

# INSPECTION REPORT

## **VICTORIA PARK INFANT SCHOOL**

Stretford

LEA area: Trafford

Unique reference number: 106328

Headteacher: Mrs S M Bailey

Lead inspector: Mr T Elston

Dates of inspection: 28 February – 2 March 2005

Inspection number: 268179

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infants
School category:	Community
Age range of pupils:	3 – 7 years
Gender of pupils:	Mixed
Number on roll:	196
School address:	Henshaw Street Stretford Manchester
Postcode:	M32 8BU
Telephone number:	0161 8654778
Fax number:	0161 9125211
Appropriate authority:	Governing Body
Name of chair of governors:	Ms M Barker
Date of previous inspection:	May 1999

## **CHARACTERISTICS OF THE SCHOOL**

This is an average sized infant school on a large housing estate close to the centre of Stretford. There are 196 pupils including 52 children who attend the Nursery part time. There are significantly more boys than girls. Pupils come from a wide range of ethnic backgrounds and the most common languages used apart from English are Urdu, Punjabi and Gujarati. Three pupils are at an early stage of learning English as an additional language. This is an area of high deprivation with low levels of employment and many single parent families. Thirty-two per cent of pupils are eligible for free school meals, which is higher than average and a much higher proportion than at the time of the last inspection. Around 15 per cent of pupils have special educational needs, mostly with moderate learning difficulties, and one pupil has a Statement of Special Educational Need, which is about average. Children's knowledge and skills are well below average when they join the school in nearly all areas of their development. In 2002 and 2003, the school gained Achievement Awards for its good performance in the national tests, and in 2003 it was awarded Investors in People status. The school runs a Family Learning Programme for parents to learn new skills.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20704	Terry Elston	Lead inspector	Mathematics Information and communication technology (ICT) History Geography Physical education Provision for pupils with special educational needs
19693	Sally Hall	Lay inspector	
15236	Morag Thorpe	Team inspector	Provision for children in the Foundation Stage Provision for pupils with English as an additional language Science Art and design Music
22274	Vera Rogers	Team inspector	English Design and technology Religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very good school** where the high quality of leadership and management and teaching lead to very good achievements by all groups of pupils. The very good support and guidance and very strong partnership with parents contribute much to pupils' progress. The funds are managed efficiently and the school provides very good value for money.

The school's main strengths and weaknesses are:

- Pupils achieve very well, overall, and make very good progress through the school.
- The leadership and management are very good and provide a clear direction for school improvement.
- The teaching is very good and ensures that pupils learn quickly.
- The very good spiritual, moral, social and cultural provision accounts for pupils' very good attitudes, behaviour and personal development.
- Very good links with parents make this a very popular school.
- Attendance rates are too low.

The school has done very well since the last inspection. It has rectified the main weaknesses very well, although subject co-ordinators still have too little opportunity to observe lessons. Pupils' achievements are higher because the teaching is better, behaviour has improved and the school has more effective ways to assess pupils' skills. Improvements have also been made in the support and guidance of pupils and the links with parents.

### STANDARDS ACHIEVED

#### Year 2 results

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
Reading	A	A	B	A*
Writing	A	B	C	A
Mathematics	C	A	C	A

*Key: A\* - very high and in the top five per cent nationally; A - well above average; B - above average; C - average; D - below average; E - well below average.*

*Similar schools are those with similar proportions of pupils eligible for free school meals.*

**Pupils achieve very well.** The table shows that in 2004 pupils achieved **very well** in comparison with similar schools in all three subjects. The teachers' assessments for science were very high and in the top five per cent of all schools. Those for reading were in the top five per cent of similar schools. Results in 2004 were not as high as in previous years and reflect the increasing number of pupils with special educational needs entering the school. Children make a very good start in the Nursery and Reception and achieve very well. From a low starting point they make quick progress and their skills are average by the end of their Reception year in their social, emotional, physical and creative development. Although they have made very good progress, their skills are still below average in the areas of language and literacy and mathematics. By Year 2, pupils achieve very well and their standards are very high in science, above average in reading and religious education and average in writing, mathematics and ICT. Pupils with special educational needs make very good progress, as do those with English as an additional language, because of the very good support by teachers and teaching assistants. Pupils' personal qualities develop very well. **Their spiritual, moral, social and cultural development is very good**, overall, and is illustrated by their very good behaviour, attitudes to work and concern for the feelings of others. Pupils' multicultural awareness is excellent because of the outstanding provision to teach them about how people of different

cultures live and worship. Attendance rates have dropped this year and are well below average; the pupils involved are missing a lot of very good teaching. Most pupils are punctual to school.

## **QUALITY OF EDUCATION**

**The overall quality of education is very good, not least because of the very good teaching and learning throughout the school.** The very skilled teachers in the Nursery and Reception classes ensure that children settle quickly into school, develop their independence and make very good progress in all areas of learning. In Years 1 and 2, the very good teaching of literacy and numeracy skills develops pupils' reading, writing and number skills very well. The very good teaching of scientific investigational skills shows in pupils' very high standards. Pupils respond very enthusiastically to teachers' very high expectations of them, particularly in their independent work in subjects such as science and ICT. Good assessment systems provide a clear and accurate check on pupils' progress.

The curriculum is planned well to provide teachers with a good basis for their lessons. A good range of activities out of school time enriches the curriculum. The school is well staffed with teachers and pupils supported very well by a good number of skilled teaching assistants. Resources are in good supply. The accommodation is, good, overall, although the Reception pupils do not have easy access to the outside area. The support and guidance are very good and make pupils feel safe and valued. There is a very good partnership with parents and the community that makes a valuable contribution to pupils' progress.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management are very good.** The headteacher leads very well with clearly expressed expectations that all staff and pupils should strive hard to achieve high standards. The headteacher is supported very well by the deputy headteacher and senior staff, who are constantly looking at how to raise standards further. Good management ensures that the school runs smoothly. All staff are clear about their role in the school's improvement and are supported very well in their own development. There is good guidance and support from the knowledgeable governing body.

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

Parents' views are very positive. They are particularly pleased with the progress their children make, the high quality of teaching and strong leadership.

## **IMPROVEMENTS NEEDED**

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

- Improve rates of attendance.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils achieve very well and make very good progress through the school. Standards are above average, overall, in the core subjects.

#### Main strengths and weaknesses

- Standards are very high in science and above average in reading and religious education.
- Pupils with special educational needs make very good progress as a result of skilled support.
- Pupils' achievements have improved since the last inspection.
- Pupils with English as an additional language achieve very well and profit from very good teaching.

#### Commentary

##### Year 2 results

#### **Key Stage 1 Standards in national tests at the end of Year 2 – average point scores in 2004**

Standards in:	School results	National results
reading	16.5 (17.3)	15.8 (15.7)
writing	14.5 (15.8)	14.6 (14.4)
mathematics	16.1 (17.6)	16.2 (16.3)

*There were 69 pupils in the year group. Figures in brackets are for the previous year.*

1. These results show that pupils achieved very well and, while the upward trend is below that found nationally, they made very good progress from their low starting point on entry to the school. There is no significant difference in the standards attained by boys and girls. Their achievements in reading were especially impressive and in the top five per cent of similar schools. The results were not as high as in previous years because there was a much higher proportion of pupils with special educational needs in the year group compared with previous years. The teachers' assessments for science were very high with all pupils attaining at least the national standard and over half achieving the higher level. The results show the benefit of the school's very effective work on the basic skills of reading, writing, number and scientific investigation and very good use of assessment to identify and rectify pupils' weaknesses.
2. Children achieve very well throughout the Foundation Stage and, although attainment on entry to the Reception classes is low in many areas, they are well placed to reach the expected levels in their personal and social, creative and physical areas of learning. Children's mathematics and language skills are still below average by the time they enter Year 1. Standards show a good level of improvement since the previous inspection, considering levels of attainment on entry.
3. In this inspection, standards attained by pupils by Year 2 are very high in science, above average in reading and religious education and average in ICT, writing and mathematics. Standards are below average in speaking and listening, which are the weakest areas when children start school. No judgements on standards are made in other subjects because there was insufficient evidence, but pupils produce some very good work in art and design,



especially when linked to the school's excellent multicultural provision. These standards show that pupils continue to achieve very well and make rapid progress through the school. Pupils' achievements are significantly higher than at the time of the last inspection because of the better quality of education and leadership.

4. Children who speak English as an additional language achieve as well as other pupils because teachers plan work that is very well matched to their levels of English understanding. They also have many opportunities to work with other children who speak their home language who are fluent in English.
5. Pupils with special educational needs achieve very well. Their targets are clear and achievable and they benefit from very good support from teachers and teaching assistants. Similarly, gifted and talented pupils do very well because of the good systems to identify them and the wealth of opportunities provided by the school to make the best of their abilities.

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

Pupils' attitudes and behaviour are very good. The provision for pupils' personal development is very good. Punctuality is satisfactory but attendance is unsatisfactory.

### **Main strengths and weaknesses**

- The school provides pupils with excellent opportunities to develop their awareness of other cultures.
- Relationships are very good because the school successfully promotes a strong community spirit.
- Pupils are very enthusiastic about their work and other activities.
- Pupils respond very well to the staff's high expectations of good behaviour.
- Staff successfully encourage pupils to show respect for others and for their environment
- Attendance levels are too low.

### **Commentary**

6. The school's provision for cultural development is excellent and pupils gain very good awareness of the wide range of lifestyles and cultural beliefs represented in the local community. For example, as part of the Chinese New Year celebrations, a visiting troupe performed a traditional Chinese lion dance for the pupils. In religious education lessons, pupils gain valuable insights into other world faiths and these are enhanced by visits to a variety of places of worship. Pupils' cultural development is also reinforced through activities such as creating Islamic patterns, producing vibrant African paintings and laying a table for a Jewish festival. Pupils' knowledge of their own culture is developed successfully with visits to the theatre and visits by poets and musicians that deepen pupils' understanding of literature and the arts.
7. Social development is very good and the school has created a community where all members show high levels of mutual respect. Staff act as very good models of how to behave towards one another and pupils learn how to value others' feelings. As a result, relationships are very good and a strength of the school. Pupils from a wide range of backgrounds play and work together. They take turns and support each other when using computers, for example, and older children help younger ones with their reading. In lessons and assemblies, staff encourage pupils to share their successes. This was seen when members of the signing club experienced the thrill of demonstrating their skills in front of the whole school.
8. Many adults who work in school are skilled at developing the pupils' self-esteem. They create an atmosphere where pupils gain confidence, are willing to contribute their ideas and preserve with challenging tasks without fear of failure or ridicule. Pupils listen carefully, are eager to answer questions and work with sustained concentration. Their very good attitudes have a positive effect on their achievements. However, a few pupils, although gaining in confidence,

still struggle to contribute to class discussions. Pupils value the very good range of extra-curricular activities, and the school clubs are very well attended.

9. The school's strong moral code works very well as all staff have consistent and high expectations of good behaviour. Parents like that fact there are only four school rules, which are phrased to promote positive behaviour. The pupils respond very well to the system of rewards and sanctions. They behave very well, are careful to stick to the rules and understand the consequences of their actions if they misbehave. Staff use praise to good effect and ensure achievements are celebrated both in lessons and assemblies. There have been no recent exclusions.
10. The provision for spiritual development is very good. Teachers value pupils' opinions and successfully promote their feelings of self-worth. In assemblies and in religious education lessons, there are many opportunities for pupils to reflect on life and its meaning. For example, pupils were able to understand the message about being helpful in the story of the 'Good Samaritan' and relate it to their own lives. The school's promotion of looking after the environment has caught the pupils' imagination and they talk maturely about the need to 'make the world a better place'. This is reflected in the eco-committee's successful campaigns to reduce litter, enhance the grounds and save energy.

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

Authorised absence		Unauthorised absence	
School data	6.6	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.*

11. The rates of attendance for the year 2003/4 are much lower than those found in similar schools and the rates for the current year show no improvement. Parents usually explain why their children are absent and there are few unauthorised absences. Staff work closely with the educational welfare officer to follow up absences which are a cause for concern. However the school has not yet analysed the attendance data to find out why absence rates have risen nor devised successful strategies to promote regular attendance. The vast majority of parents bring their children to school on time, but a few families arrive late and these pupils are missing an important start to the school day.

### **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The overall quality of education is very good. The teaching is very good and pupils learn very quickly. The good curriculum and very good support, guidance and partnership with parents contribute much to pupils' high standards.

#### **Teaching and learning**

The quality of teaching and learning is very good. Assessment is good.

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

- Children get off to a very good start in the Nursery and Reception where staff work very well as a team.
- Teachers plan very well to include all pupils in the lesson.
- Teachers make very good use of resources to make lessons fun.
- The teaching of pupils with special educational needs and with English as an additional language is very effective and they make very good progress.
- The high quality of the relationships helps pupils enjoy their successes.



## Commentary

### Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
4	13	7	2	0	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

12. The quality of teaching is very good, and promotes pupils' learning very well. The teaching and learning are significantly better than at the previous inspection. The main improvements lie in the way teachers focus more effectively on the learning of individual pupils, the pace of lessons and the teaching and learning of children in the Foundation Stage.
13. The teaching and learning of children in the Foundation Stage are very good. Adults have a very good knowledge of the needs of very young children, who respond enthusiastically to the interesting work set for them. The staff are very good at getting children to settle quickly and learn the routines. This is helped by the welcome given to parents at the start of the day and the valuable exchange of information that happens at this time. This ensures that children are happy to start work and that parents have a good awareness of the expectations of staff. Activities are planned very carefully so that children of all abilities are able to work at their own pace. There are very good relationships between the adults and children that create a busy working atmosphere. The very effective literacy and numeracy lessons give children a good early grasp of reading and number skills and prepare them very well for Year 1. Adults' high expectations of children's work and behaviour mean that they learn quickly and make the most of their time in class. Some excellent teaching and learning were seen during the inspection in the Nursery and Reception classes when children were set a wide range of tasks for them to choose that were very stimulating. Children knew exactly what to do and adults were there when necessary to guide them. Children flourish in this atmosphere and learn rapidly.
14. In Years 1 and 2, the very good quality of teaching builds well on the foundations laid earlier. The effectiveness of the teaching can be judged by pupils' very good achievements by the time they leave. Teachers' planning is very thorough, and pays very good regard to the different levels of attainment in the class. Teachers in both year groups plan lessons as a team, and this works very well with each teacher making the best use of the other's expertise. Teachers' expectations are always high, and this rubs off on pupils, who always try to do their best work.
15. Teachers show a secure knowledge of the subjects they teach, and all use resources well. The methods that teachers use work very well; they make lessons very interesting by including lots of practical activities, and this involves pupils very well in their own learning. These important strengths mean that lessons are full of learning, and pupils enjoy their work. Their whole class teaching is very good, particularly in literacy and numeracy lessons, and promotes pupils' learning of the basic skills of reading and number very effectively. The strengths of the teaching were exemplified in a very good numeracy lesson, where Year 2 pupils were learning how to use data to make a bar chart. The teacher's excellent planning made it clear what each group would learn, and ensured that the level of challenge was just right for all pupils. Her questioning worked very well because she tailored questions to different pupils' level of attainment, and this ensured that all groups were involved in learning. The relationships were excellent, and pupils had the confidence to ask questions when they were unsure about something. One pupil, for example, asked why it was called a 'bar chart' and another pupil said, "Good question!" The teacher explained clearly and all were satisfied.
16. The quality of teaching and learning for pupils with special educational needs is very good, and these pupils make rapid progress. They make especially good progress in their reading because of the many opportunities teachers provide for pupils to learn how to tackle new words. Teaching assistants have a very good knowledge of pupils' individual needs and

support pupils very well. The school benefits from informed support from a learning mentor who does much to boost pupils' confidence and self esteem.

17. Pupils with English as an additional language make very good progress because teachers and support staff work very effectively at developing their use and understanding of language in all lessons. This gives pupils confidence to speak and they soon improve their English.
18. Assessment systems are good. Teachers track pupils' progress carefully and use the data well to move them on to the next steps in their learning. Teachers benefit from detailed information on pupils when they move to their next class and this helps provide work at the right level.

### **The curriculum**

Curriculum provision is good. The curriculum meets statutory requirements to teach all subjects of the National Curriculum and religious education. The school has enriched the curriculum very well. Accommodation, staffing and resources are very good.

### **Main strengths and weaknesses**

- The provision of learning opportunities in the Foundation Stage is very good.
- A very good range of visits and visitors enriches pupils' learning very well.
- There is a very good programme for personal, social and health education.
- Provision for pupils with special educational needs is very good.
- Accommodation and resources are good overall, although Reception class pupils do not have easy access to outdoor provision.

### **Commentary**

19. The curriculum meets statutory requirements to teach all subjects of the National Curriculum and religious education. Provision in the Foundation Stage is planned very well and children receive a wide range of experiences covering all the recommended areas of learning. Although curriculum planning is based on national guidance, this has been modified so that it is appropriate for needs of the pupils. The school has rightly identified the need to focus much of its work on developing pupils' literacy skills and spends a good proportion of time on this.
20. Since the last inspection the school has improved provision for ICT and the supply of reading books, particularly in the very attractive new school library. These improvements have had a positive effect on raising pupils' achievements. The curriculum is planned very well to ensure that all pupils, whatever their ability, receive similar experiences and opportunities across all classes in each year group.
21. Curricular provision for pupils with special educational needs is very good and they make very good progress as a result. Pupils' individual targets are well thought out, and they are reviewed regularly to make the most of their progress. Pupils with English as an additional language make very good progress because of the very good support they get. This gives them every opportunity to learn alongside the other pupils.
22. The curriculum is enriched very well by an extensive range of visits to places of interest both within the local area and further field. These cover a wide range of curricular areas such as the visits to the local church, the Sikh gurdwara, local parks, mills, theatres and museums. These do much to make the curriculum come alive. Visitors to school include footballers, musicians, a sculptor, writers and dancers such as the recent Chinese arts dragon dancers. Pupils enjoy a wide range of lunchtime clubs including a choir, ICT club, ecological group and a 'signing' club when pupils learn to communicate with the deaf.
23. The provision for pupils' personal, social and health education is very good. This element of the curriculum forms an important part in the curriculum and is taught regularly. The school

has a clear programme for sex education and relationships. Parents are fully aware of the contents of these lessons through discussions that take place. The dangers of alcohol and drugs misuse are taught very well as part of the curriculum. The school makes good use of the school nurse to support this work. The school has a strong programme to support a healthy lifestyle and is currently working towards the Healthy Schools' Award.

24. The school has good arrangements for pupils before they start in the Nursery and before they transfer to the next stages of their education. It has established good links with the junior school, particularly in planning the curriculum for English and mathematics. Pupils in Year 2 make several valuable visits to the junior school that prepare them well for the challenges ahead.
25. The school has a good number of suitably qualified teachers who work very well together. They are well supported by a good number of support and teaching assistants who provide good assistance in the small withdrawal groups and classes. Learning resources are good and are used well. The accommodation is good. It is well kept and presents a stimulating place to learn. Although there are good outdoor playing facilities, there is no playing field; the school is able to use the nearby park for games when needed. At present the Reception pupils do not have ready access to the new outdoor facilities. The school is aware of this and has plans to improve the situation in the near future.

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

The provision for pupils' health, safety, care and welfare is very good. Provision for support, advice and guidance is good. Involvement of pupils through seeking, valuing and acting on their views is good.

### **Main strengths and weaknesses**

- Staff shows high levels of care and concern for the pupils' welfare.
- The school provides very good support for pupils' personal development.
- The arrangements for the induction of new children are very good.
- The school values the views of pupils.

### **Commentary**

26. The ethos of mutual respect is a big feature of many aspects of school life. Pupils form trusting relationships with adults working in the school and this helps pupils become more confident. Teachers and support staff know and support the pupils well and the headteacher is very supportive of families where pupils have particular difficulties.
27. Staff and governors do much to provide a healthy and safe environment for the pupils. Good assessments of potential risks are made before all visits, and the headteacher and premises manager are vigilant of any potential risks to pupils' safety around the school. The headteacher and a member of staff have had good training in child protection and carry out their duties effectively. Staff are well aware of the school's child protection policy and know to report any concerns to the co-ordinators. The three qualified first aiders ensure that arrangements for first aid are good. The school successfully promotes healthy living and pupils enjoy the free fruit and vegetables provided at break as well as learning new playground games through the 'Fitbod'<sup>1</sup> scheme.

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<sup>1</sup> Healthy schools initiative to promote exercise through fun activities.

28. Staff track the progress of the pupils' personal development rigorously, celebrate their achievements enthusiastically and make valuable comments in their annual reports. Weekly class discussions help pupils gain confidence and self-esteem. Although teachers encourage pupils in their lessons, they do not give them enough reminders about the targets that are set for them, and miss this valuable opportunity to accelerate their learning further. Parents value the induction arrangements and feel that their children settle into school quickly. Through visits to the school, meetings and information, new pupils and their families are welcomed warmly into school.
29. Pupils with special educational needs and those with English as an additional language are supported very well. Their particular difficulties are diagnosed early in their school life and their progress towards the targets set for them is reviewed carefully.
30. Staff are very good at listening to pupils' opinions and taking notice of their views. The members of the eco-committee are keen to improve school life and have recently installed log seating to enhance the playground. Pupils have good opportunities to reflect on their achievements through writing comments in their annual reports.

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

The school's links with parents are very good. The school's links with the community are very good. The school's links with other schools are good.

### **Main strengths and weaknesses**

- The school reaches out to parents and encourages them to become involved in the life of the school.
- The school makes good use of local facilities and is developing its role in the community.
- There are good arrangements for transition to the local junior school.

### **Commentary**

31. Parents feel very welcome in school and find staff very approachable. New parents are given good opportunities to meet the staff and headteacher as well as visit the school. The headteacher is outside the school at the start and end of the day and this gives parents good opportunities to talk informally with her. The school provides parents with very good information about how they can help their children with their work. Through events such as a 'Keeping up with the children' and 'Ready Steady Cook' parents are encouraged to share their children's enthusiasm for learning. The termly newsletter contains useful information about the topics their children will be studying and explains how parents can help their children with their learning. Twice-yearly consultations offer parents good opportunities to discuss their children's progress with teachers. The pupils' annual reports are very good and give parents clear information about how well their children are doing and what they need to do to improve their work.
32. The teachers establish very effective links with parents and children before they join the Nursery to ensure that children are comfortable and confident in school routines. Parents are very well informed of the curricular needs of their children and how they can help them at home. This level of care is also shown when children transfer to the Reception classes.
33. Parents are very happy with the school and very few who returned the pre-inspection questionnaire or attended the pre-inspection meeting had any significant concerns. The active parent/teacher association works hard to raise funds and organise social events and families are keen to support events such as school concerts. Parents also provide valuable support in the classrooms and on visits.
34. Pupils benefit both socially and academically from the school's strong partnership with members of the local community. For example, parents of young children benefit from

meeting at the weekly 'Toddler Gym' and their children become familiar with the school. The school hosts weekly adult education classes and retired volunteers provide valuable assistance in the classrooms. Valuable visits to members of the local sheltered housing and the Northern School of Music do much to help pupils develop their communication skills.

35. The school works closely with the local junior school to ensure that the transfer of pupils from one stage of their education to another is as smooth as possible. The school is a member of the local cluster of schools and staff gain great benefit from meeting regularly to share expertise and give mutual support. In particular, gifted and talented pupils and those with special educational needs have benefited from support through this group.

## **LEADERSHIP AND MANAGEMENT**

Leadership and the management by the headteacher and other key staff of the school are very good. The governance of the school is good.

### **Main strengths and weaknesses**

- The headteacher provides very clear and purposeful leadership.
- The school promotes equality of opportunity very well.
- The governors support the school well and have a good understanding of the school's strengths and weaknesses.
- The management of the school's finances and resources are good.
- Subject leaders have not had sufficient opportunities to carry out lesson observations.

### **Commentary**

36. The school benefits from very good leadership by the headteacher, a dedicated and enthusiastic staff and a very supportive governing body. The continued dedication of the headteacher over many years, alongside the more recently appointed deputy headteacher, have been effective in developing a school where there is a very strong focus on valuing each individual member of the school community and a continuing emphasis on enabling them to improve their achievements. Their leadership is very effective in promoting equality of opportunity for pupils of all abilities from all backgrounds.
37. Since the previous inspection the school has improved its communication with parents, who are fully appreciative and rightly value what the school provides. Improvements have also been made in other areas for development identified in the last inspection, particularly with regard to monitoring and evaluating its work. Systems to assess and monitor the pupils' work in English and mathematics have been established and careful analysis of the pupils' performance in national tests has been introduced. From this, areas for improvement have been identified and form a very good basis for the school's development planning.
38. All staff and governors contribute to the school's development plan. This clearly sets out the priorities for improvement for the forthcoming year in all areas of school and curriculum management, with an outline plan for development over the next three years. The school identifies some good criteria for success although these do not yet fully identify clear measures for judging whether value for money has been achieved.
39. The governing body fulfils its statutory duties well and operates efficiently and effectively through a well-organised committee structure. Governors are very supportive and knowledgeable about the school and ensure that resources are used wisely. Several governors visit the school regularly and have useful meetings with subject co-ordinators to discuss pupils' progress and areas for improvement. Consequently they are well informed about the school's strengths and weaknesses.



## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	582,888	Balance from previous year	27,497
Total expenditure	584,111	Balance carried forward to the next	26,274
Expenditure per pupil	2,980		

40. Approaches to financial management are good and resources are well directed to enrich pupils' learning whenever possible. Finances are properly linked to priorities identified in the development plan and are monitored carefully. The school administrator carries the procedures for the day-to-day financial management out well. The school applies the principles of best value well by reviewing carefully expenditure on supplies and services, making useful comparisons with similar schools concerning pupils' standards and linking well with other schools to share resources and expertise.

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

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

Provision for children in the Foundation Stage is **very good with some excellent features**. This shows a significant improvement since the previous inspection. Children are very well prepared for transfer to Year 1. There are one Nursery class and two Reception classes and children in the Nursery class attend for either the morning or afternoon sessions. Standards on entry to the Reception class are low. Children make very good progress as a result of very good teaching and curricular planning. All staff ensure that the precise learning needs of all children are identified early through very good assessment systems and very effective links with families. All children, including higher-attaining children, those with special educational needs and those who speak English as an additional language achieve equally well.

All staff in the Nursery ensure that the excellent and recently completed outdoor area is used very well. This excellent provision is enhanced by very good resources and can be used in all weathers. Children have purpose and abundant enjoyment in their learning. The excellent planning ensures that children have many opportunities for investigating and communication. All children are very well motivated and their learning is focused yet fun.

During the inspection children in the Reception classes did not have direct access to this attractive outdoor facility although it is planned for the near future.

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

Provision for this area of learning is **very good**.

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

- Very well planned activities and resources increase children's independence and their ability to work in groups.
- Very good teamwork ensures that all children achieve very well.
- Children make very good progress throughout each year and between the Nursery and Reception classes.
- Teachers plan an exceptionally enriching range of special events and these contribute to children's very good understanding of Christianity and of the cultures, faiths and customs of people in multi-faith Britain.
- Teachers and teaching assistants support all children very well and they develop high levels of self-confidence.

#### **Commentary**

41. All staff work as a very cohesive and effective team and children are introduced sensitively but thoroughly to classroom routines and working in groups. All staff have a very good knowledge of the children and plan activities which interest them and ensure that they achieve very well. They take time to talk to them and use praise very effectively to raise children's self-esteem. They give sensitive reminders about behaviour and children learn the rules quickly. Relationships between staff and children are very good. Teachers, the nursery nurse and teaching assistants set very good examples to children. In the Reception classes children build on their previous knowledge of class routines and are given more responsibility for their own learning. Teachers ensure that all children have a very good balance between guided activities and a wide range of choices. This makes an excellent contribution to all aspects of their personal development. This is an excellent aspect of the provision as children of all abilities develop socially as well as academically. During these activities all adults ensure that children are purposefully involved. They use these opportunities for rigorous monitoring of attainment, achievement, attitudes and behaviour. From the calendar of celebrations and

special events children share in many celebrations from a wide range of cultures and religions. They are very well prepared for life in multi-cultural and multi-faith Britain.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision for this area of learning is **very good**.

### **Main strengths and weaknesses**

- Teaching is very good with many excellent features and is very carefully focused towards developing children's language skills in all activities.
- The teaching of reading is very good and pupils' speaking and listening skills are very well promoted through all areas of learning.
- The curricular planning, assessment systems and use of assessments to guide planning are very good.
- Progress in reading is accelerated by teachers advising parents about how to help their children at home.

### **Commentary**

42. Most children adapt quickly to the routines and exciting activities in the Nursery. They listen to and participate in a wealth of stories and songs. Most children speak with confidence, listen carefully and are very enthusiastic learners.
43. In the Reception class, children achieve very well and the majority are well-placed to reach the expected levels in speaking and listening. Higher-attaining children reach high standards in all aspects. There is a higher number of children who are working at below average standards who nevertheless achieve very well because they started school with poor language skills. The higher and average attaining children read fluently and accurately with good understanding as the books chosen are well matched to their abilities and interests. Children who speak English as an additional language read familiar vocabulary well and they benefit from repetition of familiar words and using books with illustrations. Children enjoy books and speak with interest and understanding about their favourite stories.
44. Very good relationships give children the confidence to speak and all adults listen and respond to their comments. In the Reception class, the teachers have developed very rigorous and tightly structured plans for the teaching of sounds. Most children are therefore able to say the sounds, recognise them in books and practise them during writing activities. They are encouraged to hold pencils with the correct grip. Children learn handwriting skills well because of very good teaching. Children use ICT well to improve their reading and writing, and during the inspection a group of children learned how to follow the text of a story and turn over the page using computers. Standards show very good levels of improvement compared to their attainment on entry to the class.

## **MATHEMATICAL DEVELOPMENT**

Provision for this area of learning is **very good**.

### **Main strengths and weaknesses**

- Children achieve very well because of very good teaching.
- Teachers plan an exciting range of activities which ensures that children understand numbers and apply their skills to other areas of learning.
- Children have very positive attitudes and apply mathematical skills with confidence.

### **Commentary**

45. Children make very good progress due to very good teaching and assessment in all classes and, while their skills are still below average overall, most reach the expected targets by the end of their Reception year. Teachers have excellent understanding about how children learn best and give them an exciting range of challenging work.
46. All teachers have very high expectations. They successfully develop children's confidence and make learning exciting and relevant to them. Children apply mathematics to most areas of learning. For example, they look for patterns and shape in art and design, start to measure in science-based activities and play counting games in ICT work. Very effective class activities at the end of the lessons give children opportunities to demonstrate their new learning and also consolidate mathematical skills.

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

47. It is not possible to make an overall judgement for the provision in all aspects of this area of learning as few activities were observed. The planning is very good and children have a wide range of activities and resources. They have many opportunities for using construction equipment, computers, sand and water. Teachers plan many visits in the locality and they are planned to develop children's geographical skills and environmental knowledge.

## **PHYSICAL DEVELOPMENT**

Provision for this area of learning is **very good**.

### **Main strengths and weaknesses**

- The very high quality teaching contributes to very good achievement in all classes.
- Children in the Nursery benefit from excellent outdoor provision and resources.

### **Commentary**

48. During the inspection, children in the Nursery showed good levels of co-ordination when they used the wide variety of wheeled equipment in the very attractive outdoor area. They have a good understanding of the contribution of physical activities and diet to a healthy lifestyle. Children in the Reception classes showed good physical control and creativity when they used the wide-ranging apparatus in the hall. All children are very well included in all activities; gifted and talented and higher-attaining children have extra challenges and those with special educational needs and who have English as an additional language benefit from very good support in all activities. These lessons contribute very well to children's personal and social development.
49. Children handle construction equipment, paintbrushes, scissors and pencils with good levels of dexterity and accuracy. Most children in the Reception class hold pencils correctly and are taught handwriting skills very successfully. Teachers have very high expectations of all children that make all try hard to succeed. The lower-attaining children and those with special educational needs benefit from very good support and encouragement and achieve as well as others in the class. Nearly all children in the Reception classes are on course to reach the expected levels.

## **CREATIVE DEVELOPMENT**

Provision for this area of learning is **very good**.

### **Main strengths and weaknesses**

- Teachers plan a wide range of exciting activities in all aspects of this area of learning.
- Children use a very wide range of media and develop confidence and a wide range of skills in the use of colour, texture and shape.
- Children have many opportunities for singing and playing musical instruments.
- The recently developed outdoor provision is very attractive and gives children in the Nursery many opportunities for learning.

### **Commentary**

50. Children gain confidence in using an increasingly wide range of resources because of very good teaching and curricular planning. They use a wide variety of materials to create pictures and models with a good feel for texture and shape. Children develop speaking and listening skills very well as they discuss the materials used and compare designs.
51. They use paint programs in ICT effectively to generate a wide range of pictures. During the planned and informal music activities, children sang enthusiastically and played a wide range of percussion instruments with accurate rhythm.
52. From the lessons observed, displays and discussions with children, it is clear that most of the children are well placed to reach the expected levels in this area. Children achieve very well because teaching and learning are very good in all aspects. Planning shows that over the year children have a very wide range of creative opportunities. They learn quickly when experimenting with mixing paint and using modelling materials. A particular strength is their good awareness of shape and texture in art and design. All staff encourage children to speak and use their imagination in a wide range of activities.

## **SUBJECTS IN KEY STAGE 1**

### **ENGLISH**

Provision in English is **very good**.

### **Main strengths and weaknesses**

- Teaching and learning are very good overall and this helps pupils to achieve very well.
- Standards are above average in reading and pupils make very good progress.
- Pupils are given good opportunities to practise their skills in English in other subjects of the curriculum.
- Assessment targets are not shared with the pupils so that they do not know what they need to do to improve.
- The leadership and management of the subject are good overall.

### **Commentary**

53. In reading, pupils make very good progress as they move through the school so that by Year 2 standards are above the national average. Improvements to the teaching of reading have been a priority, and staff have put a lot of work into developing pupils' skills and understanding. These efforts have resulted in the consistently high achievements over time. Pupils achieve well in writing and standards are average. Pupils' language skills are poor

when they start school and, despite good progress, standards in speaking are still below average by Year 2.

54. The teachers provide regular opportunities to promote speaking within many areas of the curriculum. They improve pupils' vocabulary by introducing many stimulating opportunities for discussion, although some need a good deal of encouragement to join in discussions. Many lack confidence and have a restricted vocabulary. In lessons, pupils are regularly encouraged to discuss their ideas with a partner or in small groups which helps to give them confidence, particularly the lower attaining pupils. Pupils' listening skills are generally better than their speaking skills. Teachers manage their pupils well and have very good relationships with them. As a result, the majority of pupils listen well to their teachers and each other.
55. The improvement of writing standards is high on the school's agenda for the current year. The school is working hard, with the help of the local education authority advisory staff, to improve the quality of the teaching of writing and to provide a structured approach to developing the necessary skills. These efforts are beginning to bring success. Teachers ensure that writing tasks cover a range of styles in writing sessions and provide good opportunities for pupils to develop their skills further by writing in other subjects such as science, history and religious education. The removal of some reading sessions from the literacy lessons has worked well and made additional time available for writing. As a result, standards in writing are steadily improving. Although the pupils practise their handwriting regularly, the quality of pupils' daily handwriting and presentation of their work is often untidy.
56. Since the last inspection, the school has improved its resources for reading and made good extra provision for reading sessions outside the literacy hour. This is making a positive contribution to developing pupils' comprehension and is broadening their knowledge of books. Pupils also benefit from a very structured approach to teaching reading that helps them tackle new words with confidence. The school now has an attractive new school library, which is well stocked with a wide range of fiction and non-fiction books. It is used regularly as a learning resource for the development of pupils' early research skills. The school encourages the participation of parents and carers in supporting their children and improving their achievement in reading through regular homework.
57. The school has maintained the high standard of teaching observed at the last inspection. Teaching and learning in literacy lessons are very good, which leads to very good achievement over time. Teachers have high expectations and their confident subject knowledge is reflected in their careful planning which takes into account the needs of all pupils. Close attention is given to the increased use of a wide range of independent writing and the setting of work that suitably challenges the differing learning needs of individual pupils. In response to the number of pupils who need more support in their learning, including those with special educational needs and with English as an additional language, the school has placed them into smaller groups, which ensures that all groups have adequate support. The teachers' high expectations of work and behaviour generate very good attitudes to the subject and ensure that lessons proceed at a good pace.
58. There are good procedures to assess the achievements of pupils, based on regular tests of their skills and progress. This information is used well to plot the progress made by pupils as they move through the school and to set targets. However, although the targets that are set for individual pupils are shared with them at the beginning of a term, they are not readily available in lessons so pupils have no clear picture of what they are aiming to improve. The quality of teachers' marking is satisfactory. The feedback given to pupils is supportive and often gives clear guidance on how they can make improvements.
59. The leadership and management of the subject are good. Pupils' progress in reading and writing is tracked and monitored carefully and the school carefully evaluates the results in national tests to identify and rectify common weaknesses. Monitoring of pupils' books is carried out as a whole school activity so that all have a good understanding of strengths and

weaknesses in the subject. Although teachers' planning is monitored by the new co-ordinator, she has not yet had opportunity to observe teaching and learning in lessons.

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

60. Pupils' literacy skills are developed well in other subjects. Teachers make good use of questioning across the curriculum to develop pupils' speaking skills and develop their range of vocabulary. They provide pupils with good opportunities to develop their writing skills in subjects such as science, history and religious education. This is developing the pupils' ability to write in a variety of styles and supporting the raising of standards. There are a number of opportunities for pupils to use their ICT skills for research and some opportunities to use word processing in their writing.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Pupils' achievements are very good.
- The very good teaching and learning ensure that pupils make rapid progress in lessons.
- Pupils enjoy mathematics.
- The leadership and management are good.

### **Commentary**

61. Standards by Year 2 are in line with the national average, as they were in the previous inspection, and pupils continue to achieve very well. These standards show the benefits of the school's very good implementation of the numeracy hour. Pupils with special educational needs and those with English as an additional language achieve very well because of the very good support and carefully planned work in lessons.
62. The teaching and learning are very good. The teaching is lively and challenging so that pupils enjoy working and cover a lot of work in lessons. Teachers use the mental starter session very well to give pupils confidence using numbers and, by Year 2, nearly all work out sums quickly in their head involving one and two digit numbers. In a lesson in Year 1, for example, the teacher asked pupils to think about the number 25 and they immediately fired off numbers that made 25. The teacher was very good at praising pupils for their efforts and they had great fun finding harder and harder combinations. Teachers have worked effectively at improving pupils' problem solving skills and they achieved particularly well in one session when analysing spelling test results and comparing the highest and lowest scores. Teachers use lots of practical methods that work very well in helping pupils learn about shape, space and measurement and create graphs of their data. They also make very effective use of whiteboards attached to large computer screens to introduce work, and pupils love these. Teachers are particularly good at asking the right questions to make pupils think hard, whatever their levels of ability, and this challenges all groups to try their hardest.
63. The ability groups work very well. They enable teachers to plan work to challenge the most able pupils in one group while pupils in the lower one have very structured tasks to improve their basic skills.
64. The leadership and management are good. The expectations of senior staff are very high and pupils and teachers respond enthusiastically to them. The evaluation of teaching and learning is satisfactory, and done mostly by the headteacher and deputy headteacher. The school recognises the need to involve the subject co-ordinator more in this process. The school makes very good use of the skills of a leading mathematics teacher to demonstrate lessons and give teachers advice on the best methods to use. Assessment systems are good and

used well to set targets for pupils. These are not, however, sufficiently visible for pupils and teachers to get the most benefit from them.

### **Mathematics across the curriculum**

65. Teachers make good use of mathematics across the curriculum. In ICT and science, pupils consolidate their mathematical skills well when making graphs of their data and, in design and technology, pupils measure very accurately when making models.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Pupils attain very high standards because of very good teaching.
- The school's commitment to investigations contributes to raising standards.
- Assessment is very well used to guide planning.
- The wide range of visits increases pupils' understanding of science in the environment.

### **Commentary**

66. The very good quality of teaching and learning enables pupils to attain very high standards. The school concentrates on pupils becoming young scientists and this has helped improve their achievement since the last inspection. Teachers provide lots of exciting opportunities for pupils to plan and carry out interesting experiments and investigations in all aspects of the subject. This process is begun as soon as pupils join the school and is built on systematically in all classes. Pupils of all levels of prior attainment get a fair deal as teachers plan very well to match work very closely to their interests and earlier experiences. Teachers are very good at teaching pupils about the workings of the body, and pupils show great confidence talking about the main organs and how their choices of diet and lifestyle affect their health and the environment.
67. Pupils who have special educational needs and those who speak English as an additional language achieve very well. In addition to having work specially planned for them they are very well supported by skilled teachers and classroom assistants. Pupils who are capable of working independently have many opportunities to go beyond the levels of work planned for the class.
68. The exciting curriculum is planned to meet pupils' individual needs and ensure that they are well prepared for the next activities. From discussions with pupils and the co-ordinator, and curricular planning, it is clear that pupils have regular and systematic opportunities for discussion and recording experiments. Pupils have many opportunities for applying literacy and numeracy skills to their scientific learning when they record experiments and measure results. They also use ICT effectively for researching a wide range of information and collecting data.
69. The leadership and management are very good. The subject leader has a very good knowledge of strengths in the subject and aspects that need further improvement. The thorough assessment systems give teachers very good information on how pupils are progressing and help them to plan different activities for different ability groups.
70. An exciting range of visits and visitors widens pupils' scientific understanding. For example, during the inspection the work of pupils in Year 2 centred on many of the creatures found at a local ecology centre. The very well planned curriculum gives excellent opportunities for pupils to share in the wonder of the subject.



## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils' achievements are good.
- Teachers make full use of ICT in other lessons.
- Curricular planning is thorough and used well by teachers to plan lessons.

### **Commentary**

71. By Year 2, standards are in line with expectations and all groups of pupils achieve well. Since the last inspection, the school has improved the resources and built a good ICT suite that gives pupils better access to computers. Pupils with special educational needs make good progress and relish the impact word processors have on their written work.
72. The teaching and learning are good. Teachers have benefited from useful training and are confident in their own knowledge of the subject. They are good at explaining new work and this helps pupils learn important basic skills well. By Year 2, therefore, nearly all are confident in using the mouse and computer keyboard. They locate the keys quickly to write stories, edit their text and select icons from the screen. They achieve very well when controlling robot devices, and their investigations into how to draw shapes by entering a series of commands into a computer program were of high quality. Teachers make good use of the Internet to enable pupils to research their topics and learn how to use electronic mail. They used these skills particularly well recently to e-mail Father Christmas with their wish lists. Teachers make very good links between literacy and ICT and both subjects profit. A very good example was when Year 2 pupils followed up work done in literacy on finding alternative endings for their stories by working through an adventure program about Little Red Riding Hood. They worked confidently through the program and it did much to help them understand how stories can end in different ways.
73. The leadership and management are good. The good staff training has given them the skills and confidence to teach well. The school's policy of teaching specific skills in a dedicated ICT lesson rather than just use computers in other subjects works well; it has improved pupils' skills and ensures that the school teaches all aspects of the ICT curriculum. The school has spent wisely on new computers and make very effective use of large screens attached to computers in a range of lessons. The employment of a skilled technician was a good move and ensures that computers are fixed quickly when programs fail to operate properly. Sound assessment systems provide a useful check on pupils' attainment and progress. The school runs a popular ICT club out of school hours that gives pupils valuable additional opportunities to refine their skills and have fun at the same time.

### **Information and communication technology across the curriculum**

74. Pupils use ICT well in a wide range of subjects. This was seen to good effect in:
  - English, when pupils wrote about the characters in Goldilocks and the Three Bears after arranging them on a computer screen;
  - art and design, when the teachers had pupils 'painting' pictures of the night sky using a graphics program;
  - history, when pupils found out about Florence Nightingale using the Internet and CD-ROMS; and
  - mathematics when they displayed data in bar charts.

## HUMANITIES

75. During the inspection, it was not possible to observe any lessons in history and only one geography lesson was seen; for this reason, no judgements can be made about provision, standards or teaching. Evidence is from looking at samples of pupils' work, photographs, subject co-ordinators' files, displays and talking to pupils.
76. In **geography**, Year 1 pupils have a good knowledge of their local area and the use of different buildings. They talk knowledgeably about the importance of the nearby canal and railway station. Few, however, know much about other towns nearby, and when one teacher asked if anyone had been to Salford (only a few miles away) many looked blank. Pupils have a reasonable idea of the main features of a seaside town and produced some good work on Blackpool's attractions.
77. In **history**, pupils' best work was about Florence Nightingale. They did some good research using the Internet and CD-ROMs and showed a good awareness of her importance in cleaning up hospitals in Victorian times.

## RELIGIOUS EDUCATION

Provision in religious education is **good**.

### Main strengths and weaknesses

- Standards are above expectations.
- The subject is very well led and managed.
- Resources to support teaching are good.
- The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

### Commentary

78. As no lessons were observed it is not possible to make a secure judgement about teaching. Indications from the wealth of work available suggest that pupils' achieve well and standards are above average. Pupils produce a good spread of work reflecting a range of topics in a number of different faiths.
79. Pupils in Year 2 have a good knowledge and understanding of stories from the Bible including stories from the life of Christ. They have learned a lot about the major Christian festivals and those of Judaism, Islam and Sikhism. They are beginning to relate the moral aspects of their studies well to their own lives. The teaching of religious education makes a significant contribution to pupils' spiritual, moral, social and cultural development, which is seen in their knowledge and understanding of other faiths and customs.
80. The leadership and management are very good. The subject co-ordinator's high level of expertise and enthusiasm has captured the interest of both teachers and pupils. Teachers use the local agreed syllabus and national guidelines effectively as the basis for their work. Since the last inspection, the school has maintained the high standards, and improved on resources, which are now very good. Visits and visitors to school help to bring the subject alive for pupils, who have visited the local Anglican church and a gurdwara. Good opportunities for assessment are identified in planning, and useful records of pupils' work are kept to show what can be achieved.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

81. Only one lesson was observed in design and technology, physical education and music and none was seen in art and design; for this reason, no judgements can be made about provision, standards or teaching. All these subjects were sampled and further evidence was gained from the singing in assembly, talking to pupils and looking at displays of their work.
82. In **art and design**, the very attractive displays of work show a wide range of high quality work. Pupils' artistic and creative skills develop very well. They incorporate art and design from a wide range of cultures, styles and historical periods into their work. Outstanding features include:
- patterns inspired by Islamic art;
  - paintings and collages inspired by trees, woods and the work of a famous artist;
  - excellent collages and fabric weaving based on a seaside scene;
  - creative use of texture and tone based on the environment; and
  - paintings using natural pigments.
83. The headteacher and staff have planned an exciting curriculum that gives pupils very good opportunities for developing a wide range of artistic skills and knowledge of art from a wide range of cultures. This subject promotes pupils' spiritual, cultural and multi-cultural awareness very successfully. Visits to local art galleries and places of interest give pupils a rich range of activities and knowledge.
84. In **music**, the activities seen and discussions with pupils show clearly that they enjoy the subject and the many opportunities provided to develop their singing and instrumental playing. During one lesson, pupils showed good rhythmic awareness as they played the compositions of other pupils in the class. Many pupils in assembly sang with accurate pitch and a good feel for rhythm. Pupils have very good opportunities for listening to music from a wide range of styles and cultures. The wide variety of visitors to the school, including one who performed with a famous international orchestra, gives them many exciting activities.
85. In **design and technology**, the school uses the national guidelines effectively as the basis for its work so that there is a well-planned progression of skills through the school. Pupils have good opportunities to use a wide range of materials, such as when Year 2 pupils made wheeled vehicles from recycled materials, tape, glue, axles and bobbins. They draw simple plans of their designs before making them, list the materials needed and make simple evaluations on completion. When making finger puppets they practised skills in joining materials using glue and sewing before choosing which skill to use when making their puppets.
86. In **physical education**, pupils dance well with a good feel for the relationship between music and movement. The good curricular planning shows that teachers make good links between physical education and other subjects. This works well and gives added meaning to pupils' work in both subjects. In the lesson seen, for example, the teacher began by reading a story about a bear that pupils had heard in a literacy lesson. The story was a creepy tale about a bear walking through a wood and the pupils had great fun acting in a cautious, frightened or happy way.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

87. Not enough lessons were observed to make judgements on achievement or teaching. The evidence from those lessons seen, discussions with pupils and looking at their work shows that pupils gain a very good understanding of their place in society and of their responsibilities as citizens. They talk maturely about bullying and the importance of looking after the environment and are quick to help those who are in trouble.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
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
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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