

INSPECTION REPORT

VALEWOOD PRIMARY SCHOOL

Crosby, Liverpool

LEA area: Sefton

Unique reference number: 104890

Headteacher: Mrs Debby Rigby

Lead inspector: Mrs Lynne Read

Dates of inspection: 7 – 9 February 2005

Inspection number: 268171

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	181
School address:	Sherwood Avenue Crosby Liverpool Merseyside
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Telephone number:	0151 924 0483
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Eric Grindle
Date of previous inspection:	11 January 1999

CHARACTERISTICS OF THE SCHOOL

Valewood Primary is smaller than most primary schools, with 181 pupils on roll. It serves a wide and diverse area of Liverpool. Taking into account the full range of housing and employment, social and economic circumstances are below average overall. Pupils entering the reception class have a range of learning experiences and attainments that are below average for the age group. The total percentage of pupils in school who have special educational needs (17 per cent) is average; no pupil has a statement of special educational needs, and this is below the national average. Most of the special needs come under the learning, behavioural or physical categories. Around 14 per cent of pupils claim their entitlement to free school meals, which is average. It is an increasingly popular school and there is a very high incidence of pupils entering part way through their education. Most pupils are of a white, British background and none are in the early stages of learning English as an additional language. In recognition of the work done, the school holds the Activemark, Artsmark Gold and Healthy Schools awards. Staff have forged strong links with the Education Action Zone partnership of local schools.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21199	Lynne Read	Lead inspector	English as an additional language English Information and communication technology Modern foreign languages Religious education
19343	Marion Howel	Lay inspector	
21910	Gordon Longton	Team inspector	Mathematics Science Geography History Physical education
15236	Morag Thorpe	Team inspector	Foundation stage Special educational needs Art and design Design and technology Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Valewood Primary is a very good school that is very highly regarded by parents. The headteacher provides very good leadership that is focused on high achievement and a rounded education. Teaching and learning are very good. The school provides very good value for money.

The school's main strengths and weaknesses are:

- Attainment in English, mathematics and science is above average in the current Year 6. Achievement in these and most other subjects is very good.
- Leadership and management are very good, driving the school forward very successfully.
- Very good teaching is responsible for the very good learning.
- The curriculum in Years 1 to 6 is very good and very well enriched, with an extensive range of activities out of school time.
- There is scope to extend opportunities for writing in the reception class.
- There is very good provision for pupils' personal development, resulting in very good attitudes to learning, very good behaviour and very profitable relationships.
- There are very good links with the community and other schools that support learning very well.

Improvements

There have been very good improvements since the time of the previous inspection, especially in teaching and learning, leadership and management, the breadth and enrichment of the curriculum and the provision for information and communication technology (ICT). Achievement across the curriculum has improved considerably.

STANDARDS ACHIEVED

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

*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.*

Achievement is very good. Valewood has very high numbers of pupils joining part way through their education, many of whom have experienced difficulties in their previous schools. The average comparative grade shown above does not truly reflect pupils' achievement because only one half of this group had received all of their junior education at the school and a very significant number arrived in Years 5 and 6. In order to keep a close check on learning, the school keeps detailed records of attainment. These, together with evidence from pupils' books and lesson observations, show that pupils make very good progress from the point at which they start. For the current Year 6 group, attainment is above average for English, mathematics and science. There are particular strengths in speaking and listening and reading. In the 2004 group, the levels on entry were lower in mathematics and science and this accounts for the relatively lower grades in the table above. Attainment for the current Year 6 is above that usually seen in six out of the other eight subjects and in modern foreign languages. Attainment in ICT is much improved and matches expectations. Children enter the reception class with below-average levels of prior learning and receive a good start to their education. There is, however, scope to extend the opportunities for early writing. Attainment at Year 2 is judged as average for writing and mathematics and above average for

science and reading. Again, this does not give an accurate picture of achievement over time, since 60 per cent of these pupils joined after the start of the reception year. The upward trend in attainment is better than that seen nationally but there are wide variations between year groups, depending on pupils' prior learning when they enter school. The very good achievement is due to very good teaching across academic, creative and practical subjects. Pupils of all abilities, boys and girls, those from different ethnic groups and those with special educational needs are very well supported or challenged, and achieve equally well.

The provision for pupils' spiritual, social, moral and cultural development is very good. As a result, pupils have very high standards of behaviour, very positive attitudes and there are very profitable relationships. These factors underpin the very good learning seen. Attendance is below average although the school is working hard to improve this situation. Punctuality is good.

QUALITY OF EDUCATION

The quality of education is very good. The quality of teaching and learning is very good and often excellent for the older pupils. Teaching in the Foundation Stage is well planned to meet the specific learning needs of the age group, including a very strong emphasis on personal development. The very good range of teachers' expertise in Years 1 to 6 effectively promotes very good achievement across subject areas. A comprehensive amount of assessment information is used very well to set work at different levels of difficulty so that all pupils have the challenge or support that they need to progress rapidly. Homework is used well to extend learning.

There is a very broad curriculum that captures pupils' interests and promotes skills in creative, aesthetic, physical and practical areas as well as in the academic aspects. This is a strength of the school. Planning is very good and includes very good links between subjects so that learning is consolidated very well. A very good range of out-of-school activities, together with visits and visiting specialists, further enhance provision. Accommodation is satisfactory and resources are good; they are used to best effect.

Care and guidance are very good. Pupils form trusting relationships with adults and say that they feel safe. Guidance for personal development is very well supported by teachers and through aspects of social and health education that are included across the curriculum. Pupils receive very good feedback and constructive advice in lessons and through marking. Staff and governors take great care to ensure the health, safety and welfare of pupils. Links with the community and other schools in the action zone partnership promote learning very well. The partnership with parents brings many benefits but some take their children on holiday in term time, which is not helpful.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good and sharply focused on high achievement and the school's mission statement. An annual cycle of performance review informs improvement planning very effectively so the school is constantly moving forward. All statutory requirements are met and governors play a very good, pivotal role in shaping the school's direction and development.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The results of the parents' questionnaires and the meeting show that parents have very good levels of confidence in the school. Pupils are proud of their school and they play an active role in school development through their elected council.

IMPROVEMENTS NEEDED

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

- The school now needs to extend the range of early writing opportunities in the reception class.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards seen in Year 6 are above average for English, mathematics and science. Achievement is very good overall in these three core areas and in the majority of the creative, aesthetic and practical subjects.

Main strengths and weaknesses

- Children achieve well in the Foundation Stage (reception class).
- For pupils in Year 2 attainment is above average in speaking and listening, reading and science. It is average and rising for writing and mathematics.
- Attainment in Year 6 is higher than nationally expected in modern foreign languages, geography, history and music. It is much higher than that usually seen in primary schools in art and design and design and technology.
- Pupils who have special educational needs achieve very well in relation to their starting points.
- Boys and girls, pupils from different ethnic groups and those capable of higher attainment, achieve equally well.

Commentary

1. Although there are some variations between year groups, children enter the reception class with attainment levels that are below average overall. Most of the children in the present class are well placed to exceed the expected learning goals in personal, social and emotional development, knowledge and understanding of the world and creative development and to reach them in mathematical understanding, language and literacy and physical development. Skills in early reading are well promoted but there are further opportunities to extend early writing. There has been a good improvement in children's achievement since the last inspection, as attainment on entry is now lower.

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

Standards in:	School results	National results
Reading	15.9 (17.8)	15.8 (15.7)
Writing	14.4 (15.8)	14.6 (14.6)
Mathematics	15.6 (17.2)	16.2 (16.3)

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

2. Year groups vary to a very large extent in the numbers of pupils who have special educational needs and those who come to school part way through their schooling. This accounts for the varying attainment patterns seen over time. The Year 2 group who took the tests in 2004 included 25 per cent of pupils who had special educational needs and only two thirds of the pupils had been at the school since the start of the reception class. Their attainment in reading and writing matched the national average and it was below average for mathematics. When compared to schools in similar circumstances, attainment in reading and writing was above average and average for mathematics. In order to gain a fair view of attainment and achievement, the inspection team observed learning in lessons, scrutinised pupils' books and assessment results and looked at the school's detailed records that show the tracking of pupils' progress. As a result, attainment is judged as average overall for the current Year 2 pupil's and achievement is good overall from the below-average starting point. There are instances where achievement is very good, for example in speaking and listening, reading and

science and the number work in mathematics. In the other subjects, attainment is at least in line with expectations and is above that normally seen in Year 2 for art and design, design and technology, French and music. This illustrates the care taken to develop all the pupils' skills and talents; many who find academic work challenging do well in the creative, physical and practical subjects.

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

Standards in:	School results	National results
English	28.7 (27.9)	26.9 (26.8)
Mathematics	27.7 (29)	27.0 (26.8)
Science	29.6 (31)	28.6 (28.6)

There were 25 pupils in the year group. Figures in brackets are for the previous year.

3. Standards in Year 6 were well above the national average in the 2004 tests in English and above in science. For mathematics, they were average. When compared to schools where results at the end of Year 2 in 2000 were similar, attainment was in line with the average in English and well below average in mathematics and science. Overall, these results indicate average progress. However, only 42 per cent of this age group had received all of their education at the school and nearly 30 per cent had arrived in Years 5 and 6. Another important factor is that many pupils arriving at the school during the junior years had experienced some difficulty in their previous schools. Therefore, direct comparisons with results at Year 2 do not give a fair or clear picture of pupils' progress. The pupils did better in English because new ones arrived with better skills here than in mathematics and science. Another important factor is the work done by the school to boost boys' writing which improved progress for many. Inspection evidence shows that attainment in the present Year 6 lessons is above average in English, mathematics and science. From the below-average starting point, this represents very good progress. Evidence gathered from pupils' work and records kept confirms that pupils are currently achieving very well. Achievement in science and mathematics has been improved this year with an added emphasis on problem solving, investigating and experimenting. The predictions for the present Years 5 and 4 pupils indicate above-average standards in the three core subjects by the end of their Year 6, if the groups remain as they are currently.
4. Pupils who have special educational needs achieve very well towards the targets set in their individual education plans. They receive very good support, especially in the well-planned and focused sessions led by the teaching assistants. Those who enter school with additional social or emotional needs are given sensitive support to help them settle into the smooth routine of school life. Once this has been accomplished, they also progress very well and make up the gaps in their previous learning. This is because teachers measure progress against targets set in pupils' individual education plans and adapt work to match specific needs.
5. Last year's targets for the Year 6 pupils were met or exceeded in English. In mathematics, they were met at level 4 but fell short at level 5. This was due to several pupils joining school in Years 5 and 6 with lower attainment in mathematics. With the added expertise in mathematics and science, and subsequent improvements to the curriculum, the school is well on track to achieve this year's targets, if the cohort remains the same.
6. The very unusual nature of the school, with very high pupil mobility and high incidences of special educational needs in some year groups, has necessitated innovative thinking by staff and some flexible approaches. Assessment is thorough and there is a good system of setting learning targets year on year which ensures that pupils, including the higher attaining groups, those who are gifted or talented and those from different ethnic backgrounds achieve their potential. There is no difference between boys' and girls' achievement in the classroom. This

is because teachers find ways to engage both groups, choosing topics and books to interest all. Staff are incorporating different 'thinking styles' into their lessons to cater for the diversity of learning needs; this is working especially well for those pupils who learn best through a practical approach.

7. Attainment in information and communication technology (ICT) is average by Year 6 in all aspects of the subject. This marks a very good improvement since the previous inspection. There is good potential to improve skills further in this subject because of the new accommodation and better access to resources that will soon be available. Pupils' work in religious education is above the expectations of the locally agreed syllabus and there is an especially good awareness of world faiths. By Year 6, attainment in modern foreign languages, geography, history and music is above that normally seen, and, for art and design and design and technology, it is well above expectations. No overall judgement was made for physical education but there are strengths in dance and swimming. Skills in English, mathematics and ICT are used well to support learning in other subjects.

Pupils' attitudes, values and other personal qualities

Pupils show very positive attitudes; their behaviour and personal development are very good. These factors are major strengths at the school. The attendance rate is below average although pupils' punctuality is good.

Main strengths and weaknesses

- Pupils have very positive attitudes towards all aspects of school.
- Relationships within the school are very good.
- The provision for pupils' spiritual, moral, social and cultural development is very good.
- Children in the reception class are well placed to exceed the early learning goals in the personal, social and emotional areas of learning.
- Attendance is below average in spite of substantial efforts made by the school.

Commentary

8. Pupils are proud of their school and enjoy the lessons. They are positive and enthusiastic learners who hold their teachers in very high regard. There is a very positive atmosphere throughout school that reflects the very high quality provision for pupils' personal development. Teachers' expectations are high and pupils respond very well to the challenges set. This is seen across the curriculum, including the many artistic and musical activities that are extremely demanding.
9. There is a consistently high standard of behaviour reflected in lessons and in the pleasant social atmosphere in the dining hall, during breakfast club and in the many extra-curricular activities. During the inspection there was no evidence of either bullying or racist behaviour. Parents' and pupils' survey responses endorse this exceptionally positive picture. There is great confidence in the way that the very infrequent incidents of unsatisfactory behaviour are resolved.
10. Pupils' self-esteem and confidence are strikingly positive features of the school. All listen carefully and show very good levels of interest, concentration and determination when completing the planned activities. Many speak with enthusiasm about the opportunities to perform, both in assemblies and in the many school productions. Pupils have many opportunities for taking responsibility and exercising initiative. Some older ones are 'buddies' to younger pupils and help them both in the playground and with reading activities. Pupils with responsibilities are very conscientious. They fulfil their specific duties according to the job titles; for example, pupils are known as ICT technicians, librarians and music technicians

rather than 'monitors'. Those who serve as members of the school council play a pivotal role in consulting their peers and contributing to the running of the school.

11. Relationships within the school are very good and make it possible for all pupils to learn and achieve effectively. Members of staff provide very good role models in showing by example how relationships are initiated and sustained. In response, pupils work and play constructively and show sensitivity and concern for the feelings and values of others. They listen attentively to the opinions of others during the end of lesson discussion and review sessions. Pupils display courtesy to visitors and extend a warm welcome.
12. The provision for spiritual, moral, social and cultural development is very good. The opportunities for pupils to gather insight into beliefs and develop their spiritual awareness extend across the curriculum, especially in the creative subjects. The school places an exceptionally high priority on moral development. Throughout the school, pupils understand the differences between right and wrong and show an excellent regard for the work of others and the school environment. They respond with extreme maturity to school rules and are aware of the consequences of their behaviour. These principles are established at a young age and newcomers to the school are very well supported in achieving the same high standards of behaviour as their peers.
13. There is very good provision for social development and the awareness of citizenship. Pupils show respect and care for each other and for other people in the world; for example, they discuss the hardships caused by natural disasters and war. Pupils listen attentively to the opinions of others and share resources and ideas freely. The very good provision for cultural development is aided significantly by direct involvement and experiences in art, music and community events. Pupils develop very good levels of understanding of local and national traditions and of cultures around the world.
14. Children in the reception class are very enthusiastic learners and behave well overall. They are confident in group work and are keen to explore and investigate. Attitudes and behaviour are very good. The children are well placed to exceed the expected learning goals in personal and social development and achieve very well in this area of learning.

Attendance

Attendance rates have fluctuated in recent years but at present are below the national levels. The headteacher and staff rigorously monitor attendance and punctuality and chase up unexplained absences very quickly. As a result, there are no unauthorised absences. This is an inclusive school, and some pupils have long-term medical conditions that require time in hospital; this affects the overall rates. The headteacher, staff and outside welfare officers have made tremendous efforts to inform parents of the effects of taking pupils on holiday during term time. Most families are co-operative but some continue to take their children out of school and this is another factor that affects the underlying rate. In consultation with parents, the school has now increased the half term summer break to two weeks and it is expected that many will use this time for the family holiday and that attendance rates will improve.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.1	School data	0.0
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.

Exclusions

There have been no exclusions at the school in recent years which is a further indicator of the very good provision.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good. Teaching and learning are very good and very well supported by a stimulating range of study. Enrichment for the curriculum is very good. The care and welfare of pupils are very good and they receive very good support and guidance. Parents, together with links with the community and other schools, make a substantial contribution to learning.

Teaching and learning

The quality of teaching and learning is very good and much is excellent. There are very good processes in place for checking pupils' progress and for setting challenging targets for future learning, especially in English, mathematics and science.

Main strengths and weaknesses

- Between them, the teachers have very good expertise across the curriculum.
- Planning is very good and uses assessment information very well to set targets for pupils' learning.
- The teaching and learning for the oldest pupils are often excellent.
- Teachers use a very good range of strategies and resources to challenge, motivate and encourage pupils. They have very high expectations of endeavour and behaviour.
- Teachers and teaching assistants ensure that pupils who have special educational needs are fully involved in all lessons and receive the support that they need.

Commentary

Summary of teaching observed during the inspection in 47 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
11 (23%)	12 (26%)	22 (47%)	2 (4%)	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.

15. Children in the Foundation Stage achieve well because of the consistently good quality of teaching. The adults work as a highly effective team and, during the inspection, the nursery nurse evaluated and supported children's reading very effectively. Staff cater for the needs of children very well. There is a higher quality of teaching and learning in most areas than at the last inspection but there is some scope to extend opportunities for writing in the group activities.
16. Teaching and learning in Years 1 and 2 are very good. Teachers are successful in developing the essential basic skills. They integrate new pupils very well. In the present Year 2 class, over 60 per cent of pupils have joined the school after the start of the reception year. Because of good assessment and focused teaching, most are on track to exceed the average levels in speaking and listening and reading and to match it in writing and mathematics. There is a good programme of phonics (where pupils learn and practise the combinations of letters that make different sounds) in place for all pupils. This leads to very good learning in reading, the benefits of which can be seen across the older age groups. Mathematics lessons contain a strong emphasis on mental computation and this supports pupils' competencies in number work well.
17. Overall, teaching and learning in Years 3 to 6 are very good and a significant number of excellent lessons were seen, especially for the older age group. Teachers' planning ensures

that work builds successfully on prior learning. A teacher with very good experience in mathematics and science has recently been recruited. The added expertise provides a very good balance in subject knowledge and an added inspiration for colleagues. Lessons in these two subjects now include a very good emphasis on problem solving, exploration and experimentation. As a result, pupils are becoming confident mathematicians and learning to think as scientists. There is a very good level of expertise in English and an inspirational lesson was seen for Year 6 pupils when they analysed the mood and effect of some classic poetry. Teachers put a very strong emphasis on speaking and listening, drama and reading and demonstrate the writing process very well. The recent emphasis on improving boys' writing is proving to be successful in raising standards.

18. Higher attaining pupils and those who are gifted or talented have some exacting challenges, and pupils who have special educational needs have work that is tailored to their targets. Assessment and tracking procedures are very good and are very well used to ascertain the rates and levels of achievement. There are practical and supportive links with the relevant outside agencies for pupils with learning, physical and complex additional needs. As a result, learning is very good for all ability groups.
19. Throughout the school, teachers prepare and plan their lessons with great care. They share the learning target with the pupils at the beginning of each lesson and then review the success achieved at the end. They provide very good feedback in lessons and through marking to help pupils improve their work. As a result, pupils know how well they are doing and what they need to do to improve. Teachers make very good use of pupils' reading, writing and mathematical skills to enhance and extend learning across other subjects. Information and communication technology is used well across the curriculum and this allows pupils to consolidate the skills that they are acquiring. The electronic whiteboards are put to increasingly good use in demonstrating new learning in ICT or to project text, diagrams and pictures for class discussions. Well-qualified and experienced teaching assistants play a very good part in supporting learning. Interesting homework tasks are used effectively to extend what is learned in class or to prepare pupils for new work. Parents attend courses to help them understand how subjects are taught and they find the information useful in supporting their children at home. Expertise from outside school is used very effectively to enrich learning. For example, a specialist language tutor provides foreign language lessons and professional musicians encourage pupils to appreciate, compose and perform a range of music styles.
20. The checking of pupils' learning in English, mathematics and science is very good, and tracking records show details of each pupil's progress year on year. They are fully analysed to identify where extra support is needed and where pupils have talents that require nurturing. This essential information is used for the setting of future targets and for planning work at different levels of difficulty. Assessment in the other subjects is good and provides a reference for managers when evaluating the effectiveness of the curriculum.
21. There have been good improvements in the quality of teaching and learning since the previous inspection. Assessments, tracking and target setting have improved very well and expectations of learning are now very high. A good number of awards and very good praise by teachers encourage pupils to try hard. Very good relationships exist in classes, and pupils rise to the high expectations because they trust their teachers and know that help is readily available, should they need it.

The curriculum

The school has a curriculum of very good breadth and quality with a very good range of enrichment opportunities, including extra-curricular activities. The present accommodation is adequate and learning resources are good.

Main strengths and weaknesses

- The curriculum includes a very good element of enjoyment and excitement and the incorporation of practical, aesthetic and creative work to cater for pupils' different learning styles.
- Provision for pupils' personal education and citizenship is very good.
- The strategies for teaching literacy and numeracy are very effective and these skills are developed well through work in other subjects.
- Provision for pupils with special educational needs is very good and enables them to achieve very well.
- Pupils are prepared very well for the next stage in their education.
- Current building work is set to enhance the accommodation with a new ICT suite and better facilities for pupils who have special educational needs.

Commentary

22. The curriculum meets all statutory requirements, including the demands of the locally agreed syllabus for religious education. Planning is based around topics and allows for good links between subjects. This provides very good opportunities for pupils to extend and enhance the knowledge, skills and understanding that they acquire. There is a very strong commitment to developing creative and physical skills. As a result, the school holds the Artsmark Gold and Activemark awards.
23. Children in the Foundation Stage benefit from a well planned curriculum although opportunities for writing could be extended further. The 'topic' planning incorporates many areas of learning and provides varied and rich opportunities for discovery. The provision for personal, social and emotional development, mathematical understanding, knowledge and understanding of the world and creative development are very good. The outside play area is satisfactory but does not have a safety surface. The headteacher and governors have plans to install one in the near future, once the current building work is complete. A very wide range of visits, visitors and special events enhances children's learning in this class.
24. In Years 1 to 6, the National Literacy and Numeracy Strategies have been put into place effectively and staff use elements of the recommended intervention strategies to boost attainment where appropriate. In science, pupils now have very well-developed investigational skills because of the regular opportunities provided to take part in structured, practical experiments. Since the previous inspection there have been very good improvements in the provision, resourcing and planning for ICT. English, mathematical and ICT skills are now well used to support learning in other subjects.
25. As part of their creative development, pupils take part in a wide variety of exciting experiences in art, drama and music. This is a strength of the school. Good use is made of specialist visitors, such as artists and theatre groups, who often work with pupils to enhance a range of skills. The school also provides pupils with opportunities to take part in an interesting range of educational visits. This helps to extend their horizons and contributes very well to their cultural development. All staff give generously of their time, both during lunch breaks and after school, to provide pupils with an exciting range of extra-curricular activities. During the inspection, for example, there were clubs for reading, chess, art, dance, ballet, music, football, netball, athletics and gymnastics. A residential experience is arranged for Year 5 and 6 pupils, with very good opportunities to further develop skills in ICT and outdoor pursuits. All these activities are very much appreciated by parents and pupils and contribute well to the pupils' 'rounded' education and attainment that is above that normally seen across the curriculum.
26. The headteacher and staff constantly review provision to ensure that it meets the needs of all. For example, some male teaching assistants have been recruited to provide positive role models, especially in reading. Modern foreign languages are taught and greatly enjoyed from Year 1 to Year 6. Family Learning Courses have also been initiated to keep parents informed

about modern teaching methods so they are better able to support their children's learning at home. Planning includes ideas to incorporate a range of 'thinking styles' into lessons to cater for pupils with diverse learning needs.

27. There is a strong commitment to ensuring that all pupils, regardless of any special need they may have, are fully included in all aspects of the school's work. Girls and boys have the same access to all parts of the curriculum and there is no stereotyping of male or female roles. There is very good support for pupils with special educational needs, and individual education plans have specific and manageable targets. Tasks are adapted when necessary or additional help is provided to ensure that pupils experience success. The accommodation meets the needs of pupils with additional needs and therefore they are able to access all areas of the school. The new extension will include enhanced medical facilities and put the school in a better position to accept pupils with complex requirements.
28. The school promotes personal, health, social and citizenship education very well. This has a significant impact on behaviour and relationships. Valewood holds the Healthy Schools award and pupils are encouraged to consider diet and include exercise in their everyday lives. Sex and relationships education and guidance about the dangers of misusing drugs are covered well at the appropriate level of understanding. Pupils are prepared well for the next stages of their education. This provision culminates in close links with the local secondary schools when pupils transfer at the end of Year 6.
29. The school is staffed by a dedicated and enthusiastic team of teachers and support staff who work together very well. These adults are well deployed to meet the demands of the curriculum and to support pupils' learning needs. There are well-established arrangements for staff development, guided by the school's improvement plan. Lunchtime supervisors provide a good standard of care and ensure that the midday break is a very pleasant social occasion that pupils enjoy. The caretaker and his team ensure a high standard of cleanliness at all times. Recent improvements to the building have significantly improved the accommodation. There is now a very good library, which is well used, and a larger ICT suite is presently under construction. Resources are good. Staff present very attractive displays throughout the building and these create a pleasant and stimulating environment. The outside area is spacious and well cared for. For example, during the inspection the beautiful displays of snowdrops and crocus added to the spirituality of the school.
30. Cumulatively, staffing, accommodation and learning resources ensure that teaching and learning can take place purposefully. This aspect of the school's provision has been very well managed in recent years with long-term projects now coming to fruition.

Care, guidance and support

There is very good provision for the pupils' care, safety and welfare. The school provides very good support and guidance for pupils' personal, academic and creative development.

Main strengths and weaknesses

- The ethos of the school and the safe, secure environment promote personal development very effectively.
- There are very good arrangements in place for the induction of new pupils in all classes.
- The views of pupils are respected and their opinions are valued.

Commentary

31. The school gives very high regard to the well-being of its pupils. They are known and valued as individuals by their teachers, and there are very good relationships. Well-established systems are in place to ensure the health and safety of the pupils and the child protection procedures are very good. Pupils and families have easy access to the home-school liaison officer, who is available to help families through any difficult times. Pupils know they can turn

to their teachers for help and are confident that they will be listened to and their views respected. A 'buddy' scheme operates in the school and the older pupils enjoy the opportunity to help the younger ones. The parents are very pleased with the care their children receive in school and have great confidence in the teachers.

32. The school has very effective systems for the smooth introduction of pupils into the reception class. There are frequent and productive links with the main nurseries and other pre-school providers. Children visit the school to meet the teachers and parents are very well informed about all arrangements. Reports are detailed and are appreciated by the vast majority of parents. There are equally good arrangements to help pupils who join the school mid-year. Some need a good deal of support to settle in. Once they are established, many of them make accelerated progress.
33. There are very good opportunities for pupils to express their opinions and make suggestions. The school council is well supported and the pupils are enthusiastic about the work they do. Meetings are generally attended by one of the governors who then reports back to the whole governing body. The pupils also take advantage of the 'wishing well' posting box and frequent questionnaires to express their views. In returned questionnaires, 93 per cent of pupils agreed that teachers listened to their ideas.
34. Guidance for pupils' academic progress is very good in English, mathematics and science. Pupils know their targets for learning, which are kept in the front of books for ease of reference. Pupils who have special educational needs know their individual targets and these are shared with parents so that they are enabled to provide effective support. Guidance in the other subjects is good with targets stated at the beginning of lessons. The headteacher and class teachers know pupils and their families well and keep a close eye on pupils' social and emotional development. There are very good, sensitive intervention strategies in place to support pupils, where needed. At the same time, pupils' special talents are recognised and extended. This is especially true in the creative subjects, including dance and drama.

Partnership with parents, other schools and the community

The partnership between the school and the parents is good overall with elements that are very good. There are very good links with other schools and the community.

Main strengths and weaknesses

- The parents are generally very supportive of the school's work.
- Some parents continue to take their children out of school for holidays during term time.
- Parents are very well informed of the curriculum that their children study and annual reports provide very good detail about pupils' progress.
- The school has very effective links with other local schools and is well supported through the Education Action Zone partnership.

Commentary

35. The returned questionnaires show that parents attach great value to the education and care that the school provides for their children. They are particularly pleased with the progress their children make and the way the school is led and managed. The significant number of parents who attended the pre-inspection meeting endorsed these views. Parents appreciate the way teachers are available to talk to them on a daily basis, and the friendly and comfortable atmosphere in the school. In returned questionnaires, 93 per cent agreed that they felt well informed and 97 per cent agreed that they felt comfortable in approaching the school staff. Parents also feel there is a genuine partnership between the school and home,

and that this makes a significant contribution to their children's progress. The very good

contribution made by the very active Friends of Valewood, is a further indication of how well the partnership works for the benefit of the pupils.

36. There is one weakness in the partnership related to the incidence of parents taking their children on holiday during term time when they miss valuable parts of their education. Staff have worked hard to explain the very adverse effects of this practice on the pupils' progress. Staff and governors are strongly encouraging parents to take advantage of the extended summer mid-term break in 2005 for family holidays and so improve the attendance rate.
37. There are very effective links with pre-school providers, parents and children to ease the transition into school life. Parents support their children effectively at home and encourage good reading habits from an early age. This underpins the good work done in school. Many participate in the wide range of visits and offer very good support for school functions and performances.
38. Since the previous inspection, the information supplied to parents has improved significantly and systems make good use of ICT where appropriate. The weekly newsletter is often e-mailed and keeps parents up to date with events in the school and news about staff and pupils. Parents are very happy with the annual reports they receive and say that these clearly relate to the individual child concerned. Each term parents are provided with information about the curriculum topics to be covered by their child's class, together with the learning targets that have been set. The information supplied, and the ready access that parents have to the teachers, mean that they are now very well informed of all aspects of the school's activities.
39. Individual targets agreed by the teacher for pupils with additional needs are shared with parents and the pupils. Parents are welcomed into the school at all times and the headteacher has many strategies to ensure that parents and carers are frequently involved in the review of individual learning plans.
40. Valewood is an active member of the Manor partnership of schools. Through this education action zone, the school has improved access to a variety of resources including joint teacher training sessions, help with the funding and organisation of its library and technical support for ICT. Close links with the local high school enable pupils to benefit from the wide range of facilities, including those for sport. There are also good links with a special needs high school and this promotes pupils' social skills. Good use is made of the school buildings by a variety of community groups, including after school clubs, weekend adult learning courses and a church group.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher and governors have a very clear vision of future development and have been very successful in attracting new pupils to the school and forging a good reputation within the community.

Main strengths and weaknesses

- The leadership of the headteacher is very good and based firmly on high aspirations.
- Governors provide active support and fulfil their statutory duties effectively. Governance is very good.
- There is very good teamwork and sharing of expertise and experience.
- Day-to-day practice ensures that all pupils have full and equal access to all parts of school life.
- Information gathered from the school's self-evaluation cycle is used very effectively to determine the priorities for school improvement.

Commentary

41. Staff and governors are committed to the ethos of the school; they strive for high standards in pupils' personal, creative, physical and academic development. This 'all round' and rich education is a strength of the school that parents commend highly. There is a strong commitment to inclusion, which means that all pupils, regardless of any special need they may have, are fully integrated into all activities. The building under construction will include medical facilities so that the school can accommodate more pupils with specific, additional needs and this is part of the governors' long-term plan.
42. The headteacher is very highly regarded by parents, governors, pupils and staff. They value her hard work, vision and approachability. There has been a sharp and sustained increase in numbers at the school since her appointment, with several pupils travelling a considerable distance to attend. This is because there is now a strong reputation for the standard of care at Valewood and for the very good range of opportunities across the curriculum. Parents appreciate the community school ethos that caters for a diverse range of beliefs and needs. As the school has expanded, it has been possible to appoint an assistant headteacher who provides very good support for the headteacher and is a model classroom practitioner. The system of team leadership and management of subjects is effective because it enables new managers to be inducted into their roles with the help of experienced staff.
43. The effective cycle of self-evaluation includes classroom observations by the headteacher and subject managers, together with checks of planning and pupils' books. Data from national and optional tests and teacher assessments is analysed to highlight any areas that require further development. Recently, this process led to the appointment of a mathematics and science specialist to boost expertise in these areas. The good amount of information from the tracking and target-setting system allows the headteacher to check that individuals and classes are making the expected progress, and to check that appropriate challenges are set for the higher attaining pupils. However, the records are contained in separate files and stored in different places. This makes the monitoring task more complicated and time consuming than it need be, especially for subject managers.
44. Staff have regular performance reviews, through which a good programme of training and development needs is established. As a result, all staff, including the teaching assistants, are well informed and well qualified for their specific roles in school.
45. The headteacher provides very good direction for all aspects of special educational needs. Her dynamic leadership ensures that additional needs are fully met and finance is focused on ensuring the highest quality provision. A higher-than-average proportion of children with additional needs attend this school, many of whom have had negative experiences in their prior education. The headteacher maintains a thorough overview of all elements of the provision. The use made of skilled support staff is very effective overall although, occasionally, the consultant is used in a teaching role when her expertise could be more profitably deployed in providing professional guidance to teachers. The outstanding commitment of the headteacher and governors means that inclusion practices are of a very high quality.
46. The leadership and management of the Foundation Stage are good overall with some very good features. Members of the management team provide a judicious balance of guidance, encouragement and support and ensure that assessment is up to date. They monitor planning to ensure a good balance of learning across all areas. However, they do not focus so well on aspects of each area. At present, the promotion of writing skills is not as good as that for reading and speaking and listening and this is an issue of the inspection.
47. Staff deployment very effectively meets the needs of individual pupils and the requirements of the curriculum. Teachers are specifically recruited to ensure a balance of expertise across the subjects, including two modern foreign languages, and this is successful in promoting high standards. The school secretary provides good support for the business side of the school,

allowing the headteacher to concentrate on educational matters. The services of a finance officer are bought in to maximise efficiency and to provide detailed reports on expenditure patterns. This is very effective in helping the headteacher and governors to monitor spending patterns and to use funds effectively. The accommodation and resources are used efficiently and managers check that best value for money is obtained through purchases. Taking account of the very good quality of education, the very good achievement, the very good leadership and management, together with costs that are around average, the school provides very good value for money.

48. Governors have an accurate view of the school's strengths and areas for development. They are knowledgeable about pupils' achievement and know how attainment patterns are affected by their commitment to inclusion and the increased popularity of the school. This represents a good improvement since the last inspection. Governors have a good range of expertise and experience to help them discharge their responsibilities. They are actively involved in the decision-making processes that lead to school improvement planning, and regularly check on the success of the work covered.
49. The main aids to learning are recognised by staff and governors and include family and community support, a high quality of teaching and a curriculum that promotes a wide range of skills, knowledge and understanding. The major remaining barrier is the high incidence of pupils entering part way through school. Staff put a great deal of time and effort into welcoming these pupils and helping them to settle in to the new routines and high expectations. Additional needs are assessed and support (personal, academic or medical) is tailored to individual requirements. Planning is geared to closing gaps in prior learning and boosting confidence so that pupils can take full advantage of the high quality of the education provided.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	355,157	Balance from previous year	27,049
Total expenditure	390,290	Balance carried forward to the next	-8,084
Expenditure per pupil	3,002		

50. The governors' policy is to provide the best possible provision for the pupils with the money available. The deficit balance in March 2004 was fully agreed with the local authority and arose because funding for the new pupils entering school during the previous year had not been credited by the year end. This has been a recurring situation over recent years that the governors have monitored and managed well.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for the children in the Foundation Stage is good overall and very good in personal and social education, mathematical understanding, knowledge and understanding of the world and creative development. Children are prepared well for work in the National Curriculum. Although there is a wide range of ability, the attainment on entry is below average overall. Most children have benefited from either nursery education or other pre-school provision. All children achieve well due to the high quality teaching, good curriculum and assessment procedures. The nursery nurse provides very high quality support for children's learning. The curriculum is well planned to provide a wide range of interesting, challenging and relevant activities; it is enhanced by a very imaginative range of visits and visitors. All adults are very good role models and establish very good relationships with the children. The teacher and nursery nurse work very effectively as a team. They monitor all aspects of children's learning and personal and social development carefully.

The internal and outdoor accommodation is satisfactory. At present children do not have continual access to a secure area with a safety surface, but there are plans in place for improving this in the near future. Although there is sufficient space overall, part of the teaching area is used as a shared area and this limits its use during parts of the day.

The headteacher and Foundation Stage staff have developed very effective links with families and all pre-school providers before children begin school. Consequently, children are confident and, in most cases, interested learners. Parents commented very favourably on the provision in the class and the opportunities for involvement in their children's learning. Provision is good; children achieve well and develop very positive attitudes because of the good quality of teaching and procedures for assessment.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good** and has improved since the last inspection.

Main strengths and weaknesses

- Children achieve very well and develop very positive attitudes because of the very good teaching and high expectations of all staff.
- Very supportive relationships are quickly established and children feel confident and happy.
- Throughout the year children's understanding about people from other cultures and faiths is very well developed.
- Circle time provides very good opportunities for children to discuss feelings and issues.

Commentary

51. Teaching is very good and children are on course to exceed the expected learning goals by the end of the year. Most know what is fair and acceptable behaviour and meet the high expectations that adults have of them. They take turns during activities and put up their hands before answering questions. During the inspection children learned about the cultural and social aspects of China. They discussed the menus at Chinese restaurants, copied some of the characters in Chinese writing and developed a very good understanding of the importance of Chinese New Year. During circle time, children talked about their feelings and considered the importance of friends. This helped them to gain an insight into the less tangible aspects of life.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children's achievement has improved since the last inspection.
- Teaching and learning are good and staff create many opportunities for promoting children's speaking and listening skills.
- Children achieve well in reading due to the very good teacher-led sessions and the involvement of parents at home.
- The reading area is not always accessible to children for choice activities.
- Opportunities for practising and developing writing skills could be extended further.

Commentary

52. Teaching is good and most children are well placed to reach the learning goals in this area by the end of the year. They achieve very well in speaking and listening because the teacher plans many stimulating opportunities for group discussions and insists on the use of correct vocabulary in all areas of learning. Teachers tell stories with good expression and children enjoy opportunities to join in the repeated refrains. There are some good class discussions, for example, children talk about the value of friendship. Achievement in reading is very good because skills are well taught. Parental support is effectively enlisted in supporting reading at home. However, opportunities for choosing books are restricted because they are not easily accessible throughout the school day. This is because part of the reception classroom is used as a shared area and the reading section is most affected by this. There are good classroom displays of letters and words to promote writing skills but opportunities for practising and extending personal writing are not as extensive as they could be.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching and learning are very good and consequently children achieve very well.
- The teacher plans a wide range of structured activities to ensure that children understand number and apply their skills to other areas of learning.
- The children have very positive attitudes and confidence in applying mathematical skills.
- The teacher makes effective use of the available accommodation.

Commentary

53. Teaching is good and uses many imaginative ways of developing children's understanding of the relationship between numbers and patterns of counting. Children are on track to achieve the learning goals in mathematical understanding and a few higher attaining ones will exceed them. Children have a good understanding of the order and value of numbers to 10 and most children count to 20 and above. Higher attaining children count to 100. Most make comparisons of length and weight and understand the concept of tallest and shortest.
54. Nearly all children recognise a wide range of two- and three-dimensional shapes. They create interesting mathematical patterns, showing a very good awareness of order, shape and colour. During the inspection, the higher attaining children achieved very well in their understanding of positional language as they followed instructions to plant seedlings. They know the timings of the varied activities that take place during the day and across the week. The teacher is very successful in incorporating ICT into lessons and this helps to consolidate children's mathematical understanding. Most children are very confident in this area of

learning; they enjoy the activities and work very well. There is a very wide range of mathematical activities associated with other areas of learning and this enhances children's understanding and interest.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children's learning is enhanced by an exciting range of activities and visits and visitors.
- Children have very good opportunities for using computers.
- Very good planning contributes to children's achievement across all strands of this area of learning.
- The multicultural aspects of children's learning are exceptionally well planned and taught.
- The provision for this area of learning has improved since the last inspection.

Commentary

55. As a result of very good teaching, children achieve well in all aspects of this area of learning and are well placed to exceed the early learning goals. During the year the teacher provides a well-balanced range of activities which develop children's early scientific, technical, geographical and historical skills. Their learning is further enhanced by a wide range of investigations and explorations. Children are confident and capable users of ICT. They have many opportunities for making models from construction equipment and materials; they are beginning to describe seasonal changes. During the inspection they measured the height of plants which they had grown from seeds and showed a good understanding of the conditions for growth. Children had recently visited a farm and used accurate vocabulary as they described the animals. They have a very good understanding of the importance of a healthy diet and the need for exercise as part of a healthy lifestyle.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Teaching and learning are very good.
- The subject makes a very good contribution to children's personal and social development.
- There is no safety surface in the outdoor play area at present but staff make effective use of the available space.

Commentary

56. In the physical activities observed, children achieved well and most are on track to attain the expected learning outcomes by the end of the year. During an excellent movement lesson children responded well to the creative, physical and intellectual challenges they were set. Higher attaining children have additional challenges and those with additional needs receive very high levels of support so that they can be fully involved.
57. Children handle construction equipment, paintbrushes and scissors with very good levels of dexterity and accuracy because the skills are taught well. The majority of children hold pencils with the correct grip but, during the inspection, they had insufficient opportunities for practising handwriting as a choice activity. The collaborative play activities contribute very well to children's personal and social development.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Teaching and learning are very good overall.
- This area of learning makes a very good contribution to children's personal, social and emotional development.
- Children achieve very well in the musical and artistic elements.

Commentary

58. Most of the children are well placed to exceed the expected levels in this area of learning. Planning shows that over the year children have a very wide range of creative opportunities. They are encouraged to experiment when mixing paint and using modelling materials. A particular strength is their very good use of shape and texture. A display of portraits shows very good awareness of proportion for this age group. Creative activities permeate other areas of learning. For example, children produced attractive designs and symmetrical patterns related to their mathematical work. The range of musical experiences is very good and contributes to children's tuneful singing and their enjoyment of music generally. Children have many opportunities for developing creative use of language in the role-play areas.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good overall and excellent in Year 6.
- Standards are above average by Year 6 and there are particular strengths in speaking and listening and reading.
- The achievement of pupils, including those with special educational needs, is very good.
- English skills are used to very good effect in other subjects.
- There is very good leadership and management.

Commentary

59. Attainment levels in Year 2 are above the national average in reading and speaking and listening and average in writing. At Year 6, standards in English are above average overall. Achievement is very good. There has been a recent focus on boys' writing and improvements are now beginning to show. Test results at the school do not provide an accurate view of attainment since the proportion of pupils entering the school part way through their education is very high. For example, in the present Year 6 only 24 per cent started in the reception class. Inspection judgements are therefore taken from evidence gathered from a scrutiny of pupils' books, achievement seen in lessons and information from the school's very good assessment and tracking records.

60. Speaking and listening are very well taught throughout the school and consolidated across all subjects. Consequently, learning is particularly good. Drama and improvisation are often used to enhance learning. As a result, pupils become confident speakers and attentive listeners. Pupils in Year 1 used puppets to re-enact a story they had read, choosing words and phrases to match the characters. By Year 6 they portray characterisation through very good expression and recite poetry to an excellent standard.

61. Reading is a strength in the school and pupils demonstrate a lively interest in books. There is a very good selection of fiction and non-fiction books, housed both in the main and class libraries. This means that pupils are able to experience a wide range of reading material from an early age. Careful attention is given to providing a varied selection of books of special interest to boys. During the inspection, pupils were observed as they thoroughly enjoyed a quiet read in their weekly library sessions. In conversations with pupils, they talk about their favourite books and authors, providing informed reasons for their choice. The full range of reading strategies is taught, which means that pupils learn to remember whole words and use their phonics skills (hearing and articulating letter sounds) well. They also use the meaning of the text and their knowledge of grammar to read new words and these support their progress very well. In Years 3 to 6, reading skills are used very effectively in research and pupils experience work from a very good range of authors, including classic novels. Poetry is a great favourite in school. Some very high standards of reading were seen in an excellent Year 6 lesson where pupils analysed the features and structure of a poem, and investigated the imagery that the poet had created. They explored the emotions and ideas reflected within the work, both literal and inferred.
62. Teachers have worked hard to improve writing. Classrooms are rich in reference material, such as word lists and spelling prompts, and pupils make very good use of these. The strongest elements of writing are spelling, grammar and punctuation. Most pupils also plan their work very well and write for a specific purpose or audience. There are many examples of pupil-made books, written either for their own age group or for younger ones to enjoy. Non-fiction writing is good for purpose. Pupils in Year 2 write interesting reports on the work of Florence Nightingale and those in Year 4 presented different points of view in their discursive writing. Story planning shows good attention to setting, characters, plot and ending. Some good work was seen in Year 5 as pupils identified how the paragraphs would take the reader through the problem, conflict and resolution of the tale. There was very good attention to developing a sophisticated style in writing that included extended, detailed sentences and imaginative vocabulary.
63. The quality of teaching across the school is good; much is very good and that for the oldest pupils is excellent. Teachers have good levels of expertise in the subject. Lessons generally have very good pace and include a profitable balance between direct teaching and independent work. There is some good demonstration of writing. For example, in a very good Year 2 lesson, the teacher provided a useful model by showing pupils how to annotate a diagram. Subsequently, some good standards were seen during the independent work session. In the junior classes very good attention is given to evaluating and improving work. This promotes independent learning well. Pupils have targets for improvement that provide good guidance and a very good editing prompt boosts skills of self-evaluation in Year 5. Teachers use questioning very effectively to challenge pupils and to ensure that all understand the work. Marking is of good quality; it provides praise and useful pointers for development.
64. The presentation of work is good overall and, by Year 6, most pupils write in a neat, fluent, joined style. There is good use of ICT for writing, drafting, editing and presenting work. Both these factors represent a good improvement since the previous inspection.
65. Parents play a significant part in their children's learning; they are well informed about current teaching methods through the school's courses. They support reading very well and ensure that the regular homework tasks for the junior pupils are completed to a good standard.
66. Leadership and management are very good in this subject. The management team is led by an exceptional practitioner who provides an inspirational model for staff. Assessment is very good and results are analysed to set targets for learning and to highlight areas of provision for future improvement. Teaching assistants engage with pupils, helping them to answer questions during whole-class teaching time and supporting their independent work. One

assistant is especially knowledgeable about children's literature and runs a lunchtime reading club. This is especially well attended by boys who are motivated by this good, male role model. The few pupils from ethnic minority groups are fluent in English and require no extra help. Nevertheless, the school has access to special support for teaching English as an additional language, should the need arise.

67. All staff endeavour to create a stimulating environment through displays of books and pupils' written work. Resources are very good and there are very good improvements to the extent and quality of book provision. The main library has a comprehensive range of fiction and non-fiction material, including quality videos that pupils can borrow. The weekly sessions in here encourage good, regular habits in reading. In addition, there are attractive class reading areas that also include specific topic books for research. Of particular note is the great deal of expertise and time that has been dedicated to providing books to match the pupils' interests. Staff take care to keep material up to date with popular trends in children's reading. At the same time, the stock of classic work, including poetry, and that of significant children's authors is constantly updated. In conversations with pupils, the range of books was often described as 'excellent'.

Language and literacy across the curriculum

68. Throughout the school the pupils' literacy and language skills are constantly being very well applied and improved in other subjects. Skills in speaking and listening are enhanced through class discussions and drama is used regularly across subjects. School productions provide good opportunities for pupils to act in front of an audience. There are many examples of research using both printed and electronic sources. Pupils had worked both in school and at home to collect material for their work on 'Life since the 1950's'. Pupils record their findings to a good standard using a variety of genres, such as reports or recounts. This is an especially good feature of the work in science, religious education, history and geography.
69. The teaching of **French** from Year 1 and **Spanish** from Year 3 is an example of the school's innovative approach to the curriculum. In the juniors, pupils experience both languages on a rota basis. By Year 6 pupils have very good experiences of two modern languages and are developing fluency in their speech. The lessons combine fun activities with more formal learning and are much enjoyed. Expectations are high as pupils are expected to follow instructions in the language of the lesson and to build up speed in articulation and accuracy in pronunciation. As a result, attainment in speaking, listening, reading and writing in modern foreign languages is above that normally seen in primary schools.
70. In an excellent Year 1 lesson, pupils revised some French nouns and practised some simple phrases. There was very good interaction with all pupils taking an active part. They especially enjoyed the counting song which required them to repeat numbers to 11 at a fast pace. Much fun was had and learning was excellent. On Monday afternoons, a visiting Spanish teacher takes each of the four junior classes and pupils look forward to these lessons. The Year 3, pupils had only been learning the language for one term but were already able to follow the teacher's instructions in Spanish and to engage in basic conversation. For example, they gave their name and age, closely following the tone and pronunciation of the teacher. They were keen to improve their performance and readily tried again when prompted to improve. The Year 6 pupils have developed great confidence and follow the language spoken at speed. They identify a good range of fruits and say what colour they are, beginning to maintain agreement between the masculine or feminine noun and adjective. The lesson included guessing games and very good interaction between the participants. Homework is sometimes set and this enhances learning further. Over the four years, the curriculum covers a wide range of study and provides a very good basis for modern foreign language lessons at secondary level.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Teaching is very good overall.
- The oral and mental starter sessions at the beginning of lessons have especially good pace and encourage mental agility.
- Relationships are very good, giving pupils the confidence to explain the methods used to find the answer.
- The subject is very well led by an enthusiastic and knowledgeable manager.

Commentary

71. The results of the 2004 national assessment tests for pupils in Year 2 were below the national average but in line with the national average at Year 6. From the evidence seen during the inspection, standards of attainment for pupils in Year 2 are presently broadly average and at Year 6 they are above average. These results are being reached in spite of the fact that a significant proportion of pupils have joined the school part way through their primary education with low levels of ability in mathematics. Pupils throughout the school are now making very good progress in lessons and achieving very well according to their prior knowledge. There have been good improvements in data handling and skills of problem solving since the previous inspection.
72. Very good teaching across the school enables pupils to achieve very well. Most pupils now reach the average level 4 and the school is now working hard to enable a higher proportion of pupils to reach the higher level 5. The recommendations of the National Numeracy Strategy have been well integrated into the school's programmes of work and staff have received extra training in the subject. Particularly strong is the focus on teaching basic skills, especially during the oral and mental sessions that introduce lessons. Teachers demonstrate enjoyment themselves during these challenging, quick-fire sessions, and this helps to increase pupils' motivation. There are opportunities for pupils to develop skills in all areas of mathematics, with particular strengths in number and work on shape, space and measures. The curriculum includes good opportunities for pupils to use their mathematical knowledge in solving real life problems.
73. The teaching was at least good and in half of the lessons it was very good. Strengths include:
 - carefully planned lessons with clear learning goals;
 - teaching which captures the pupils' interest and enthusiasm;
 - teaching which encourages pupils to feel secure, and to contribute with no fear of failure;
 - clear explanations;
 - good emphasis on the correct use of mathematical vocabulary.
74. Support for pupils with special educational needs, or for those with lower levels of attainment in mathematics is good. Teachers recognise that some pupils need an easier starting point for independent work, and support staff are active in helping pupils. Teachers mark work conscientiously. They use praise and encouragement well, which help to boost the pupils' self-esteem. The setting of learning targets is useful in showing pupils exactly what it is they have to do to improve. The extra provision in the form of booster groups is helping to raise attainment for those pupils who find the work difficult. This additional support is particularly strong and very effective in Years 5 and 6.
75. The new, experienced subject leader has a good overview of teaching and learning. There is very good support for teachers in developing and adapting ideas for promoting mathematics. Assessment is well organised and data is readily available to help plan future work. The school has worked hard to raise attainment, and standards in the other junior classes show equally good progress to that in Year 6. Because of the quality of the leadership and the very good teaching, the school is now well placed to consolidate the improvements and move on even further.

Mathematics across the curriculum

76. Numeracy is developed well in other subject lessons, especially those for information and communication technology. There are good opportunities in science and geography to reinforce learning in data handling and to develop ways of presenting information in graphs and tables. Design and technology lessons demand accurate measurement and pupils make timelines in history to chart the succession of events.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Achievement in science is very good across the school.
- The school effectively develops pupils' skills of scientific investigation and understanding of scientific method.
- Pupils' very good attitudes have a positive effect on achievement.
- Computer work is well used to support teaching and learning.

Commentary

77. Pupils develop a good understanding of science as they move through the school. In Years 1 and 2 they cover a wide range of topics and attainment is now above average. Pupils are on track to reach the challenging targets set for Year 6 and standards here are also above average. Pupils throughout the school are achieving very well in science.
78. Very good teaching and learning ensure that pupils are enthusiastic about their work and learn well. Teachers plan lessons carefully to meet the needs of pupils with differing attainment levels. Those with special educational needs and new entrants to school are well supported by teachers and support staff. Pupils enjoy the subject and work hard because teachers make lessons interesting and exciting. They respond well to the challenging activities presented to them and the majority achieve very well in lessons.
79. Teachers give very good attention to developing learning through investigation and experimentation. Pupils work very well together, readily sharing ideas. They carry out experiments with due regard to variable influences that might affect the outcomes and develop sensible hypotheses from the results.
80. In lessons, teachers often set open-ended tasks that allow for trial and error. For example, Year 2 pupils were set the task of constructing a switch in an electrical circuit. The whole class contributed to the discussion about what might or might not work. In the practical session, groups were able to construct their own switch and suggest improvements based on their observations. During an excellent lesson in Year 6, pupils planned and conducted an experiment to identify factors that affect the size of shadows. Pupils worked very well in small groups, trying out their ideas before drawing their own conclusions.
81. Pupils' behaviour is very good and there is very good attention to safety issues. Praise is used successfully to encourage pupils in their efforts. Teachers promote scientific vocabulary very well and make effective use of mathematical and ICT skills to support learning. This marks a good improvement since the previous inspection. Pupils complete written reports on how they carried out their experiments and this helps to enhance their writing skills.
82. The subject leader is highly knowledgeable about science and has a very good overview of the strengths in the subject and aspects that could be further improved. Thorough assessment systems provide good information on how pupils are progressing and help

teachers to plan their lessons with good challenge or support, as needed. Resources in the subject are good and well organised.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teaching and learning are good.
- Improved resources will soon be installed and the school is in a very good position to improve attainment further.
- The subject is well enriched by extra-curricular activities.
- There is good use of ICT to support work in other subjects.

Commentary

83. Attainment is currently in line with expectations by the end of Years 2 and 6 and pupils' achievement is good. This marks a very good improvement since the previous inspection. The ICT suite is used well and all pupils have equal access to a broad and well-planned curriculum. By Year 6, they word process, organise and present data, know how to generate a series of control instructions and produce their own multimedia presentations.
84. Since the previous inspection, teachers' expertise in this subject is vastly improved, as are the resources and the planning of the curriculum. Teachers are now confident in their knowledge and understanding of the subject and their expectations are high. Work is presented in interesting ways and this promotes enthusiasm and positive attitudes. Consequently all pupils, including those with special educational needs, achieve well. In a good Year 2 lesson, the teacher gave very good support to pupils as they used the menu, index and 'key word' search facilities to navigate a CD-ROM. They responded enthusiastically, carefully studying a range of information about animals to complete their task. Year 6 pupils were completing their multimedia presentations, showing very good sensitivity for the audience. This was part of a longer-term project and pupils had made good use of digital cameras, text, animation effects and graphics to design the home page. The very good relationships, very good use of questioning and the interesting nature of the activity all ensured a very good pace to learning.
85. There is good leadership and management for the subject, driven by a very capable team. The very good improvements in provision and learning are the result of a long-term action plan that is now nearing completion. With the addition of the new suite, currently under construction, and the increased numbers of computers, provision is set to improve further. The present ICT suite is small which means that pupils either have to share a computer or, in some cases, half of the class is accommodated at a time. This restricts the actual hands-on time for pupils but staff do all they can to overcome this problem by adding extra lap-top computers and making good use of classroom-based hardware. Pupils are extremely sensible in negotiating the limited space and in sharing time on the computers.
86. The subject has a high profile in school and several families choose to have the weekly newsletter sent by e-mail. The lunchtime club is well attended and very popular. Pupils have the opportunity to practise and enhance the skills that they learn in class. Through the education action zone partnership, the school has good links with the city learning college and takes advantage of added resources available there. The annual residential visit includes a strong emphasis on ICT work, especially for extending skills in control technology. Assessment is used well to track pupils' progress in the subject.

Information and communication technology across the curriculum

87. The use of ICT across the curriculum is good. Teachers often link the ICT skills being taught to subject studies, making learning meaningful. For example, computer generated databases and graphs are much in evidence, especially in recording the findings of scientific investigations. Research, using CD-ROMS and the Internet, is widely used. Year 6 pupils had found examples of journalistic writing for their English work and a great deal of information about the Olympic Games for their topic. The digital and video cameras are used very well by staff and pupils to record and evaluate work.

HUMANITIES

Geography

Provision in geography is **very good**.

Main strengths and weaknesses

- Pupils are very enthusiastic and enjoy their studies.
- Achievement is very good, due to very good teaching.
- The subject makes a very good contribution to pupils' moral, social and cultural development.
- There are good opportunities for pupils to practise their literacy and numeracy skills.
- The leadership and management of the subject are very good.

Commentary

88. Pupils achieve very well because of very good teaching and a well-organised curriculum that links effectively with other subjects. Pupils with special educational needs receive a very good level of support and make very good progress. Teachers take care to interest boys and girls equally, especially in discussions. This strategy supports the development of pupils' literacy skills very well.
89. Standards of attainment in Year 2 match expectations and in Year 6 they are above the expected level. In Year 2, pupils chart the adventures of a travelling bear. This work is linked effectively to the development of mapping skills and an understanding of how places differ. As a result, Year 2 pupils were able to make comparisons between their home town and a Scottish island.
90. There is a strong emphasis on conservation and an awareness of world issues. In an excellent Year 6 lesson, pupils began by discussing the importance of water. Using their knowledge of places and climate they compared their use of water to that of the people in Ghana. The project involved extensive research and involved good fieldwork activities as pupils recorded details of their own family's use of water. Consequently, they came to a detailed understanding of the difficulties for people in a country where the resource is scarce. To further enhance their understanding, they tried carrying heavy buckets of water round the playground. This gave them an excellent insight into the reality faced by many villagers on a day-to-day basis. This lesson linked well with the school's involvement with the Water Aid charity, which, in turn, is making an important contribution to the pupils' understanding of citizenship.
91. Teaching is mostly very good and includes a good emphasis on research and investigation. Very good relationships promote positive attitudes to learning so that pupils work hard. At the end of lessons older pupils often present their work to the class with growing confidence. Good resources, including interactive whiteboards, are well prepared and used effectively to bring the world into the classroom. Teachers make very good use of the local area to provide

suitable practical, first-hand experiences. For instance, Year 3 pupils carried out a detailed

study of the locality; interviewed people they met in the shopping area and sought their opinions on the possible use for an empty shop.

92. Leadership and management are very good. The curriculum manager monitors planning and leads staff in the development of the curriculum. Careful planning ensures that the geography curriculum links well with learning in literacy, numeracy and ICT. For example, the Year 6 pupils researched natural disasters, which made very good use of the Internet and printed material. The use of graphs and tables to present findings and a good attention to mapping work consolidates mathematical development well.

History

Provision in history is **very good**.

Main strengths and weaknesses

- Pupils achieve very well, due to good teaching.
- Attainment by Year 6 is above that normally seen in primary schools.
- There is good emphasis on the skills of research and enquiry.
- Good quality resources and educational visits bring the curriculum to life.
- Very good links with literacy, art and design and technology promote learning well.

Commentary

93. The observation of lessons and an analysis of work in books and on display throughout the school indicate that pupils achieve very well and the standards of work are broadly average in Year 2 and above that generally expected by Year 6. This represents very good achievement.
94. Pupils make very good progress in gaining skills and knowledge as they move through the school. Those with special educational needs make good progress because they receive effective support in class. Topics are chosen to interest boys and girls so that all are well-motivated and enthusiastic learners. Pupils develop a sense of chronology and of change over time by comparing homes in the past with those of today. They learn about famous people such as Florence Nightingale and investigate how their work has influenced life today.
95. Teaching and learning are very good. There is a strong emphasis on independent research and pupils are encouraged to compare and contrast reports of the same person or event. Pupils gain first-hand experiences through the very good use of artefacts. The study of interesting objects stimulates imaginative and thoughtful responses and leads to the pupils posing their own questions for further investigation. Teachers use praise and encouragement very well so that pupils are keen and confident to put forward their ideas. Well-planned visits to places of interest enhance the curriculum. For example, Year 5 visited an art gallery in Liverpool to examine Greek paintings and artefacts before arranging a 'Greek Day' in school, which they all enjoyed. The use of art and design and design and technology is very effectively used to enhance learning in a practical way. There are some excellent displays of pupils' work and 'class museums' provide good opportunities for enquiry.
96. Leadership and management of the subject are very good. Resources are of good quality, well organised and very well used. Assessments are completed at the end of each unit of work so teachers keep a watchful eye on progress and know how much challenge they can inject into lessons. This is an important factor behind the very good achievement.

Religious education

Provision in religious education is **very good**.

Main strengths and weaknesses

- Teaching is very good and pupils, including those who have special educational needs, achieve very well throughout the school.
- Planning covers all elements of the subject and includes a very good emphasis on world religions.
- Learning is very well enhanced by links with the PHSCE curriculum.
- The subject makes a very good contribution to pupils' spiritual and cultural development and supports their personal development very effectively.

Commentary

97. The curriculum meets fully the requirements of the locally agreed syllabus. There have been good improvements to achievement and resources in this subject since the previous inspection.
98. Attainment is in line with the expectations of the locally agreed syllabus by Year 2 and above expectations at Year 6. Across the age groups, pupils have a sound understanding of Bible stories, and, in junior classes, they investigate how the stories can influence our everyday lives. There is a strong emphasis on learning about world religions and pupils are knowledgeable about the main leaders, festivals and important events in different faiths. Through the scrutiny of work and interviews with pupils, it is evident that they have a good understanding of Christianity, Judaism, Islam and Hinduism. Studies extend into an understanding of traditions, culture and customs. For example, during a recent topic on Divali, junior pupils had read the story associated with the festival, looked at special foods and celebrations and examined artefacts connected with the Hindu faith. Consequently, the subject makes a strong contribution to cultural development.
99. Skills of speaking and listening are well developed through interesting discussions. Drama is used well and some Year 3 pupils were learning about one of the parables through this medium. As a result, they were able to explore and understand the 'hidden meaning' in the story and talk about the characters' feelings and motives. There are many examples of pupils using ICT for research and recording their work.
100. The teaching is very good. There are very good links with personal, health, social and citizenship education and these provide very good enrichment for learning. The curriculum includes topics about special people, families and communities, all of which support pupils' social development. World religions are taught in an interesting way and there are some very good displays around school where pupils are invited to handle and investigate a good range of religious and cultural artefacts. In conversations with pupils it is apparent that they have a very good respect for other people's beliefs. This was illustrated in an excellent Year 6 lesson when one pupil made a very interesting presentation to the class about his faith. The subsequent discussion showed exceptionally high levels of respect and was conducted in an exceptionally mature manner.
101. Leadership and management are good. The cycle of review and action planning ensures that provision is maintained at a good level and that resources are being constantly enhanced; these are well organised and very effectively used. The assessment system provides good information for planning and monitoring purposes. Good links with a local church, together with visits and visitors, provide good enhancement for learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

102. During the three days of the inspection, it was not possible to make an overall judgement on provision or standards in **physical education** since it was not possible to observe all aspects of the subject.
103. The quality of teaching and learning in the lessons seen was very good overall. Good planning and very good relationships result in well-ordered lessons. Personal, social and health education is incorporated within planning and is supported by the Healthy School's Initiative. Pupils learn about the benefits of exercise and how to work as a team. From an early age, they pay good attention to safety in their lessons, with the result that they work confidently and with good regard for others. Pupils have good opportunities to evaluate and improve work. Effective use is made of the digital and video cameras to support this area. Pupils with special educational needs are well supported and have equal access to all activities.
104. Standards of attainment in dance are above expectations. This is because teaching in lessons and the extra-curricular sessions is very good. In Year 5, pupils performed the dance sequences they had created over a series of lessons for an invited audience of parents. Their work showed very good awareness of space and an imaginative response to a variety of stimuli. Year 4 pupils worked very well with a partner to develop sequences of movement. They met all targets very well because the lesson was brisk with high expectations and excellent relationships throughout.
105. Records show that standards in swimming are good and achievement is well promoted from Year 1 upwards. Virtually all pupils are successful in reaching the nationally expected standard with many working at advanced levels.
106. There is very good provision for physical education through the extra-curricular activities available for all age groups. There are clubs for football, netball, athletics, gymnastics and a variety of groups to teach dance, including ballet. During the inspection the headteacher, ably supported by a number of Year 6 pupils, taught dance to a large number of younger pupils. Using the theme of a Tarzan film, pupils chose movements that would best represent their character and enjoyed the experience immensely.
107. Physical education has a high profile in school and pupils enjoy various sports and opportunities to develop their gymnastic skills. There are very good opportunities to join in competitive activities, both within school and against local teams. Consequently, pupils have opportunities to develop skills of sportsmanship and fair play.
108. The leadership and management of the subject are very good. The manager is very enthusiastic and well qualified. She leads the staff well. Resources are good with a very good sports field and ample hard surface areas available.

Art and design

Provision in art and design is **excellent**.

Main strengths and weaknesses

- The outstanding leadership and management of the subject ensure that pupils in all classes have an enriching curriculum.
- There have been very good improvements in provision and learning since the last inspection.
- Teaching, learning and achievement are often excellent and contribute to very high standards.
- The subject makes an excellent contribution to pupils' spiritual and cultural development.
- The excellent displays throughout the school, not only create an enriching environment, but also reflect the value placed on pupils' work.

Commentary

109. From the lessons observed, the wide range of pupils' work displayed and discussions with pupils, it is evident that standards throughout the school are very high. Pupils in Year 2 are exceeding expectations and, in Year 6, attainment is well above what is expected. In Years 1 and 2, pupils use a wide range of techniques and media including pencil, paint and fabric. The sketched portraits on display are of high quality and show very effective use of shade and texture. The quality of proportion and movement in pupils' compositions is exemplary. Pupils' drawings of tigers show highly skilful use of media in the awareness of colour, texture, facial features and pose. Their observational and design skills develop at superbly high levels over the two years.
110. Pupils in Years 3 to 6 often achieve exceptionally well. During the inspection, pupils in Year 6 used mixed media when designing headdresses. They studied designs thoroughly and their initial pencil sketches reflected very good detail and an excellent plan for the work. Throughout the school pupils' creative thinking is very well developed; they are encouraged to think freely and to use imagination. At the same time, they pay very good attention to the quality of finished products, often including intricate patterns or detail. This is because they are constantly prompted to evaluate and suggest improvement. Pupils in Year 5, for example, studied the work of potters and designers from around the world. There was a great sense of awe and wonder as they examined and evaluated the intricate patterns of African, Chinese and 'Old English' objects.
111. ICT is incorporated very effectively into many aspects of art and design; for example, pupils in Year 4 found pictures of Van Gogh's work and used these as stimuli for artistic creations and designs.
112. Pupils are surrounded by extremely high quality art and are influenced by work from different cultures. There are exacting challenges for gifted and talented pupils and very good support for those with special educational needs who often achieve very well in this subject. The excellent leadership and management of the subject contribute to the exceedingly high profile of art in the school. Pupils benefit from a wealth of visiting artists and visits to place of artistic interest. The subject therefore makes an excellent contribution to all aspects of pupils' spiritual and cultural development, including multicultural awareness.

Design and technology

Provision in design and technology is **excellent**.

Main strengths and weaknesses

- The very good teaching contributes to very good levels of achievement and very high standards.
- There are very good links with other subjects that contribute to pupils' interests.
- Teachers have a range of very good resources and plentiful ideas, inspired by the very talented subject manager.

Commentary

113. From the lessons observed, the wide range of pupils' work displayed and discussions with pupils, attainment is very high by Year 6 and pupils in Year 2 already exceed national expectations in this subject. The quality of designs and final products made by pupils in Years 1 and 2 reflect exceptionally high standards in creativity, measurement and in creating a product that is fit for purpose. Their designs show very high levels of imagination and ingenuity.

114. Pupils in Year 6 researched style, purpose and detailed specifications before designing headdresses for a carnival. Pupils' planning was very purposeful and ideas were successfully carried through to the final product. The work enhanced their achievements in science, history and art and design. There is very good attention to detail that is seen in work across the school. For example, the slippers on display had a very high quality of finish. Pupils test out initial ideas, evaluate work as they progress and refine their products.
115. Subject management is highly successful in raising standards and creating a strong profile for design and technology. The challenges for gifted and talented pupils and the support for those with additional educational needs are exemplary; consequently, all pupils have appropriate intellectual demands. The provision for this subject has improved very well since the inspection of 1999.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- The leadership and management of the subject are very good and contribute to high standards throughout the school.
- The curriculum is enriched by a superb range of visits and visitors.
- Pupils enjoy the many opportunities for performing in small groups and in the large-scale productions.
- The opportunities for participating and learning about music from a wide range of cultures are excellent.
- The well-equipped music room is used very effectively to enhance all aspects of music teaching.
- Music makes an excellent contribution to pupils' spiritual, moral, social and cultural development.

Commentary

116. Provision for the subject has greatly improved since the previous inspection. Pupils achieve high standards in singing and have a very good knowledge and understanding of music from a wide range of styles and cultures. They have many opportunities for composition and playing a wide range of instruments during collective worship and in concerts. The school has an outstanding reputation for its high quality productions and small ensemble performances.
117. During the inspection, pupils throughout the school sang with a very good feel for the style of the music and very good dynamics. They responded very well to the accompaniment and showed great enjoyment in their work. The teaching is very good; teachers have excellent subject knowledge and very good relationships with pupils. They inspire confidence in their pupils while challenging them intellectually. Achievements are valued and celebrated and there is a very good emphasis on rehearsal and improvement.
118. The leadership and management of the subject are excellent; planning is monitored and pupils benefit from a structured and enriching curriculum which contributes to very high levels of achievement. Assessment is built into lessons and skills specific to each aspect of the subject are checked and recorded.
119. The curriculum is excellent, especially in the enrichment activities and the contribution of the subject to pupils' personal development. Pupils benefit from instrumental tuition and visiting specialists who take whole-class sessions. Their expertise is also used well to extend the class teachers' skills. During the inspection pupils enjoyed a performance from a trio of professional musicians and performed with them at the end. The challenges for gifted and talented pupils and the support for those with additional needs are exemplary; consequently, all groups of pupils achieve very well.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PHSCE)

120. The school's provision in **PHSCE** is central to the school's ethos and the development of citizenship is strong. All staff provide good support to the pupils' personal development through their own conduct and the promotion of very good relationships.
121. There are good arrangements for pupils to work collaboratively and to take responsibility. For example, pupils may help with preparing the classroom for lessons, organising resources or running the tuck shop. Many in Year 6 look after younger pupils and support them as they read. There are good, planned occasions such as lessons or morning worship, where pupils discuss social and moral issues, talk about feelings and consider dilemmas. Healthy eating initiatives are well promoted and pupils learn about a healthy lifestyle through science and physical education lessons.
122. There is particularly strong emphasis on the development of citizenship. Year 6 pupils are very knowledgeable about systems of government in this country and around the world. They understand the difference between a democracy and a dictatorship and know how this affects people's lives.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	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	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
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).

