creative play because it helps them to learn new skills.
- Children enjoy expressing creative ideas with a wide range of materials and media.
- Children's opportunities to make music are good.

Commentary

48. Children achieve very well as the result of the very good teaching. Many attain standards above those expected by the time they enter Year 1. The staff organise themselves efficiently so that they can spend time with the children and help them make good progress. The role-play areas designed in one classroom as The Sea World Centre and Our Fire Station in the other classroom thoroughly engage and sustain the children's interest in imaginative play. Teachers plan the role-play area very well to link with the class topic. Teachers provide a very good range of opportunities for artwork, firstly in independent free choice paintings, but also in cross-curricular learning such as printing sea and boat pictures. Singing and music making are very well taught in one reception class when children explored instrumental sounds to represent animals. They sing sweetly together.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Good opportunities are provided for children to develop their fine hand control.
- Insufficient use is made of the outdoor area.

Commentary

49. Children enjoy riding around a marked area which allows them to practise and improve their skills of getting to know which spaces to ride in. However, the outdoor area is not always an option for the children in independent activities time. It is, however, an area which, when in use, children have free access to. Children develop small physical skills by using tools, scissors, pencils, brushes etc. They are taught to form their letters correctly and most practise this with great attention and concentration. They develop a good awareness of how to move safely and at different speeds when they play in the playground and on the climbing frames. Teaching is good and most children will reach the early learning goals by Year 1.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- The school's good strategies to improve standards in writing have had a positive impact.
- The subject co-ordinator provides very good leadership and management.
- Assessment is good and is used well to record pupils' achievement and plot their further progress.
- Pupils make very good use of their literacy skills in other subjects of the curriculum.
- The accommodation for the library is too cramped for whole class use.

Commentary

50. Infant pupils achieve well. The school's results in national tests in 2004 were average in writing and above average in reading. During the inspection Year 2 pupils attain standards that are above the national average in writing, and well above the national average in reading and speaking and listening. The improvement in writing is the result of carefully focused planning to provide more opportunities to improve their written work in a range of styles. Year 6 pupils do even better. In the 2004 national tests, eleven-year-olds attained standards that were above average in English. In the inspection their attainment in all aspects of English is well above average. This improvement is because of a different and more able cohort of pupils. All pupils, including those with special educational needs and those whose home language is not English, achieve well as infants. Pupils' progress accelerates significantly as juniors and they achieve very well in Year 6. The school has improved its standards in English since the last inspection, when they were judged to be satisfactory for infants and above average for juniors.
51. Very strong subject leadership and management have helped to increase the number of pupils reaching the higher levels of attainment, by focusing on specific elements of English that needed to be improved. This concentrated focus is having a positive impact and the school is well on course to achieve its targets in English for 2005. Factors contributing to this include good quality teaching, good assessment systems, effective monitoring of teaching and learning by the subject leader and the governing body, and pupils' very positive attitudes towards their learning.
52. The overall quality of teaching and learning is good. It is very good between Years 3 and 6 so pupils' progress accelerates significantly and they achieve very well. Teachers' planning is very good. Very good marking provides sensitive and knowledgeable support for all pupils. Teachers generally deploy their assistants very well to support pupils in class and they are extremely adept at using interactive whiteboards to capture pupils' attention and stimulate their interest. All teachers make the learning intentions of their lessons explicit. This is an improvement since the last inspection. Occasionally, teachers in Years 1 and 2 do not get the balance of their lessons right so there is not enough time for pupils to complete their work. Pupils with special educational

needs are often withdrawn for extra support during lessons. While this helps them to develop specific skills, such as their awareness of letter sounds or spelling patterns, they often miss out on very stimulating teaching and learning in their classes and activities which would have an equally positive impact on the development of their skills in literacy.

53. Pupils have appropriate targets that they know and evaluate regularly. They are eager to improve their performance. They work hard in lessons to acquire new knowledge and understanding and are eager to put these into practice. For instance, pupils in Year 2 demonstrate their good understanding of speech and question marks when writing a series of questions to use when interviewing characters in a folk tale. Year 6 pupils study and analyse the characteristics of suspense in fiction and begin to compose their own stories, exemplifying the features of setting the scene, creating a dilemma, reaching a resolution and drawing a conclusion. The presentation of their work is very good. Spellings are usually correct and handwriting is consistently formed and legible. The school's hard work in setting challenging targets for pupils has helped to improve standards in writing.
54. The subject leader monitors the quality of teaching and learning and has initiated innovations in teaching and learning to raise standards, especially in writing. These represent significant improvements since the last inspection.
55. The resources and accommodation for English are satisfactory, although the library is too small to accommodate a whole class at a time. However, the school compensates for this with characteristic efficiency through its links with secondary schools so that older pupils spend sessions there, gaining knowledge and understanding of the Dewey system.

Language and literacy across the curriculum

56. There are very good opportunities for pupils to use their literacy skills in many other subjects such as history, geography, religious education, science and ICT. They make very good use of their speaking and listening skills in a range of activities including discussions, debates and constructing interviews. Their writing skills are seen in many different styles in nearly all subjects. For example, they recount famous events in history and religious education and describe scientific investigations and geographical features such as soil erosion using specific vocabulary accurately.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Consistently good teaching and learning help pupils to achieve well.
- The subject co-ordinator provides very good leadership and management.
- Assessment is used well to help plan the next stages of pupils' work.
- Very good opportunities are planned for pupils to use their mathematical knowledge to solve problems.

- Pupils are taught basic mathematics skills very thoroughly.

Commentary

57. In the 2004 national tests infant pupils attained results that were well above average in mathematics. During the inspection, pupils in Year 2 attain standards that are above average and achieve well, including those with special educational needs. The difference in judgements is because this is a different group of pupils. In the 2004 national tests, eleven-year-olds attained standards that were well above average in mathematics. During the inspection, standards are well above average in Year 6 and all pupils achieve very well, including those whose home language is not English. Standards are an improvement on the judgements made in the previous inspection which were judged to be satisfactory overall.
58. The quality of teaching and learning are good overall, with a significant number of very good lessons seen in junior classes. Very good teaching is one of the main reasons why pupils achieve so well, because they are given well-planned activities that are matched to their abilities. Pupils achieve very well in the juniors. Very good opportunities are planned for them to use their mathematics skills in investigations, often linking mathematics very well into other subjects. Teaching is not quite as well focused in infant classes, with lesson pace and expectations sometimes not as challenging.
59. Teachers' expectations are high. For example, they expect pupils to carry out rapid calculations in their heads and basic number skills are well taught and regularly practised. In both key stages teachers set challenging problems for pupils which require them to apply their skills in addition, subtraction, multiplication and division. Teachers have become increasingly competent in the use of the interactive whiteboard and use it very well to interest and motivate the pupils and to enhance teaching and learning. Teachers have very good subject knowledge and know their pupils well, setting targets that are appropriate and relevant. Their marking gives clear advice to pupils about what can be improved, as well as deserved praise for good achievement. The use of ICT is much better than in the previous inspection. Pupils use calculators effectively, as well as data handling programs. Teaching assistants are usually deployed well to support less able pupils and help them to achieve as well as possible.
60. Subject leadership and management are very good and have helped to raise standards. Teaching is regularly monitored to ensure that different parts of lessons are as effective as possible. A well-focused, innovative support programme for less able pupils is proving to be very successful in helping them to master basic numeracy skills.

Mathematics across the curriculum

61. There are very good opportunities for pupils to use their mathematics skills in other subjects such as science, geography and design and technology. For example, they construct and read graphs, measure temperature with thermometers, use rulers for plant growth and record numerical data found in their science experiments.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Teaching provides many opportunities for scientific investigation.
- The science co-ordinator provides very good leadership and management.
- Well-planned practical work gives pupils many good opportunities to work together.

Commentary

62. In the 2004 teacher assessments, the percentage of pupils attaining Level 2 was below average, but the percentage attaining the higher Level 3 was well above average. During the inspection, infant pupils achieve well in science and attain standards above those expected in Year 2. The difference is because there is much more focus on practical and investigative work and this has given pupils a much better understanding of different aspects of science. In the 2004 national tests, eleven-year-olds attained standards that were well above average in science. Inspection evidence shows that junior pupils achieve very well and current Year 6 pupils are on course to reach well above average standards. No clear judgement on standards was made in the previous report. Pupils with special educational needs and those whose home language is not English attain standards that are in line with those of their classmates.
63. Teaching and learning are good overall and often very good in the juniors. The very good teaching in the juniors is one of the main reasons why pupils achieve so well and why pupils have confidence to make predictions and get so much enjoyment from their work. In contrast, when teaching is satisfactory, long explanations and less effective use of resources means pupils' learning is slower. In some lessons, pupils with special educational needs were removed during the lesson introduction. This stopped the flow of the lesson and pupils missed out on crucial scientific explanations.
64. Throughout the school, teachers emphasise the experimental aspect of science. Investigative work has been a focus this year and science teaching is now firmly rooted in investigation. Pupils write up their practical work in the correct way, often using tables to make the information clear. They use their literacy skills well and very good examples of this were evident in their workbooks. Teachers carefully plan to link many other subjects with science. For example, pupils in Year 3 and 4 write detailed diaries of bean growth under

different conditions and use their mathematical skills well to measure and classify.

65. The use of ICT has improved since the last inspection. Pupils are confident users of the Internet for research and investigation. Teachers' strong subject knowledge and understanding means that they use the vocabulary of science very well and are able to stretch pupils' thinking. The use of the interactive whiteboards as a teaching tool is impressive. Teaching assistants work closely with slower learners in class and it is through constant conversations and support that these pupils achieve as well as others.
66. Leadership and management of science are very good. The co-ordinator has enormous enthusiasm for the subject. She rightly identified teacher assessment of pupils with lower ability levels as an area for development and has put together an impressive action plan to address this. She has ensured that the subject is well resourced and that these are very well organised.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **very good**.

Main strengths and weaknesses

- A well-equipped computer suite provides good resources for pupils to use.
- The subject co-ordinator provides very good leadership and management.
- Teachers make very good use of the interactive whiteboard.
- The school's good links with the community provide additional resources to extend the scope of pupils' ICT work.

Commentary

67. Standards are above those expected for pupils in Years 2 and 6. All pupils, including those with special educational needs and those for whom English is not their home language, achieve well. This is a major improvement since the previous inspection, when standards for infants and juniors were judged to be unsatisfactory. It reflects the time, attention, expertise and resources that the school has invested in the subject.
68. Teaching and learning are very good. The impact of very good teaching has not yet completely filtered through to pupils' achievement and standards in all the different elements of ICT, although standards have improved significantly. A major improvement has been in the subject knowledge that teachers now have and in their confidence to tackle difficult work with the pupils. This means that pupils experience challenging tasks, which they approach with enthusiasm and confidence. Teachers use the interactive whiteboard very well in whole-class lesson introductions. As a result, pupils are immediately involved in learning that is imaginatively and attractively presented. The use of specialist teaching in ICT in Years 3 and 4 is very effective. All teachers provide regular and well-planned intervention in lessons so that pace is maintained and any problems are quickly resolved. Purposeful assessments of how well pupils learn are carried out.

69. All the relevant elements of the ICT curriculum are taught. Pupils use their skills well when they compile attractive and informative multi-media presentations. The links between the school and Swindon Football Club offer groups of pupils extremely good opportunities to use sophisticated control technology.
70. Leadership and management are very good and have been very effective in improving teachers' skill levels, pupils' learning and making the most of the well-equipped computer suite and modern hardware and software. The co-ordinator has exciting plans in hand to develop the use of ICT in school even further.

Information and communication technology across the curriculum

71. The pupils' use of ICT across the curriculum is very good. Pupils use their word processing skills effectively to present their work attractively and imaginatively in a range of writing for different purposes. There is very good evidence that ICT is used in a range of subjects, such as data handling in mathematics and geography. The school's system of planning work in topics helps to develop these links very effectively. As the pupils' ICT skills develop, there are an increasing number of opportunities to apply them.

HUMANITIES

Geography

72. Work was sampled in geography, with no lessons seen. The subject was not a focus for the inspection and, therefore, it is not possible to form an overall judgement about provision. There is every indication from discussions with pupils and from examples of their work that standards are broadly average. Standards have been maintained since the last inspection. Year 6 pupils talked enthusiastically and knowledgeably about coastal erosion and saw this in action on their residential journey at Hooke Court. Subject leadership and management are satisfactory. The co-ordinator is new to the post, but has made a positive start in managing this subject.

History

73. During the inspection it was only possible to observe one history lesson, so no judgement is possible about provision. Evidence has been gathered from looking at displays and pupils' work, talking to pupils and staff and considering the extra activities that the school provides to enrich lessons in class. These all indicate that pupils are reaching standards that are in line with national expectations. Pupils are very interested in history and talk eagerly about their work. For example, during the inspection they enjoyed the company of a visitor dressed as Samuel Pepys and took part enthusiastically in a discussion with him about his life and times.
74. Their work indicates very good links with literacy, art and ICT. Teachers' planning indicates that pupils have good opportunities to describe events in history using a wide range of interesting styles such as letters, diaries, timelines and information booklets. For instance, pupils make individual handy booklets packed with information and illustrations about the Romans or Greeks. A strength of the curriculum is the innovative use of role-play areas in classrooms to extend pupils' knowledge and understanding of life in other times and places. These stimulate pupils' speaking and listening skills, while providing them with a good selection of relevant reading material and artefacts.
75. The school makes very good use of field trips that enrich pupils' knowledge and understanding about history and bring the subject to life. All pupils, including those with special educational needs and those who have English as an additional language, are fully integrated on these occasions. The subject leader

for history is currently on maternity leave.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Good use is made of visits and visitors to support the curriculum.
- Religious education makes a good contribution to the pupils' spiritual, moral, social and cultural development.
- The timetabling of religious education and swimming affects infant pupils' attention.

Commentary

76. Pupils in Years 2 and 6 attain standards that are in line with those expected in the locally agreed syllabus. Infant and junior pupils' achievement is satisfactory overall. They have a positive approach to their learning and have an interest in what they do. The school's curriculum is firmly based upon the locally agreed syllabus. Pupils have opportunities to learn about three main world religions and the main emphasis is on Christianity. The co-ordinator is well aware of this and looks for opportunities to include other religions at special times, for example during Diwali.
77. The school covers the study of Christianity in some detail and this includes visits to the nearby Anglican place of worship. Here infant pupils gained good first hand experiences of the key features of a religious building and how Christians approach worship. In the classroom, the teacher furthers pupils' knowledge when she takes them on a virtual tour of a Baptist church using the interactive whiteboard. Pupils are encouraged to make comparisons. All teachers are good at encouraging pupils to be thoughtful in answering questions. In lessons seen and in discussion pupils showed a genuine interest in religious ideas. Pupils in Year 5 and 6 enjoyed learning about the philosophy of the Taise faith community. They were confident users of vocabulary such as 'sanctuary', 'reflective' and 'peaceful' and the teacher responded by introducing new vocabulary such as 'ecumenical'.
78. Teaching and learning are good overall, but in Years 1 and 2 they are not as effective as in the other year groups. This is because lessons are timetabled when pupils are either waiting to go swimming or are receiving a religious lesson immediately afterwards. Pupils' attention and concentration then are not fully on their religious education lesson!
79. The leadership and management of the subject are good because the co-ordinator has helped to bring about improvements in standards. She has a wealth of knowledge and is a good role model in her teaching. The co-ordinator has significantly improved opportunities for assessment.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

80. Not enough art lessons were planned during the inspection to make a secure judgement on the school's provision. Evidence gathered from discussions with pupils, displays around the school, pupils' art folders and teachers' plans suggest that standards are in line with expectations and in some areas of work, such as pupils' observational sketching in Years 5 and 6, they are higher than expected. The range of work that pupils cover is broad. The progress they make in the infants and juniors is much better than in the last inspection, when it was judged to be unsatisfactory.
81. As well as learning good drawing skills for detailed observational drawings, pupils use a range of media to express ideas, including water paint, acrylics and pastels. They undertake three-dimensional work using modelling clay and make attractive weavings using different types of materials. Pupils' work is often well linked to other subjects and is displayed attractively in classrooms and around the school, indicating the importance adults place on pupils' work. The current topic for older pupils provides many opportunities for them to attempt African style art using vivid colours, although the pupils' choice of brushes to complete fine detail was very limited. Pupils have a sound understanding of the varying styles of different artists.
82. Subject leadership and management are satisfactory. Visitors to school make a significant contribution to the development of pupils' art skills and specific curriculum foci provide good opportunities for different types and styles of art to be celebrated throughout the school.

Design and technology

83. Not enough design and technology lessons were planned during the inspection to make a secure judgement on the school's provision. Evidence gathered from discussions with pupils, displays around the school, school folders, photographs and teachers' plans suggest that standards for infants and juniors are at least in line with expectations, as they were in the previous inspection. There is a sound range of activities where pupils have opportunities to design and make and evaluate their finished items. Planning shows that good links are made between design and technology and ICT, as well as providing good opportunities for pupils to use their writing skills, for example, in the evaluation process.
84. Infant pupils undertake extensive work in planning a healthy diet, identifying the ingredients and utensils needed, together with detailed and amusing evaluations of the outcome. Teachers' marking of this work is good, with very supportive comments and good advice. Junior pupils use a simple pneumatic system to apply to their 'moving monster' designs. There is good detail in their design drawings and explanations and their very good literacy skills are put to good use when they write evaluations of how they would refine any future attempts. Older pupils also undertake a food technology assignment, as well as designing a card container. Only two lessons were observed, but in one of those teaching was excellent. It was extremely effective in helping pupils to acquire the skills necessary to manipulate card by different means such as scoring and folding.
85. Subject leadership and management are satisfactory. The school keeps very useful evidence of work that has been covered and the current topic plans make good provision for design and technology skills to be developed further.

Music

Commentary

86. It was only possible to observe lessons in junior classes during the inspection, therefore no overall judgement on provision is possible. From lesson observations with teachers and visiting instrumentalists, it is likely that junior pupils attain standards that are in line with national expectations. In instrumental lessons, pupils reach good standards in keyboard, guitar, brass, strings and recorder. In assemblies pupils' singing was at the nationally expected standard.

87. Since the last inspection there has been good improvement in the quality of teaching in music at Key Stage 2, when it was judged to be unsatisfactory. Teaching in the juniors is now good overall. Teachers make their lessons fun and interesting so pupils make good progress. The quality of peripatetic instrumental teaching is very good because those teachers have secure subject knowledge, provide very good examples of how to play and use assessment well to provide additional challenges to pupils' work.
88. Pupils enjoy their lessons and achieve well. Very large numbers of pupils learning instruments have very good attitudes and are keen to learn. However, they are not given the chance to play together in school often enough. Consequently, opportunities are missed for pupils to develop their listening and appraising skills. Although they are familiar with the use of compact disc players and recording technology, they are not yet using information and communication technology well enough to enhance their composition skills.
89. Good extra-curricular activities and regular school events during the year enrich the subject for all pupils, including those with special educational needs and those for whom English is an additional language. For example, Indian dancers and musicians help pupils to understand the intricacies of their music and dance, while workshops in drumming provide pupils with good opportunities to develop their knowledge and understanding of pulse and rhythm. Annual Christmas and summer concerts in school, and taking part in local festivals, provide good opportunities for pupils' spiritual and social development.
90. Resources and the leadership and management of the subject are satisfactory. The accommodation in classrooms is cramped. However, the subject leader makes good use of her expertise through teaching other classes on a regular basis. She is enthusiastic and transmits her enjoyment of the subject, for example when discussing the music being played in assemblies.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- The school provides a wide range of extra-curricular activities for all pupils.
- The organisation of swimming is disruptive to some classes.
- The hall is used for other activities and space is at a premium.

Commentary

91. Pupils in Years 2 and 6 are attaining standards that are in line with national expectations. A strength of the school is its approach to including all pupils in all areas of the physical education curriculum and in all of its many extra-curricular activities.
92. The outdoor areas provide good opportunities for games. The hall is large enough for whole class lessons in dance and gymnastics although resources for drama and music reduce the amount of floor space available. Teachers are

conscientious in reminding pupils about the need to take care when moving around.

93. Teaching and learning are good overall. Most pupils make good progress in lessons and achieve well, although they attain standards overall that are in line with expectations. Teachers' planning is good and they manage resources well. They are careful to include both warming up and cooling down activities and ensure that all pupils are properly and safely dressed for physical education. However, there are occasions when teachers allow the noise level in their lessons to become too intrusive and time is wasted in settling classes down again ready to hear instructions.
94. Pupils enjoy physical education and have positive attitudes towards their activities. A large number attend clubs and all pupils take part in the school's events such as sports day. The good extra-curricular activities are popular and provide good opportunities for pupils' development of social and moral skills. There are good links with other schools through area sports events and tournaments
95. The school is rightly committed to the principle of teaching all its pupils to swim and in this it is very successful. However, during the inspection, the timetabling for swimming has a considerable impact on provision in religious education and disrupts the ethos of some lessons.
96. Resources for physical education and the leadership and management of the subject are satisfactory. The subject leader organises extra-curricular events and clubs that pupils enjoy. Standards in physical education are very similar to those at the time of the last inspection, although the subject leader has undertaken some monitoring of planning and teaching in order to assess how to improve standards further.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, health and social education and citizenship is **very good**.

Main strengths and weaknesses

- Activities are very well planned.
- The scheme of work ensures a steady progression in pupils' understanding from Reception to Year 6.

Commentary

97. The school places a very high emphasis on pupils' personal development. Lessons help pupils to understand the importance of their role as citizens. It teaches important concepts such as human rights, responsibility and decision-making through the lessons and everyday life in the school supports these messages.
98. All pupils are expected to be responsible in the way in which they conduct themselves in lessons and around the school. Pupils develop self-esteem and

confidence because they are trusted and respected by peers and adults. In the lessons observed teaching was very good. It helped to create an almost spiritual atmosphere where views and opinions were treated with the utmost respect.

99. The school expects every pupil to take some responsibility for the smooth running of the school, whether this is through being a member of the very good school council, a peer mediator, a learning buddy or helping another pupil. Every pupil is keen to take responsibility and the product is, as a group of pupils described, 'a caring, warm, secure, enjoyable, fun school'.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	2
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	2
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2
<i>Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).</i>	