

INSPECTION REPORT

WESTMOOR PRIMARY SCHOOL

Newcastle upon Tyne

LEA area: Tyne and Wear

Unique reference number: 108582

Headteacher: Mrs C A Down

Lead inspector: Mr R A Robinson

Dates of inspection: 11 – 13 July 2005

Inspection number: 268237

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

© Crown copyright 2005

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	288
School address:	Southgate Killingworth Newcastle upon Tyne
Postcode:	NE12 6SA
Telephone number:	0191 2008353
Fax number:	0191 2008315
Appropriate authority:	The governing body
Name of chair of governors:	Mr A Burtenshaw
Date of previous inspection:	17 May 1999

CHARACTERISTICS OF THE SCHOOL

This is a larger than average-sized primary school. The school changed from a first school to a primary school for children from nursery age to the end of Year 6 in September 2000. Two pupils are learning English as an additional language. The proportion of pupils known to be eligible for free school meals is nine per cent, which is below average. Indications are that the local area is socially and economically below average. Children's attainment on entry is below average. Forty-one pupils (14% per cent) are on the list of special educational needs, which is about average. Six pupils have statements of special educational needs, which is above average.

Most of the pupils receiving additional help have moderate learning difficulties, social, emotional and behavioural difficulties, physical difficulties, Downs Syndrome or autism. The school is part of an Education Action Zone. It is involved with Creative Partnership and the Initial Training of New Teachers. The school was a 'Beacon School' from 2000 to 2004. The school gained the School Achievement Award in 2002, Healthy School award in 2004 and Tidy School and Basic Skills Assessment Awards in 2005.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21024	Robert Robinson	Lead inspector	Mathematics Information and communication technology Religious education
9327	Stuart Vincent	Lay inspector	
25376	Lynn Alvy	Team inspector	Foundation Stage Science Geography History
25431	Lesley Clark	Team inspector	Special educational needs English as an additional language English Art and design Design and technology Music Physical education

The inspection contractor was:

Cambridge Education Associates

Demeter House
Station Road
Cambridge
CB1 2RS

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities (ethos)	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	19
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	32

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides an outstanding education for its pupils. The personal development of pupils is excellent. Standards of the present Year 6 are high. Pupils' achievement is excellent because the quality of teaching is so outstanding. The leadership and management of the school are excellent. The school provides exceptionally good value for money.

The school's main strengths and weaknesses are as follows:

- The leadership and management of the headteacher and deputy headteacher are excellent and they are assisted extremely well by subject co-ordinators.
- Pupils make excellent progress over the time they are at the school because of the high proportion of very good and excellent teaching in all age groups, resulting in well above average standards by the end of Year 6.
- The provision for children in the nursery and reception classes and for pupils with special educational needs is outstanding.
- Pupils' attitudes to work and their behaviour are excellent.
- The accommodation is excellent and greatly assists pupils' learning.
- Resources are very good overall, although those for information and communication technology require increasing.

Improvement is excellent since the last inspection in May 1999. The school has maintained high standards since changing from a first school to a primary school. The quality of teaching has improved significantly as most teaching is now very good or better resulting in pupils making excellent progress over time. The accommodation and resources have been greatly improved by the school's relocation to its new premises. The issues identified at the last inspection have all been addressed. The provision for information and communication technology is now effective for all pupils.

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	A	A	A
mathematics	B	A	A	A
science	A	A	A	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.
Similar schools are those with similar percentages of pupils eligible for free school meals.*

Achievement is outstanding, including that of pupils with special educational needs and gifted and talented pupils. Achievement is very good throughout the school. The majority of children in the reception class are likely to exceed the expected national targets by the time they start Year 1 in all the areas of learning. Standards of the present group of pupils in Year 2 are well above average in the skills of speaking and listening, reading, writing and mathematics and are above average in science. Standards in the national tests at the end of Year 2 in 2004 were in line with the national average in reading and mathematics and were well above average in writing. Standards of the present group of pupils in Year 6 are well above average in English, mathematics, music, personal, social and health education and citizenship, physical education, religious education and science, and are above average in information and communication technology. No judgements on standards could be made in other subjects or areas of learning.

Pupils' personal development, including their spiritual, moral, social and cultural development, is excellent. Their attitudes and behaviour are outstanding. Attendance and punctuality are average and could be improved.

QUALITY OF EDUCATION

The quality of education provided by the school is outstanding and leads to pupils' excellent achievement.

The quality of teaching and learning is excellent, overall, because it is consistently very good or excellent in all classes. Teaching and learning are very good in the nursery and reception classes and in Years 1 to 6. The quality of teaching and pupils' learning are excellent in English, mathematics and personal and social development and citizenship, and are very good in information and communication technology, music, religious education, physical education and science. No judgements were made on the quality of teaching in other subjects. Literacy skills are developed very well across the curriculum. Numeracy skills and information and communication technology skills are used well to assist learning in other subjects. Further improvements in using information and communication technology to assist learning in other subjects are limited because more resources are needed. The assessment and recording of pupils' progress are very good. The curriculum is very good and is enriched very well by visits and visitors and out of school activities. The accommodation and resources are excellent, overall. Arrangements for ensuring pupils' care, welfare, health and safety are very good. The school provides pupils with very good support, advice and guidance and involves them well in its work and development. The partnership with parents is very good and there are good links with the community and other local schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are excellent. The leadership of the headteacher is outstanding and she is assisted extremely well by the senior staff. Subject managers fulfil their roles exceptionally well. Management is excellent. The governance of the school is very good and ensures that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the education the school provides for their children. Pupils are extremely positive about the school. Neither parents nor pupils have any significant concerns.

IMPROVEMENTS NEEDED

There are no significant weaknesses in this outstanding school; however, the governors should consider the following issue to develop further the provision for pupils at the school:

- Seek ways to increase the numbers of computers and interactive whiteboards to improve the quality of work further where information and communication technology can be applied across the curriculum.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The achievement of pupils is excellent. Standards are well above average in Years 2 and 6.

Main strengths and weaknesses

- Children in nursery and reception classes achieve very well and, overall, exceed expected standards by the end of the reception year.
- Pupils make excellent progress from entry to the nursery and to the end of Year 6.
- Pupils with special educational needs and gifted and talented pupils make outstanding progress.

Commentary

1. Children's attainment on entry to the nursery is, usually, below average. The children achieve very well and by the end of the reception year their standards are above average in all areas of learning because of the very good teaching and excellent leadership and management of the Foundation Stage.

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

Standards in:	School results	National results
Reading	16.3 (17.0)	15.8 (15.7)
Writing	16.0 (16.2)	14.6 (14.6)
Mathematics	16.7 (17.1)	16.2 (16.3)

There were 36 pupils in the year group. Figures in brackets are for the previous year.

2. In the 2004 national tests at the end of Year 2, standards in reading and mathematics were at both the national average and the average of pupils in similar schools, although standards were well above average in writing. Over the period 2002 to 2004, standards were well above average in reading, writing and mathematics. Standards of the present groups of pupils in Year 2 are well above average. The reason for the dip in 2004 was because of the larger proportion of pupils with special educational needs. No differences are apparent between the performance of boys and girls. Standards of the present Year 2 are well above average in personal, social and health education and citizenship, and are above average in science and information and communication technology. It was not possible to make judgement on standards in other subjects.

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

Standards in:	School results	National results
English	28.4 (29.4)	26.9 (26.8)
mathematics	29.0 (29.6)	27.0 (26.8)
science	30.9 (31.1)	28.6 (28.6)

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

3. Standards of the current groups of pupils in Year 6 are well above average in English, mathematics, science, music, personal, social and health education and citizenship, physical education and religious education and are above average in information and communication technology. No judgements were made on standards in other subjects. No differences were apparent in boys' achievement compared to that of girls.

4. Pupils' achievement is very good throughout the school resulting in pupils achieving exceptionally well during their time at the school. Gifted and talented pupils are challenged extremely well both in lessons and through local education authority's initiatives in out of school sessions. Pupils with special educational needs make excellent progress; almost all achieve nationally expected standards for their age in national tests in English, mathematics and science at the end of Years 2 and 6, and if they fall short they do so by a narrow margin. They make excellent progress because their needs are clearly identified at a very early stage and they follow suitable programmes of work devised to suit their specific needs. Intensive support is also provided by a specialist teacher whose excellent teaching skills include helping pupils to become responsible for recognising their mistakes, correcting them and helping them set their own targets for improvement.
5. High standards have been maintained at the end of Year 2, compared to those reported at the last inspection. The school has moved extremely successfully from a first school for four to nine year olds to a primary school for four to eleven year olds and since becoming a primary school has seen overall standards never being less than well above the national average. The very demanding targets set to be achieved at Year 6, which are based on pupils' prior attainments, are likely to be exceeded by the end of this academic year, particularly at the level expected of the pupils' age. This is because of excellent teaching and pupils' outstanding attitudes to work as well as the excellent leadership and management of the headteacher and subject co-ordinators.

Pupils' attitudes, values and other personal qualities (ethos)

Attendance and punctuality are satisfactory. Pupils' attitudes and behaviour are exemplary. The school's provision for pupils' personal development is outstanding.

Main strengths and weaknesses

- Pupils' exemplary attitudes to learning are a significant factor in their excellent achievement.
- Behaviour in the playground and around the school is excellent.
- The school promotes pupils' spiritual, moral, social and cultural development in an exemplary fashion.
- Attendance of a few pupils is not good enough.

Commentary

6. Pupils are extremely positive about school and their attitudes and behaviour are exemplary; when talking to them it is obvious that they like their school, like their teachers and enjoy learning new things in lessons which they find interesting and fun. In class, they show outstanding maturity and are sensible and being with them is a pleasure. When children join the nursery or reception class, they do so with social, language and learning skills below those expected nationally. Because of the outstandingly good teaching of social skills at this earliest age, their ability to work and learn quickly improves. Even in the reception class, they are able to listen sensibly and show high levels of concentration; for example when working as a group to share and read a new story together. By the time they are in Years 1 and 2, they can work well together, work hard and persevere, cooperate well with others and are confident enough to ask for help; for example, Year 2 pupils, studying lines of symmetry in a mathematics lesson, worked together in small, mixed ability groups, helped each other by sharing their earlier knowledge and learning. The oldest pupils are mature and work in a relaxed atmosphere with their teacher, whilst working hard consistently. Across all subjects of the curriculum, they are eager to learn, highly motivated and sensible when they work in groups and settle down with minimum supervision. They are thoughtful and reflective; for example, in a lesson where they compared their own school experiences with a child's very different and traumatic experiences in Uganda. Pupils with special educational needs are fully included in lessons and in all other aspects of school life. Their special needs and talents are catered for

in such a way that they have the same excellent attitudes to learning as other pupils. Time spent in the special needs room is both enjoyable and productive in the calm, cheerful atmosphere.

7. Pupils behave equally well at playtimes. There is a large well-equipped playground where they play ball games or sit quietly, relaxing and talking amongst themselves. There is space for all to get along without friction. The atmosphere is extremely friendly, without the slightest hint of tension or aggression. Many children choose to stay inside at breaks or lunchtime, working in the computer suite, their classrooms, or the library. They are trusted to get on and behave sensibly. At all times, as they move around the school, they are polite, orderly and courteous. There have been no exclusions for a number of years.
8. The school provides for pupils' spiritual, moral, social and cultural development in an exceptional and outstanding manner. Spirituality and thoughtfulness are promoted in assemblies, as well as in lessons. At this time of year, both the Year 6 pupils and those in the reception class are given time to reflect on their last and first years in school; both of these are emotional moments with the pleasure of remembrance of the older pupils mixed, perhaps, with their apprehension and excitement for the future. The reception children also enthusiastically recalled their own highlights and reverently said a prayer of thanks for their first school year. In another assembly older pupils, pupils talked about the recent London bombings in a moving way whilst listening to the music of Samuel Barber. They were powerfully affected and continued to talk quietly amongst themselves as they returned to class. In lessons, they explore the emotions of characters in stories through the writing of poetry and compare their own lives with others in different times and situations. They are successfully gaining awareness of themselves and their place in the world.
9. Pupils clearly know what is right and what is wrong and are confident to say so. They share and develop their class rules, and adults are exemplary models for behaviour, on a personal level. Lessons and clubs are both used extremely well to ensure pupils think about the bigger questions, in history and of today. In Year 6, they talked about the duties of the 'G8' to end poverty in the Third World. They have discussed the UN Rights of the Child in assemblies, have studied the morals and teachings of Christianity as well as the other major religions of the world, have made artwork to 'Give racism the red card' in sport and have designed posters to remember Holocaust Day.
10. Provision for pupils' social development is also excellent. They are taught to behave by following simple rules. Their lessons are interesting and exciting and they have many chances to learn by working together and finding out. They have been taught to listen to what others say, take their turn and respect others' points of view. As they grow older they are given increasing responsibility for their own learning, sharing targets and evaluating their own progress. There is an active school council and pupils have many responsibilities around the school, often involving the older children in working with, or helping, the younger ones. They are taught to be healthy, stay safe and develop good learning habits. By the time they leave the school, they are mature and confident young adults.
11. The curriculum for cultural development is outstanding. Music is used very well throughout the school, both in assemblies and music lessons and as background to support a learning theme. A great number of pupils play a musical instrument of some sort and there are two school bands, 'Perfect Harmony' and the Samba band. Likewise, art is a great strength. Apart from lessons, there is an art club, children enter competitions and even the nursery children produce artwork in the style of Jackson Pollock and Matisse! Poetry is much in evidence as a way of helping pupils express their feelings, for example, describing Shakespeare's *Tempest*, as well as humorous couplets, riddles and haikus. Older children learn French and sample the cultures of the other ethnic groups in Britain today. They have studied and celebrated Eid, the Passover, Chinese New Year and Sikhism, as well as the beliefs, customs and practice of Christianity. Pupils are given every opportunity to express themselves in music, art and the written word and to understand how the different people they will meet in later life express themselves.

Attendance

Attendance figures for each term are always around, or just slightly above, the national average. Given the outstanding nature of this school, these levels of attendance are a relative weakness. The overwhelming majority of pupils attend regularly, but there are just a few families who have problems getting their children to school consistently. The school tries hard, with the help of the education welfare service, to give them the support they need to improve. Punctuality is satisfactory and children come very willingly to school and are keen to start the day.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.9	School data	0.2
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 were no exclusions in the previous academic year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is excellent. The quality of teaching and learning is outstanding, on balance. Assessment is very good. The curriculum is very good and is enriched very well by visits and visitors and out of school activities. Standards of care, welfare and health and safety are very good. Pupils' views are sought and acted upon well. Partnership with parents is very well established, and links with other schools and the community are good.

Teaching and learning

The quality of teaching and learning is outstanding. Assessment procedures are very good.

Main strengths and weaknesses

- Teaching and learning are of a consistently high quality in all classes.
- Teaching of pupils with special educational needs is excellent and as a result pupils make exceptional progress.
- Assessment is very good and pupils have a very good understanding of how well they are learning.

Commentary

12. Ninety-seven per cent of lessons are very good or better representing an outstanding profile of teaching and reflecting excellent improvement since the last inspection. The quality of teaching and learning is at least very good in every single class and consequently pupils' learning throughout the school is consistently of a high standard and often excellent in response to outstanding teaching or excellent features in lessons. The table below summarises the teaching seen during the inspection.

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8 (21%)	29 (76%)	1 (3%)	0	0	0	0

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

13. Teaching and learning in the Foundation Stage are consistently very good and sometimes excellent. Excellent accommodation and resources are used extensively to give children opportunities for creative and developmental play and to help them become more mature and responsible by choosing their own activities. The high degree of consistency is achieved through regular meetings between all staff to plan what is taught. Outstanding features are the management of children to promote high standards of behaviour and the use of assessment to respond to individual needs. Provision for children with special educational needs is outstanding and these pupils' progress is rapid because of intensive, individual programmes of work tailored to meet very specific learning needs.
14. Teaching and learning are very good in Years 1 to 6; a good proportion of excellent teaching was seen and most lessons have outstanding features. Subject coordinators invariably teach their subjects exceptionally well and so provide an excellent lead to others. They help to fine-tune the quality of teaching through expert monitoring, guidance and support. Staff have opportunities to teach to their strengths, as in the teaching of literacy, numeracy and music and other subjects. This means that there is a remarkable consistency in what is taught and how pupils learn; for example, that the way that personal, social, health and citizenship education permeates all subjects results in boys showing little of the usual reticence in discussing their feelings and emotions. Pupils are also encouraged to evaluate what they have learnt. Pupils are given many opportunities to learn practically and the school caters for the needs of those who are visual or auditory learners very well; in an outstanding lesson in Year 5, for example, well known film music associated with magic played quietly in the background while pupils passed round a small box. Pupils' spoken lines, such as 'the whiteness of the page' or 'the quivering of a tornado', alternated with the whispered preface, 'We will put it in our box', created a magical, musical poem of shared thoughts with an almost spiritual dimension.
15. Teaching and learning are outstanding in English, mathematics and in personal, social development and citizenship and are very good in other subjects. Basic skills are taught extremely well and pupils learn at a very fast rate. The consistency of high quality teaching throughout the school enables pupils to make excellent progress over time. In the occasional lesson when teaching is good rather than very good, the pace could be livelier. Excellent features of teaching include extremely good subject knowledge. Planning is highly effective, incorporating a wide range of teaching strategies to maximise pupils' concentration. Challenge and enjoyment are paramount and typify the best teaching and learning. Pupils receive a great deal of encouragement and so they grow in confidence as they feel free to ask questions and to say when they do not understand without fear of exposing weaknesses. Pupils show an excellent capacity to work both independently and collaboratively, and behaviour and attitudes are exemplary. Excellent relationships between adults and pupils develop a sense of responsibility and pupils are given opportunities in all subjects to evaluate what they have learnt. The marking of pupils' work in English is outstanding, involving pupils in assessing their own work and that of each other; it is good in other subjects.
16. Assessment is used exceptionally well to respond to individual needs. Those pupils who have learning difficulties are fully included in lessons and are given very good support by special needs assistants. An outstanding feature is the way individual education plans are fully integrated into the main lesson plans so individual needs are fully addressed both in class and in small groups when pupils receive intensive support for identified weaknesses. The quality of teaching and learning in these sessions is excellent as pupils set their own targets and assess their progress towards them. Using a simple system of highlighting minor and major mistakes, pupils concentrate on correcting the minor errors while the teacher finds different ways to approach major ones.

The curriculum

The quality of the curriculum is very good. The school provides a very good range of additional activities that enrich the curriculum. The accommodation and resources for learning are excellent.

Main strengths and weaknesses

- The provision of a rich and stimulating curriculum that ensures all pupils are fully included is at the heart of the school.
- Pupils of all capabilities achieve very well because very thorough planning and very good resources bring subjects to life.
- Provision for special educational needs is excellent.
- A very good quality curriculum in the Foundation Stage inspires pupils with interest and confidence in their early learning experiences.
- Accommodation and resources are excellent although more resources for information and communication technology are needed.

Commentary

17. The headteacher, staff and governors of the school believe very strongly in the importance of providing a curriculum that excites children and makes them eager to learn. Together they ensure that the school provides a broad, balanced, vibrant and rich curriculum that promotes high standards. The headteacher herself has spent great energy and commitment over many years in protecting children's entitlement to a practical and exciting curriculum that motivates pupils to learn as well as developing them personally.
18. The curriculum for pupils in the Foundation Stage is very good. It provides an outstanding start to children's education. High quality, stimulating and carefully thought out experiences that inspire confidence in both children and parents are at the heart of the planning process. Rigorous assessment procedures ensure that children with special educational needs are identified at an early stage, and subsequent planning for their specific needs and abilities ensure they achieve as well as others in relation to their capabilities. Pupils identified with special educational needs in Year 1 to Year 6 follow a similarly broad and wide-ranging curriculum to other pupils. Individual education plans are very well thought out and their implementation in lessons is excellent. The curriculum for pupils with statements of special need is similarly well adapted so that even those with multiple, physical and social difficulties fully access the curriculum at their level.
19. Pupils clearly enjoy school life. This is because teachers plan interesting and lively lessons so that learning, whilst being suitably challenging, is also fun. Learning in different subjects is very effectively linked so that pupils are enabled to see connections across subjects and between learning in school and outside it. Pupils regularly review and assess their learning at the end of units of work, such as when Year 3 and Year 4 pupils proudly presented and performed a tableau on aspects of life in Roman Britain. This lesson very effectively recapped pupils' work in history as well as raising pupils' confidence and self esteem. Strong links to other areas of the curriculum, such as art, design and technology, music, literacy, numeracy and information and communication technology, demonstrate the emphasis the school gives to planning and preserving the spiritual and creative aspects of subjects and linking them expertly with skills and knowledge.
20. Pupils enjoy the spacious grounds, surrounded by trees and close to a small lake. Teachers take advantage of this aesthetically pleasing resource to enhance their lessons. A class of Year 1 and Year 2 pupils sat on logs and discussed how to look after the environment, Year 2 pupils used the 'castle' to test the air resistance of the parachutes they had made in a science lesson. The exemplary behaviour displayed by both groups of pupils demonstrated very clearly the high expectations that teachers have of the pupils at the school. High quality displays celebrate pupils' work and their very good achievements. The library and reference area, frequently used and very well resourced, forms a central point for well ordered and equally resourced classrooms. The computer suite is well equipped though is rather small to accommodate a class, particularly of older pupils. Laptop computers supplement the

resources in the computer suite; however, there are too few to enable easy access to them at all times of the day for each year group. Consequently, the further use of information and communication technology in other subjects is restricted.

21. Provision for extra-curricular activities is very good and involves a high proportion of pupils. Pupils of all capabilities benefit from thoughtfully planned visits including exciting visitors, such as 'Samuel Pepys' as part of a history topic or 'Cruella De Vil' during termly themed events, such as Book Fortnight. The Arts curriculum is an important part of the school's work and many pupils take advantage of the instrumental tuition provided by the school and perform confidently in the school bands. A wealth of clubs, such as art, football, recorder, computer and gymnastics, are appreciated both by pupils and parents alike. Links with local schools through sport and participation in the bridging project for the transfer of pupils at the end of Year 6 foster pupils' talents as well as enriching and enlivening pupils' learning. The whole range of visits, visitors and additional activities provided by the school make a very strong contribution to the pupils' personal development and their understanding of citizenship.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is very good. Provision for their support, advice and guidance as they progress through school is very good. The involvement of pupils in school life, through seeking, valuing and acting on their views, is also good.

Main strengths and weaknesses

- Procedures to ensure health, safety and welfare are very good.
- The excellent relationship between pupils and adults is the foundation of care and support.
- Pupils have good opportunities to make their views and opinions known.

Commentary

22. The school's very thorough health and safety arrangements are co-ordinated by the deputy headteacher but are understood and implemented by all staff. Inspections of the site and buildings are carried out regularly and findings reported to the governors. Risk assessments have been carried out for school activities and outside visits and these too involve the governors. The policy comprehensively describes both the responsibilities of all staff and procedures for ensuring safety of pupils and adults. Fire safety checks, first aid provision and control and administration of medicines are all carried out meticulously. The welfare of all children has the highest priority and notably, during the inspection, a high proportion of children were wearing sun-hats at playtimes. The minor issue of safety signage, raised in the last report, has been overtaken by the school relocating to a purpose-designed new building. The school's curriculum for personal, social and health education also teaches healthy living and eating and personal safety, and the school has achieved the 'Healthy School' award. Procedures for child protection are led by the headteacher who ensures that all staff understand the need to be vigilant and how to deal with concerns should they arise.
23. Relationships between adults and children are excellent. Adults are excellent role models and pupils know that adults' expectations for their behaviour and conduct are of the highest and they respond outstandingly well. Pupils are relaxed, confident and polite when they talk to adults and they know that they will be listened to and their views respected. The openness and trust evident in the relationship between adults and pupils is the basis of the very good support pupils receive at all times as they progress through the school.
24. This good support begins as new children join the nursery. They have several visits until they are happy to stay without their parents. Parents themselves are very well prepared by these visits and by the very good range of literature which explains how they can help their child to begin good learning habits. As pupils move on to the reception class, there are visits to the new classroom to meet new teachers, and they experience a full day at school including a

school dinner. The questionnaires show parents' unanimous approval of how induction and transition are implemented. Once into full-time learning, children's achievements in the subjects of the curriculum are tracked very well, such tracking including various tests of reading, writing and numeracy. Teachers know each child's strengths and also where they might need help. This may take many forms: extra reading support in groups or directly with adults, or additional support from teaching assistants at various times both in and out of class. Support for children with special educational needs is excellent and these pupils may also work with adults on their own programmes of study. Some children may occasionally have difficulty with their behaviour or some aspect of family life affecting learning and in these circumstances school and home will work together to overcome it. The education welfare service may also work with school and families. There is a Breakfast Club to ensure children who need to be in school early can make a good start to the day. Pupils with special educational needs receive similarly high levels of support and guidance to other pupils. Outside agencies are fully included when required and speak highly of the school's scrupulous care and attention paid to those with learning and other difficulties. Looked after children are equally well supported and are mentored by the learning support teacher. This very varied and widespread support is reflected in the excellent achievements of all pupils of all abilities.

25. Pupils' views are important and they affect the way the school is run. The school council has been established for some time and councillors take their responsibilities seriously. They discuss concerns in their classes or pick up issues from the 'feelings box' where pupils can leave a written suggestion. They have been involved in the introduction of outdoor seating, play equipment and music at lunchtimes. They are currently investigating why the number of pupils having school dinners is reducing. As all pupils move through the school, they are expected to take more responsibility for their own learning. They discuss their own or group targets and they evaluate their own work as well as that of their classmates. As they complete units of work, they discuss how well they have learned, what was good and enjoyable and what they thought might have been better.

Partnership with parents, other schools and the community

The school's links with parents are very good and parents have very positive views of the school. The school's links with the community are good. The effectiveness of links with other schools is good.

Main strengths and weaknesses

- Parents are very pleased with what the school does for their children.
- Parents are kept very well informed.
- Parents support the school and their children's education well.
- There are very good arrangements for the transfer of pupils to secondary school.
- Links with the community and other schools are good.

Commentary

26. The high numbers of questionnaires returned by parents show very high levels of satisfaction with the school. Most parents indicated that they were happy with most aspects of what the school does. They were most happy with the induction procedures, the fact that the school expected their children to work hard and become mature, the quality of their education and the progress made. They know the school is well led and managed. They confirmed that their children enjoyed school. At the meeting with parents before the inspection, the same very positive sentiments were expressed, with many personal examples of how children are getting on well. The inspection fully endorses these extremely positive views.
27. Parents are very well informed. When their children start nursery or the reception class, they receive a comprehensive range of literature about the school and how they can begin to help their child learn. The prospectus gives a clear picture about the school: aims, objectives,

routines, curriculum. Regular newsletters keep parents up to date with forthcoming events, and class newsletters explain the themes and topics to be studied. Parents of nursery children enjoy an open session each half term to join in activities and see what their children have been doing. Parents of older children have a consultation with the class teacher each term to discuss progress and how they can help. In Year 6, parents have a special meeting with their child and the class teacher to discuss work and targets for the statutory tests at the end of the year. Pupils' annual reports are good and explain achievements and strengths and where help is needed. Parents of children with special educational needs are very well pleased with the support their children receive. This year the school has started to consult parents about specific matters, either by questionnaires or by sending out draft policies which are of particular interest, and parents are happy to respond.

28. Because they are kept well informed and involved, parents know how to help the school and their children. A much appreciated group of parents meets regularly to help with routine, but otherwise time-consuming, jobs, such as preparing booklets, worksheets and mountings, photocopying, and so on. Others help run the library, help in practical lessons or read with children. Many volunteer to go with teachers on school trips. All parents and grandparents are invited to social events, concerts and sports days which are extremely popular. Many of these social events are run or supported by the Friends Association that raises considerable funds every year for the direct benefit of pupils by buying extra resources. Its efforts are much appreciated. Parents support their own children well. They help them with their studies wherever they can, approve of the school's homework policy, attend consultations diligently and want their children to succeed.
29. The arrangements to prepare pupils for transfer to secondary school are particularly thorough. These have come about as a result of a working party drawn from the primary and secondary schools in the area, chaired by the headteacher. Year 6 pupils have three social days at the school, doing sports events, including an 'orienteeing' session to get to know the site. They visit the City Learning Centre to use its computers to prepare a presentation about themselves, and then write to their new teachers. Pupils visit their next school and new classrooms and meet their teacher. During the year they use a 'secondary planner' and are visited by former pupils who explain how to use them and who answer questions about life at the secondary school. All the schools in the area study the same literature during the final half term so that there is a learning experience in common. In addition, Year 7 teachers visit each school to see work samples, talk to teachers about their new class and find out about any special needs that may affect future learning.
30. There are beneficial links with the local community and other schools which extend contacts and experiences of both pupils and teachers alike. The school places great emphasis on involving grandparents in all events at the school and encourages them, too, to contribute their skills and experiences to school activities. The pupils visit senior citizens' residences at various times of the year and love to talk to the older citizens about times gone by. Several local clergy visit the school regularly to lead assemblies. There are strong links with schools and colleges and many student teachers from the two local universities spend time in school whilst secondary pupils visit for work experience. There are particularly good links with a local primary that is working alongside the school on 'Creative Partnerships' to make the curriculum more entertaining and stimulating. Staff meet regularly for shared training and mutual support.

LEADERSHIP AND MANAGEMENT

Governance is very good. Leadership of the headteacher and key staff are excellent. The management of the school is excellent.

Main strengths and weaknesses

- The governing body is very effective and contributes very well to the direction and success of the school.

- The leadership of the headteacher is excellent and she, in partnership with the deputy headteacher, is determined to achieve the highest standards for the school.
- Senior managers and teachers provide excellent leadership of the subjects of the curriculum, working as a team.
- Management of the school finances, resources and staff is excellent and this supports the outstanding achievements.

Commentary

31. The governing body shares the same vision for the school as the headteacher. Governors are clear thinking and are fully involved in strategic planning through the school development process, giving staff very good support to achieve it. They are committed to high academic standards, to a rich and creative curriculum and to the strong social and personal development of pupils. They have a vision of an inclusive school with productive links in the community, with parents and with other schools. The organisation of the work of the governing body is well planned and includes regular reviews of finance, standards and the development plan, as well as the monitoring and setting of performance management targets. Governors have a very good understanding of strengths and weaknesses, and all statutory requirements are met fully. Working with the excellent leadership of the school, the governing body is very successfully playing its part in achieving the school's objectives. Governors are enthusiastic in developing their skills and using their personal expertise for the school's benefit wherever they can.
32. The headteacher is providing excellent leadership. She has a clear vision for the future of the school combined with a total commitment to standards across the whole curriculum and in all aspects of the school's work. She is extremely well supported by an excellent deputy. In recent years they have successfully led the school from 'first school' status where the oldest pupils were nine, to one which includes children up to the age of eleven. They have dealt with the consequences of a disastrous fire and moved the school to new purpose-built premises. They have increased the number of pupils in the school and it is extremely popular. The school has made excellent progress in dealing with the issues raised at the last inspection. It has achieved Beacon Status and has been a model for others to follow. The provision for information and communication technology, the range and quality of the curriculum and the quality and consistency of teaching have all been improved. Standards have been maintained at the highest levels and pupils' achievements are excellent.
33. The senior management team's members meet regularly and work together closely. They support the leadership of the school very well by contributing to and monitoring the school development plan, implementing new initiatives and monitoring standards in core subjects, teaching and learning. The senior management team includes representatives from the Foundation Stage, Years 1 and 2, Years 3 to 6 and the co-ordinator for special educational needs. In this way, all staff are kept properly informed and involved and teamwork is of the highest order. The excellent work of the special educational needs co-ordinator is a significant factor in the very high standards of achievement of all such pupils. The leaders of the subjects of the curriculum do an excellent job of monitoring standards in their subjects through the assessment procedures and their monitoring of teaching and evaluation of lessons. They make their contribution to the very good curriculum and the consistently excellent standards of teaching across the school.
34. Management of the school is excellent. The school's self-evaluation is extremely thorough. Staff have a very clear picture of themselves compared with other schools locally and nationally. The school development plan accurately reflects this and its targets are appropriate, sensibly planned and costed, with clear success criteria. Performance management is fully implemented and the targets for each member of staff reflect their part in the development plan, as well as their own needs. This year, the teaching assistants and administration staff have been included very effectively in a similar process and they too have development targets. Almost all of the present staff have been appointed by the headteacher

and the success of this is evident in the outstandingly good teaching and subject leadership now being seen. Continuous professional development is carried out very well, within the constraints of the budget, and the school and headteacher provide excellent resources for student teachers from the local universities and school centred training courses. The school budget is managed extremely well by the deputy headteacher. Recent years have been difficult for a number of reasons: there has been no devolved capital allowance from the local education authority within the first three years of a new building; class size standards funding is no longer available; numbers of pupils are increasing but the funding lags behind their arrival. As a consequence, expenditure has been curtailed in several areas; for example, on further equipment for information and communication technology. The school has worked closely with the local education authority and an overspend on the budget has been agreed by the authority because of the particular circumstances of the school. Nevertheless, the governors and management of the school have a very clear understanding of where they stand financially and have projected their budget into the future to gauge its long-term effects. The principles of 'best value' are very well understood and the school seeks to make every penny count. Given that the expenditure per pupil is average, the outstanding standards and quality of education being provided demonstrate that the school gives excellent value for money.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	835,066
Total expenditure	823,320
Expenditure per pupil	2,834.15

Balances (£)	
Balance from previous year	-16,024
Balance carried forward to the next	-4,278

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision in the Foundation Stage is excellent. Children in both the nursery and the reception classes now have full access to the use of information and communication technology. This is an improvement since the last inspection. The accommodation and learning resources are excellent. Excellent leadership and management ensure planning provides children with experiences that are relevant, imaginative, motivating, enjoyable and challenging.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good team work and very good relationships help children to follow rules and routines.
- Very well planned learning experiences help children to feel secure, valued, confident and successful.

Commentary

35. Children achieve very well because the teaching and learning are consistently of a very good quality. Children are likely to achieve beyond the goals set for them by the end of the reception year. Very effective team work by the staff and very constructive relationships with parents and carers ensure that the children settle very well into the nursery and for the same reasons the transfer to the reception classes is seamless. Parents are warmly welcomed into the nursery and the reception classes and the resulting shared knowledge about the children's development provides a very positive start to children's learning. Whilst rules and routines play an important part in the organisation and management of both the nursery and the reception classes, they are quietly and sensitively introduced so that children flourish on a diet of positive praise, encouragement and respect for their emotional and intellectual well being. In the nursery, many children find difficulty in sharing, taking turns and concentrating on tasks but staff provide very good role models assessing children's progress purposefully, negotiating sharing skilfully, supporting co-operation and developing social skills. By the time the children leave the reception class they display high levels of application and concentration, and are enthusiastic and keen to learn.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Planning is detailed and tasks are very well matched to children's abilities.
- Assessment is used very well to guide teaching and learning.
- The quality of teaching is consistently very good.

Commentary

36. Children achieve very well from a below average starting point, and standards in speaking and listening and in reading and writing are likely to be above those normally expected by the end of the reception year. Assessment is used rigorously to help teachers and assistants to plan the small steps of learning in communication, language and literacy so that experiences in the nursery are built on very effectively in the reception classes. Both indoors and outdoors, literacy skills have a high profile and nursery children are encouraged to listen to taped stories or share books under a shady tree, practise early writing skills or role play in the 'garden

centre' or on a 'pirate ship' outdoors. Children in the reception classes consolidate, extend and develop this learning and by the time they enter Year 1 most can write their own sentences linked to the current theme; such as 'pirates', or read expressively together using descriptive words, such as 'terrified' and 'shocked', as they share ideas about the story. Exciting activities and imaginative resources linked to chosen themes are characteristic of the very good teaching in both the nursery and the reception classes. Effective use of time, high expectations, appropriate challenge and very good knowledge of how young children learn best result in positive and very well motivated children. Comprehensive planning linked to clear learning objectives gives children the opportunity to practise reading and writing skills within a very good balance of structured and independent tasks. Assessment of children's progress is rigorously recorded and used to plan the next steps in learning. This maximises learning opportunities, and activities are purposeful and relevant. Children therefore concentrate very well, encouraged by the teacher's positive praise and encouragement so that very good achievement in lessons results.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **excellent**.

Main strengths and weaknesses

- Innovative resources motivate children to concentrate on mathematical tasks.
- Very well structured lessons give children the opportunity to practise their mathematical skills and knowledge.

Commentary

37. Children's experiences of mathematics are enjoyable and meaningful because of the consistently very good quality of teaching. Clear learning objectives linked to key skills and careful assessment of children's needs and abilities ensure that children's confidence is always fostered through building from what they know, understand and are able to do. Children, therefore, achieve very well from a below average starting point and are already working beyond the expected goals for learning by the end of the reception class. In the nursery, children play mathematical games on the computer, learn to throw the correct number of balls into a numbered bucket outdoors, buy and sell flowers in the 'garden centre' or learn about symmetry by painting patterns on butterflies. Planning for early mathematical development is rooted in everyday contexts in the nursery, and very skilful intervention by the staff supports and encourages a natural interest in numbers and shapes. In the reception class, very good planning and organisation of resources linked to practical tasks and based on exciting themes provide very purposeful learning. In a very good lesson based on the theme of 'pirates', children were challenged to use positional language to find buried treasure on a large treasure map. Prior to this a counting exercise, the use of large and colourful numbered fish kept everyone engrossed as children enthusiastically counted in tens to 100 and then back again as well as putting the fish they were holding into the correct order. Very good relationships, lively teaching and constant encouragement and praise meant children were very successful in these tasks. More formal recording of number tasks and practical activities are very carefully linked to assessment of children's progress. Children played 'Pirate Pete's' money bag game or with a partner found buried treasure on the treasure grid. They found and record numbers to total 10 in the pirate's chest or used the computer, again linked to the pirate theme. Children listened carefully to the teachers' instructions and were eager to use the resources and, consequently, concentration levels were very high and produced a very good rate of work. By the time children leave the reception class, they recognise and write numerals to ten and sometimes beyond, count reliably to 20 and confidently record numbers for addition.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Practical activities encourage exploration and observation.
- Wide-ranging resources challenge children to make real choices.

Commentary

38. Children achieve very well in relation to their prior attainment and standards are above those typically expected by the end of the reception year. The quality of teaching and learning is very good. Learning is enjoyable and provides children with a wealth of experiences linked to imaginatively planned themes and topics. Visits and visitors extend children's experience of the world around them. High quality displays, entitled 'What is happening in the World?' for instance, ask children to think about people working to protect the rainforest. In the nursery, a small group of children investigated snails in a tank. The teacher's use of very thoughtful questions encouraged them to make simple observations; for example, 'Why are there holes in the leaves in the snail tank' or 'How does a snail move?' In the reception class, a group of younger children investigated 'floating and sinking' with the teacher's very effective support. Lots of discussion resulted in children identifying and sorting the interesting objects into appropriate groups and recording their results. Later, two children revisited the water tray and there was great excitement, enthusiasm and interest as they continued to discuss the reasons why a plastic ball with holes in it did not sink and posed questions and answers of their own. Information and communication technology is used very effectively to support learning. Children were intrigued as they used the mouse pointer to click and drag objects, dropping them into the water to see if they would float or sink. Very good planning and well organised resources give children many opportunities to make choices about the materials they use to build and construct. Children made informed choices about the type of materials they needed when making a musical instrument. Consequently, they made a high quality finished product. Literacy skills are developed very well during these activities.

PHYSICAL DEVELOPMENT

Provision in physical development is **excellent**.

Main strengths and weaknesses

- A wide range of experiences is planned, both indoors and outdoors.
- High levels of enjoyment and high expectations produce high standards.

Commentary

39. The quality of teaching and learning is very good and children achieve very well so that they are on course to attain above the standards typically expected by the end of the reception year. Because the teachers plan together very effectively to provide a very good range of opportunities, both indoors and outdoors, children's physical skills are consolidated and extended systematically; children in the nursery, for example, learn to co-operate and co-ordinate their skills of throwing and hitting as they play with bat and ball. Watchful adults are vigilant and skilful in assessing appropriate times to intervene and when to stand back before helping to improve actions or movements. Linking creative and imaginative play with physical activity is very well thought out, and nursery children ran and swooped in an enthusiastic 'pirate game'. In the reception class, in an excellent lesson, the teacher's exuberant and expert teaching resulted in very confident and happy children able to transfer their sequence of movements to apparatus and finish off routines correctly.

CREATIVE DEVELOPMENT

Provision in creative development is **excellent**.

Main strengths and weaknesses

- Clear learning objectives help children to make sense of their learning.
- Music supports children's listening skills very well.

Commentary

40. Children have many opportunities to develop creativity because planning gives particular attention to providing a stimulating environment. In the nursery, high quality resources invite children to paint, cut, stick and join, explore sound by playing musical instruments or sing along with others. Planning is very effective because clear learning objectives mean teaching is very well focused and children consolidate, develop and extend their learning as a result; skilful adults help, guide and encourage children to 'role play' in the 'garden centre' or the 'pirate ship', for instance. All children's contributions are valued and so children feel safe to make mistakes, take risks and express their imagination and creativity. Paintings in the reception class show a good level of detail and careful use of paint. Children sing confidently and tunefully, and challenging music lessons in the reception class give children the confidence to perform together. Planning is very well thought out so that skills are built systematically culminating in children choosing appropriate instruments to depict 'fishy' sounds and using a picture as a stimulus to compose and perform a piece of music. High quality teaching such as this produced high levels of enjoyment, concentration, listening and very good behaviour. It supported children's personal and emotional development very effectively. Children achieve very well and attain standards above those typically expected by the time they enter Year 1.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **excellent**.

Main strengths and weaknesses

- Standards are high and achievement of all groups of pupils is excellent.
- Teaching and learning are outstanding.
- Pupils with special educational needs make excellent progress.
- Leadership and management are excellent.
- Pupils have excellent attitudes to learning and are very responsive.

Commentary

41. Standards are well above average in Years 2 and 6. High standards have been maintained in Year 2 since the last inspection. Since changing from a first to a primary school, standards have been consistently well above average in national tests at the end of Year 6. Standards are high compared to similar schools and all pupils, over the course of their time in school, achieve exceptionally well. Almost all pupils with special educational needs attain nationally expected standards at the end of Year 6 or come close to doing so.
42. Lessons in all year groups are of a consistently high quality and generate enormous enthusiasm for learning among the pupils. In Years 1 and 2, pupils have many opportunities to develop their skills in speaking and listening. They are encouraged to talk over ideas with a partner and to listen to each other's views. Teachers' questioning is very good, targeted at the different ability groups and incorporating the requirements of pupils' individual education

plans. Pupils in both Years 1 and 2 write for many different purposes across the full subject range; very good teaching of basic skills ensures standards are well above average. Pupils write freely and confidently, and lower attainers hazard plausible guesses at spelling words, as in 'poysnus' for 'poisonous'. The teaching of reading is equally strong. Pupils have time to read quietly each day; they read to an adult each week and share books in a group as part of their daily literacy lesson. More advanced skills of skim reading for information are also taught at an early stage, and information and communication technology is used very well to help them to do so; for example, in a very good lesson in Year 2, pupils were skim reading information about the Arctic both on laptops and the computerised screen in order to make notes on plants and climate.

43. Teaching and learning are of a similarly high order in Years 3 to 6 where specialist teaching maximises the teachers' strengths as well as providing a high degree of consistency as to what is taught in each year group. Planning is very good and different ability groups are catered for extremely well. A feature of this is the extent to which individual education plans are adhered to, thus focusing support for learning where it is needed. Standards in speaking and listening are well above average; in Year 6, for example, two boys, one a high attainer and one with special educational needs, volunteered to take on the roles of two characters in a story, parrying questions from the class equally well and answering fully and with close reference to the text. Pupils' questioning was also extremely good, requiring detailed, rather than 'yes' or 'no' answers, testing the boys' ability to empathise with characters in emotionally charged situations. Reading is very well taught resulting in pupils' enthusiasm for a wide range of fiction and non-fiction. The book review board in each classroom publicises their views, highlighting the importance of neat presentation. Pupils have opportunities to write in a wide range of styles for different audiences. There is clearly a great deal of enjoyment in this; in Year 4, for instance, pupils wrote letters as if from a firm of solicitors on behalf of clients from well known tales, one group writing, 'If further actions happen to Master Gingerbread he will sue you for damages to his body.'
44. This year's target to 'foster creativity in literacy' is clearly successful. Excellent features in the teaching include the development of vocabulary combined with meticulous organisation and a very inclusive approach. In Year 1, pupils benefit from weekly specialist teaching on 'phonics' from the special needs coordinator with the result that pupils are very clear how sounds are linked to spelling patterns. They thoroughly enjoy the word games and see the afternoon of intensive literacy support as great fun. This firm foundation paves the way for work on extending pupils' use of language as they grow older; in Year 5, for example, pupils thought of many different words to replace 'put', suggesting 'deposit', 'enclose' and 'insert', to name but a few. By Year 6, pupils offer phrases to express rage, suggesting 'anger bubbling up', and then going on to comment upon how lines in a poem have 'got a rhythm with the anger to help you feel it'. Pupils therefore develop a vocabulary that enables them to discuss feelings and emotions as well as to analyse, enriching their spiritual awareness and their ability to empathise as well as their literacy skills.
45. Leadership and management are outstanding and ensure excellent learning throughout the school. All pupils' work is scrupulously monitored each half term by the headteacher and subject coordinator, and aspects which are particularly good or which need further development are highlighted and used to set half-termly targets. Currently, different ways of marking are being trialled in Years 3 and 4, a modification of the present system which involves pupils extremely well in assessing their own and others' work. Pupils exhibit a similarly sensitive but critical awareness to their teachers' when making comments, such as, 'Good opening sentence and grabs the reader's attention. Needs more punctuation'.

Language and literacy across the curriculum

46. These are used very well across the full subject range. Discussions are an integral part of most lessons; in Year 1, for example, pupils discussed Victorian seaside holidays and whether poor people would have travelled by train or not. Pupils have ample opportunities to use many different reading techniques in other subjects and to record their views in writing; when

writing reports in science or on the Christmas Carol concert, for example. Writing is also used very well to help pupils to evaluate their work in subjects, such as art and design and design and technology, and to reflect on world events, as in personal, social, health and citizenship lessons.

MATHEMATICS

Provision in mathematics is **excellent**.

Main strengths and weaknesses

- Children achieve exceptionally well because the quality of teaching is consistently of a high standard.
- The curriculum provides very good opportunities for investigation and problem solving.
- Information and communication technology supports learning well.
- Specialist teaching is used to best effect.
- Teachers plan good opportunities to apply mathematics in other subjects.

Commentary

47. Standards of the present group of pupils in Year 6 are well above average. Standards by the end of Year 2 are also well above average. High standards have been maintained since the last inspection because the leadership and management of the subject are excellent. The quality of teaching is outstanding as was the case at the last inspection. Overall, the quality of teaching and learning is excellent because the teaching is very good or better in all classes throughout the school. Consequently, pupils make excellent progress over the time they are at the school.
48. The curriculum is very good and there is a strong emphasis on pupils developing an understanding through very well planned practical work and using information and communication technology; for example, in Year 2, an interactive whiteboard was used very well to develop pupils' understanding of symmetrical patterns which built very well on previous learning. Pupils were actively involved in the first part of the lesson and moved objects skilfully around the board which gave the teacher opportunity to assess understanding and to use pupils' mistakes to clarify the learning for all. In small group work, pupils practised the new learning using plastic blocks and mirrors on a squared matrix and so consolidated their learning. Pupils worked very hard and very well together to make very good progress in their learning. Pupils with significant learning difficulties were fully included in the activity through very effective help from a teaching assistant. The learning was consolidated and extended in the computer suite when higher attaining pupils identified lines of symmetry within capital letters and other pupils identified lines of symmetry in shapes.
49. Specialist teaching within the subject is used to assist pupils' learning; for example, in an extremely well organised lesson in Year 6 the teaching developed pupils' mathematical investigational skills when they participated in a game involving the movement of two sets of three children across seven chairs with specific rules regarding how they could exchange places. This activity prepared the pupils exceptionally well for a very challenging simulation activity involving 16 frogs and toads on lily pads changing places across a pond. The task was most enjoyable and pupils at all levels of attainment gained a real sense of achievement when they accomplished the task. Lower attainers were provided with very good support from the teacher and other pupils. Higher attainers worked hard to produce a formula to calculate the number of moves necessary for any given numbers of frogs and toads. The pupils worked extremely well together and worked exceptionally well when not directly supervised by the teacher. Their behaviour was exemplary.

Mathematics across the curriculum

50. Mathematics is developed well throughout the school to practise numeracy skills as well as to support learning in other subjects; for example, in a science lesson in Year 5 pupils used stop watches, trundle wheels and tape measures in an investigation to determine 'if persons with the longest legs run the fastest', gaining practice of measurement of time and distance and averaging of results as well as providing evidence to support their hypothesis in the science investigation. In Year 1/2, pupils deepened their understanding of two-dimensional shapes using the stimulus of patterns in the natural world. In history in Year 6, pupils used bar graphs to display information about the length of reign of the British monarchs.

SCIENCE

Provision in science is **excellent**.

Main strengths and weaknesses

- Pupils' achievement is very good because of the consistently very good quality of teaching.
- A stimulating and practical curriculum is very effectively planned so that pupils concentrate and work very productively and very successfully.
- Systems to record, assess and monitor pupils' progress are very rigorous and so standards over a period of time remain very high.

Commentary

51. Pupils achieve very well, particularly so in relation to their starting points, because of the consistently high quality of teaching throughout the school and the very comprehensively planned curriculum. Highly organised and confident management of the subject ensures that pupils develop knowledge, skills and understanding progressively, year-on-year. This maximizes pupils' opportunities to build on prior learning and in particular in relation to their capabilities. Clear learning objectives systematically planned, taught and regularly assessed provide comprehensive information about pupils' learning needs. In this way, pupils, including those with special educational needs, are challenged to give of their best. Lessons are enjoyable and interesting because teachers' high expectations and skilful management of pupils foster excellent attitudes and, as a consequence, pupils learn to work both collaboratively and independently and behaviour in lessons is often exemplary.
52. In the national tests and assessments in 2004, standards were above the national average at Year 2 and were well above it at Year 6. In fact, all Year 6 science results have been of a consistently high standard since the school became a primary school in 2000. This year (2005), standards are again high at both Year 2 and Year 6 and mirror the results of 2004. Improvements since the last inspection are very good. Resources were judged to be barely adequate and they are now excellent. There has been an increased use of information and communication technology since the last inspection; pupils research information from the internet and collect and record data, for instance. Teachers use the new interactive whiteboards, where they are available, to enhance lessons. High quality displays, such as 'Healthy Living' and work in geography on the effects of the 'tsunami, make powerful links with science in everyday living and pupils discuss the moral issues presented.
53. From nursery to Year 6, science is planned very effectively so that pupils develop their confidence and skills in scientific investigation from an early age; in a very good Year 4 lesson, for example, a good review of prior learning on electrical circuits led pupils to design an alarm system based on light to protect a Roman coin in a museum. This link to a current history topic illustrates clearly the innovative and novel way that the subject is brought to life. Some very imaginative designs emerged because the teacher gave the pupils time to reflect and to visualize how a circuit might be used before sharing ideas and recording the design on whiteboards. All pupils explained their circuit using scientific terms and were very keen to put

forward their ideas whilst the teacher used very effective questions that helped to improve ideas. Very good continuous review, by both the teacher and teaching assistant in this lesson helped the pupils to focus their thinking and describe their design in detail to ensure its practicality. The pupils worked very hard and very good teaching ensured that pupils acquired new skills and were successful by the end of the lesson. Similarly, in a very good Year 2 lesson, a brisk recap on prior learning at the beginning of the lesson showed that pupils had a very good grasp of scientific terms in relation to their previous work on forces. Comprehensive planning with clear learning objectives led pupils to develop their knowledge further during an investigation to discover whether objects fall in the same way. Pupils quickly tackled the problem of designing a parachute to deliver souvenirs for 'Westmoor Bear'. Pupils have very well developed enquiry skills and the teachers' innovative use of a 'real life' problem motivated the pupils to work together confidently and collaboratively. By the end of the lesson, all pupils knew that the parachute taking the longest to land showed the most air resistance and had applied their knowledge of fair testing to complete the investigation successfully.

54. In Year 6, neat and well-presented written work shows pupils' very good grasp of the understanding and use of scientific terms, such as 'nutrients', 'oxygen', and 'carbon dioxide' in their recording of work on plants. Experiments are carefully and accurately recorded, including tabulated results and clearly explained conclusions. Imaginative subjects for investigations, such as 'How do runners achieve success, are they tall, short, does it matter?', demonstrated very clearly how very knowledgeable teaching and high expectations of Year 5 and Year 6 pupils produced exemplary behaviour and very good achievement. Pupils with special educational needs were equally successful and were included very well. Pupils are encouraged to assess their own performance at the end of units of work and are involved in setting their own targets, thus increasingly challenging pupils' to produce work to their maximum capability. Planning is monitored regularly by subject leaders to ensure that teaching of knowledge, skills and understanding and pupils' learning builds systematically in small steps giving pupils of all abilities the opportunity to achieve successfully. Standards are monitored very effectively and regularly by the analysis of pupils' work for instance. Results are fed back to teachers by the subject leaders giving a very clear picture of pupils' progress in science across the school. The subject is managed excellently by subject leaders who ensure the curriculum is planned very effectively from the nursery onwards. Science therefore has a high profile in the school; relevant links are made to it in other subjects and planning for pupils' spiritual, moral, social and cultural development has a high priority.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- The leadership and management of the subject are very good.
- Standards in Years 2 and 6 are above average and pupils achieve very well because of strengths in the teaching.
- Opportunities to apply information and communication technology to assist learning in other subjects are good overall; however, the demands on the available resources restrict further developments.

Commentary

55. Improvement since the last inspection is good. The subject co-ordinator has led the subject very well and developed the subject very effectively following the move to the new building and the change of the age range of the pupils. Teachers are confident in using information and communication technology to assist pupils' learning. Pupils have good opportunities to develop skills in the subject using the computer suite as well as using laptop computers in the classroom. The action plan for information technology is very appropriate, although lack of funding has slowed down its full implementation.

56. The quality of teaching and learning of information and communication technology skills is very good throughout the school; for example, pupils in Year 6 learnt how to present information using multimedia presentations. Higher attainers linked pages of their presentations using 'hyperlinks'. Most pupils could find information and pictures on the Internet and include them in their work. They added sounds and text skilfully to enhance their presentations of a topic about the Tudors. Pupils evaluated each other's work very well and were very mindful to celebrate firstly the achievements of their peers before suggesting tactfully ways to improve the presentations.
57. In Year 2, the teaching seen was very well organised so pupils made very good progress in developing a basic understanding of 'decision trees'. The pupils were very confident in opening programs and using the tool bars. Their behaviour and attitudes to work were excellent, despite unpleasantly hot conditions in the computer suite. Pupils worked very well with partners. Higher attainers assisted lower attainers to succeed. They wrote sensible questions which required yes/no responses to help build up a 'binary tree' to identify different animals.

Information and communication across the curriculum

58. Increasingly, teachers are planning to use the subject to assist learning in other areas of the curriculum. At present, information and communication technology is used well to assist learning; however, the resources are limited; for example, interactive white boards are generally used well by teachers, particularly at the start of lessons, but several classes do not have this equipment. The school has identified the purchase of additional units as a priority when funding becomes available. In addition, limited numbers of laptop computers are available for use in the classrooms with the result that the further planning of opportunities to use information and communication technology in other subjects is curtailed.

HUMANITIES

59. Work was sampled in geography and history. Statutory requirements are met.
60. In **geography**, standards seen in pupils' work and in the lesson observed indicate that by the end of Year 6, pupils' performance is well above expectations for their age. Discussions with teachers and pupils and analysis of work show that knowledgeable leadership and management have raised the profile of geography even further since the last inspection. Very good links with other subjects, such as literacy, numeracy and science, help pupils to make connections in their learning. Very good support for pupils' personal and emotional development is carefully considered and very effectively planned within the subject. Teachers' aesthetic and creative use of display encourages and nurtures pupils' understanding of the world as a global community. Planning is very comprehensive and clear learning objectives develop geographical skills and promote citizenship as well as helping pupils to reflect on their experiences; through visits for example. In the one lesson seen, Year 5 and Year 6 were enabled, through very good teaching, to build on previous learning very well. The teacher's very good subject knowledge and well structured planning linked use of internet research, literacy and science very effectively to develop pupils' understanding of the effect of varying weather conditions on animals and plants. Pupils were highly motivated and achieved very well, extending their geographical knowledge and understanding as well as increasing their appreciation of care for creatures and the environment.
61. In **history**, standards in the one Year 1 lesson observed were well above average. The tableau performed by all Year 3 and Year 4 pupils, 'Life in Roman Britain', suggests that standards are high by the time pupils reach the end of Year 6. Standards have been maintained since the last inspection. Teachers plan very carefully to ensure that topics and activities interest and motivate pupils. Very good links are made between history and other subjects evidenced very comprehensively in the pupils' presentation at the end of their topic. Very articulate and clear speakers introduced 'archaeologists' and pupils were invited to pose questions. Children sang Roman songs, talked about how they had designed and made

'Roman Chariots', painted and researched 'Roman Gods' and crafted 'Roman Jewellery'. Excellent teamwork between staff and teaching assistants helped pupils to celebrate their work in this way. Pupils' attitudes and behaviour were exemplary. The work of pupils of all abilities was highly valued and respected by their peers. The school's very strong support for the arts and the creative curriculum were clear. In the excellent Year 1 lesson, the teacher's imaginative and innovative use of resources to help pupils to compare seaside holidays included 'a Victorian picnic'. Pupils were intrigued by the 'Victorian Basket' containing jam sandwiches wrapped in paper, and discussion about travelling to the seaside 100 years ago evoked an excellent response; a delightful scene resulted, only made possible by the teacher's superb control and imaginative planning.

Religious education

Provision in religious education is **excellent**.

Main strengths and weaknesses

- Pupils achieve very well because the quality of teaching is very good.
- The subject contributes exceptionally well to pupils' personal development and understanding of major world faiths.

Commentary

62. Standards in Year 6 are well above average. No judgement could be made on standards in Year 2 as no teaching was seen in this age group; however, the teaching seen in Year 1 was of a high standard and pupils' achievement was very good. Improvement since the last inspection is very good. The subject is led and managed extremely well by the headteacher and has a high profile in the school as can be seen from the wide range of high quality displays throughout the school.
63. The quality of teaching and learning is very good. Pupils' gain a very good understanding of aspects of major world faiths. Festivals and traditions are celebrated, such as baptism, Christmas, Diwali, Easter, Eid-ul-Fitr and the Passover. This happened in a Year 1 class when pupils learnt about the symbolism of water by taking part in a role-play christening. In addition, they found out about the responsibilities of godparents. They were in awe when they examined a recently used christening gown as well as a Victorian outfit. The teaching developed very well pupils' understanding of subject language, such as 'baptism', 'cross' and 'font'.
64. In Years 3/4, pupils' gain a very good understanding for their age of the beliefs and practices of the Sikh faith; for example, in a lesson which appealed to senses through the use of photographs, music and story and taste, pupils gained a well rounded experience of aspects of a 'gurdwara' and Sikh traditions. Skilful questioning by the teacher encouraged discussion about the 'langar' where Sikh and non-Sikhs, men and women, can eat together as equals. Excellent resources heightened the experience and kept pupils totally engrossed.
65. In Years 5/6, pupils learn about the Hindu faith; for example, pupils were captivated when they recounted the story of Rama and Sita. They pondered on the moral of the story and suggested it was about 'helping others', 'teamwork' and 'not giving up'. They were fascinated by a pictorial representation of Rama and Sita and eagerly made collages of scenes from the story as well as sequencing text relating to the story. They were spurred on to use the Internet to find additional information and took a virtual tour of a Hindu temple.
66. The excellent provision for the study of major world faiths prepares pupils exceptionally well for life outside of the school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

67. Art and design and design and technology were sampled. Statutory requirements are met.
68. **Art and design**, is one of the school's many strengths and is both taught and learnt with enthusiasm and interest. Examination of pupils' work indicates high quality work from all year groups; for example, in an outstanding lesson in the Year 1/2 class, pupils skilfully drew patterns from the natural world, transferred them into a design which they then photocopied and, using a limited range of colours, set about making very effective repeated patterns. Pupils are given every opportunity to use their own ideas and to select their own materials. A lower attaining pupil in Year 6 commented: 'I really enjoyed using different types of media: paint, pastels, felt tip and coloured pencils.' They are encouraged to discuss their own and others' work and to write about what they think and feel in response to art. Pupils are self-critical and their evaluations are honest and reveal the high standards they set themselves. The curriculum, devised by the specialist art coordinator is particularly good and includes examination of work by designers and architects as well as artists. Gifted and talented pupils are very well provided for in an art club as well as in lessons. Recently, they won third prize in a regional competition with a presentation of artwork that explored their feelings on racial prejudice.
69. In **design and technology**, pupils cover an interesting, varied and eminently practical curriculum, clearly taught with creative flair and often linked to other subjects, such as history or science. From looking at pupils' designs, finished products and evaluations, it is clear that they are very well taught. In discussion with groups of pupils from Years 3 and 4, pupils explained very well the reasons why some of their 'Roman' sling machines fired paper pellets and plastic counters more effectively than others. In the one lesson seen, very good teaching set up groups of pupils with a group manager who led and arbitrated evaluations against set design criteria. Year 3 pupils explained how they were carrying out 'a quality control check' on each other's completed chariots, giving marks for the quality of the chassis, axle and wheels, bodywork and overall finish. In this way, the subject also makes an excellent contribution to pupil's personal, social and citizenship education.

Music

Provision in music is **excellent**.

Main strengths and weaknesses

- Standards are high because pupils are very well taught.
- Extra-curricular clubs make a strong contribution to the rich curriculum.

Commentary

70. Standards in music are well above average by the end of Year 6 because teaching is very good and often excellent in the hands of specialists. Achievement is very good. Pupils learn to sing tunefully and accurately in different parts and to compose their own music using progressively different types of scores depending on their age and experience. The teaching makes very good provision for those with special gifts and talents to enrich the quality of composition and music making in class. Lessons are very well planned to include the different elements of music; thus younger pupils in Year 1 select and play instruments sensitively to reflect the clouds or the sun rising and setting while older pupils play 12-bar blues rhythms to which they set their own words based on their knowledge of slavery in the nineteenth century.
71. Every opportunity is taken to develop pupils' musical appreciation and awareness at different points of the day; for example, in assemblies or at lunchtimes when at the request of the school council pupils are trialling listening to jazz while they eat. Because there are a number of music specialists on the staff, incidental opportunities to discuss music form a natural part

of other discussions; for example, the Samba Band, under the teacher's direction, demonstrated the different rhythms that were being set against each other before playing the complete piece. The result was pupils' enriched understanding of the technicalities of complex layers of sound. The subject is very well led and managed, and improvement since the last inspection is excellent.

Physical education

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

Main strengths and weaknesses

- Lessons are very well planned to develop pupils' skills and to ensure that they learn very effectively through maximum enjoyment.
- Pupils are given much responsibility for their own learning.

Commentary

72. Standards are well above average by the end of Year 6. Achievement is very good. Teaching and learning are very good and pupils are given a high level of independence to monitor their own progress. Year 3 pupils practised different athletic events in groups, organising themselves with clipboards and measuring tape, setting up events quickly and efficiently and, with no fuss, taking it in turns to be physically active and to measure and record their progress. Pupils were triumphant when they beat their record but were also able to explain why; for example, one boy decided that he managed to jump further because he bent his knees more. Much of the teaching concentrates on developing skills; thus, pupils in Years 1 and 2 learn how to throw and retrieve balls properly and they show well above average skills in controlling the speed and accuracy of throws.
73. A strong feature of physical education is the emphasis on learning through enjoyment and being aware of health and safety. Pupils from the youngest to the oldest are well aware of why it is important to exercise and they really throw themselves into sports and team games with great enthusiasm. The teachers too transmit their own enjoyment and it was noticeable in one lesson that when the teacher exhorted pupils to smile as they did their warm-up routine to dance music, the quality of their moves improved considerably. The subject is very well led and managed and improvement since the last inspection is excellent.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Pupils' achievement is outstanding because of the high standard of teaching.
- Personal, social and health education and citizenship permeate all aspects of school life and all subjects.

Commentary

74. Overall, teaching and learning are excellent and pupils' achievement is outstanding. Standards in this area of learning are very high because of the consistency of very good teaching in all age groups. The curriculum is very good and planned extremely well. In Years 1/2, the teaching linked extremely well to provide children with a deeper insight into caring for the local environment. Year 3 pupils gained a better understanding of citizenship through consideration of the differences between 'important' and 'famous' people. In Year 6, pupils

discussed, and expressed their views extremely well about 'Make Poverty History'. After listening to the story of a schoolgirl in Africa, the pupils were subdued and reflective as it was obvious that they were emotionally touched by the story.

75. Statutory requirements are met in regard to the school's provision for sex and relationship education and drug education. The leadership and management of this area of learning are excellent. The school has embraced this area of learning extremely well and it has an outstanding impact on pupils' personal development. Pupils have exemplary attitudes to work. Relationships with staff and other pupils are excellent. They enjoy learning because teachers challenge and interest them. Pupils respect the beliefs and opinions of others. The very supportive ethos of the school ensures that pupils feel very safe from bullying and are confident in seeking advice from a member of staff. Pupils are encouraged by staff, including lunchtime staff, to develop healthy lifestyles through eating healthy foods and taking part in a full range of physical activities. Pupils are encouraged to express their views in class discussions and to take on additional responsibilities within the school; for example, older pupils contribute extremely well in the care of younger pupils at playtimes. The school council is well embedded into the practice of the school and pupils' views are appreciated and considered. The active involvement in school life and excellent progress in learning in subjects, such as literacy, numeracy, and religious education, prepare pupils effectively for future life and learning.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	1
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	1
Value for money provided by the school	1
Overall standards achieved	1
Pupils' achievement	1
Pupils' attitudes, values and other personal qualities (ethos)	1
Attendance	4
Attitudes	1
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	1
The quality of education provided by the school	1
The quality of teaching	1
How well pupils learn	1
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	1
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	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	1
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	1
The effectiveness of management	1

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