

# INSPECTION REPORT

**Southmead Primary School**

Wimbledon Common/London

LEA area: Wandsworth

Unique reference number: 101027

Headteacher: Ms Shona Ferguson

Lead inspector: Mr David Speakman

Dates of inspection: 24 to 27 January 2005

Inspection number: 267702

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: 3 - 11  
Gender of pupils: Mixed  
Number on roll: 256

School address: Princes Way  
Wimbledon Common  
London

Postcode: SW19 6QT

Telephone number: 020 87888901

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Appropriate authority: The governing body

Name of chair of governors: Sally Wilson

Date of previous inspection: 30 November 1998

## CHARACTERISTICS OF THE SCHOOL

This primary school is about the same size as other primary schools. In addition, it has a 16 place resource to provide specialist support for pupils with autistic spectrum disorders (ASD), although this provision is over subscribed and there are 29 pupils with autism in the school. Consequently, pupils come from an area beyond the school's locality. The socio-economic profile of the pupil intake is disadvantaged. A very high proportion of pupils (58.1%) are entitled to claim a free school meal. An above average proportion of pupils joins or leaves during the school year. Pupils come from a very wide range of ethnic backgrounds: 44 (17%) have English as an additional language and are at an early stage of English language acquisition. This proportion is very high. The percentage of pupils with special educational needs (41.8%) is very high and 32 pupils have a Statement of Special Educational Need. Special educational needs include specific and moderate learning difficulties, social, emotional and behavioural problems, speech and communication, hearing, multi-sensory and autism. Although attainment on entry to the reception covers a wide range, it is normally very low in comparison with the nationally expected level for children of this age. The school has gained accreditation under the Healthy Schools programme and received a school achievement award in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20086	David Speakman	Lead inspector	Science
32768	Jane Manfield	Lay inspector	
32142	Beryl Richmond	Team inspector	Foundation Stage Mathematics Geography History
15023	Ali Haouas	Team inspector	English Music Physical education English as an additional language
32416	Cheryl Millard	Team inspector	Information and communication technology Art and design Design and technology Personal, social and health education and citizenship
31862	Julia Coop	Team inspector	Religious education Provision for pupils with Autistic Spectrum Disorders (ASD) Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **good** school that provides a good quality of education and gives good value for money. Pupils' attainment on entry is very low and, because of good teaching, excellent levels of inclusion for all pupils, a very good ethos and very good leadership and management, pupils achieve well.

#### The school's main strengths and weaknesses are:

- The headteacher and deputy headteacher lead the school very well and set a very clear vision for its future. The senior leadership teams and the governing body are effective.
- As a result of very good provision for pupils' personal development, a very good and caring ethos and exceptionally high levels of social and educational inclusion, pupils develop very good attitudes to learning, behave very well and form very good relationships.
- Pupils achieve well in response to good teaching. Starting from a very low baseline, standards are well below average at the end of Year 2 in English, mathematics and science, below average at Year 6 in English and mathematics and average in ICT and science.
- Provision in religious education is unsatisfactory and by the end of Year 6 standards are below those expected for pupils of this age.
- Children get a very good start to their education due to very good provision in the Foundation Stage.
- Teaching assistants are highly effective in what they do and they contribute very well to the good achievement of all pupils and to the very good support for pupils with special educational needs, including autistic spectrum disorders (ASD).
- Lesson planning in Years 1 and 2 is not effective in providing activities well matched to pupils' different ages and abilities.
- There is more scope to develop literacy, numeracy and ICT skills in other subjects.
- Attendance is unsatisfactory and impacts on standards achieved by some poorly attending pupils.

The level of improvement since the previous inspection is good. Since its last inspection in 1998 standards in English, mathematics, science and information and communication technology (ICT) have improved. The quality of the curriculum is better. The ethos of the school and leadership and management have improved and are now very good. The school has responded well to issues raised in the previous inspection; these have been met fully.

### STANDARDS ACHIEVED

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

*Key: A\* - top 5 per cent nationally; 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*

Achievement is **good** overall. Children start in the Foundation Stage with very low attainment and they achieve well. They meet the goals children are expected to reach by the end of reception in the personal, social and emotional development, knowledge and understanding of the world and in their physical development. They do not meet the

expected level in their mathematical development and creative development and in communication, language and literacy, standards remain well below average. In Years 1 and 2 pupils achieve satisfactorily and attainment in English, mathematics and science remains well below average by the end of Year 2. Achievement in Years 3 to 6 is good. By the end of Year 6 standards in English and mathematics are below average and average in science and ICT. The very good achievement in these two subjects as a result of priority attention in school improvement planning. Test results in English and mathematics have been rising over recent years, but fell back in 2004 because there was a high proportion of pupils with special educational needs in that class. Attainment in religious education is below that required by the locally agreed syllabus and in art it is above that nationally expected by Year 6.

Pupils' spiritual, moral, social and cultural development is **very good**. Pupils' attitudes towards school and learning and their behaviour are very good. Attendance is unsatisfactory and punctuality unsatisfactory.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **good**. Teaching and learning are **good**. They are good in the Foundation Stage and in Years 3 to 6, and satisfactory in Years 1 and 2. Teachers have very high expectations of pupils' behaviour, which are made clear and are effective in establishing a well ordered learning environment. Teaching assistants are very effective in supporting the learning of all pupils, including those with special educational needs (including ASD), together with pupils with English as an additional language. A wide range of very good quality resources, including many of a visual nature, is used very effectively to meet the diverse learning needs of pupils. Teachers meet the learning needs of pupils well, especially in the Foundation Stage and in Years 3 to 6. However, teachers of pupils in Years 1 and 2 do not use assessment data to plan sufficiently different activities to meet the wide range in the learning needs of pupils of different age or ability.

The school provides a good range and quality of learning opportunities. The range of extra-curricular activities, particularly those linked with the arts and sport, is very good. The match of teachers to the demands of the curriculum is good and that of support staff is very good. Teaching and learning resources and accommodation are very good and used very effectively. The school shows very good levels of care for pupils. The relationship between the school, parents and the community is good and very good with other schools.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **very good**. The leadership of the headteacher and deputy headteacher, working in close partnership, is very good. They have a very clear vision of the needs of the school, securely rooted in a very clear vision for its future. They are supported effectively in this work by other staff with leadership responsibility. The governors provide effective challenge and support and contribute well to the work of the school. Statutory requirements are met fully.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are very happy with the school and the quality of education it provides. Parents who responded to the parents' questionnaire expressed a high level of satisfaction with all aspects of the school's provision and its outcomes. Parents at the meeting expressed a similar degree of satisfaction with the school. Pupils like being in school. They like all adults working in the school and the friendliness of other pupils.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- raise standards in English and mathematics throughout the school and in science by the end of Year 2;
- improve the quality of teaching and learning in Years 1 and 2 and plan to meet the learning needs of all pupils more effectively;
- make better use of key skills in literacy, numeracy and ICT in other subjects;
- improve provision in religious education and raise standards by the end of Year 6;
- seek ways to gain parents' cooperation in ensuring their children come to school.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Standards are **below average** at the end of Year 6. Achievement is **good** in the Foundation Stage and in Years 3 to 6, and **satisfactory** in Years 1 and 2.

#### Main strengths and weaknesses

- Achievement for children in the Foundation Stage is good in all areas of learning but it is very good in their personal, social and emotional development.
- Standards in English, mathematics and science are well below average at the end of Year 2 and achievement in Years 1 and 2 is satisfactory.
- Pupils in Years 3 to 6 achieve very well in science and ICT and attain average standards by the end of Year 6 in both subjects. They achieve well in English and mathematics, but attainment is below average by the end of Year 6.
- Pupils with special educational needs, including those with ASD, make good progress and achieve well overall.
- Pupils with English as an additional language achieve well in both developing English language skills and in other subjects.
- Standards in art are above those nationally expected by the end of Year 6 and in religious education are below those expected by the locally agreed syllabus.

#### Commentary

1. In the last four years results for pupils at the end of Year 2 in the National Curriculum tests have been well below average in reading, writing and mathematics when compared with schools nationally and with similar schools. Pupils enter Year 1 with well below average attainment but, because the quality of teaching and learning is satisfactory, their achievement is satisfactory and standards remain well below average by the end of Year 2. Inspection evidence indicates that this year standards are still well below average in English, mathematics and science and achievement in Years 1 and 2 is satisfactory. Attendance is also a contributory factor in pupils' attainment, with absence levels in Years 1 and 2 being much higher than the rest of the school.

#### Key Stage 1

##### *Standards in national tests at the end of Year 2 – average point scores in 2004*

Standards in:	School results	National results
reading	12.0 (11.9)	15.8 (15.7)
writing	9.9 (11.6)	14.6 (14.6)
mathematics	13.3 (13.9)	16.2 (16.3)

*There were 28 pupils in the year group. Figures in brackets are for the previous year.*

2. In 2004, results in tests at the end of Year 6 were well below average in English and mathematics and very low in science when compared with all schools. When compared with similar schools, these pupils' achievement between Years 2 and 6 was well above average in English, average in mathematics and below average in science. In 2004 there was a dip in the results in English, mathematics and science and this

was because of the higher than usual proportion of pupils with special educational needs, absence of higher attaining pupils at the time of the tests and a high level of inward mobility in that class. Inspection evidence indicates that, this year, attainment is improving and is below average in English and mathematics and average in science. The improvement in science is due to the focused development over the last year and a half. Pupils achieve well in Years 3 to 6.

## 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	25.6 (26.2)	26.9 (26.8)
mathematics	24.0 (28.0)	27.0 (26.8)
science	24.4 (27.4)	28.6 (28.6)

*There were 32 pupils in the year group. Figures in brackets are for the previous year.*

3. Pupils with special educational needs and those with ASD are very well supported and as a consequence are achieving well overall in relation to their individual capabilities. Pupils with ASD are fully included in all lessons and the very good use of resources and specialist approaches has a very positive impact on their achievement. The majority of pupils with English as an additional language, including refugees, achieve well against their prior attainment. Their needs are accurately targeted and they benefit from the effective support provided. The efficient deployment of support staff and their good knowledge of the pupils, together with the commitment of senior managers to inclusion, make a positive impact on pupils' achievement.
4. Children in the Foundation Stage achieve well but, because they start from a very low baseline, most do not attain the goals children are expected to reach by the end of reception. In their personal, social and emotional development, knowledge and understanding and physical development they achieve very well and meet national expectations. Attainment in other areas of learning is below the goals children are expected to reach by the end of reception, but in communication, language and literacy, it remains well below average.
5. Attainment in each of the elements of language and literacy - speaking and listening, reading and writing - is below average. Although many pupils have limited vocabulary, they are willing to enter into discussion when reflecting on their work at the end of lessons, for example. By Year 6, most are able to articulate their views satisfactorily and listen attentively to teachers and to each other. The majority of pupils develop strategies for reading unfamiliar words and use the context of the story to guess meaning of those they don't know. However, accuracy in their understanding of what they have read is limited. The development of writing has been a focus of improvement and this is beginning to show in pupils' writing. Spelling is still generally poor and many pupils do not use joined handwriting, even by the end of Year 6.
6. In mathematics, pupils have many good opportunities to investigate and solve problems and these skills are developing well. However, there is insufficient progress in pupils practising and developing their mental mathematics skills and using them in calculations. Science has been a priority for improvement over the last year and a half and this has resulted in improved science investigation skills and better subject knowledge. Standards have improved significantly since the previous inspection and are now in line with those nationally expected by the end of Year 6. Pupils have

satisfactory routine computer skills and apply them competently when working with computers. Standards in religious education are below those expected in the locally agreed syllabus for religious education. Whilst pupils are aware of the key customs and rituals associated with the main faiths they study, their knowledge and understanding of the ways in which following a particular religion affects the lives of its followers is underdeveloped. Because of specialist teaching in art, pupils' achievements and their awareness and appreciation of art are good, with some very good standards achieved in classes taught by the specialist teachers. Key skills in literacy, numeracy and ICT are unsatisfactory in other subjects across the curriculum.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes and behaviour are **very good** and have a very positive impact on their achievements. Provision for pupils' spiritual, moral, social and cultural development is **very good**. Attendance is **unsatisfactory** and punctuality is **unsatisfactory**.

### **Main strengths and weaknesses**

- Pupils' very positive attitudes to work and learning and their very good behaviour help to create a very positive learning ethos.
- Pupils form very good relationships with adults and with other pupils.
- Additional therapies and sensitive support have a very positive impact on the personal development of pupils with special educational needs and those with ASD.
- Despite the school's good attempts to promote good levels, attendance remains unsatisfactory and punctuality is unsatisfactory.

### **Commentary**

7. In the majority of lessons, pupils show very positive attitudes to their work. They listen attentively, maintain concentration and have good working habits. They mix well and enjoy very good and harmonious relationships with adults and classmates throughout the school. Pupils with English as an additional language and those from ethnic minority backgrounds are keen to participate fully in activities.
8. The school's provision for moral and social development is very good and it is good for their spiritual and cultural development. Good opportunities to support pupils' spiritual development are provided, particularly in assemblies and throughout the curriculum. The school's very positive ethos and strong belief in including everyone have a clear impact on pupils' response and are clearly reflected in the pride they display about their work and the high levels of respect they have for each other. Pupils are regularly given opportunities to witness each other's achievements and celebrate their successes. The high profile of art, drama and dance and the enthusiasm of both teachers and pupils for these subjects clearly contribute to their spiritual and cultural development.
9. There are whole school rules and pupils are effectively encouraged to learn right from wrong. They respond positively to the high expectations that staff have of them and especially to rewards. Each child has a Reward Card and can collect stickers for good work, attitude or behaviour. These stickers are then exchanged for prizes at the end of term. Older pupils support younger ones and act as very good role models. The response of all members of staff to any poor behaviour is managed in accordance with school policies in a consistent way and both pupils and parents recognise that this is handled quickly and efficiently. Older pupils are given responsibilities like collecting

litter and selling items at a tuck shop for which they invoice the school. The money raised is used to fund the end of year activities. Activities such as these contribute very effectively to the school's citizenship provision. The school has a policy of not excluding pupils and in line with this there have been no exclusions.

10. Opportunities for developing pupils' awareness of other cultures have improved since the last inspection, particularly through work in art, music and dance with a range of visitors to the school including, for instance, an African dance group. As part of its highly inclusive ethos, the school makes a deliberate move towards valuing the school's culture and ensures that these values are paramount in their work with all pupils, regardless of ability, disability or background.
11. The school nurtures and encourages individual pupils, including those with special educational needs or ASD, very well. Many additional therapies and individual counselling sessions help develop confidence, self-esteem and increasingly mature attitudes and behaviour. This highly commendable approach has a very positive impact on the success of the school's vision to develop a fully inclusive school. As a result, all pupils are very understanding and responsive to those pupils with ASD who on occasions find it more difficult to sustain their attention. Pupils with English as an additional language mix well with their peers whatever their background and are very keen to participate fully in activities and school events. They are highly motivated and very keen to learn. This contributes significantly to the progress they make.

### Attendance

12. The school has good procedures for promoting attendance and punctuality and monitoring absence and lateness. The school prospectus and the governors' annual report to parents provide clear information about the importance of children coming to school and arriving on time. This message is reinforced by frequent reminders to parents in school newsletters. Over time, the school's rigorous approach is leading to an improvement in punctuality. However, lack of support by some parents in ensuring their children come to school has resulted in attendance which is unsatisfactory in comparison with the national average, particularly in the younger year groups.

#### *Attendance in the latest complete reporting year (%)*

Authorised absence		Unauthorised absence	
School data:	7.9	School data:	1.4
National data:	5.1	National data:	0.4

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is **good**. Teaching and learning are **good** overall. The assessment of pupils' achievement is **good** and assessment information is used effectively to ensure good achievement in the Foundation Stage and in Years 3 to 6. The curriculum is **good** and benefits from **good** opportunities for enrichment. The school provides a **very good** level of care, guidance and support for its pupils. Links with parents and the community are good and with other schools are **very good**.

### Teaching and learning

Teaching and learning in the Foundation Stage and in Years 3 to 6 are **good** and are **satisfactory** for pupils in Years 1 and 2. Assessment procedures are **good** overall and mainly used **well** in planning.

### Main strengths and weaknesses

- A varied range of teaching strategies and very effective use of resources aid the learning of all pupils.
- Teaching assistants are deployed very effectively and make a highly significant contribution to pupils' achievement.
- Teachers are committed to the inclusion of all pupils and are dedicated to constantly improving their own teaching skills to move learning forward.
- Teachers mostly insist on a high standard of behaviour and are usually very effective in achieving this.
- Assessment procedures and their use in planning for effective teaching and learning in the Foundation Stage and in Years 3 to 6 are good but assessment information is not used sufficiently or effectively enough to plan for differentiated activities in some Year 1 and 2 lessons.
- Pupils respond very well to opportunities to work collaboratively.

### Commentary

13. The overall quality of teaching and learning has been maintained since the previous inspection. Teaching is satisfactory in Years 1 and 2 because sometimes, particularly in science and subjects other than English and mathematics, planned activities do not sufficiently meet the learning needs of pupils of different ability or age in the teaching groups. Planning for different pupils' learning needs is more effective in Years 3 to 6 and here teaching is good overall, with much very good and excellent teaching being seen in these year groups. Teaching for pupils in the Foundation Stage is consistently good, with much teaching seen during the inspection being of a very good quality.

### Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	13 (34%)	15 (39%)	6 (16%)	2 (5%)	1 (3%)	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.*

14. Teachers use resources very well and they use strategies which make learning clear to all pupils. Resources used are of a visual nature and many learning activities are practical, so the large proportion of pupils with special educational needs and those with limited English language knowledge are able to understand new learning clearly. Key words are displayed in many subjects, interactive whiteboards are used to present work very clearly, such as the Year 3/4 science lesson on conductivity, and pupils play a practical role in understanding abstract ideas, such as linking time to the earth's movement around the sun.
15. Teachers' management of pupils is particularly effective in helping to create a calm and productive learning environment. Even in the large space in which pupils learn ICT, practise music and support groups meet simultaneously, there is a feeling of calm and industry. This comes from the teachers' quiet, yet firm, approach to behaviour management, through which high expectations are made clear and pupils feel valued. In the very few lessons that were less than satisfactory, behaviour management was

not as effective and teachers did not move pupils' learning on sufficiently. The headteacher has already addressed the situation very effectively. Teachers provide pupils with good opportunities to work collaboratively with other pupils and pupils have achieved this skill very well. This was demonstrated in an ICT lesson where older pupils were researching in preparation for building their own web-site in future lessons.

16. Pupils with special educational needs and those with ASD are not made to feel any different from their friends in lessons. This is a result of the professional approach teachers and teaching assistants have to their work and the inclusive ethos of the school. A very good package of professional development established by the special educational needs co-ordinator ensures that teachers and teaching assistants use a varied range of teaching styles effectively to meet the wide range of specific needs in each class. This has a positive impact on the progress that all pupils make in lessons. Those teachers and support staff new to the school are developing their skills well. This is due to the dedication of the leadership to ensure that all teachers are enabled to be effective special educational needs teachers.
17. The overall quality of support for pupils with English as an additional language is good. This is because pupils' needs are carefully targeted in lessons and they benefit from the effective deployment of learning support staff. In many lessons, pupils are exposed effectively to good models of language used in meaningful contexts through questioning, prompting and rehearsing key vocabulary. In the best teaching, this approach has been developed into a routine where skilful questioning, high expectations and a range of approaches are used to draw on their previous knowledge and extend their learning. Good use is made of the interactive white board and other visual aids including a successful use of symbols to enable pupils to understand what is required in an activity. A good example of this was seen in a Year 6 literacy lesson where, from the outset, the learning support assistant positioned herself next to targeted pupils and discreetly supported them during the whole class introduction. Sustained support throughout the lesson enabled these pupils to make real gains in their learning.
18. Using assessment procedures to inform planning in order for effective learning and teaching to take place is not used rigorously enough in Years 1 and 2 and lesson planning does not always take enough account of different pupils' capabilities and ages. This is particularly relevant when matched against the way the curriculum is organised whereby groups of pupils regularly move from one learning activity to another. In the Foundation Stage and in Years 3 to 6, assessment is used more effectively and informs planning more obviously. Learning objectives are shared at the beginning of lessons and pupils are clear about how well they are doing and what they need to do to improve their work. In Year 6, pupils are becoming skilful in assessing their own work through the use of success criteria and it is intended to extend this approach to the rest of the school.
19. Assessment for pupils with special educational needs across the school is very good. All pupils have targets to aim for in learning and behaviour. These are reviewed regularly by the intervention team and shared with all staff, especially teaching assistants. As well as monitoring assessment for learning and its impact on standards, the school is also looking at comparisons between achievement, attendance, support for learning from home and behaviour. They are able to link poor attendance to low achievement. Marking of pupils' work is consistently good throughout the school.

## The curriculum

The quality of learning opportunities is **good** and there are **effective** enrichment opportunities. The quality and quantity of resources and accommodation are **very good**.

### Main strengths and weaknesses

- Curriculum development is good because of the strengths and knowledge of the team approach.
- Provision for the arts and sport is very good and impacts positively on pupils' enjoyment of school. Specialist teachers in related subjects very effectively enrich the curriculum.
- Pupils' learning and personal needs are met very well through special support groups.
- Provision for personal, social, health education and citizenship (PSHE&C) is very good and has a considerable relevance to setting the ethos of the school.
- Very good accommodation and resources are used very well to meet pupils' learning needs.
- There are a very good number of teaching assistants, who are very well qualified and used very efficiently.
- Provision for pupils with special educational needs is very good.
- Standards in core skills of language and literacy, ICT and numeracy are not good enough in other subjects and limit pupils' achievement.

### Commentary

20. Curriculum provision is very good for children in the Foundation Stage, who experience a very good mix of learning activities appropriate to their age and stage of development. Curriculum provision for pupils in Years 3 to 6 is good, but it is satisfactory in Years 1 and 2 where teachers sometimes fail to match activities to pupils' age and ability in science and in humanities. The school is presently reorganising the presentation of the curriculum to maximise the efficient use of staff and learning resources and to ensure that the curriculum is relevant and meaningful to all pupils. Driven by the headteacher and deputy headteacher, improvements to the curriculum and how it is presented are spread through relevant teams of staff into all phases of the school. Priority has rightly been given to English, mathematics, science and ICT. In addition, because of the particular needs of the pupils, emphasis has been placed on the development of the arts and sport as well as PSHE and citizenship. Since the previous inspection, good improvement has been made in English and mathematics with very good improvement in implementing schemes of work and providing resources for science and ICT. The curriculum currently lacks planned provision to establish cross-curricular links to practise and promote skills taught in literacy, numeracy and ICT in other subjects.
21. Provision for the arts and sport is very good. Specialist art, music and dance teachers are engaged to support these subjects within the general curriculum and to meet pupils' specifically identified learning and personal needs, including those of gifted and talented pupils. The school benefits from the support of a sports development co-ordinator and pupils across the school have benefited from specialist coaches leading training sessions for netball, football, tennis, rugby, health and fitness and athletics. There is a wide range of extra-curricular activities which includes a wide range of sports and ICT. Inspection evidence supports parents' views that a good range of sports and other activities enhance the curriculum well.

22. The provision for pupils with special educational needs is very good and supports the inclusive ideals of the school. The school is dedicated to meeting the wide and varied needs of special educational needs and pupils with ASD and uses an impressive range of strategies to achieve this aim. A strong feature is the individualised menu of specialist provision that ensures that every pupil can gain the necessary skills in order to benefit from all that the school has to offer, without being excluded from any curriculum activity. The curriculum is carefully constructed to ensure that the needs of pupils with English as an additional language are met through the use of individual education plans and the identification of targets in teachers' planning.
23. The personal, social and health education and citizenship programme (PSHE&C) is well structured and tailored to complement the inclusive ethos of the school. Strong emphasis is placed on mutual respect and tolerance and pupils are encouraged to support and co-operate with each other. The work of pupils in Year 6 is particularly well focused on enterprise and citizenship and helps their personal development very well.
24. The accommodation and its use are very good. Having recognised the potential of the space within the building and grounds of the school, the headteacher has been the driving force behind creating a stimulating and genuinely exciting indoor and outdoor learning environment. Specialist rooms for teaching particular subjects have been developed containing a rich wealth of related resources. Children's artwork from across the school is used to great effect in the public areas of the school. Deliberate monitoring of the environment regularly takes place. The otherwise very good early years accommodation lacks a covered outdoor play area.
25. The school is well staffed with appropriately qualified and experienced teachers and a good range of specialist teachers able to support the diverse needs of these pupils. The school has a high ratio of teaching assistants who work very effectively to support both pupils' learning and pastoral care. Visits to the school and visits out to places, including a residential trip for older pupils, bring subjects to life. The residential trip, held at the start of the school year, contributes to social and academic development well. The number and range of school clubs is quite limited but those offered, such as ICT, are well attended and appreciated by pupils.

### **Care, guidance and support**

Provision for pupils' care, welfare, health and safety is **very good** with some excellent features. Guidance and support for pupils and their involvement in the school's work and development are **very good**.

### **Main strengths and weaknesses**

- The school has very good procedures to ensure that pupils work in a healthy and safe environment.
- There are very good arrangements for pupils' induction to school and for transition to secondary school.
- Pupils have excellent relationships with teachers and other staff and the school is very effective in building pupils' self-esteem and confidence.
- Through very good use of teaching assistants, outside agencies and many therapies, all pupils receive very good care and guidance.



## Commentary

26. The caring ethos of the school is a major strength. Great emphasis is placed on pupils' welfare and health and safety. As a result, all children feel nurtured and valued. Daily routines are well planned and staff work very effectively and sensitively to ensure that these include all pupils. Staff are aware of pupils' dietary and medical needs and very good procedures ensure that these are met. Designated and fully trained first aiders are always on hand, should the need arise. Children are very well supervised at all times. School buildings and grounds are clean and well maintained.
27. Teachers and other staff know their pupils very well. Relationships between them are very highly effective and make a significant contribution to pupils' learning and well-being. Staff are consistent in their friendly, caring manner of communication and pupils know that they can go to them with any problems or concerns. There are four learning mentors employed through the Excellence in Cities funding to who all children in Years 3 to 6 have access. This provides valuable and protected time for children to work through issues with their mentor. Pupils are given very good guidance and support to help them mature and develop personally as they move through the school. This reflects parents' positive views on the support given to their children. Pupils with special educational needs and those with ASD are very well cared for, supported and guided. The high level of individual, specialised care makes a very good contribution to the progress they make.
28. Children starting school are supported by a very good induction programme. Prior to starting in nursery, school visits are arranged for parents and children. This is an opportunity for the children to become familiar with their surroundings and for parents to have informal discussions with Early Years staff. Parents are invited to stay with their children during their first few days at school. This helps the children to feel secure and settle well and also provides parents with the opportunity to get to know staff and share information about their children. Similarly, a very good programme for pupils leaving at the end of Year 6 helps to ensure smooth transition to secondary school. All Year 6 pupils are taken to visit the four local secondary schools to which most of them will move. In the term before they leave, 'Circle Time'<sup>1</sup> and personal, social and health education lessons are used to help prepare Year 6 pupils for secondary school. Additional support is provided for any pupils who may find the change difficult or particularly challenging.
29. The school has effective induction procedures for pupils with English as an additional language so that they are settled quickly and are fully included. Very good support is also provided for pupils' social development and this clearly contributes to the progress they make. The school's monitoring procedures are effectively used to focus on pupils' individual needs.
30. Pupils throughout the school know that their views matter and this contributes well to building their self-esteem. The school is very successful in providing a variety of opportunities for pupils to become involved and influence school life. These include the school council, which comprises members from each year group who are elected by their classmates, and Year 6 'business' enterprises, such as the tuck shop and litter collection, which are agreed and run by the pupils.

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<sup>1</sup> During Circle Time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

## **Partnership with parents, other schools and the community**

The school has a **good** partnership with parents and the local community and **very good** links with pre-school settings, other schools and colleges.

### **Main strengths and weaknesses**

- The school provides a very good quality of information, including school reports, to parents.
- There are very beneficial links with the local education authority and other schools which have a very positive impact on the quality of education on offer.

### **Commentary**

31. Parents' views expressed through the pre-inspection questionnaire and meeting were very positive. Almost all parents feel that their children settle well, like school and are making good progress. The school provides very good information on the curriculum and school activities and events. Pupils' annual reports are of a good quality and inform parents effectively about their children's progress in each subject and their personal and social development. There is an opportunity for pupils to comment on what they have achieved and what they need to do to improve.
32. Communication with parents has developed well since the last inspection and the majority of parents feel that the school is approachable and that their suggestions and concerns are taken into account. Although a small minority of parents expressed the view that they are uncomfortable about approaching the school, inspection evidence shows that the school works hard to ensure that parents are happy with the information they receive and their links with the school. The prospectus clearly sets out the school's 'open door' policy and the procedure for dealing with parental complaints. The school has recently introduced a Parent Consultation Group, which has put forward views on matters such as homework policy and the school tuck shop which are now being acted upon by the school. To help ensure pupils' smooth transition to secondary school, parents are advised about local secondary schools' open days and offered support and advice about the transfer process.
33. Links with the community are used well to support pupils' learning and their awareness of the wider world. These include visits to places of worship for different religions, theatre trips and walks around the local area for younger pupils. Local shops and businesses are supportive. The book shop, for example, donates vouchers to pupils in Year 1 and Year 3 and early years pupils visit the bakers and are visited by the fire brigade.
34. The school has developed an impressive range of formal and informal links with other schools and colleges. These include an outreach and advice service to many borough schools with pupils with ASD, consultant leadership and visits to and from other primary schools. The school contributes well to initial teacher training programmes at local universities, including student placements and presentations by the headteacher and senior staff on early years and primary strategy. These links significantly enhance the range of learning opportunities for pupils and enable staff to share and extend their expertise with others. Pupils benefit from sporting links and a calendar of sporting events with other schools in the local education authority, including indoor athletics for the younger pupils and netball and football tournaments for the older ones.



## LEADERSHIP AND MANAGEMENT

Leadership is **very good**. The headteacher and deputy headteacher together provide **very good** leadership and the support other key members of staff give is **good**. Management systems are **effective**. Governance is **good**.

### Main strengths and weaknesses

- The headteacher's innovative vision for the school's future is excellent and this is shared by all staff and governors.
- Leadership sets its sights unswervingly on continuous improvement and the commitment to inclusion and meeting the needs of all pupils and adults is outstanding.
- The headteacher is highly effective in building a committed and hardworking team.
- The deputy headteacher works very effectively with the headteacher in leading and managing the school. Leadership and management teams work effectively in close partnership with the headteacher in driving the school's development forward at a good pace.
- The governing body plays an active and influential role in the life and development of the school.
- Financial management is very good and financial resources are used very effectively to enhance the quality of education provided by the school.
- The headteacher and deputy headteacher are aware of the need to have a more rigorous and effective tool in order to track and monitor the progress of different groups of pupils more effectively.

### Commentary

35. The headteacher is an excellent team builder with a very strong commitment to meeting the needs of pupils, staff and parents. Her knowledge of individual pupils is excellent. She has been appointed as headteacher since the previous inspection and during her time as headteacher, she has continuously refined the vision that she has for the school, in partnership with staff and governors, and is always open to new ways of meeting the diverse learning needs of pupils. This is illustrated by carefully considered involvement in a number of innovative approaches to make the curriculum relevant and teaching and learning more tightly focused on pupils' needs. This is complemented by the excellent level of commitment to the full inclusion of all pupils. Inclusion is a major strength of the school and its approach enables all pupils to have equal access to all the opportunities on offer.
36. The headteacher has exceptionally high expectations of herself and her staff and provides determined and purposeful leadership which is successful in bringing out the best in people and in enabling them to play a very active part in moving the school forward. She and the deputy headteacher work very effectively together in managing innovation and change. The school benefits greatly from the deputy headteacher's ability to combine her role as a key player in the senior leadership of the school and as special educational needs co-ordinator, including managing the provision for pupils with ASD. The headteacher and deputy headteacher are supported effectively in their work by the leadership and management teams. Subject leaders lead their subjects effectively. A few are new to their role and have good ideas about how to have an impact on further improvement.
37. Leadership and management of special educational needs including for pupils with ASD are very good. Team work and monitoring of this provision is an important part of

the management process because all teachers are considered to be teachers of pupils with ASD. Together with other staff, the co-ordinator monitors the progress of pupils with special educational needs from the nursery upwards. She ensures that individual education plans include clear and detailed targeting of activities to meet pupils' individual learning needs. She has worked hard to establish good links with staff, parents and outside agencies to ensure effective support for pupils with very specific needs.

38. The deployment of the Ethnic Minority Achievement Grant (EMAG) is effectively targeted to provide for additional staffing. The school has effectively integrated the provision for pupils with English as an additional language within its inclusion focus so that the support is carried out by all teachers and support staff and this is largely successful. All staff have a high level of commitment and understanding of inclusion issues for pupils with English as an additional language and this has a positive impact on pupils' achievement.
39. Management structures are effective in establishing good communication within and between teams and in providing good guidance and support to staff who are new to the profession or new to the school. This has been critical in maintaining standards and momentum during a period of significant change in the school. A reasoned and flexible approach to school improvement planning means that members of staff feel well led, are encouraged to reflect on their practice and are not resistant to change. Monitoring of the school's performance is supported by the local education authority review process and complemented by the school's own self-evaluation procedures which are rooted in classroom practice. These procedures contribute effectively to the well managed school improvement planning. Any new initiative is monitored carefully and adjustments made in the light of experience. The school is aware that recording and tracking systems are not fully developed and neither are assessment procedures in subjects such as history, geography and religious education. Whole school assessment is an area that needs to be developed further in order to provide an efficient tool for planning learning and teaching even more effectively and consistently. This has been recognised and the school is part of a research project with other local schools for developing assessment. The very good relationships that exist within the staff team and between staff and governors enable honest discussions to take place at all levels.
40. The governing body is ably led and works in close partnership with the headteacher and staff. It ensures that all statutory requirements are met and seeks detailed information on how the school is developing, including inclusion matters. It comprises a strong core of knowledgeable, experienced and active governors and there are a number of newly appointed governors soon to join the governing body. Governors have a very good grasp of the school's strengths and weaknesses and are not afraid to ask probing questions. They are actively involved in establishing priorities, in monitoring new initiatives and in evaluating what difference they make to standards and the quality of education. They are properly involved in strategic planning and take it upon themselves to find out first hand the impact of their spending decisions.
41. Very good financial management helps the school to achieve its priorities. The school's curriculum organisation and timetabling arrangements mean that different groups use resources at different times and there is no need to duplicate expensive resources. Teachers make their own good quality teaching and learning resources, which are effective because of their visual nature and their appropriateness to the learning needs of these pupils. This means that valuable financial resources are freed to expand

teaching and learning equipment. The school premises are used very well to provide special areas and improve educational provision.

## Financial information

### Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	916,058	Balance from previous year	35,352
Total expenditure	900,286	Balance carried forward to the next	51,124
Expenditure per pupil	3,516		

## **PROVISION FOR PUPILS WITH AUTISTIC SPECTRUM DISORDERS (ASD)**

The provision for pupils with ASD is **very good**.

### **Main strengths and weaknesses**

- A very knowledgeable leader, who has an excellent vision, leads and manages the provision very effectively.
- A very good range of additional therapies and intervention programmes make a considerable contribution to the development of pupils' confidence and social development.
- Very good links to outside agencies, parents and other schools add much to the quality of the provision.
- Resources are used very well to aid learning and to support full inclusion into the curriculum.
- There is a comprehensive training programme in place to ensure that all teachers have the confidence and strategies to meet the needs of pupils with ASD.

### **Commentary**

42. In the short time that it has been operating, the resourced provision for pupils with ASD has become an innovative model of highly effective inclusive practice. It has provided a very effective vehicle to enhance the quality of education for all pupils in the school. This is due to the hard work and vision of the deputy headteacher, who leads and manages the provision very effectively. In this, she has the full support of the headteacher and the 'Inclusion Team' whose members form a very effective forum to lead the development of an inclusive approach to the education of pupils with complex needs. This is encompassed through the vision that 'every child in the school is special'. As a result, pupils with ASD, without exception, are taught in mainstream classes, where their contributions are welcomed and highly valued.
43. An individual menu of provision ensures that pupils' educational, personal and social needs are met fully. Progress towards specific personal targets is very carefully monitored so that the strategies can be adjusted if necessary. This ensures that pupils with ASD make good progress overall and achieve well in relation to their capabilities, often making very good progress in developing their personal and social skills.
44. A very good range of additional therapies and intervention strategies, such as anger management, drama and dance therapy, enhances learning very well and provides a very effective vehicle to enable the pupils to access the full school curriculum. In line with the school's inclusive philosophy, any child with a need can benefit from these additional activities. Many outside agencies, as well as specialist staff working in the school, provide a varied package of support to both pupils and parents which add greatly to the quality of the provision and the progress that pupils make.
45. All teachers in Southmead are teachers of pupils with ASD. Resources and specialist communication aids are used very well to enhance teaching and learning and all pupils benefit from an approach that encourages the use of all senses to aid learning. A dedicated and highly skilled team of teaching assistants works alongside teachers and provides very effective teaching and learning support. Many teachers are new to the school. They benefit from a detailed induction programme and continued support in order that they can confidently meet the needs of pupils with ASD. The provision leader is rightly developing a comprehensive package of professional development to ensure all teachers can continue to develop and enhance their professional skills to the benefit of all pupils in the school.

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision for children in the Foundation Stage is **very good**.

46. The high standards of provision described at the last inspection have been maintained. Children enter the nursery class in the September of the academic year in which they become four. About half are currently attending full time in the nursery and all the reception children attend full time. The school makes every effort to ensure that children have a happy and settled start to school. Strong links are established with parents, who are valued as key partners in their children's education. They are informed well about what the children are learning each week.
47. There is some variation in attainment between different year groups but usually the children's attainment when they start school is very low, particularly in their language development. The range of attainment is wide but there are a significant number of children who are at an early stage of learning English as an additional language or who have very low attainment in speaking and listening. This has a detrimental impact on their attainment in other areas of learning because the children do not know or understand the relevant vocabulary. Many children also have very low personal, social and emotional skills. Children with ASD in the nursery and reception are included very well because adults are well trained and very skilful in helping them. By the end of the reception year, most children attain the expected standards in terms of their personal, social and emotional development, their knowledge and understanding of the world and in terms of their physical development. In other areas of learning they are below expectations. In communication, language and literacy, they are well below expectations with writing being the weakest area.
48. Leadership and management are very good. The co-ordinator is knowledgeable and leads an effective team very well. All staff are clear about their roles and they work together very well for the benefit of the children. There is a culture of striving to look for further improvement and all staff are involved in daily evaluations of their work. Monitoring and evaluation of the quality of teaching and learning are done both formally and informally and are done well.
49. The curriculum is very good and transition arrangements for children to move into Year 1 are very good. Planning systems are mainly good because they are appropriate for the children's ages and their stage of learning, with a good balance between child-initiated and adult-led activities. Children are cared for very well and all staff monitor their personal development very well. Assessment systems are good and there are detailed records on each child's achievement. The teaching team has identified the need to do some further work on ensuring that it plans sufficient challenge for all children. Accommodation and resources are very good overall. Although there is no covered area, children work and play outside to good effect.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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



## **Main strengths and weaknesses**

- Routines are well established. Children understand what is expected of them.
- The play mentor is very effective in helping children to gain confidence. Adults give pupils constant encouragement.
- Relationships are very good.
- The quality of teaching and learning is very good, with high expectations for children to do well.

## **Commentary**

50. The quality of teaching and learning is very good. Most children are on track to attain the expected standards by the end of the reception year and their achievement is very good. Teamwork between adults is very good and consequently there are consistent positive approaches to behaviour management. Children learn quickly what is expected of them and this leads to very good achievement. The play mentor has a different focus for her work each week and she is very effective in helping children gain confidence and develop their personal skills. Children are encouraged very well to become independent. To facilitate this resources are well organised and labelled with words and pictures so that all pupils, including those with limited English language skills, understand what to do and become confident learners. Children are learning successfully through purposeful play, small focused group activities and larger group sessions.. The reception children are kind and helpful to younger children and provide very good role models of how to behave well.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

## **Main strengths and weaknesses**

- Writing is the weakest area of children's work.
- Reading skills are systematically introduced through an oral and visual approach.
- Guided reading sessions are taught very well.
- Teachers' questioning skills are good.

## **Commentary**

51. Most children will not attain the expected standards in this area of learning at the end of the reception year. However, they are achieving well from a very low start overall. Pupils with English as an additional language make a good start in learning basic English language and soon become confident to communicate with other children and adults. The quality of teaching and learning is good. A good emphasis is placed on learning through talk and new vocabulary is explained well and shown visually. The school uses a meaningful approach to learning early reading skills so that children read, write and say letters, names and sounds. Guided reading is taught very well with a very strong emphasis on assessing children's understanding of texts. There is a very good focus on the development of language and children are encouraged to contribute and talk about the stories. Although some children find this very difficult, they persevere well and are given every encouragement to succeed. Adults take every opportunity to talk with the children and, because relationships are very good, this encourages the children to try harder. There are good opportunities for children to

write during self-chosen activities and they have produced, for example, a good menu book. Reception children are becoming confident in writing the initial letter of words but overall attainment in writing is very low. This is an area for development.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Good teaching supports children's good achievement.
- Activities are practical and relevant to children's learning needs.
- Reception children have good opportunities to record their work.

### **Commentary**

52. Standards are below average for many children because they do not know or understand the necessary mathematical vocabulary and consequently they will not attain the expected standard at the end of the reception year. Teaching and learning are good and there is a good emphasis on helping children to learn the relevant words and their meanings. As a result, achievement is good. Mathematical concepts are taught well and children enjoy participating in the wide range of activities provided because many activities are investigative. In the sessions seen the majority of reception children could recognise the one, two and ten pence coins and some could accurately record the digits. Staff take every opportunity to encourage children to count or calculate. Children are learning to use charts and block graphs satisfactorily to record work where appropriate.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Children have good opportunities to investigate and develop their knowledge of the world well through role-play.
- Teaching and learning are very good.
- The use of ICT to support teaching and learning is underdeveloped.
- Children learn well about different religious festivals.

### **Commentary**

53. Teaching and learning are very good and most reception children will attain the expected standard in this area of learning by the time they are five. There are good opportunities to enable children to learn effectively, such as planting different seeds and learning what conditions are needed for the seeds to grow properly. Good opportunities were provided both inside the classroom and in the outside area for children to investigate change in different substances. Reception children could explain why ice was melting in a tub in the outside area. Other children participated in some very good group work where they observed what happened when chocolate was heated. This was then usefully linked with food technology when they used the melted chocolate to make banana and chocolate sweets. All the necessary equipment

and terminology is displayed clearly to help the children to remember the vocabulary, so that children at the early stages of developing English language skills are clear about their learning. There are several good role-play areas, both inside and outside the classroom, which help children learn about the world around them. For example, children were preparing food in a 'restaurant'. No teachers were observed using ICT in their teaching and there was very little pupils' use although the children have a timetabled session in the ICT suite. Children learn about different religious festivals mainly through good opportunities to listen to stories.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Teaching and learning are good and help children to achieve well in this area of learning.
- The outdoor area is used very well to develop children's physical skills and build confidence.
- Pupils have very good dance lessons.

### **Commentary**

54. Teaching and learning are good overall. Standards meet expectations and children's achievement is good. There is a very good range of physical activities planned for the children to develop their skills well both inside and outside the classroom in teacher-led and child-initiated activities. Adults interact with the children well and this brings about significant improvements in their physical skills with, for example, hoops, ribbons and riding on scooters and tricycles. The area outside is well developed and provides good opportunities for the children to climb, run and balance. The area is safe and good attention is paid to ensuring that the activities are structured well to develop the children's physical skills. Dance lessons were very good because the teacher had high expectations of children's performance and behaviour and all children were included very well in the lessons. Other adults play a key role in ensuring that all children are fully included in the lessons. In a satisfactory gymnastics lesson, there was insufficient focused teaching and consequently the children did not get enough feedback to enable them to improve as well as they might. Praise is used effectively to encourage, particularly reluctant, children to participate more fully in all activities. Specific activities are provided that help children improve physical skills such as using scissors, folding paper, building using construction kits and writing and recording their work.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **very good**.

### **Main strengths and weaknesses**

- A sticker reward system very effectively encourages children to try different activities.
- The quality of teaching and learning is very good and teachers plan a wide range of varied learning opportunities.
- Children are developing their imaginations well through role play.

## Commentary

55. Teaching and learning are very good because teachers have very good subject knowledge and they plan an extensive range of appropriate activities for the children to participate in like painting, drawing or making a collage and their work is displayed very attractively, doing full justice to the quality of the work. Children are achieving well and enjoy participating in the wide range of activities provided. They are rewarded with stickers to encourage them to try out different creative activities. They like this system very much and it is working well. Reception children will attain the expected standards in the exploring media and materials element of this area of learning by the end of the year. Children have very good opportunities to sing a range of well-known songs and rhymes and nursery children are beginning to remember the appropriate actions that go with the rhymes. Staff encourage children very well to engage in imaginative role-play but some children's low ability in speaking and listening holds them back in this area. Staff model well for children how to role-play and this is particularly important as this is an area where children's standards are low.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision for English is **good**.

#### **Main strengths and weaknesses**

- The subject benefits from the team approach to monitoring the quality of work and provision.
- The quality of teaching and learning is good and as a result pupils achieve well.
- The use of ICT is not systematically planned for to enrich learning.

#### **Commentary**

56. National test results in 2004 at the end of Year 2 show standards in reading and writing to be very low when compared with all schools and with similar schools. This has been the case for some years. There is a large proportion of pupils with special educational needs and pupils with English as an additional language. Consequently pupils in Years 1 and 2 are still developing basic language skills and knowledge, which enables better progress as they get older. At the end of Year 6 standards have been improving, but were not as good in 2004 and fell back to well below average. This was due to there being a high proportion of pupils with a Statement of Special Educational Need, higher attaining pupils were absent during the period of the tests and a high number of pupils joined this group in Year 5. However, when 2004 results were compared with those of pupils who were in Year 2 in 2000, the achievement has been very good since then.
57. Pupils enter Year 1 having poor English language skills. Overall standards in English are well below those found nationally by the end of Year 2 and are below average in Year 6. All pupils, including those with special educational needs and those with English as an additional language, achieve satisfactorily in Years 1 and 2 and well throughout Years 3 to 6. Pupils' overall good achievement is due to good teaching and learning and to the effective interventions to support learning. Standards are better now than at the time of the previous inspection, when they were well below average at the end of Year 6.
58. By Year 6, speaking and listening skills are satisfactory, although many pupils' speaking is constrained by a limited vocabulary. Pupils listen attentively to their teachers and to each other and many are confident enough to contribute satisfactorily when talking about books they are reading and when reflecting on their work at the end of lessons. Speaking is often promoted well, for instance through specific promotion of the spoken language when topics or units are introduced and occasionally through partner talk and modelling by teachers. However, this is not consistent and there is scope to extend the range of teaching strategies for developing pupils' speaking and listening skills, especially during whole class introductions. The majority of pupils achieve well in their reading, but standards remain below average by Year 6. From a low starting point in Year 2, pupils develop skills to read unfamiliar words and use the context to guess meaning. Higher attaining pupils in Year 6 are familiar with features of non-fiction and use these to locate information. However, overall, library and research skills are not sufficiently promoted in some other subjects. Guided reading is effectively assessed against clear objectives with good diagnostic

information being used to set targets. From a low start, pupils make good progress in writing, but standards are still below average by Year 6. This was a focus of improvement with more emphasis being given to modelling by teachers. Spelling is poor but the school has introduced a comprehensive teaching programme to improve standards. Many pupils do not use joined handwriting even by the end of Year 6.

59. Teaching and learning are good and enable pupils to achieve well overall. In the best lessons, activities are well structured with pupils being effectively exposed to the skills to be practised later in group work. Good use is made of questioning, enabling pupils to draw on their previous knowledge and annotation of texts, using the interactive whiteboards judiciously to illustrate this. Pupils with special educational needs, together with those who have English as an additional language, benefit from the support provided by learning support staff and this is particularly so as the classes are small. Where teaching was occasionally less effective, there is less emphasis given to modelling skills before pupils attempt independent work and teachers fail to revisit the learning objectives of the lessons at the end or to ensure that the rest of the class is involved in evaluating their work and that of others where work is shared. There are few examples for ICT being used as a tool to enhance learning in English and sometimes opportunities are missed for pupils to use computers for drafting and redrafting their work.
60. The subject is well led and managed. The subject leader benefits from the team work of the 'primary strategy group<sup>2</sup>' which focuses on improvement in the core subjects. Members collectively monitor, reflect on and discuss the quality of teaching and learning to identify improvements needed. However, although positive interventions are made to focus support on pupils with special educational needs, tracking of pupils' progress in general is not rigorous enough and insufficient use is made of levels of attainment to inform target setting. Overall progress since the last inspection has been good.

### **Language and literacy across the curriculum**

61. Pupils' literacy skills are not sufficiently promoted in other subjects. Some instances occur in history where pupils read and select information from articles on the Internet to find information. Pupils routinely present their work in assemblies and this helps their speaking and listening skills. However, there are no structured plans showing where literacy skills will be developed to ensure that all subjects can potentially contribute to the improvement of standards in language and literacy. Standards of literacy in other subjects remain below average.

### **MATHEMATICS**

Provision in mathematics is **good**.

#### **Main strengths and weaknesses**

- Pupils' achievement is satisfactory in Years 1 and 2 and good in Years 3 to 6 so that standards of attainment are well below average in Year 2 and below average in Year 6.

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<sup>2</sup> A team of subject leaders who focus specifically on the leadership and management of the core subjects of English, mathematics, science and ICT.

- Leadership and management are good and the subject leader has detailed plans to address areas of weakness.
- Teaching and learning are good in Years 3 to 6 and enable the better achievement in these year groups.
- Teachers do not set precise enough targets for pupils to ensure a more rapid improvement in standards.
- Pupils have good opportunities to investigate and to solve problems but their mental calculation skills and knowledge of number facts are under-developed.

## Commentary

62. In 2004, test results for Year 2 were very low compared with the national average and well below average when compared with similar schools. There has been a downward trend in results at Year 2 over the last four years, particularly in relation to results attained by similar schools and results are lower than at the time of the last inspection. Pupils usually start Year 1 with well below average standards of attainment in mathematics, although this does vary from year to year. A high proportion of pupils are learning English as an additional language and a significant number of other pupils have well below average language skills. This has a detrimental impact on their understanding and consequently their achievement in mathematics. In the last two school years, the school has been operating a system whereby pupils are taught in mixed-age, mixed-ability classes by three teachers on a weekly rota system. The school is unable to demonstrate that this system of teaching is bringing about an overall improvement in standards although they are confident that they will have more pupils attaining the higher Level 3 this year than the 7 per cent attained last year. Inspection evidence confirms this. Standards seen during the inspection are still well below average. Pupils' achievement is satisfactory in Years 1 and 2 and is mainly held back by difficulties with language.
63. In 2004, test results for Year 6 were well below average compared with the national average and average when compared with similar schools. Standards fell from the previous year and this was due to there being a high proportion of pupils with special educational needs in that year and some higher attaining pupils being absent at the time of testing. However, 2004 results were an improvement on the standards attained at the time of the last inspection. Pupils are achieving well in Years 3 to 6 overall. In particular, they achieve very well in Year 6 as many of the language difficulties of the younger pupils have been resolved by the time pupils are in Year 6. Standards seen during the inspection are below average overall but there is a wide range of attainment. In numeracy, pupils have average attainment but there are weaknesses in their mental calculation skills. The school recognises this and has a relevant action plan in place.
64. All pupils, including those with special educational needs, including pupils with ASD, those who are learning English as an additional language and higher attaining pupils, are achieving satisfactorily in Years 1 and 2 and well in Years 3 to 6. This is in line with the achievement of other pupils because work is planned well to cater for their needs and well-trained, effective learning support assistants support pupils very well. Booster classes are taught to Year 5 and Year 6 pupils to enable them to catch up or to attain higher levels. All pupils are included well in lessons.
65. In Years 1 and 2 teaching is satisfactory overall. There was a very good emphasis on pupils' learning key vocabulary and a good investigative approach to learning about capacity. It is clear from the analysis of work that pupils have many good opportunities

to investigate and solve problems. However, there is insufficient evidence of pupils practising their mental calculation skills or using different written methods for calculation. In discussion with the co-ordinator, it is evident that pupils often use their individual whiteboards for practising calculation skills but then the work is lost at the end of the lesson. This gives different teachers who teach all pupils insufficient recorded evidence of pupils' progress in this key area of mathematics.

66. In Years 3 to 6, teaching is good overall and very good in Year 6, promoting pupils' good achievement. Although one poor lesson was seen in Year 5, taught by a temporary member of staff, the analysis of work for Year 5 was good. In Years 3 and 4, there is a similar rota system to that in Years 1 and 2, which has been in place since the beginning of the current school year. This is proving to be effective as pupils are achieving well in these classes. In the good and very good lessons seen, teachers made good use of their interactive whiteboards to demonstrate and explain and they planned well to cater for all pupils' needs. A good range of work was seen in the analysis of work with a good focus on investigative work.
67. The co-ordinator has just taken on the role and works as part of the primary strategy group. Her leadership and management are good and are having a positive impact on pupils' achievement because she knows the strengths and areas for development well and has detailed action plans to address identified areas of weakness. There has been a good emphasis on the analysis of test results and the sharing of relevant information with teachers so that areas of weakness can be addressed. There has been a satisfactory improvement since the time of the last inspection. The areas identified then in relation to lesson planning, assessment and its use in planning have been addressed satisfactorily. There has been good improvement in standards by the time pupils are in Year 6.

### **Mathematics across the curriculum**

68. There has been a satisfactory improvement in the use of mathematical skills across the curriculum. At the time of the last inspection, this area was unsatisfactory. Pupils use skills such as data handling, measuring and calculating well in science and satisfactorily in history and geography. There is too little use of ICT in developing mathematical skills.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- The quality of teaching and learning for pupils in Years 3 to 6 is very good and pupils achieve very well in these classes.
- There are good opportunities for pupils to learn effectively through practical and investigative science.
- The school is committed to including all pupils fully and there are no barriers to learning for any pupil.
- Leadership and management are good and the subject leader has ensured that there has been a very good level of improvement since the previous inspection.

## **Commentary**



69. Standards are well below average by Year 2 and average by the end of Year 6. Pupils' achievement is satisfactory in Years 1 and 2, but improves as pupils move into Year 3 and a very good level of achievement is sustained throughout Years 3 to 6. Standards are very much better this year than those indicated by the National Curriculum test results in recent years, which were well below average. This is because the school has identified science as a priority area for improvement. The subject leader has worked hard to improve all areas of provision and hence raise standards. This has been supported by the attention given to investigation and problem solving, which takes place throughout the school each week and is followed by all pupils. This represents an improvement in standards since the previous inspection when a key issue was to raise standards in science.
70. The quality of teaching is good overall. It is satisfactory for pupils in Years 1 and 2 and very good in Years 3 to 6. This variation in the quality of teaching and learning affects the achievement of pupils, which also varies as pupils move through the school. The achievement of all pupils, including those with special educational needs (including pupils with ASD) together with those who have English as an additional language, is satisfactory in Years 1 and 2 and very good in Years 3 to 6.
71. Very good teaching and learning provide effective opportunities for pupils to work collaboratively and develop secure experimentation and investigative skills. These skills are used very effectively to extend pupils' knowledge and understanding in all other areas of science. Teachers offer good levels of support, based on good subject knowledge. They are able to explain clearly and offer pupils practical experiences to develop a good understanding of how the movement of the earth round the sun rules the passage of time and therefore has an effect on their lives or how different materials conduct heat for example.
72. In better lessons, support by the teachers and teaching assistants is wisely provided. It is appropriate, but not intrusive, and pupils maintain independence in their learning. This means that pupils with a very diverse range of learning needs are fully included in all activities and all achieve their best by the end of Year 6. Activities are challenging and use pupils' knowledge and understanding well. Pupils take their work seriously and persevere, even when explaining the abstract idea on the passage of time and estimating times at different places on the earth by looking at the position of the sun. In these tasks, good levels of encouragement from the teachers and skilled guidance of the teaching assistants enabled pupils to offer accurate suggestions. In lessons that were still judged to be satisfactory, there was some weakness. Analysis of work in Years 1 and 2 shows that there is insufficient planning to meet the range of learning needs of different ability and age. This is an area in need of improvement.
73. Otherwise the curriculum is good with good coverage of all aspects of science, especially experimental and investigative science in which pupils are provided with good opportunities from an early age to explore for themselves. This was seen in all lessons observed during the inspection period at all stages of the school and confirms that there has been a good level of improvement in the science curriculum and the key issues have been fully met. Leadership and management of science are good and the subject leader's good ideas of how to teach science through a practical approach are already showing improvement. She has led development of the subject effectively. She monitors teaching and learning effectively and this is developed successfully through lesson observations and valuable feedback.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The quality of teaching and learning is good, pupils achieve well and standards have risen considerably since the previous inspection.
- The subject is well led and managed and this has led to the very good improvement since the previous inspection.

### **Commentary**

74. At the time of the previous inspection, standards were well below average at the end of Years 2 and 6. Since then, there has been a very good level of improvement. Pupils achieve well and their attainment is now in line with expectations at the end of both Years 2 and 6. This is due to improved provision of resources, increased confidence and competence of staff plus the enthusiasm and energy of the subject leader.
75. A dedicated ICT suite has been developed in a very spacious area that used to be a school hall. New interactive whiteboard technology has enhanced provision in the computer suite and in class which enables teachers to model and demonstrate actions as well as controlling pupils' screens when necessary. There is plenty of capacity to cater for the planned expansion in the number of computers available for pupils to use.
76. Teaching is good with some very good features, especially lessons observed in Years 3, 4 and 6. This promotes the good achievement seen. Teachers expect pupils to be independent in their work and the majority of pupils in Years 1 and 2 are able to log on and off with confidence as well as save and print their work. Teachers show confidence in teaching and have good knowledge of the programs used. In a very good Year 6 lesson the strategy of modelling the sequence of steps needed to capture and match a sound to a sound button, illustrate and label it in preparation for a multi-media demonstration and personal web site was particularly impressive. Because of the clarity of demonstration, all pupils without exception, including those with special educational needs and pupils with English as an additional language, were able to work swiftly and skilfully in an atmosphere of tangible anticipation. Everyone completed the task set and higher ability pupils produced multi-sound effects matched to a variety of aptly annotated illustrations from the Internet. Learning in all lessons seen was better when each pupil had their own computer to work on. Sharing computers in a Year 1 and 2 lesson hampered pupils' progress.
77. Because pupils are encouraged to feel they are making good progress, their attitudes and behaviour when using the computer suite and at other times is very good. They work co-operatively with obvious enthusiasm and enjoyment. Teaching assistant support for pupils with special educational needs is very good at all times with staff well informed of the learning objectives, focus and skills needed in the lesson whether they working with an individual or a group.
78. The subject leader is very hardworking and effective in supporting her colleagues and highly respected for her team building skills. She leads the subject very well, making good use of the technology herself and serving as a good role model for others. She regularly monitors the delivery of ICT across the school in a variety of ways including

lesson observations and collating a portfolio of pupils' work. She is also piloting a method of pupil assessment in Year 6 that she intends to extend across the school.

## Information and communication technology across the curriculum

79. There is good awareness of the potential for the use of ICT to enhance learning across the curriculum. Examples of good links with art were seen during the inspection, but ICT is not used sufficiently in other subjects and there is insufficient planned structure for its use across the curriculum. However, development of curriculum links between ICT and other subjects is planned. Further improvement to resources is planned, including extending the interactive whiteboard technology into Early Years and Years 1 and 2 teaching rooms, as well as re-organising computers and re-equipping the suite with more computers.

## HUMANITIES

### Geography and history

80. There was insufficient evidence to support overall judgements on provision in history and geography. One lesson was seen in each subject and pupils' work was examined. Planning is based on units from nationally recommended schemes of work but it is insufficiently detailed to show how the needs of pupils who are in different year groups but in the same class will be catered for and sufficiently challenged. This is particularly important in Years 1 to 4 where different teachers on a rota basis teach pupils in mixed-age classes. Because the learning outcomes for groups of pupils are not precise, then their learning cannot be assessed effectively. There is a newly formed group of teachers who are responsible for these subjects together with other non-core subjects<sup>3</sup> but their work is at a very early stage of development. There is some good evidence of the use of mathematical skills for measuring, sequencing and handling data but the use of literacy and ICT skills is underdeveloped. Indications are that standards are below average throughout the school.
81. In **history**, no overall judgement can be made on the quality of teaching and learning. A satisfactory lesson was seen in Year 3/4. The teacher made good use of the interactive whiteboard to demonstrate and explain. She provided good quality old and modern map resources to enable the pupils to investigate change over time in the local area. The pupils built on their knowledge well from that learned on a walk around the area during the previous week. However, there was insufficient difference in challenge for different groups of pupils and the class teacher missed an opportunity to ask the pupils to explain why there had been changes to the area, not just what the changes were, and the impact these had on people's lives.
82. No overall judgement can be made on the quality of teaching and learning in **geography**. An unsatisfactory lesson was seen in Year 1/2. The lesson lacked sufficient challenge for all pupils but particularly those in Year 2. There was too little discussion of key vocabulary for the lesson, particularly as many pupils are learning English as an additional language and others have well below average language skills. The tasks set for most pupils did not support the development of their literacy skills as most were drawing or cutting out pictures of the countryside or the town. There are very good cross-curricular links between geography and art in their work on the local

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<sup>3</sup> National Curriculum subjects other than English, mathematics and science

environment in a series of art lessons for Year 1 and 2 pupils entitled 'Can buildings speak?'.

## Religious education

Provision for religious education is **unsatisfactory**.

### Main strengths and weaknesses

- Pupils' understanding of different faiths and the development of personal beliefs and values have not been consistently developed.
- Teachers in Years 3 to 6 have limited subject knowledge to aid learning.
- Limited use is made of assessment to further develop pupils' understanding.
- There are insufficient resources to support teaching and learning, particularly in Years 3 to 6.

### Commentary

83. Overall, unsatisfactory progress has been made since the last inspection to address the many issues raised in that report. In the drive to develop the school in other areas, the subject has not been a main priority and most teachers do not have sufficient support and guidance.
84. There has been satisfactory improvement in Years 1 and 2 where teachers now work more closely together to plan teaching and learning. As a result, standards at the end of Year 2 have improved and meet the expectations of the locally agreed syllabus. In Years 1 and 2, pupils' level of achievement is satisfactory. Most pupils have a satisfactory understanding of the Christian faith and special events in the lives of Christians. Through role play and practical activities they learn about festivals relating to other faith groups and the parables told by Jesus, but their understanding and ability to talk about different faiths are hampered by limited speaking and writing skills. The contributions of pupils with special educational needs, ASD and those at the early stages of speaking English are valued and because of a relevant practical approach to teaching and learning, they make satisfactory progress and achieve satisfactory standards in relation to their capabilities.
85. At the end of Year 6, standards are below those expected. Pupils have made unsatisfactory progress and their level of achievement is unsatisfactory. Whilst pupils in Years 3 to 6 are aware of the key customs and rituals associated with the main faiths studied, such as the Sikh initiation ceremony of *Amrit*, their knowledge and understanding of the way that belonging to a certain faith can affect the lives of their followers are underdeveloped. As a result, although pupils understand each other's beliefs, they are unable to draw on and learn from the faiths studied sufficiently to help them make decisions about their own lives, make sense of what they see around them and ask or respond to searching questions.
86. The quality of teaching and learning is unsatisfactory overall, but teaching and learning in Years 1 and 2 are satisfactory because teachers have the benefit of guidance from the newly appointed subject leader. In all lessons a calm and purposeful atmosphere is maintained and teaching assistants provide invaluable support to pupils with ASD so they can fully participate in the activities planned. However, teachers in Years 3 to 6 do not have sufficient subject knowledge or confidence to encourage pupils to think and talk about their own feelings. This means

that lessons focus on key facts rather than enabling pupils to develop their understanding or reflect on the significance of religious events discussed. Although one good lesson was observed, in general teachers do not have clear criteria by which they can check and monitor pupils' knowledge and understanding. In addition, limited resources compound teachers' difficulties. As a result, teachers in Years 3 to 6 are unable to make teaching and learning more interesting and relevant and ensure that activities planned progressively develop pupils' knowledge and understanding.

87. The leadership and management of the subject are satisfactory. The very recently appointed subject leader has good subject knowledge and is clear about the future direction for the subject. She has made a sound start, but the rigour and focus required to raise standards in every class has not been the priority and she has not had time to support colleagues in Years 3 to 6.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

88. Only two lessons were seen in physical education, one in design and technology and none in music. It is not therefore possible to make a firm judgement about provision in these subjects. In addition to observing lessons, inspectors spoke to co-ordinators about their work.
89. In the **physical education** lessons seen, younger pupils showed good skills as they responded to music and travelled in different ways. One of these lessons was in dance and the expertise and subject knowledge of the teacher made a very positive impact on the way pupils responded. The teacher used demonstrations very effectively, pausing to evaluate pupils' performance and provided further guidance. She had very high expectations and clear ground rules as well as sensitivity, enabling all pupils to be fully involved. Pupils were given sufficient time to rehearse their choreography and were eager to present their performance to other pupils at the end of the lesson.
90. In a **design and technology** class investigation lesson Years 1 and 2 pupils were practising basic skills such as cutting accurately, sticking, pattern making, designing and labelling an imaginary vehicle and constructing models out of Lego. The art specialist teachers deliver design and technology activities as part of their overall scheme of work. Evidence was seen of a satisfactorily annotated storyboard with photographs detailing the designs of the surfaces of chairs with examples of the finished furniture displayed alongside. Year 5 science books contain designs of vehicles of a satisfactory quality with drawings and models of wheels made by the pupils on display in the corridor. This confirms that pupils experience the designing, planning and making process. There are a number of exquisitely decorated examples of handmade boxes with fitted lids produced by the gifted and talented group.
91. In **music**, provision is strengthened by a choir, a club for recorders and tuition for a small number of pupils who are learning the piano and the guitar.

### **Art and design**

The provision for art and design is **very good**.

### **Main strengths and weaknesses**

- The input of specialist art teaching has had a significant impact on raising the standards of art achieved.
- There has been good improvement since the previous inspection with an emphasis on skills and techniques to promote creativity and to make effective links to other areas of the curriculum.
- The high quality of work displayed throughout the school contributes greatly to the ethos of the school and its environment.
- The particular needs of all groups of pupils are supported positively.

## **Commentary**

92. The school's initiative in engaging specialist teachers for the delivery of a high percentage of curriculum art and design has significantly raised pupils' achievements and their awareness and appreciation of art. Pupils at all stages of the school achieve well and standards in Year 1 and 2 classes are satisfactory and good overall in Years 3 to 6, with some very good standards achieved in classes taught by the specialist teachers.
93. The quality of teaching and learning is very good. From the specialist teachers' planning, portfolios of pupils' work and wall displays, it is evident that there is an emphasis on teaching a full range of skills and techniques as well as opportunities for the pupils to respond imaginatively. Links are made with other areas of the curriculum and language is promoted through skilful questioning and description. For example, in a good lesson seen with Year 1 and 2, pupils were engaged in one of a series of lessons exploring textures and patterns in specific features of buildings, linking with their geography project on the local environment. As well as painting a door, they were encouraged to use their fingers and other objects to create knots in the 'wood', having felt and looked closely at the surface of a real piece of wood. In a very good lesson involving Year 3 and 4, pupils rose to the challenge of understanding a quite complicated process of selecting parts of their own design to trace and invert in a transfer to polystyrene in preparation for printing. With the support of two teachers and a teaching assistant, the level of adult interaction was high and well focused with emphasis on improving skills, observation and concentration.
94. The high quality of display around the school includes two- and three-dimensional work. In the area housing the ICT suite and library, an enormous model dragon is suspended that every child in the school has contributed to making. Pots of all sizes with most colourful and effective designs and patterns are effectively displayed in the dining room. The work of other artists is often used to illustrate technique. For instance, the flat colour employed by the illustrator of the 'Tin Tin' books was used as an example to inspire some excellent portrait work carried out by children in Years 3 and 4.
95. In addition to the curriculum, very good use is made of art to support pupils effectively. The specialist teachers use art as a therapy for small groups of children who need support with their behaviour. A group of gifted and talented pupils is drawn from Years 4, 5 and 6. The latter group, including pupils with special educational needs, produced impressive results in a very good lesson in which the work of Quentin Blake was used to inspire the pupils' drawing with quills. Leadership and management are very good and have led to a very good level of improvement since the previous inspection. Visits and visitors very effectively enhance the curriculum, including visits to London art

galleries, and artists such as Annabel Cullen have visited the school to share and discuss their work.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

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

### **Main strengths and weaknesses**

- Everyone in this happy school community is very caring, supportive and committed, with all pupils given equal status and consideration.
- Strong emphasis is placed on mutual respect and tolerance and pupils are encouraged to support and co-operate with each other.
- In order to promote self-esteem, pupils are encouraged to take on responsibilities and contribute to the wider aspects of school life.
- Pupils are encouraged to reflect carefully on the consequences of their actions.
- The school has been awarded the Healthy School Standard and is continuing to work towards further accreditation.

### **Commentary**

96. Personal, social and health education and citizenship (PSHE&C) is very well provided for. The good role models provided by the headteacher and her staff positively support the very good relationships evident in school. In this truly inclusive environment all pupils are given equal status and consideration. Teaching assistants are highly skilled in supporting the needs of individual pupils.
97. By being encouraged to take on roles and responsibilities, such as playing in one of the sports teams, becoming a member of the school council or performing in a celebratory assembly, the pupils gain confidence and self-esteem. Year 6 pupils competently carry out many of the jobs normally undertaken by the site manager in his absence and they ably manage the reception desk in the foyer before school. Citizenship has a firm and effective place in the curriculum. A lesson seen in Year 6 was one in a series designed to make a sufficient profit from a variety of enterprises to fund educational visits at the end of the school year. In order to buy sufficient amount of stock to set up and run a school tuck shop, children had previously organised a 'bring and buy' sale. They used the money raised to purchase goods and were busy working in groups to support the venture. For example, different groups of three to four children were engaged in activities including stocktaking, accounting, creating posters and designing price labels on the computers, as well as composing information for a notice board. There was a genuine buzz of interest and understanding that working co-operatively and purposefully now would benefit them all later.
98. In order to address the needs of specific children the school provides the opportunity for individuals to attend self-esteem intervention strategy groups. Small groups of children benefit from effective sessions that really support personal development in a safe, non-threatening or confrontational way.
99. Specific PHSE&C lessons including those observed in Years 5 and 6 often focus on a theme that supports pupils' personal, social and moral development and encourage them to reflect on how they feel and what an appropriate action might be. They are guided by skilful questioning, discussion and role play to value themselves, challenge

stereotypes, cope with peer pressure and avoid risks. A comprehensive scheme of work is in place that is adapted as necessary to address relevant needs. The school has been awarded a Healthy School award and is continuing to develop additional elements to the standard.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>2</b>
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	2
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	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2

<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*