

INSPECTION REPORT

ST CHAD'S CHURCH OF ENGLAND PRIMARY SCHOOL

Leeds

LEA area: Leeds

Unique reference number: 108006

Headteacher: Mrs S Loye

Lead inspector: Mr C B Green

Dates of inspection: 18th - 20th April 2005

Inspection number: 267758

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

© Crown copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	239
School address:	Northolme Avenue West Park Leeds West Yorkshire
Postcode:	LS16 5QR
Telephone number:	(0113) 214 4519
Fax number:	(0113) 214 4629
Appropriate authority:	The governing body
Name of chair of governors:	Reverend B M Overend
Date of previous inspection:	April 1999

CHARACTERISTICS OF THE SCHOOL

St Chad's Church of England Primary School is situated in an advantaged area of Leeds. Children's attainment on entry is broadly in line with that expected for their age. The school is about the same size as other primary schools. Boys outnumber girls significantly in Years 1, 2, 3 and 4. Approximately 20 per cent of pupils come from minority ethnic backgrounds. Fourteen per cent of pupils have English as an additional language or are at an early stage of English acquisition. These are mainly in the nursery and reception classes and Years 1 and 2. The proportion of special educational needs is below the national average; a very small minority has statements of special educational need. The percentage of pupils known to be eligible for free school meals is broadly average. The school was awarded a School Achievement Award in 2001.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2771	Mr C B Green	Lead inspector	English Geography History English as an additional language Special educational needs
19419	Mrs S Boyle	Lay inspector	
14906	Dr B Male	Team inspector	Science Art and design Design and technology Foundation Stage
3403	Mr D Porritt	Team inspector	Mathematics Information and communication technology Music Physical education

The inspection contractor was:

Tribal Education
1 - 4 Portland Square
Bristol
BS2 8RR

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637 833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6 - 8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	9 - 12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	12 - 13
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	14 - 25
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	26

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school, with many very good features. It provides **good** value for money. The importance of respecting the individual pupil is clear in all aspects of school life and this results in pupils having very good relationships with each other and with adults. Pupils achieve well because of this. Effective teaching ensures their good progress. Standards are well above average by the time the pupils leave the school. Leadership and management are good and have been strengthened by the newly appointed senior leadership team. There is a sharp focus on well-evaluated future initiatives and a good understanding of where further development is needed.

The school's main strengths and weaknesses are:

- well above average standards in English, mathematics and science by the time the pupils leave the school;
- the good start children make to their education in the nursery and reception classes;
- the very good ethos, which provides highly effective and sensitive personal support, very positive attitudes and behaviour leading to pupils achieving well;
- the quality of teaching is good overall although more opportunities could be provided for pupils to organise how they will tackle some tasks;
- the teaching of pupils with special educational needs, which is very good;
- the expectations of pupils' attainment are not always sufficiently high in writing and science, especially in Years 1 and 2;
- the curriculum, which is broad and enhanced by a very good programme of extra-curricular activities and visits;
- the leadership and management of the school, which are good – the headteacher provides a very clear sense of direction; and
- attendance, which is below the national average.

This successful school has made good progress since the time of the previous inspection and its high standards have been consolidated. There is evidence of significant improvement in curriculum provision and standards achieved, particularly in information and communication technology (ICT), music, history, physical education, and in aspects of leadership and management.

STANDARDS ACHIEVED

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

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

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

Overall standards are above average, (and well above average by the time pupils leave the school) and achievement is **good**. As a result of good teaching in the nursery and reception classes, children in these classes achieve well. Because of this, most exceed the goals expected by the end of the reception year. By the end of Year 2, the rate of progress for some pupils slows but overall

achievement is good, especially for those learning English as an additional language and those with special educational needs. Standards in English, especially in writing, and in science are average and achievement is satisfactory; in mathematics, ICT and in other subjects*, standards are above average and achievement is good. By the end of Year 6, standards are well above average in English, mathematics, science and music and are above average in other subjects*. Achievement is good in all subjects and very good in music.

Pupils with special educational needs make very good progress and achieve very well throughout the school. Gifted and talented pupils achieve well, particularly in music. Pupils who have English as an additional language are well accomplished in their use of English. Pupils' literacy and numeracy skills are very good by the time they leave the school and their competencies in ICT are good.

Pupils' personal development is **very good**. Their moral, social and cultural development is very good and their spiritual development is good. Pupils have very positive attitudes and they behave very well. Pupils' punctuality is good but attendance rates are below average.

QUALITY OF EDUCATION

The quality of teaching and learning are **good**. Teaching in the nursery and reception is good and because of this children make rapid progress. Across the school, teachers and teaching assistants have very good relationships with the pupils which help create an effective atmosphere for learning. They ensure that the pupils behave very well in lessons and around the school. Teachers make effective use of national guidance to plan work for each age group and ensure continuity in pupils' learning. However, planning does not always take account of what pupils have already achieved, particularly so in Years 1 and 2. This leads to a drop in what is expected, the pace of lessons and in the degree of challenge and excitement in the teaching and learning. Teachers and teaching assistants are good at giving appropriate encouragement but do not consistently expect pupils to take enough responsibility to extend their own learning. The curriculum is broad and well balanced. Opportunities for enrichment through extra-curricular activities are good. Pupils are very well cared for and a good partnership exists with parents, both of which help pupils to do well.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The headteacher has a very clear vision and sense of purpose, with high aspirations for the school which are shared by staff and governors. The school has a strong commitment to including and meeting the needs of all pupils, maintaining very high standards and improving achievement. Senior staff are skilled at evaluating the school's performance and are establishing systems which ensure that the information gained is used effectively to bring about further improvements. Staff provide good role models for others. Governance is good. The governing body has a good understanding of the strengths and weaknesses of the school and has ensured that the school fulfils its statutory duties well and uses its budget well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with the good progress their children make. Pupils' views are very positive. They like the staff and feel they are treated well and helped in their work and life at school.

* - Due to timetabling constraints, judgements about standards of achievement in art and design, design and technology and geography were not made during the inspection.

IMPROVEMENTS NEEDED

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

- raise expectations in satisfactory teaching to secure higher standards of achievement in writing and investigative science, especially in Years 1 and 2;
- provide more opportunities for pupils to take responsibility for organising their own learning; and
- continue efforts to raise the rate of attendance.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN AREAS OF LEARNING AND SUBJECTS

Pupils achieve **well** and reach standards which are **well above average** by the end of Year 6.

MAIN STRENGTHS AND WEAKNESSES

- Children in nursery and reception achieve well and make good progress.
- By the end of Year 2, standards in writing and science are not as high as in other subjects.
- Standards in English, mathematics, science and music are well above average by the time the pupils leave the school and their achievement is good.
- The achievement of pupils with special educational needs is very good.

Commentary

1. Children make good progress through the nursery and reception classes and achieve well. Standards of attainment are broadly average when children start in the nursery and are above average overall by the time they move into Year 1. Personal and social development is particularly good because of the very good relationships and strongly supportive ethos that prevail and because children are given very good opportunities for independence. Standards in writing are average, but not as good as other areas of development, partly because there is not always sufficient emphasis on this skill within role-play and other independent learning activities.
2. By the end of Year 2, the rate of progress for high attaining pupils in some subjects slows but overall achievement is good. It is very good for those learning English as an additional language and those with special educational needs. Pupils achieve satisfactorily in Years 1 and 2 to reach average standards in English and science by the end of Year 2. Their achievement is good in reaching above average standards in mathematics, ICT and other subjects. Standards in writing are not as high as they are in reading. There is a higher proportion of pupils acquiring second language skills in Years 1 and 2 than in Years 3 to 6. These pupils achieve very well and show significant improvement later in Years 3 to 6.

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

Standards in:	School results	National results
---------------	----------------	------------------

reading	15.5 (15.8)	15.8 (15.7)
writing	13.7 (13.2)	14.6 (14.6)
mathematics	16.5 (17.8)	16.2 (16.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year.

- Pupils in Years 1 and 2 go about their work with confidence and most make good progress in lessons and achieve well. Some groups of pupils, high, average and lower attaining pupils, do not do as well as they could in writing and in science because expectations are not as demanding as they might be and the challenge in some lessons is insufficient. Achievement for these pupils does not build rapidly enough on what they have learned previously. Most pupils' levels of achievement, however, are good.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	29.3 (29.0)	26.9 (26.8)
mathematics	28.7 (28.0)	27.0 (26.8)
science	30.3 (30.0)	28.6 (28.6)

There were 29 pupils in the year group. Figures in brackets are for the previous year.

- By the end of Year 6, standards are well above average in English, mathematics, science and music. Standards are above average in other subjects. Achievement is good in all subjects and it is very good in music. Pupils, however, are not given enough responsibility to extend their learning to the highest levels of achievement in all subjects.
- Pupils with special educational needs continue to achieve very well and make very good progress throughout the school. This is because the targets for their development and learning are based on an accurate assessment of their needs, and are set out clearly and reviewed carefully in their individual education plans. Effective systems for checking pupils' progress are used, especially in reading, enabling appropriate action to be taken if pupils are experiencing difficulties. Teaching assistants pay close attention and use a range of strategies that are effective in promoting good achievement for these pupils.
- There are no significant differences between the achievement of boys and girls. Those pupils with English as an additional language achieve well and have good language acquisition by the time they leave the school. Pupils with special educational needs achieve very well throughout the school.
- The trends in the standards reached and the levels of pupils' achievement are broadly similar to those reported in the previous inspection.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils' attitudes, behaviour and personal development are **very good**. Attendance is **below average**.

MAIN STRENGTHS AND WEAKNESSES

- Pupils' behaviour is exemplary around the school.
- Pupils have a strong commitment to work.

- Pupils play and work very well together and the school is an orderly community.
- Pupils do not have sufficient opportunities for independence.
- Attendance rates have been below the national average over recent years.

COMMENTARY

- Pupils behave very well. They are polite and show a good concern for others. Very good attitudes and behaviour are established early in the nursery and reception classes, give the school its orderly feel and make a significant contribution to learning. Very good relationships encourage pupils to try hard. Pupils like school and work hard, to the extent that, even when lessons are not as interesting as they could be, they still concentrate and behave appropriately.
- Teachers and pupils show respect for each other and this leads to the very good relationships that exist. Pupils are polite and co-operate well. They play well together. In the playground the play is often fairly lively. Although games are in the spirit of play, they do have the potential to lead to misunderstandings. Pupils do occasionally fall out, but bullying is extremely rare because of the very good relationships that exist.
- Children in the nursery and reception classes have a great deal of independence, to the extent that reception class children frequently work independently in the area outside the classroom. Older pupils are willing to take responsibility, and when given tasks, perform them very sensibly. An example of this was when pupils were clearing away after assembly. There was no-one to oversee them, but they organised themselves and put equipment away without any fuss. However, there are not enough opportunities for older pupils to be independent in their work, for example in applying ideas and pursuing different lines of enquiry in investigative work.
- Provision for spiritual development is good. Through this, pupils learn to respect themselves, and in so doing, respect others. Pupils are listened to and shown great sensitivity, but there is scope to develop this further, to give them more opportunities for reflection and to increase the sense of their own personal responsibilities in life and their contributions to learning. Provision for moral, social and cultural development is very good. Pupils have a very good understanding of rules, and this is established at an early stage in school. They have a very good sense of living in a community. This is fostered through charity appeals and through responsibilities in school. There is a strong emphasis on cultural education, particularly through participation in, and enjoyment of, music. The school values and celebrates ethnicity and diversity and this very effectively helps pupils towards an understanding and appreciation of cultures and beliefs other than their own.
- Pupils' attitudes, behaviour and personal development are very good and are similar to those reported at the previous inspection, except for the provision for cultural development, which has improved.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.5	School data	0.4
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.

- Attendance rates over the past few years have fluctuated, but have been in line or below the average when compared with other primary schools. During that same period, overall standards at the end of Year 6 have been consistently very high, and there is no evidence to suggest that the lower attendance rates are having a detrimental effect on attainment. The

school is working closely with the educational welfare service to improve attendance, and is employing a range of strategies to encourage pupils to attend. Despite this it does not look as though the target figure set for this year is likely to be met. The reason for this is that a number of families take their holidays during term time.

14. Most pupils are punctual. However, a small minority of pupils arrives in the period after the bell has rung, but before lessons start. The time allowed for this is fairly lengthy and because of this leeway in time, pupils are not being helped to develop good time-keeping habits. The nursery allows parents to bring and collect their children over a period of about twenty minutes at the beginning and end of the day; as a result, habits of crisp punctuality are not established from the start.
15. Attendance rates are lower than they were at the time of the previous inspection. At that time they were well above the attendance rates of other primary schools.

Exclusions

16. There were no exclusions in the last school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Pupils are well cared for, guided and supported and respond well to the extra opportunities for them to learn. **Good** links with parents contribute significantly to pupils' progress.

Teaching and learning

Teaching and learning are **good**. Assessment is **satisfactory**.

Main strengths and weaknesses

- Good teaching in the nursery and reception classes helps children to achieve well.
- Teachers establish very good relationships with pupils and insist on very high standards of behaviour.
- Teaching is generally well planned, very encouraging and secures good progress, but in some lessons the pace and levels of expectation are not high enough.
- Assessments are not consistently well used to help pupils understand how they can improve.
- Teaching assistants provide very good support, although their time could be used more effectively.
- Pupils with special educational needs are taught very well and make very good progress.

COMMENTARY

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	4 (9%)	24 (53%)	17 (38%)	0 (0%)	0 (0%)	0 (0%)

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

17. The quality of teaching and learning is good in the nursery and reception classes. Teachers have high expectations and provide a very supportive environment that enables children to meet those expectations. There is very good support for learning from teaching assistants.

Clear learning objectives are set for the activities directly supervised by adults and this ensures children make good progress. Assessment of pupils' progress is used well to plan the next steps of learning. In both classes, insufficient use is made of the outdoor learning environment. Role-play is often used effectively but is not always extended sufficiently through clear objectives and sustained adult involvement.

18. Pupils respond well to the good teaching in Years 1 to 6 and behave very well. They take advantage of the good organisation and appropriate levels of challenge set in most lessons. They concentrate on their learning which is helped by the very good relationships which they have with their teachers and teaching assistants who readily assist them. Those pupils who are learning English as an additional language make very good progress in Years 1 and 2 and are very successful as they progress through the school. Using national guidelines, lessons in all classes are invariably carefully planned and focus pupils' attention quite squarely on what is intended to be learned from the lesson. However, there is sometimes insufficient adjustment of the content to challenge the higher attaining pupils and some work in science, mathematics and writing in history is too easily within their capability.
19. Good lessons are taught in all classes but the highest proportions are in Years 3 to 6. In lessons which are only satisfactory, it is usually the pace of teaching which drops and the levels of challenge and excitement which are not as high as they could be. Teachers sometimes talk for too long. They respond to pupils' questions well. However, careful assessments of what pupils know and understand are not used to extend pupils' thinking and enquiry skills enough. Teachers gain a good understanding of how pupils are progressing through informal assessments, marking work and structured tests. They are increasingly using this information to set individual targets so as to involve pupils in deciding priorities. However, the process is sometimes imprecise in helping pupils to understand clearly what it is they actually need to do to improve.
20. Across the school, the teaching of pupils with special educational needs is very good and this secures consistent progress for those pupils. This is due to careful planning and the use of good learning resources, together with the helpful support provided by teaching assistants, who instil confidence and give reassurance. They understand how particular pupils are most effectively supported. Sometimes, during introductions to lessons, the teaching assistants are underused. Their deployment is less than effective at these times as many of the pupils they support are able to listen and follow preliminary instructions independently. Pupils often do not take on enough personal responsibility for the planning and development of their own work.
21. The good quality of teaching has been sustained since the time of the previous inspection and the teaching of pupils with special educational needs has improved.

THE CURRICULUM

The school provides a **good** curriculum which is broad and balanced. It is enriched with **good** opportunities for extra-curricular activities. Accommodation is **satisfactory** overall and resources for learning are **good**.

MAIN STRENGTHS AND WEAKNESSES

- The arrangements for promoting equality of access and opportunity are very good.
- Very good use is made of field trips to enrich the curriculum.
- Time allocated to English and mathematics lessons is not consistently well used in Years 3 to 6.
- Some aspects of accommodation are poor.
- Opportunities for enrichment through extra-curricular activities and fieldwork are good.

Commentary

22. The school ensures that there is a broad and balanced range of opportunities for the pupils. There is good coverage of the National Curriculum. Interesting links between subjects and connections with the local area and contemporary society make the curriculum relevant. There is a very good range of extra-curricular activities in sport and music which pupils enjoy and which improves their learning, fostering their very positive attitudes. Many visitors come to the school and the pupils visit different places in the local area and further afield, which contributes well to their learning in science, history, geography and ICT.
23. The school is committed to equal opportunity and inclusion and handles these aspects very well. Everyone is included and everyone matters. Pupils with special educational needs receive very effective provision. Teaching assistants give good quality support and are appropriately deployed for these pupils, and for those who are learning English as an additional language. Gifted and talented pupils are identified and their needs are well met. The very good work by the school in seeking to promote personal, social and health education contributes to the development of the pupils' sense of identity. The emphasis placed on cultural harmony and respect for one another, through the very good assemblies, successfully fosters an understanding of Britain's diverse society and in doing so encourages pupils to appreciate human aspirations and achievements.
24. Pupils take an active part in a range of sports. This includes well-organised games at lunchtime, links with local professional sports teams and a wide range of games in lessons. Links with the local high school for basketball enhance the range of activities. The pupils who make up the very good school orchestra produce a very high standard of musical performance which is appreciated by their peers. Many pupils take part in instrumental music lessons at school. Pupils respond well to music lessons.
25. There is an appropriate balance of teaching and support staff to meet the demands of the curriculum and make appropriate preparation for pupils for subsequent stages of education. The balance of time allocated within Years 1 and 2 is appropriate but in some Years 3 to 6 lessons in English and mathematics, time is not consistently used well, for example to extend written work and investigations. Because of this, opportunities to enrich experiences across the curriculum and enhance learning during school time are lost.
26. The accommodation is satisfactory overall and recent efforts to enhance the facilities have made a positive impact. The classrooms are too small. Where best use of the shared space outside classrooms occurs, for example in the reception class, accommodation is adequate. Pupils' learning is restricted by the limited space but the organisation of the shared areas could be improved so as to make it more useful for pupils to work independently. The ICT room is small but is used well and represents a good improvement since the last inspection. Resources and accommodation in the nursery and reception classes are good but insufficient use is made of the outdoor space which limits the extent of their physical development. There is a good open outdoor space for the pupils to play and support staff lead play activities during break times very creatively. The school is exceptionally clean and well cared for.
27. The school has improved since this aspect was reported on in the previous inspection, especially with regard to the provision of ICT. Good use is now made of cross-curricular links, particularly in ICT as pupils apply their skills to develop musical compositions, write about life in Tudor times and calculate budgets for replenishing the physical education equipment.

CARE, GUIDANCE AND SUPPORT

The school is **very good** at ensuring for the care, welfare and health and safety of pupils. There is **good** support, advice and guidance for pupils. The school has **satisfactory** arrangements for seeking, valuing and acting on pupils' views.

Main strengths and weaknesses

- Pupils are well supported and they appreciate this.
- Arrangements for health and safety are very good.
- There are very good induction arrangements for pupils starting school.

Commentary

28. The school has a rigorous and committed approach to health and safety; procedures are very well established, with appropriate checks and monitoring. The designated person for child protection is very experienced and has had relevant training. Staff are very clear about procedures but there is a need to update the training to include all teaching staff.
29. Staff monitor pupils' personal development carefully, and there are very good systems in place to support pupils. One example is the 'worry box' in the entrance hall, which pupils can use to raise a concern. A member of staff who has had appropriate training deals with these concerns, and pupils quite rightly have every faith in this system. They like the staff and feel they are treated well and are helped in their work and life at school.
30. Support for pupils is greatly enhanced by the very good relationships between pupils and adults, and the number of adults who give freely of their time and show great commitment. The caretaker is a particularly good example of this in his enthusiastic approach and the wide range of work he does for pupils throughout the day. The very good relationships mean pupils feel secure and happy in school.
31. Pupils have targets to help them with their work but they are not always clear about these, or how they know when they have achieved them. The school is looking at ways of developing target-setting so as to give pupils more of a say in the process. Pupils are consulted about their views, and have been encouraged to think about how playground arrangements can be improved. The process of consultation has recently been developed and there is now a school council. However, because the council is very new, it is too early to assess its impact on school life.
32. The arrangements for children starting in the nursery and for those transferring to the reception class are well thought out and flexible. Staff respond to individual children's special needs, to the extent that they do additional home visits if appropriate. There are good arrangements for pupils joining the school other than at the normal time, which means that pupils usually settle quickly and well.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

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

Main strengths and weaknesses

- The partnership with parents is good.
- The school has established very good links with local colleges.
- Community links are mainly restricted to the church.

Commentary

33. Parents are kept well informed about the work of the school through regular and frequent newsletters. Parents are pleased with the progress their children make. There are good opportunities for parents to discuss with the class teachers the progress their children have made, and parents make every effort to attend these meetings. The annual pupil reports give clear written information about what pupils can do and the next steps in learning. However,

the sort of information that would tell parents how their child is doing in comparison with national standards is not always provided. The school seeks parents' views on a fairly regular basis and responds to their needs. A recent example was a change in arrangements for a parents' evening. It does not consult parents more broadly about policy matters such as curriculum development.

34. Parents willingly give their time to support the work of the school. One example is the 'walking bus', where parents take turns to supervise a group of children walking to and from school. The Parents' Association is active and is increasingly working more closely with the school.
35. The links with local colleges are very productive in terms of the curriculum, and the school makes good use of their facilities, especially in sports. The good relationships the school has with the high schools help pupils in the transition from primary to secondary education.
36. The school has very good links with local churches, which very effectively support pupils' personal development and enliven the curriculum. Other links with the community are not well developed, and this is something the school intends to improve.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**.

Main strengths and weaknesses

- The headteacher has a very clear vision and sense of purpose, with high aspirations for the school.
- The school has a high commitment to including and meeting the needs of all pupils.
- Leadership and management focus on maintaining very high standards and improving achievement.
- The deputy headteacher and key staff are skilled at evaluating the school's performance and providing good role models for others.

Commentary

37. Since her appointment in September 2002, the headteacher has built well on the school's previous achievements and set a course for improvement. She provides a very strong sense of direction with high aspirations. Her good leadership, coupled with that of the deputy headteacher and the newly appointed senior leadership team and governors, has ensured the school's continuing success.
38. A high level of commitment to inclusion by the school leaders has created a very good ethos. This has been successful in raising awareness and establishing a proper concern for the needs of individuals. Every child is seen to matter and the management of the school reflects this. Leaders have promoted a climate of equality and fairness conducive to learning and progress. Leadership of the programme for pupils with special educational needs, for example, is very good.
39. The governors fulfil their statutory duties well. The governors know the strengths of the school and those areas which are in need of development. The senior leadership team evaluates the past performance of the school and is beginning to lead action for further improvement from a platform of high achievement. The governors and senior staff face up to issues and take decisions. They are realistic in finding appropriate actions where performance needs to be improved. As a result, since the last inspection, very high standards of attainment have been consistently maintained year on year.
40. There is a sharp focus on evaluating the school's past performance and on the priorities that should be pursued to bring further development. Although the senior leadership team is

relatively new, many of the self-evaluation processes it is introducing are rigorous and well conceived. A more consistent approach to the use of the information drawn from these processes is being addressed. It is recognised by the leaders that in a high performing school it is precise action that will bring the most effective improvements. Staff provide very good role models; the principle of leading by example is an effective feature of the life of the school.

41. The good quality of the leadership and management of the school has been maintained since the time of the previous inspection and in some aspects it has improved.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	494,460	Balance from previous year	9,710
Total expenditure	498,220	Balance carried forward to the next year	5,950
Expenditure per pupil	1,974		

42. Financial management is linked well to achieving the school's priorities and only a small carry forward is maintained year on year. Administrative systems run very well and resources are used effectively for the benefit of the pupils' education.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision is good and has improved since the previous inspection. Children make a good start to their education in the nursery and reception classes where the strongly supportive environment enables them to settle quickly and develop well. Most children start in the nursery with standards of attainment that are generally average, and by the time they move on to Year 1, standards are above average in all areas of learning. This represents good achievement.

The quality of teaching and learning is good across the nursery and reception classes. Teachers have high expectations and provide a very supportive environment that enables children to meet those expectations. There is very good support for learning from teaching assistants. Clear learning objectives are set for the activities directly supervised by adults, but these objectives are not always so clear for independent learning activities, particularly in the nursery. Assessment of children's progress is used well to plan the next stage of learning. As a result, children learn well and their achievement is good.

Both classes use outdoor areas for learning, but neither uses them as frequently as most schools. This is partly because each class has a separate area and this makes supervision more difficult and partly because the sometimes inclement weather is seen as more of a barrier than it need be, especially as there are covered areas. The overall outdoor areas are of good size and are well equipped for learning, but their use is often more recreational than for specific learning activities. As a result, some opportunities for learning are missed in all of the areas of learning. However, indoor opportunities are good, and pupils make good progress overall.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The secure and supportive environment enables children to settle quickly and develop well.
- The high expectations of all staff and the role models they provide help children to develop good social skills.

Commentary

43. Teaching in this area is good, and the social environment and the very good role models provided by adults are significant factors in the children's good development. There is respect shown to the children as individuals and this underpins the very good relationships that prevail. In both classes, children are given a great deal of independence within a clear structure, and this is very effective in promoting their personal development. Older children frequently use the corridor area outside the reception class for independent learning, and do so extremely sensibly, and with a remarkable degree of confidence and a great sense of purpose. The independence works well here because there are clear learning objectives for the activities. As a result, children develop good self-confidence; for example, a reception class child showed particular poise and confidence showing her book to the class, saying, "All look at this picture. Who do you think is behind the door? If you look there is a big clue here!"

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There is very good development of children's reading, speaking and listening skills.
- Children's writing skills are average, but not as good as other aspects.

Commentary

44. Teaching is good in this area of development and as a result, children develop well. There are many good formal and informal opportunities for children to listen and to express their ideas to adults, to each other and in small groups. There are times when adults tend to dominate these exchanges, but mostly they use questions skilfully to give children the chance to talk and develop their thoughts. Adults are good at introducing new words informally providing good models; for example, 'The seeds germinate in the ground'. There are many good opportunities for children to develop early reading skills and most are reading above the expected standards by the age of five. Progress in writing skills is average. There is a range of early writing experiences, but these are not always built upon and extended during independent and role-play activities. There are activities, such as writing shopping lists and orders in the 'corner shop', which could be built on more specifically and linked more directly to the children's targets.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- There is a good practical grounding to children's mathematical development.
- There is a good range of activities across the various aspects of mathematics.

Commentary

45. Good teaching makes learning fun for children. A wide range of games and practical activities promote children's understanding well. They enjoy sorting and making patterns and incorporate mathematical language into their talk, such as 'I've got more than you' and 'Look, my train's got five trucks', and bingo type games where they sort fish by their size, shape and colour. As a result, they use mathematical terms confidently and by the end of the reception year almost all children can count confidently and work out simple addition and subtraction calculations. This is good achievement.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- There is a good range of experiences to stimulate children's interest and extend their understanding.

- Children are given a good level of independence to explore and find out things for themselves.

Commentary

46. Good teaching which allows independence within a clear framework of expectations promotes good progress and above average standards by the end of the reception year. There is a good range of practical, first-hand experiences such as planting seeds and looking at fish that extend children's knowledge and understanding well. Visits extend their knowledge of the world around them, and good pictures and historical artefacts help build their understanding of times past. Children develop particularly good computer skills, mainly because they have such good opportunities to use a variety of programs independently on the computers outside the reception classroom.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- A very good variety of practical activities develops a good range of physical skills.
- Restricted use of the outdoor environment means that some learning opportunities are missed.

Commentary

47. Good teaching, the good range of activities and, above all, the independence given to children, enable them to develop well in this area and standards are above average by the time they move into Year 1. However, some opportunities for learning are missed because there is less than the usual time spent in the outdoor environment. This restricts some of the large-scale physical skills such as throwing and catching. Fine physical skills such as the use of paintbrushes, pencils, scissors, computer keyboard and mouse are well developed through the very good range of activities involving their use. Children constructing animal habitats outside the reception classroom showed a high degree of expertise and concentration. Good use is made of the hall by older children for games, physical education and dance and standards here are above those usually found in children of these age.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children are given a wide range of opportunities to explore different media and materials.
- Role-play is often good but not always extended sufficiently by adults.

Commentary

48. Teaching is good in most areas of creative development and so children make good progress and standards are above average by the time they move into Year 1. There is a good range of opportunities for children to work with a variety of art materials with different tools such as brushes, sponges and rollers, and they are encouraged to experiment with different textures and patterns in materials such as play-dough. It is the independence to experiment that enhances their development. There is a range of opportunities for developing imaginative role-play through the office, shop and building site areas as well as play with toys and puppets. Children respond well to these, but in some cases need more direct adult involvement in order to sustain the imaginative play and take it forward. There are good opportunities to try musical

instruments and sing songs. Older pupils are helped to develop imaginative dance and movement in more formal lessons and respond to these very well.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards reached in English are consistently well above average by the time pupils leave the school.
- Good teaching and learning are effective in helping pupils make good progress, but there is some room for improvement especially in Years 1 and 2.
- Support for pupils with special educational needs is very good.
- Pupils use too few strategies to enable them to write at length and independently.
- Good leadership and management are successful in bringing about improvements.

Commentary

49. Standards in English are average by Year 2 and well above average by the end of Year 6. The achievement of pupils through Years 1 to 6 is good, particularly so in reading. Pupils in Years 3 to 6 make accelerated progress by building on the firm foundations learned previously in the nursery and reception classes and in Years 1 and 2.
50. By the end of Year 2, most pupils read with understanding and can talk about the ideas contained in their reading. Pupils make good progress in speaking and writing but achievement levels do not match those of their listening skills and reading. Pupils are helped to read in a range of creative ways. They enjoy books and the pictures, stories and information they contain. Pupils of all abilities read regularly and are given many interesting opportunities to practise their reading skills and to develop them further. The teaching of speaking and writing is satisfactory but tends to lack excitement and opportunities to extend ideas based on the pupils' first-hand experiences. The school is very successful in helping pupils with special educational needs and those with only basic skills in English make rapid progress, mainly through well-planned teaching and the deployment of skilled teaching assistants to work with very small groups of pupils. More writing is being expected of the pupils in Years 1 and 2, based on more extended speaking. Where pupils make the best progress, it is because the planning is based upon careful assessments of individual learning needs, but this is sometimes imprecise. Despite targets being recorded in their books, pupils often do not fully understand what they should do to improve.
51. Very good achievement and progress are seen through Years 3 to 6 and, by age eleven, many pupils achieve standards which compare favourably with the most successful schools nationally. However, achievements in lessons in writing do not reflect the standards of reading, speaking and listening. Whilst many pupils write interesting stories and achieve well above average standards, overall they use too few strategies to help them write independently and at length. Too much writing requires the completion of short exercises, which, whilst effective in teaching essential structures in grammar, punctuation and spelling, does not inspire the pupils to write at their highest levels for a range of purposes. Support at the top end of the school for pupils who continue to have special educational needs and others in 'booster groups' is very good.
52. The subject leader carefully analyses performance and monitors and evaluates the teaching and learning across the school. She has a good understanding of the strengths and weaknesses in the pupils' work and in their learning. Good quality resources have been secured and a good action plan has been devised to raise achievement further. Assessments

of what pupils' have already learned are not used enough to adjust the pitch of lessons in Years 1 and 2 and therefore learning does not always build on these as effectively as it might. The school is well placed to improve further from its strong position and has made good progress since the previous inspection, especially in its use of role-play and drama.

Language and literacy across the curriculum

53. The school is committed to developing literacy skills through other subjects and is successful in doing this in a number of ways. Planning makes regular reference to literacy opportunities and these are taken well, for example, in history when putting questions to 'a sailor from Tudor times'. Displays of pupils' work and other materials on classroom walls often have a strong literacy emphasis which supports pupils' endeavours to improve their language and literacy skills.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Very high standards are attained by the end of Year 6.
- Good teaching leads to effective learning and pupils' very good attitudes.
- There is good subject leadership, with very helpful analysis of data.
- There is sometimes insufficient challenge for the highest attaining pupils.
- Pupils with special educational needs are supported very well.

Commentary

54. Standards of attainment are average in Years 1 and 2 and pupils' achievements are good. By the time pupils leave Year 6, standards are well above average, indicating very good progress and achievement. The work seen during the inspection by pupils in Years 1 and 2 is good and the levels of computation and mental calculation are very good in Years 3 to 6. The pupils can recall multiplication facts well and have a good understanding of how to solve mathematical problems presented in words.
55. Teachers have good subject knowledge and ensure that learning is effective. Where teaching is lively and enthusiastic, pupils respond very well. In the best cases, well-targeted questioning challenges pupils to think deeply. The pupils have very positive attitudes towards mathematics and are keen to learn. Teachers insist on a calm and purposeful working atmosphere which helps pupils focus and concentrate. They listen attentively and engage well with the teaching, particularly when it is fast paced and challenging. The teaching is less effective in lessons which are overly long, where the pace of learning drops.
56. Good leadership of the subject has enabled the staff to work towards producing a coherent and useful policy. This consistent approach across the school, which followed an effective programme of in-service education for the teaching staff, helps pupils to build on their skills well. Successful workshops, involving all staff, have been held to share modern teaching methods with parents. Good, recent assessment work to analyse information from test results at the end of Year 6 is being used appropriately to identify specific children who can benefit from further teaching input. The subject leader meets with every teacher to set targets for pupils. Teachers successfully target lower attaining pupils to identify what needs to be done for them to make further progress and, because of this, support for pupils who have special educational needs is very good and they achieve well. Teaching assistants contribute well to this. They are directed well by the teachers and offer very good support to small groups and individuals.

57. The use of this assessment information improves learning. However, it is under-utilised in informing what is to be taught on a day-to-day basis and work is sometimes set which is too easily within the pupils' capabilities. There is good coverage of the National Curriculum and national strategies, but there is sometimes insufficient adjustment of the content to stretch the high attaining pupils. Opportunities for independence and for pupils to devise their own problems and work at their own direction are too few for these capable pupils. Where they are given opportunities to follow their own lines of enquiry, they make good progress. There is a good level of monitoring and analysing of pupils' work, but insufficient emphasis is placed on monitoring teaching with the specific goal of raising its quality. Whilst there is an appropriate allocation of time in Years 1 and 2, too much time is allocated to direct teaching in mathematics lessons in Years 3 to 6 and so time available for extended investigation is lost.
58. Recently installed computer interactive whiteboards are used well by teachers and children. They make a positive contribution to teaching and learning. Since the time of the last inspection, well above average standards and good achievement have been consolidated.

Mathematics across the curriculum

59. Numeracy and mathematical skills are used well across different subjects, most notably in science, ICT, music and geography. Simple measurements are taken by pupils using rulers and protractors and more complex measurements are recorded using different instruments such as digital timers and sensors.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards of attainment at the end of Year 6 have been consistently well above average for the last four years.
- There is particularly good teaching of the knowledge-based aspects of science in Years 3 to 6 but pupils are not always challenged sufficiently in investigative science.
- Expectations of pupils' attainment are not always sufficiently high in Years 1 and 2.

Commentary

60. Standards of attainment are well above the national average by the end of Year 6 and this represents good achievement for the pupils. The good quality of teaching through Years 3 to 6, and the particularly good focus on the knowledge-based aspects of forces, materials and life process, have resulted in pupils' thorough knowledge of these aspects and their consistently well above average scores in national tests for 11-year-olds.
61. Standards of attainment by the end of Year 2 are broadly in line with the national average, and relatively few pupils attain the higher expected level for this age. This is because expectations are not always sufficiently high in Years 1 and 2, and lessons too often focus on the learning needed to attain the average level without extending the many pupils who are easily capable of higher attainment.
62. There are opportunities for pupils across the school to carry out investigations as part of their studies. These are very valuable in deepening pupils' understanding by giving them opportunity to apply the scientific knowledge they have gained in other, more formal, lessons. However, the investigations do not always challenge pupils sufficiently; for example, older pupils investigating sound insulation were able to talk about the need to check whether the frequency of the sound was a factor in the insulating quality of different materials, and were even able to suggest ways of measuring this and controlling for the extra variable, but this was

not part of the set task. Work in pupils' books from across the school indicates that this is a general issue. However, other investigative work has high challenge; for example, Year 5 pupils carried out a series of measurements on their pulse rates and were then challenged to consider how to handle the data they had collected: should they take an average or discard any apparently odd measurements? This resulted in some very thought-provoking discussions and a significant deepening of understanding of both scientific and mathematical methods.

63. The leadership and management of the subject are good, and the new subject leader has ensured that pupils are involved in a good programme of study that covers the required curriculum thoroughly. She is now planning to sharpen the assessment of pupils' progress and this is a necessary step to ensure that the challenge of investigations is sufficiently high. The school's well above average standards have been consolidated since the time of the previous inspection, and so the school has made good progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The subject is well led, with very successful staff development taking place.
- Pupils are encouraged to record their own reflections on learning in ICT but opportunities to pursue research independently are too limited.
- The use of available equipment and resources and its monitoring are effective.
- Planning for ICT in other subjects is good and it is used well.

COMMENTARY

64. Standards in ICT are above average and achievement is good. The subject is well led and this has made a strong impact in the school. The subject leader, through effective use of time, has worked well with a number of staff to assist in developing their skills and confidence. Time has been used wisely with classes to teach them how to use the good range of software that the school has adopted. A Year 5 group, who had support previously from the subject leader, was adept at using spreadsheets in their lesson with the class teacher. Effective links with a City Learning Centre have been developed by the subject leader and have contributed to the good progress made.
65. Teachers' own expertise is good and represents much good work by the staff to equip themselves for the challenges that this area of the curriculum brings. For example, staff have laptop computers which enable them to prepare lessons and practise with software. Teachers use the interactive whiteboards well in lessons, revealing previously written questions as they move through inputs and share success criteria for targets with the pupils. This keeps the pace of learning high and pupils engaged. These interactive tools are relatively new to the school, but much success is already being achieved. Both teachers and pupils use them with confidence. In one very creative lesson, the board was used as an 'in-flight display' whilst the pupils pretended to be heading off on a journey to another part of the world. The class teacher, who took the role of tour guide, effectively explained about their destination, using text and graphics to make the talk come alive.
66. Teachers' planning is good and provides clear and relevant learning objectives. There is a good structure and a logical progression of skills built in. The pupils learn good keyboard and menu skills, use a range of software, and are comfortable using this in real situations. Their good levels of skills, coupled with their sensible attitudes, enables good progress to be made. It is, however, often overly directed and opportunities for the pupils to use their skills and pursue their own lines of enquiry and research are too limited.

67. Pupils' work is stored electronically and they have good access to it. They log onto their school-wide network with ease. The school's good website is both informative and up to date. It is well managed by a class teacher. The school is considering ways of expanding its use for online learning. The school has a small but appropriately equipped ICT room as well as computers in shared areas. The recent suitability report from the LEA suggests that the ICT room itself is unsatisfactory. It is, therefore, to the credit of the school that they make good use of it, given the difficulties that are present. Consideration is being given to using laptops and palmtops in class as a way of extending the provision as funds allow. Many of the pupils have computers at home and as a result bring to school a well-developed understanding of how they can be used and what various programs can do. This is successfully built upon in school and is evident in those good lessons where teachers set the pupils meaningful problems to solve.

Information and communication technology across the curriculum

68. ICT skills are applied well in a number of subjects and especially well when there is real purpose to the application. Good examples of this were seen during the inspection in music and literacy; where pupils composed simple melodies and added song lyrics, in mathematics where pupils used spreadsheets to manage a budget and in history where pupils recorded their findings after interviewing a 'Tudor sailor' in an historical/drama lesson. Pupils are confident in using the interactive whiteboards in those classrooms equipped with them and they are both capable and keen to use word-processing facilities.

HUMANITIES

GEOGRAPHY

69. Only one lesson was seen in geography during the inspection and so no overall judgement is made. In this lesson, pupils were finding out about St Lucia through designing appropriate questions they wished to have answered and by taking part in an 'in-flight' briefing about the island using ICT in a computerised whiteboard presentation. Good teaching and learning were evident and pupils displayed a sound grasp of key geographical ideas which they had learned previously.
70. Analysis of a sample of pupils' work and discussions with pupils indicate that a satisfactory range of learning opportunities is available throughout the school. These cover essential areas of knowledge and understanding and help extend pupils' literacy and numeracy skills; for example, pupils apply their knowledge of grids when using maps and use graphs to explain what they mean when presenting their findings. Good use is made of the local environment where pupils undertake a number of local studies. This indicates that there has been good progress in this subject since the previous inspection.

HISTORY

Provision in history is **good**.

Main strengths and weaknesses

- Pupils achieve well because the teaching is well organised, interesting and encourages them to interpret what they see and hear.
- Visits to places of historical interest help pupils' learning and understanding of chronology.
- Pupils have good opportunities to consolidate their skills but historical ideas are not researched and communicated in sufficient depth.

Commentary

71. Standards in history are above average and achievement is good. The teaching of history is organised in ways which interest the pupils and provide them with extensive knowledge and a good understanding of people and events and how things have changed. Rather than completing worksheets and exercises they are involved in role-play activities, in debating the arguments for and against particular historical interpretations, examining artefacts from different periods and suggesting why things have changed or have remained the same over time. Achievement is good because pupils are asked to use their powers of interpretation based on their level of understanding.
72. Direct experiences make a significant contribution to pupils' achievements and to their understanding of the significance of different periods of time. In one lesson, pupils in Year 1 learned about how old photographs and artefacts can be used to find out about holidays taken at the seaside in Edwardian times. They went on to look at the practicalities and fashions of swimwear 'then and now' and investigated changes in the fabrics used and the behaviours of those who wore them. Visits to places of historical interest are an important feature of the programme of work across the school. Year 6 pupils talk enthusiastically and knowledgeably about their anticipated visit to a museum about the Second World War. They are able to relate information gained from visits to a Christian church and an Islamic mosque to ideas about cultural and historical diversity and the continuity of religious traditions. They are well informed about the Victorian period following a visit to a local Victorian mill and school house.
73. Pupils in Year 5 discuss their work on the Spartans and the Greeks with confidence. In one lesson they expressed their ideas very well because the teacher provided many opportunities for them to offer suggestions and opinions. This was also evident during a lesson when pupils in Year 4 questioned a 'Tudor sailor' who was 'in the hot-seat'. The range of questions posed and the extensive notes taken from the excellent answers provided gave the pupils much scope for historical interpretation.
74. Reading and writing skills are promoted well but pupils are not challenged enough to find information for themselves from a variety of books, maps, documents, diagrams and computer and Internet sources. Pupils' historical knowledge and understanding are not recalled, selected and organised in sufficient depth so as to be communicated with the sophistication it warrants.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

ART AND DESIGN

75. It was not possible to see sufficient lessons to make overall judgements in the subject. In the lessons seen, pupils were involved in designing a sculpture and in using a range of materials to develop their observational drawings of the local church. In these lessons, pupils were given good opportunities to try different media and materials to achieve their desired effect and showed that they were able to think carefully and build on their original work. Pupils' work around the school indicates that they have been using a good range of materials and techniques and have studied the work of established artists such as Mondrian. There is a range of good work displayed around the school; for example, there are some good computer-generated pictures in the style of Mondrian made by Year 2. Some particularly good pencil drawings of flowers and seeds by Year 6 pupils show very close observation and control of a range of pencil techniques. This work indicates that there has been good progress in this subject since the previous inspection.

Design and technology

76. It was not possible to see sufficient lessons to make overall judgements in the subject. There are few example of pupils' work on which to comment and, as it is often the process rather than the final product that is important to a judgement, none can be made.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Standards are well above average and achievement is very good by the time pupils leave the school.
- High expectations in the teaching bring about very good progress.
- Leadership and management of the curriculum and extra-curricular music are very good.

Commentary

77. Standards are above average by the end of Year 2 and well above by the end of Year 6. Achievement is very good. The pupils in Years 1 and 2 are enthusiastic in their singing and produce good melodic tones. These, when coupled with the more mature voices of the older pupils in Years 3 to 6, combine to create a very good sound which is tuneful and reflects the pupils' understanding of dynamics and singing technique. They can maintain a part when there are two or three complementary melodies and achieve a very good standard.
78. Through well-informed and effective teaching, pupils demonstrate good skills and very good knowledge of musical terms. They confidently use words such as 'dynamics', 'tempo', 'contrast', 'timbre' and 'texture' to accurately describe what they can hear in both recorded music and music played by their peers. Teaching in Years 1 and 2 is encouraging and builds pupils' confidence rapidly whilst ensuring that pupils gain a clear sense of what constitutes good composition and performance.
79. Teaching in Years 3 to 6 builds on these earlier positive experiences. In a Year 3 ICT lesson, where pupils were using pre-recorded phrases to construct a piece, they varied the tempo to create different moods, which complemented the content of the song lyrics they had successfully composed. In Year 4, a pupil took on the role of conductor to lead pupils in playing improvised pieces called 'the clock shop'. They played their instruments with very good control and concentration. They listened to each other well which enabled the sound of the piece to be very musical and very effective. They used ostinato phrases well and were very articulate when evaluating the impact that their improvised music has had, talking about the texture and the structure of the pieces. Similarly, a Year 5 class was good at playing rhythms which included different time signatures. They recorded these rhythms with good accuracy. It was clear in the lessons seen that the level of enjoyment by the pupils is high. The high expectations placed upon them by their teachers and the insistence that they use the correct musical terms to explain their work contribute to the very good progress that they make.
80. The school orchestra plays with skill and performs music which is both mature and engaging. During an assembly about the talents that people have, pupils showed how well they can play a complicated piece, in parts, producing a very pleasant tone and a very good range of dynamics. The orchestra is made up from pupils who have instrumental lessons at school. The school choir performs well with two-part singing, with variation in dynamics and good articulation. The very good link with the LEA music service contributes very well to the very good provision. Leadership and management of music are very good and are complemented

by the very high level of expertise from the deputy headteacher, whose enthusiastic and dynamic piano accompaniment in school is an inspiration to all.

PHYSICAL EDUCATION

Provision in physical education is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Achievement is good and for pupils with special educational needs it is very good.
- Good planning and extra-curricular activities lead to effective teaching and learning.
- Close links with sports clubs and secondary schools extend provision.

Commentary

81. Standards in physical education are above average and achievement is good; pupils with special educational needs achieve very well as their inclusion in lessons is thoughtful and expectations demanding. Planning covers the full range of the National Curriculum programme which is supported very well by extra-curricular activities and very well supervised sports activities at lunchtime. The planning shows that the pupils take part in an appropriate range of games, gymnastics, swimming and athletic activities.
82. Pupils enjoy learning skills in games involving ball control and teaching is usually good. Pupils learn new skills well and consolidate others effectively; teachers have good command of the subject and so pupils listen well to instructions and usually get on task very quickly. In one lesson, the teacher very effectively used a pupil to lead the warm up and then quickly moved on to the main activity. This high pace of learning meant that the children were engaged in appropriate physical demand, got their heart rates up and benefited in both the development of their skills and in their fitness. Another teacher successfully adapted an outdoor lesson and made it fit well into the indoor space. Everyone was involved in practising a range of skills, whilst the teacher effectively focused on one particular group to assist them in acquiring a new skill. The other pupils made good progress because they were clear about what was expected of them, both in terms of the task set and in the expectations of their behaviour. Pupils respond well to the challenges set in lessons, listen to instructions and are keen to answer questions and evaluate their performance.
83. In teaching which is satisfactory, the pace of activity is slower and the pupils spend less time engaged physically, more time being spent sometimes on listening to the instructions than doing the activity. Nevertheless, the pupils invariably enjoy the work that is planned and make progress because they increase, or at least consolidate, their levels of skills.
84. The school has good links with the local university and secondary schools, who send subject leaders and students to assist with ball games such as basketball. This contributes well to extending the provision in physical education and the opportunities that exist for the pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Commentary

85. There is a very strong commitment to PSCHÉ and this is reflected particularly in the school's ethos and in the quality of PSCHÉ lessons seen. Every class has PSCHÉ lessons. The major contribution to pupils' PSCHÉ development is made in aspects of the school other than lessons, such as the strong relationships, the supportive ethos and the informal contribution of teachers and other adults. This has a significant impact on pupils' personal development.
86. The school's ethos is strongly positive and staff show great respect for pupils. This is important in that it provides very good role models for pupils that help them to successfully form very positive and supportive relationships with each other based on mutual respect. Pupils interact with a wide range of adults in class, around the school and at lunchtimes. It is these interactions which provide the basis for their relationships with others. Pupils of different ethnicity work and play well together and take time to discuss and explore, sensitively, their personal similarities and differences. Some of their ideas and writing about personal interpretations of very difficult events show great empathy.
87. The school council helps pupils to understand their role in the community but it is still in its early days, having only very recently been formed. It is clearly giving pupils a say in playground developments but does not have sufficient independence to impact on other areas of school life.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	2
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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