

# INSPECTION REPORT

## **WHINMOOR ST PAUL'S CofE PRIMARY SCHOOL**

Whinmoor, Leeds

LEA area: Leeds

Unique reference number: 108051

Headteacher: Rhoda Wallace

Lead inspector: David Tytler

Dates of inspection: 20 – 23 June 2005

Inspection number: 268243

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	223
School address:	Whinmoor Crescent Whinmoor Leeds West Yorkshire
Postcode:	LS14 1EG
Telephone number:	0113 2657250
Fax number:	0133 2265577
Appropriate authority:	The governing body
Name of chair of governors	Michael Spencer
Date of previous inspection:	21 June 1999

## **CHARACTERISTICS OF THE SCHOOL**

Whinmoor St Paul's CofE Primary School is an average sized primary school on the outskirts of Leeds, West Yorkshire, catering for 223 pupils aged 4 to 11, with 30 children in the Reception class. Most of the pupils live in the immediate area, where socio-economic circumstances are broadly in line with the national average. The majority of pupils come from a white British background (186 pupils), with the remainder coming from a wide range of different ethnic backgrounds. The largest group is mixed White and Asian (11 each from Indian or Pakistani families). A few pupils come from families where English is not the first language, but none are at an early stage of learning English. The number of pupils having special educational needs is well below the national average and none have a statement of special educational needs. These children have a range of learning, social, emotional, and behavioural needs, speech or communication or medical needs. The standard of attainment of children entering the reception class is below that expected nationally for children of their age. The school is part of the national Excellence in Cities project. It received the Basic Skills Quality Mark in 2004, the Healthy Schools Award in 2005 and was recognised as an Investor in People in the same year.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8990	David Tytler	Lead inspector	
12682	Jim Griffin	Lay inspector	
20063	Gerry Slamon	Team Inspector	Special educational needs Mathematics Science Information and communication technology Design and technology Modern foreign language Physical education
12764	Wendy Thomas	Team inspector	The Foundation Stage English as an additional language English Art and design Geography History Music

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Whinmoor St Paul's provides a very good quality of education for all its pupils and has some excellent features.** Standards in Year 6 are above average in English, mathematics and science and well above in art and physical education. Pupils achieve very well overall as a result of the predominantly good and better teaching, particularly in Years 3 to 6. Pupils achieve very well in the reception classes as a result of the consistently very good and often better teaching. The headteacher's outstanding leadership ensures that all the school's energy is focused on maintaining and further improving standards in all aspects of its work. The school provides good value for money.

The school's main strengths and weaknesses are:

- As a result of the predominantly good, and often very good, teaching pupils achieve high standards in English, mathematics and science by the time they leave school.
- Children are given a very good start to their education in the reception class and achieve very well, reaching standards above those expected nationally for children of their age in many areas of learning.
- The very good curriculum is rich and stimulating, with cross-curricular links a particular strength. As a result, pupils want to be at school; attendance is good and punctuality is very good.
- The very good, and often excellent, relationships in the school are underpinned by mutual trust between pupils and all adults in the school. As a result pupils have very positive attitudes to learning and behave very well.
- The school has a very good understanding of the needs of all its pupils, including those with special educational needs, and ensures that they can all benefit from the very good learning opportunities.
- The school's very strong Christian ethos pervades all that it does and is the key to the pupils' outstanding personal development, the very good overall progress pupils make in their learning and the high quality care, support and guidance provided for them.
- The spiritual, moral and social development of pupils is exemplary. Whilst cultural development is good, more could be done to prepare children for life in a modern multicultural society.
- Whilst overall provision in English is very good, there are some weaknesses in spelling and some inconsistencies in marking.
- Parents and pupils are overwhelmingly supportive of the school. The partnership between home and school is very good and parents play an important role in the education of their children at home and in school.

Improvement since the last inspection has been good. There have been significant improvements in teaching, in Information and communication technology (ICT) and in setting focused targets to help higher attaining pupils make as much progress as possible. Whilst there have been improvements in marking, more remains to be done to ensure consistency in English.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*



**Pupils' overall achievement is very good.** Pupils enter the school with standards of attainment below those expected for children of their age. Pupils of all abilities and backgrounds achieve very well overall. Standards in the current Year 6 are above the national average in English, mathematics and science and well above national expectations in art and design and physical education. The rate of progress slows in Years 1 and 2, where pupils' achievement is good.

Results in the national tests for seven-year-olds in 2004 were above the national average in writing and in line in reading and mathematics in comparison with all schools and with similar schools. Standards in the current Year 2 are rising with more pupils attaining the higher Level 3 in all three subjects. Children make very good progress in the reception class and will enter Year 1 with standards that are above average in most areas of learning. Standards in art and physical education are well above average by the end of Year 6.

**Pupils' personal development is outstanding.** Their spiritual, moral and social development is excellent. Their cultural development is good but more could be done to promote multi-cultural education. Pupils in the reception class and in Years 3 to 6 have very positive attitudes to their work and behave very well. There is some restlessness in Years 1 and 2 but pupils have positive attitudes to their work and behave well.

## **QUALITY OF EDUCATION**

**The school provides a very good education for its pupils. Teaching and learning are very good overall.** The very good, and sometimes outstanding, teaching in reception and in Years 3 to 6 enables pupils to achieve very well by the age of 11. The good teaching in Years 1 and 2 enables pupils to achieve well. The very good care, guidance and support ensures that all pupils can take full benefit of the very good curriculum throughout the school. The very good links with parents and good links with the community and other schools and colleges make an important contribution to pupils' learning.

## **LEADERSHIP AND MANAGEMENT**

**The school's leadership and management are very good.** The excellent leadership of the long-standing headteacher underpins the very good management of the school. She is very well supported by her deputy, all staff and governors in the drive to raise standards further. The governance of the school is very good. The governing body has a clear understanding of the school's strengths and areas for development and plays an important role in planning its future.

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

Parents value all aspects of the school's work very highly and have no significant concerns. Inspectors agree with these positive views. Pupils have an extremely high regard for their school and know that their views are taken seriously. Pupils and parents know that the school will respond positively to any suggestions.

## **IMPROVEMENTS NEEDED**

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

- Adopt a more rigorous approach to the teaching of spelling and ensure that marking in English is consistently helpful.
- Improve the quality of multi-cultural education.



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Standards in the current Year 6 are above average in English, mathematics and science. In the current Year 2 standards are average in all three subjects. Pupils achieve very well in Years 3-6 and well in Years 1 and 2. Children make very good progress in the reception class and most will attain at least the expected standard in all six areas of learning, with a significant number exceeding them by the time they enter Year 1.

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

- Pupils make very good progress in Years 3 to 6 as a result of the very good teaching and curriculum.
- Standards in art are well above national expectations by the end of Year 6.
- Pupils with special educational needs achieve very well in the reception class and by the end of Year 6.

#### **Commentary**

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

Standards in:	School results	National results
English	27.9 (26.8)	26.9 (26.8)
Mathematics	28.6 (27.4)	27.0 (26.8)
Science	29.8 (28.6)	28.6 (28.6)

*There were 35 pupils in the year group. Figures in brackets are for the previous year.*

1. In the current Year 6, high standards are being maintained in English, mathematics and science. Standards in all three subjects have improved since the last inspection and are now above average. The school has identified the improvement of writing as a key priority and has already seen a rise in standards. When compared with similar schools, based on pupils' prior attainment in their Year 2 tests, pupils' attainment in the national tests in 2004 was well above average in mathematics and above in English and science. Provisional results for the tests in 2005 show that standards have been maintained in all three subjects.
2. Pupils in Years 3 to 6 achieve very well as a result of the very good, and sometimes excellent, teaching based around a very good curriculum, which is well matched to their needs. The school exceeded its target in English for the percentage of pupils reaching Level 4 and above but missed its target for those gaining the higher Level 5. It narrowly missed its target in mathematics for the percentage pupils reaching Level 4 and above but exceeded its target for those gaining the higher Level 5.

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

Standards in:	School results	National results
Reading	16.2 (17.4)	15.8 (15.7)
Writing	16.0 (14.7)	14.6 (14.6)
Mathematics	16.7 (17.2)	16.2 (16.3)

*There were 35 pupils in the year group. Figures in brackets are for the previous year.*

3. In the national tests for seven-year-olds in 2004, results were above average in writing and matched the average in reading and mathematics when compared nationally and with similar schools. Whilst the proportion of pupils gaining the expected Level 2 and above was well above the national average, too few pupils gained the higher Level 3 in reading and none gained it in writing. There was a similar picture in mathematics. Whilst more pupils gained the higher Level 3, the results were well below the national average.
4. A thorough analysis of the results led to a review of teaching methods and the curriculum. The strategies introduced as a result of this have led to improvements in teaching and learning and higher standards in all three subjects. Provisional results in the national tests for seven-year-olds in 2005 show a considerable rise in the number of pupils gaining the higher Level 3.
5. In Years 3 to 6, pupils of all abilities make very good progress in art and PE and achieve standards well above the national average. Standards in art and PE match the national average by the end of Year 2.
6. There have been considerable improvements in ICT since the last inspection, when standards throughout the school were judged to be unsatisfactory. The school has invested a considerable amount of time and money in improving provision substantially and, by the end of Year 2, pupils' standards are above the national expectations; by the end of Year 6 standards match the national average. This is because the improvements in provision have been too recent for older pupils to have studied all aspects of the subject in great depth. Nevertheless pupils in Years 3 to 6 achieve well.
7. Standards in design technology are above expectations by the end of Year 6. Timetabling arrangements during the inspection meant that it was not possible to make a judgement on standards in this subject in Years 1 and 2 or in geography, history, French and music throughout the school.
8. The school's detailed assessment arrangements show that, overall, children enter the reception class with standards below those expected nationally for children of their age, particularly in communication, language and literacy. As a result of the very good curriculum, which is very well matched to their needs, and the very good, and sometimes excellent teaching, children make very good progress in all the areas of learning. As a result, they enter Year 1 with standards at least matching national expectations in all the expected areas of learning and exceeding them in many.
9. Pupils with special educational needs are very well provided for and achieve well in relation to their prior attainment. Pupils who have special gifts and talents are identified and teachers plan appropriate work for them. Setting arrangements provide very well for pupils of all abilities and talents. The needs of talented pupils are also well met through the very good range of extra-curricular activities, which help them to achieve as well as they can. Because of the inclusive nature of the school, the different needs of all pupils are identified and support for those not on the register of special needs is provided as required. None of the small number of pupils speaking English as an additional language are at an early stage of learning English but their needs are carefully assessed and extra support provided as required.

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

Overall, pupils have very positive attitudes to their work and behave very well throughout the school day. The attitudes and behaviour of children in the reception class are excellent. Spiritual, moral and social development are outstanding and pupils' cultural development is good. Attendance is good: punctuality very good.

## Main strengths and weaknesses

- The school's very strong Christian ethos lies at the heart of all that the school achieves.
- Very good, and often excellent relationships, underpin the overall excellent personal development of pupils.
- Assemblies and the very good examples set by the teachers give very good support to pupils' spiritual, moral and social development.
- Whilst cultural development is good, more could be done to prepare pupils for a life in a modern multi-cultural world.
- The lack of exclusions over a very long period reflects the very good behaviour seen in classes, assemblies, breaks and lunchtimes.

### Commentary

10. The very strong Christian ethos permeates the school and underpins the friendly, purposeful learning environment, which enables pupils to achieve very well academically and in their personal development. Pupils enjoy coming to school and adults are happy to be there to support their learning. The very good relationships existing throughout the school community are based on mutual trust and respect so that pupils are confident to discuss their feelings and concerns with their teachers and other adults in the school, knowing that they will be listened to and given the appropriate help. As a result, pupils grow in confidence and self-esteem as they move through the school.
11. Pupils respond well to the skilful teaching and the good range of interesting activities provided for them, which promote self-discipline in pupils of all backgrounds and needs as they take part in all aspects of school life. Many opportunities are provided in lessons, around the school and in extra-curricular activities for pupils to take responsibility and show initiative. The attitudes and behaviour of pupils in Years 1 and 2 are good, with some very good examples seen, and is very good in Years 3 to 6. Children in the reception class do very well in their personal and social development and most will exceed the expected early learning goals by the time they enter Year 1. Their behaviour and attitudes to learning are excellent.
12. Pupils enjoy their daily high quality assemblies, which are imaginative, engage their interest and support their spiritual, moral, social and cultural development very well, which has improved overall since the last inspection. The school is skilful in establishing a highly peaceful, spiritual atmosphere as pupils enter the hall, which on Sundays is used as the parish church. The assemblies seen were also fun. In a whole school assembly taken by the vicar, a governor of the school, pupils enjoyed taking part in a panel game, *Who are the best of friends?* Pupils in an assembly for Years 3 to 6 were particularly entranced when a professional musician, also a governor, played the *Harry Potter Theme*. Pupils throughout the school are actively involved in assemblies and enjoy singing, which they do well.
13. Any issues that arise during the course of the day are discussed openly and sensitively. Teachers in all subjects encourage pupils to think for themselves, listen to others and to follow the rules. Games lessons and the after-school athletics club instil the concept of fair play without dulling the pupils' natural competitive spirit.
14. Cultural development is well promoted in many subjects such as English, art, French and music but the focus tends to be on western culture. The festivals of other faiths represented in the school are celebrated in assemblies but more could be done to prepare pupils for life in a multi-cultural society and in celebrating the different cultures represented in the school.
15. The school encourages pupils to have pride in their work, which is well displayed around the school, showing that all subjects make an important contribution to pupils' spiritual, moral and social development. The high quality curriculum also makes an important contribution to their

spiritual moral, social and cultural development. There are strong links with a local special school, whose pupils visit regularly and are included in the daily life of Whinmoor St Paul's with self-evident enjoyment.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	4.4	School data	0.0
National data	5.1	National data	0.4

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

16. The very good arrangements for monitoring and promoting attendance and the fact that pupils want to come to school enable it to maintain the good levels of attendance reported in the last report. Punctuality is particularly good.

## Exclusions

17. There have been no exclusions in the last 35 years as the school acts promptly to resolve the few causes for concern.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a very good education for all of its pupils. Overall, teaching and learning are very good. Arrangements for gathering information on what pupils know and can do are outstanding and very good use is made of the information to plan for the needs of groups and individuals. The very good curriculum is tailored to meet the needs of all the school's pupils and is well enhanced by a good range of high quality extra-curricular activities. The support, advice and guidance provided for pupils are very good. The very good links with parents and the good links with other schools and colleges and the community make an important contribution to pupils' learning.

## Teaching and learning

Teaching and learning are very good overall. Very good use is made of the information gathered on what pupils know and can do.

### Main strengths and weaknesses

- The very good, and often better, teaching and learning in the reception class and in Years 3 to 6 enables pupils to achieve very well.
- Good teaching in Years 1 and 2 enables pupils to achieve well.
- Arrangements for collecting information on what pupils know and can do are outstanding and very good use is made of the information to plan for groups and individual pupils.
- There is not yet a consistent approach to marking in English.
- All adults in the classroom are skilful in ensuring that pupils, including those with special educational needs of speaking English as an additional language, can take a full part in their lessons and achieve very well.

## Commentary

### Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3 (7%)	14 (33%)	20 (48%)	3 (7%)	0 (0%)	0 (0%)	0 (0%)

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

18. The quality of teaching and learning has improved significantly since the last inspection, with a much higher proportion of very good and better teaching. Teaching in the reception class and in Years 3 to 6 is consistently very good with a number of excellent lessons and, as a result, pupils in these classes achieve very well. Teaching in Years 1 and 2 is good overall with some very good examples seen. Pupils in these classes achieve well. A key feature of virtually all the lessons seen was the great care by all adults working as a team in the classroom to ensure that pupils of all abilities and needs were fully involved in their learning and were able to achieve at least well, and often very well.
19. Three outstanding lessons were seen; one in ICT for Year 5 and two in the reception class. In the ICT lesson, the very skilful teacher used a very wide range of imaginative and interesting activities to engage and hold the pupils' interest as they learnt to move and rotate graphics. Pupils responded very well, making excellent progress and achieving high standards, as they produced an electronic art gallery showing the changes that have taken place in Britain since 1948.
20. In the two excellent reception lessons, one in dance and movement, the other in the ICT suite in which children created pictures to illustrate their stories, the planning, organisation and management was outstanding, underpinned by the teacher's in-depth knowledge of how to get the best out of young children. In both lessons, there was real joy and excitement as children learnt new skills, achieving well and reaching high standards in dance, and very high standards in ICT.
21. Teaching and learning in the school overall is now very good with only three lessons judged to be satisfactory and none judged to be unsatisfactory. In the three otherwise satisfactory lessons, the work set was not challenging enough and the pace was sometimes slow. As a result pupils did not make as much progress as they could have done and their achievement was no more than satisfactory.
22. Pupils throughout the school respond very well to their teachers' high expectations of work and behaviour, which are implicit and well understood by all in the classroom. Pupils generally concentrate very well, enjoying their learning and appreciating the range of interesting activities provided for them. Teachers make good use of appropriate homework tasks to extend and reinforce learning.
23. In the reception class, teaching in all six areas of learning is very good, underpinned by the teacher's very good subject knowledge and the very effective teamwork with the two very skilled part time support staff. Children respond very well to the rich range of activities, making very good progress and achieving standards in many of the expected areas of learning which are above those expected nationally for children of their age by the time they enter Year 1.
24. The consistently good teaching in Years 1 and 2 enables pupils to achieve well as they enjoy the good range of different and interesting activities. In a good Year 1 mathematics lesson, there was a clear focus on devising strategies of adding numbers. The good organisation and positive attitudes of the pupils enabled the teacher to give direct help to those who needed it while others worked successfully on their own.
25. The consistently very good teaching in Years 3 to 6 enable pupils to achieve very well and attain high standards by the time they leave school. In a very good Year 6 mathematics lesson

for more able pupils, the class benefited from the teacher's high-level subject expertise which enabled all of them to achieve very well and attain standards well above the national average.

26. Pupils responded well to the good level of challenge in many lessons, wanting to do well and celebrating their successes. In a very good Year 6 science lesson, pupils were asked to design an experiment to find out if the weight of the dice affected their bounce as they landed on a hard surface. To ensure that no time was lost, the teacher continued to teach and challenge pupils to extend and explain their ideas as they stayed focused on the task. As a result, pupils' achieved very well and reached standards above the national average.
27. A good range of cross-curricular links was evident in nearly all lessons, which supported teaching and learning across the curriculum. Pupils use their well-developed research skills to find information from a range of sources. They also make good use of their numeracy skills in other subjects when, for example, using graphs and tables to record data in science and geography. Good examples were seen of pupils using the computers in the suite to support learning in literacy, history, geography and mathematics.
28. The very good teamwork between teachers and the skilled, dedicated teaching assistants enhances the learning of pupils with special educational needs. These pupils' needs are effectively taught in line with the particular needs identified in their individual educational plans. These are well drawn up by class teachers, guided by the co-ordinator. A significant number of pupils with special educational needs attain the expected standards in English, mathematics and science at the end of Year 6. This reflects the high quality support they receive.
29. Arrangements for gathering information on what pupils know and can do have improved significantly since the last inspection and are now outstanding; they are extremely thorough and regularly reviewed to ensure that all teachers know what needs to be done for pupils to move on in their learning. The information is very well used throughout the school to set targets for groups and individuals, particularly in English and mathematics. This rigorous approach to assessment is a major factor for rising standards in Year 2 and the continuing high standards by the end of Year 6. Assessment is very well used to ensure that the needs of pupils speaking English as an additional language are met. Whilst good examples of helpful and challenging marking were seen in English, mathematics and science, it was not consistently good in English.

## **The curriculum**

The very good curriculum throughout the school is carefully designed to meet the needs of all its pupils and underpins their overall good achievement. The experience of pupils is widened through a very good range of high quality extra-curricular and after-school activities, together with visits and visitors. Accommodation and resources support the curriculum well.

## **Main strengths and weaknesses**

- Cross-curricular links are strengths of the school.
- The school ensures that pupils of all needs and backgrounds can take full advantage of all the high quality activities the school provides.
- Personal, social and health education makes an important contribution to pupils' personal development, their very positive attitudes and very good behaviour.
- Skilled support staff make an important contribution to pupils' very good achievement.

## Commentary

30. The curriculum fully meets statutory requirements and is regularly reviewed and adapted in the quest for continuing improvement. The very well planned curriculum in the reception class ensures that all six of the required areas of learning are covered in a broad range of engaging activities, which are relevant to the needs of young children. On many occasions chuckles of sheer delight could be heard from the children as they embarked on another new venture.
31. The equally very good curriculum in Years 1 to 6 ensures that all pupils, including those speaking English as an additional language, have a wide range of interesting and relevant activities. Pupils in Years 3 to Year 6 can choose French as part of the *Excellence and Enjoyment* curricular activities and from discussions with them, they clearly enjoy French.
32. Strong cross-curricular links are planned into every lesson so that pupils gain an in-depth experience in all areas of the curriculum using their skills in different subjects to support their learning in others. There are many opportunities for pupils to reinforce their literacy and numeracy skills in other subjects and the use of ICT across the curriculum is developing rapidly. The head, deputy head and subject leaders ensure careful and consistent planning.
33. Personal, social and health education makes an important contribution to the pupils' personal development and there are many planned opportunities to support pupils' moral and social development. The curriculum is enhanced through a very good range of high quality after school activities, which are mainly focused around sport and music. A striking feature of the clubs is that the teachers who run them are as demanding of the pupils as they are in lessons. Pupils respond very well to this and if anything it adds to the enjoyment of the activities. Pupils' experience is also broadened through a good range of visits to places of interest and of visitors into school.
34. The curriculum the school provides for pupils with special educational needs and those who are gifted and talented is very good, ensuring their inclusion in lessons and in all aspects of school life. The very good provision for extra-curricular activities, curriculum events and public performances, helps pupils to develop their special gifts and talents.
35. A regular planned programme of refurbishment has produced a purposeful secure learning setting that supports teaching and learning well, although some teaching and learning areas are rather cramped for practical subjects. Resources for teaching and learning are very good and well used to enhance the teaching in all subjects of the National Curriculum.

## Care, guidance and support

The school cares very well for its pupils. Pupils get very good support, advice and guidance and are very well involved in the school's work and development.

## Main strengths and weaknesses

- The school cares very well for its pupils.
- Support for pupils' academic progress and personal development is very good.
- The school regards the views of pupils as important to its work.

## Commentary

36. Parents justifiably talk about the high quality care provided for pupils, based on a consistent emphasis on treating each pupil as an individual. Adults know pupils very well and where there are concerns teachers and other staff work very closely with pupils and their parents to identify how problems can be resolved. For pupils, the *worry box* is a very effective way of letting staff know that they have a concern without having to make the initial approach to an adult. Staff act quickly if a pupil is unhappy or under pressure and are careful to ensure that

new arrivals are helped to settle in rapidly and happily. As a result, pupils have a very good and trusting relationship with one or more adults. Levels of minor accidents, mainly in the playground, are low helped by separate zones for infant and junior pupils. First aid and health and safety arrangements are clear and effective. Good arrangements are in place for child protection and looked-after children.

37. The arrangements for induction to reception are very good. Throughout the school, pupils' work is frequently monitored and achievement discussed with them and their parents. As a result they achieve well. Good attitudes, good work and achievements outside of school are very effectively recognised at weekly celebration assemblies. Year 6 pupils say that teachers expect them to behave in a more grown up way as they move through school. They do. Staff discuss the outcomes of tests with pupils and regular marking provides helpful suggestions on how their work can be improved. Group targets, in English and mathematics, are well established and well understood. Pupils are not yet involved in setting their own academic and personal targets.
38. The very good relationships between pupils and their teachers create a very positive atmosphere in which to hear pupils' views. Circle time discussions which enable pupils to share their views, feelings and concerns, is a very well established feature in all classes. The junior school council has been influential in the selection of outside play equipment and interior decoration. Pupils value the contribution the council makes to the life of the school. The wide range of responsibilities given to older pupils provides another way of hearing pupils' views. The great majority of pupils believe that the school listens to their ideas and acts upon them.
39. Pupils with special educational needs receive very good support. Their learning, social and emotional needs are clearly identified, and their day-to-day care is very well managed. They have full access to all outside support agencies.

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

There is now a very good partnership with parents. Links with the local community, other schools and colleges are good and make a significant contribution to pupils' personal development.

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

- Parents contribute significantly to their children's learning at home and in school.
- The school plays an important role in the local community.

#### **Commentary**

40. The partnership between home and school is very effective as school and parents know that each has key roles in a shared enterprise. Based on the inspection survey and the parents' meeting, parents are exceptionally positive about what the school provides and achieves. This represents an improvement since the previous inspection.
41. The school's key contributions to the very successful partnership include the approachability and responsiveness of all staff; the exceptionally frequent information on pupils' progress and any concerns arising; the annual parental surveys; the clear emphasis on resolving any individual concerns to achieve the best outcomes for the pupils concerned; and appropriate levels of home work supported by clear arrangements. The outcomes of the parental survey are reported to parents and any misunderstandings are addressed and any planned changes explained. All these arrangements ensure that there have been no formal complaints from parents for many years.



42. There is some room for improvement in the quality of the written annual reports. They do not give parents a simple indication of how pupils are getting on by national standards or identify key targets. Parents do, however, particularly value the brief written progress reports at the end of each term.
43. Parents send their children to school regularly, leading to attendance levels that are above the national average. Parents of nearly all pupils attend the parents' evenings. Through the parent teacher and friends' association (PTFA), parents organise successful fundraising events. These events also contribute to the very good sense of community that prevails, as staff, parents and pupils are involved in many of these events. The PTFA also contributes to pupils' personal development, as pupils are involved in most of its events, such as family discos and fairs. A good number of parents attend and enjoy the weekly celebration assemblies on a regular basis. Parents and carers of pupils are consulted at all stages of their education to ensure that all aspects of the care are used to help pupils gain maximum benefit from all they do at school.
44. The school plays an important role in the local community. The before and after school clubs provide important support for working parents. A local football club uses the field, whilst voluntary groups use the hall. The local church uses the school hall for religious services on Sundays. The vicar serves on the governing body, takes assemblies and contributes to some religious education lessons. Public services, such as the police, the fire service and the school nurse, enrich the curriculum with contributions on personal safety and healthy living. Pupils take part in a range of collections and sponsored events for charity. Pupils sing at church services, the local shopping centre and the local hospital. Visits and visitors also make an important contribution to pupils' personal development. A local *Theatre in Education* group, for example, works with the upper juniors on the transition to secondary school and early teenage concerns.
45. The school has very close links with the independently run nursery school, located on the premises and works closely with two local primary schools and a special school. It is a member of a very large network of primary and secondary schools in the area, whose headteachers and other staff meet regularly to work on common issues. There are good links with a number of local secondary schools to which Year 6 pupils transfer.
46. Pupils' learning benefits from the secondary schools' specialist knowledge in sport and technology; the sports' college provides coaches in rugby, cricket and dance to take some physical education lessons. Curricular links for Year 6 provide good transition work in English and mathematics. The school takes part in sporting events with other schools, providing older pupils with additional understanding of the local community whilst developing their sense of fair play and competition. Student teachers from a number of local universities undertake their teaching practice in the school. The school also provides work experience opportunities for secondary school pupils and students on childcare courses at a local college.

## **LEADERSHIP AND MANAGEMENT**

The outstanding leadership of the headteacher is the key factor in the overall very good leadership and management of the school. The governance of the school is very good. All statutory requirements are met.

### **Main strengths and weaknesses**

- The headteacher's clear vision for the school leads the school in a continuing quest for further improvement.
- She is well supported by staff, governors and parents in seeking to provide the best they can for the children in their care.
- The governing body plays an important role in planning the school's future.

## Commentary

47. The long-serving headteacher exudes enthusiasm and leads by example so that all in the school share her desire to maintain and raise standards further. She continues to have a clear vision and sense of purpose, which are shared by all in the school. She works very closely with, and is well supported by, the talented deputy headteacher, who has been instrumental in raising standards, particularly of the more able pupils in English. Together they work well with subject leaders so that all members of the management team have a good understanding of their roles and what needs to be done to meet the school's priorities for improvement. Monitoring of teaching is rigorous and regular.
48. Governors fulfil their roles well, questioning and revising all aspects of the school's work in a supportive and constructive way. The governing body, for example, played a key role in seeking ways to enable the more able pupils to achieve well and in writing an admissions policy to meet local authority guidelines whilst at the same time preserving the Christian nature of the school.
49. Improvement since the last inspection has been good in nearly all aspects of the school's work. There have been significant improvements in teaching, in ICT and in setting focused targets to help higher attaining pupils make as much progress as possible. Whilst there have been improvements in marking, more remains to be done to ensure consistency in English.
50. All adults in the school go out of their way to ensure that pupils of all backgrounds and whatever their needs are able to play a full part in the life of the school and can take full advantage of the very good learning opportunities available to them.
51. The professional development of staff is very good and is focused on whole school and personal professional targets closely linked to the school's very good arrangements for performance management. Good arrangements support teachers being trained in the school.
52. The school improvement plan is extremely detailed and covers all aspects of the school's work. It is regularly reviewed to ensure that priorities are achieved. The success criteria are precise and focus on raising standards. Leadership and management have improved since the last inspection, when it was judged to be good.
53. Provision for special educational needs is very well managed by the special needs co-ordinator. All aspects of the administration of special educational needs are well organised. Documentation is up-to-date, and individual education plans are working documents that are regularly reviewed and updated. The link governor is very supportive of the work of the school. Whilst none of the few pupils speaking English as an additional language are at an early stage of learning English, their needs are carefully monitored and provided for.

## Financial information

### *Financial information for the year April 2004 to March 2005*

Income and expenditure (£)		Balances (£)	
Total income	646,840	Balance from previous year	52,400
Total expenditure	661,400	Balance carried forward to the next	37,840
Expenditure per pupil	2,993		

54. The headteacher manages the school finances extremely well to ensure that all the school's needs and educational aims can be met. The school applies the principles of best value in all

aspects of its work with great precision. As a result of the high standards attained by the pupils and their excellent personal development and the very good teaching, the school provides good value for money.

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE (RECEPTION CLASS)**

Provision in the Foundation Stage is very good.

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

- Teaching is consistently very good and sometimes excellent.
- Support staff make a very effective contribution to children's learning.
- Children make very good progress.
- There is a rich range of learning opportunities covering the six areas of learning.

#### **Commentary**

55. Children start school at the beginning of the year during which they are five. Many of the children have attended the independent nursery run on the school site. Whilst this is not part of the school's provision, there are very good links with the nursery and also with the mother and toddler group held in the nursery each week. This helps children to settle quickly into school, as they are already familiar with the staff and the classroom. Teaching in all six areas of learning is very good. The reception class teacher has a very good knowledge of the Foundation Stage curriculum. She works effectively with the two very skilled part time support staff to provide a rich range of learning opportunities for children. As a result, children are very enthusiastic learners and make rapid progress. Many of the children enter the school with standards below those expected nationally for children of their age, particularly in communication, language and literacy. Children make good or very good progress in all the areas of learning and by the end of the reception year their attainment is at least average in all the areas of learning and in many aspects it is above average. At the time of the last inspection, the provision was inspected under areas of learning for children under five and only eight children were in this age group. The school has been very successful in establishing a very good curriculum for the Foundation Stage and improvement since the last inspection has been good.

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

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

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

- Children make very good progress.
- There is a very good range of learning opportunities.
- Adults work together very effectively and are good role models for children.
- Relationships are excellent.
- Attainment is above average.

#### **Commentary**

56. Children are very happy and settled in school. They know what is expected of them and behave very well. Staff work very well together and provide very good role models for the children. As a result children make friends quickly and play very well together, readily sharing toys and taking turns when playing games. They are friendly and responsive to visitors. Children are becoming very enthusiastic learners and enjoy taking part in the stimulating

range of activities offered to them. Lessons seen during the inspection were often punctuated by delighted chuckles. Adults interact with children very effectively, helping them to make choices and become independent in their learning. When children talk to the class about the books they have been reading, the teacher ensures that the class says *thank you*. In the computer suite, children work very well together discussing their stories and taking turns in using the mouse to select objects for their pictures. In the role-play area children readily co-operate and take different roles in turns, acting as audience, box office staff or puppeteers. Children make very good progress and by the end of the reception year most children will exceed the early learning goals for this area of learning.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Children make very good progress.
- Attainment is above average by the end of the reception year.

### Commentary

57. When they start school, children's skills in this area of learning are below average. As a result of very good and often excellent teaching, they make rapid progress and by the end of the reception year most children meet the early learning goals and many exceed them. At the start of the day children enjoy looking at books and telling a partner about them. They use the pictures to tell the story; often more entertaining than the actual text. They can say if their book is a storybook or an information book. Several of the children are already reading simple texts. They have a good knowledge of sounds and recognise many familiar words. They also use their knowledge of sounds to write. Most children can write their names independently. Some write simple sentences unaided and their attainment is above that expected for children of their age. They know that sentences begin with a capital letter and end with a full stop. Higher attaining children were able to write sentences from the story of *The Gingerbread Man*. In the computer suite, children enjoyed using a program to produce a storyboard. They were able to choose a setting for their story, some chose an underwater scene, others a beach or a forest. They then decided on which characters would be in the story from a list of available icons. When they had completed their pictures they were able to tell the story to the rest of the class and many produced lively and imaginative work.

## MATHEMATICAL DEVELOPMENT

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

### Main strengths and weaknesses

- Children make very good progress.
- Attainment is above average by the end of the reception year.

### Commentary

58. Children count confidently to ten and many are equally confident beyond this. They match objects accurately as they count and recognise written numbers. They are making good progress in estimating. The teacher asks them to estimate how many stickers they will receive for their good work and they make realistic predictions. This was related to an estimating activity. The teacher put an unspecified number of cubes in a tin and asked children to guess how many by listening to the sound of the tin shaking. They were able to say whether they thought that there were fewer or more than in the previous turn. When the teacher asked, '*If you have two stickers, how many more do you need to get three?*', children were able to say

that they needed one more. Children made good progress in estimating how many blocks they would need to use to reach between lines drawn on the playground. When playing with sand and water, the teaching assistant questioned children very well to develop their mathematical vocabulary. They talked about how many times they would need to use a small container to fill a larger one. The assistant helped to develop children's understanding by selecting tall thin containers and also short wide containers. Children showed good understanding of mathematical terms such as *full, empty, more than and less than*. Children make very good progress in this area of learning. Some children are already exceeding the early learning goals and working on the Year 1 curriculum. Most children are on course to attain above average standards by the end of the reception year.

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

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

### **Main strengths and weaknesses**

- Staff provide a stimulating range of learning opportunities to develop children's skills.
- Children make good progress.
- Attainment is above average.

### **Commentary**

59. Children make good progress in this area of learning. They are developing very good computer skills. They are confident in using the mouse to move objects on the screen. They understand the icons for the programme they are using and confidently select the objects they wish to include in their pictures. They are able to resize the objects to fit their pictures. In this aspect of learning their attainment is well above the expected levels for their age. When playing at the water tray children are able to predict which objects will float or sink and give sensible reasons for their answers. They have enjoyed growing daffodils and planting sunflower seeds. They understand that plants need light, warmth and water to grow. The exciting learning environment provides many opportunities for children to explore and investigate. Children are on course to attain above average standards by the end of the reception year.

## **CREATIVE DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Staff provide a stimulating range of learning opportunities.
- Children make good progress.
- Attainment is above average.

### **Commentary**

60. Children greatly enjoy the opportunities for imaginative play. Adults play very well with children. In the puppet theatre, for example, they help children to take on different roles, such as being puppeteers, being the audience, working in the box office or being the theatre manager. In subsequent lessons children themselves act out these roles confidently with great enjoyment. They produce programmes, write out tickets and take bookings over the phone. Children sustain their own imaginative play in their free time. One child, for example, used her toy mobile phone to talk to God. Children enjoy painting and making collage pictures with different materials to illustrate traditional stories. They know a range of songs and rhymes and enjoy using musical instruments. Children make good progress in this area of

learning and by the end of the reception year most are likely to exceed the goals set for them nationally.

## **PHYSICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Children make good progress.
- Attainment is good.

### **Commentary**

61. Progress in this area of learning is good. In a dance lesson children moved confidently and safely showing awareness of others in the space around them. They were able to devise sequences of movements. They could balance on one foot when asked and moved in different ways in response to music. Children show good co-ordination and control in their movements. The teacher takes care to help children evaluate their own and others' movement, which helps them to develop their skills. Children work with energy and enthusiasm. In the classroom, children use pencils, brushes and other small tools with increasing dexterity. Their writing is clear and well formed for their age. The majority are likely to meet or exceed the early learning goals by the end of the reception year.

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

### **ENGLISH AND MODERN FOREIGN LANGUAGE**

#### **English**

Provision in English is **very good**.

### **Main strengths and weaknesses**

- Standards at the end of Year 6 are above average.
- Attainment is above average at the end of Year 2 have improved.
- Pupils' achievement is very good in Years 3 to 6.
- Teaching is good.
- The subject is well led and managed.
- Marking of pupils' work is inconsistent.
- Pupils' spelling is an area for development.

### **Commentary**

62. Standards at the end of Year 2 matched the national average because few pupils attained the higher Level 3 in writing. The school has analysed results rigorously to determine the reasons for this and has put strategies in place to ensure that more able pupils are able to achieve well. These include greater use of discussion and role-play to support and develop pupils' writing skills. As a result, provisional results in this year's tests for seven-year-olds show marked improvement.

63. During the inspection, Year 1 pupils showed good understanding of rhyme and rhythm when reading a poem, *The Train Ride*. Pupils are becoming confident readers using punctuation to guide their expression. Year 2 pupils made good progress in learning how to take notes for planning to write a report about holidays by the sea. Pupils in Years 3 to 6 make very good progress and by the end of Year 6 their attainment is above average. In a lesson for Year 5, pupils showed good understanding of the features of persuasive writing, and used slogans, alliteration and word play to devise advertisements. Higher attaining pupils in Year 6, showed

very good understanding of how to write a synopsis of a story to encourage others to read it. They used lively phrases and interesting vocabulary to engage a reader. Although pupils write well, their spelling is often erratic. Not enough emphasis is given to developing their skills in this area.

64. Teaching of English is consistently good, with some very good examples seen. Teachers have a secure understanding of the curriculum and plan very effectively for pupils with different learning needs. Teaching assistants make a very effective contribution to lessons and support pupils very well. Teachers explain tasks very clearly to pupils. They use imaginative strategies to engage and motivate pupils, such as using television clips to demonstrate persuasive advertising techniques. Teachers pace their lessons well, which keeps pupils involved and interested. Teachers make their expectations very clear to pupils and as a result they behave well and work productively.
65. The very good relationships are used to ensure that pupils enjoy their lessons and achieve very well. In some examples of recorded work marking is inconsistent. Some marking gives pupils guidance as to how they can improve their work but in several instances, work is merely ticked with no comment. Some comments celebrate pupils' work but do not give guidance for improvement. Teachers do not always place enough emphasis on the teaching of spelling.
66. The deputy headteacher leads the subject very well. She has a clear view of what needs to be done to raise standards further. Regular assessments of pupils' needs are used to set realistic targets to help pupils raise their attainment. Improvement since the previous inspection is good.

#### **Literacy across the curriculum**

67. Pupils use their literacy skills well in all other subjects. They have well developed research skills and use them to find information from a range of sources. Pupils use historical sources well to find information. They write up scientific experiments competently.
68. Timetabling arrangements meant that it was not possible to observe any lessons in **French** but work was seen and conversations were held with pupils and the co-ordinator. Pupils in Years 3 to Year 6 can choose French as part of the *Excellence and Enjoyment* curricular activities on Friday afternoons. Discussions with pupils showed that they enjoy learning French and remember the simple classroom commands, short statements and questions they have been taught. Teaching of French is worthwhile in itself and prepares pupils well for their next stage of education. It also helps to expand pupils' cultural horizons and further develops their awareness of the structure and potential of language.

## **MATHEMATICS**

Provision in mathematics is **very good**.

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

- Standards have improved since the last inspection.
- Pupils achieve very well because of the predominantly good teaching and learning.
- The subject is very well led and managed.
- Setting arrangements are effective in providing for pupils of different abilities.
- All aspects of the subject are effectively taught with a correct emphasis on using and applying mathematics.

## Commentary

69. Standards in mathematics match the national average in Year 2 and are above in Year 6. In the national tests in 2004, although 100 per cent of pupils in Year 2 reached the accepted level and above compared to 75 per cent of pupils nationally, only 16 per cent reached the higher Level 3, compared to 28 per cent nationally. Unconfirmed results for 2005 show an improvement in the number achieving Level 3. Eighty-six per cent of pupils in Year 6 reached the expected standard in 2004, above the national average and 37 per cent achieved the higher Level 5 compared to 31 per cent nationally. Teachers and the capable teaching assistants give very good support to pupils with special educational needs, and those who speak English as an additional language, allowing them to achieve as well as their classmates. Boys and girls are currently making similar progress.
70. The overall quality of teaching and learning is very good, an improvement since the last inspection. Lessons are very well planned with a range of interesting activities, which capture pupils' enthusiasm for the subject. Learning intentions are explained to the class and good use is made of final review sessions so that pupils have a good understanding of what they have learnt. Most teachers structure their lessons well and use a very good range of interesting teaching methods, which results in pupils working hard at all stages.
71. In the high number of very good lessons seen in Years 3 to 6, pupils benefit from a high proportion of direct teaching during all parts of the lessons and a very good pace to learning was maintained. Achievement in these lessons was very high. In a very good Year 3 lesson, for example, after a brisk, stimulating mental mathematics session, the class teacher went on to challenge pupils' thinking as they worked on tasks which helped them understand that  $2.50\text{m} = 250\text{cm}$  and that  $3/4\text{m} + 1/4\text{m} = 0.25\text{m} + 0.75\text{m} = 1\text{m}$ . A special feature of this lesson, and of teaching through the school, was how well the teacher linked different aspects of the subject so that all are taught to sufficient depth. An analysis of pupils' work shows that all aspects of mathematics, including data handling and shape, space and measure, are given due attention. In a small number of lessons which are not so well structured, younger pupils become restless when they have to sit on the carpet as teachers give lengthy explanations to the whole class rather than quietly teaching and challenging pupils at different levels as they work on group or individual tasks.
72. Information on what pupils know and can do is well used to place pupils in ability sets in Years 3 to 6 for mathematics lessons. This allows all pupils to work with different age groups, provides very well for different abilities and extends the more able pupils and those with a particular flair for the subject. Capable pupils in Years 5 and Year 6 were observed working on very challenging tasks such as constructing an isosceles triangle with two sides of length 5.9cm and one angle of 26 degrees before calculating the size of the other two angles. The teacher's plan shows that pupils go on to gain a working knowledge of Pythagoras' theorem.
73. The games club run by the co-ordinator is well used to excite pupils' interest in mathematics. Parents agree that the school sets appropriate homework to consolidate what pupils have been taught in class. Teachers regularly mark pupils' work, indicating to them how they can improve. As a result, pupils present their work well and work hard to reach individual targets set by teachers. However, corrections are not always followed up.
74. The co-ordinator, who has a very good understanding of how the subject should be taught, closely monitors teaching and learning to help ensure consistency through the school. In a careful analysis of national tests he has identified a weakness in understanding of place value and position in Years 1 and 2, and there is now a greater emphasis on these areas in teachers' planning and standards are rising. The next aim is to ensure a consistent approach to high level mental mathematics sessions at the start of lessons in all classes to improve pupils' mental agility.



## Mathematics across the curriculum

75. Pupils frequently use mathematics as part of their work in other subjects and consequently develop an appreciation of the practical uses of these skills. For example, they use graphs and tables to record data in science and geography and apply all their skills through specific planned opportunities during the Mathematics and Arts Week. The subject makes a good contribution to pupils' literacy skills because of the strong emphasis on teaching the correct mathematical terminology in all year groups. The use of computers to support learning in mathematics has become particularly effective in developing data handling skills. Pupils in Year 2 instruct a programmable toy to travel routes containing  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$  turns, while pupils in Year 6 use a range of graphs to show the results of science investigations.

## SCIENCE

Provision in science is **very good**.

### Main strengths and weaknesses

- Attainment at the end of Year 6 is above the national average.
- The overall quality of teaching and learning is very good and pupils achieve very well.
- Investigative skills are systematically and progressively taught.
- Pupils' very good attitudes, behaviour and outstanding relationships, strongly support their learning.
- The subject is very well led and managed.

### Commentary

76. Due to the school's timetabling arrangements, no science teaching was seen in Year 2. However, discussions with pupils and an analysis of their work indicate that standards are in line with those expected by the time they enter Year 3. Standards for pupils in Year 6 have improved since the last inspection and are now above the national average and pupils achieve very well in lessons. About 50 per cent of pupils achieve the level above that expected at the end of Year 6 because of the consistently very good teaching they receive. By the end of Year 6, most pupils choose apparatus for a range of tasks and plan its effective use.
77. All aspects of the subject are covered thoroughly with a strong and correct emphasis on developing investigative skills, which are central to learning in science. As a result, pupils understand that it is crucial to test ideas with evidence from observations and measurements. They are taught to plan and carry out experiments to test their predictions when studying life processes and living things, materials and their properties and physical processes. An analysis of pupils' work shows that pupils carry out experiments to investigate what affects the rate of solids dissolving, that a chemical reaction produces a gas, how the position of an object affects its shadow and to show how plants and animals depend on each other. Teachers ensure that the subject makes a good contribution to pupils' understanding of the need for a healthy diet and exercise. The school has been awarded the Healthy Schools' award for this area of its work.
78. The quality of teaching seen during the inspection was very good. Lessons are very well planned and resourced so that no learning time is lost. Teachers have very good knowledge of the subject and of how to teach it. They provide pupils with many opportunities to discuss what materials and equipment they need, and to plan experiments to test their hypotheses. Pupils in Year 6, for example, were engrossed in their work when discussing whether the weight of a dice affects how quickly it bounces on an elastic band. They predicted the results and together planned experiments, using the fair test planning board provided, to test their predictions. The very good behaviour and attitudes to work, together with the outstanding relationships, resulted in a mature, sensible approach to group tasks in which every member of the class was included. As a result of the quiet, productive working environment created,

the teacher was able to continue to teach and challenge as pupils worked. Pupils throughout the school enjoy science because of the interesting tasks they are set. Teachers ensure that the subject makes a strong contribution to pupils' creative thinking, writing and mathematical skills.

79. Pupils are taught to employ a wide range of methods, including drawings, tables, diagrams, bar charts, line graphs and ICT to convey data in an appropriate and methodical way. In a Year 5 lesson, for example, pupils confidently recorded their findings graphically while identifying factors which could affect pulse rate. Pupils throughout the school report their work methodically using the correct scientific terminology, drawing conclusions consistent with evidence. Teachers regularly mark pupils' work and write comments to help pupils improve their scientific thinking.
80. The subject is very well led and managed. Close monitoring of teaching, learning and test results identify weaknesses in learning or provision. The development of scientific thinking and investigative work are fine examples of this. The co-ordinator has introduced a scheme to guide teaching and learning. Teachers find this most helpful when planning suitable tasks for pupils. Current aims are to develop pupils' appreciation of the environment and of their responsibility to care for it. This will strengthen the already very good contribution science makes to pupils' spiritual, moral and social development. Field trips and residential visits are well used to enhance the curriculum and pupils' learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Provision in ICT is **good**.

### **Main strengths and weaknesses**

- The quality of teaching and learning is good and pupils achieve well.
- There have been very good improvements in provision since the last inspection and standards have improved.
- There is a good scheme of work to support teaching and learning.
- There is an increasing use of computers in the suite to support learning in other subjects.
- The subject is very well led and managed.

### **Commentary**

81. Standards attained by pupils in the current Year 2 are above the national expectation and are in line with expectations for pupils in Year 6. This is a very significant improvement since the last inspection when standards were below those expected for both age groups. The school's scheme of work is closely linked to national guidance for the subject, which ensures that pupils experience the expected subject strands. Examples of pupils' work and teachers' planning as well as discussions, show that pupils are learning to use ICT for word processing, graphics, the Internet and data handling, control, monitoring and modelling. Pupils in Year 6 have further opportunities to develop their control and monitoring skills on their annual residential trip. Although pupils in Year 6 achieve well, as do other pupils in the school, improvements have been too recent for them to have studied all aspects of the subject in great depth. However, standards continue to rise and pupils in the current Year 5, for example, attain standards above those expected for their age.
82. The overall quality of teaching and learning is good and pupils achieve well. Some teaching assistants have been well trained in the subject and provide good support to pupils' learning. Examples of this were seen where a teaching assistant taught groups of pupils in Year 2 to use a programmable toy to move to various landmarks on a map, and where another

confidently taught a group of Year 4 pupils to type in a set of instructions to produce their

initials on the computer screen. A teaching assistant also acts as technician to ensure that computers are kept up and running.

83. The subject is very well led and managed by a knowledgeable and well-organised co-ordinator who provides very good advice and training for members of staff. She is also an excellent role model for other staff in the quality of her teaching. As a result of her support and advice, teachers are able to give clear explanations and demonstrations so as to teach pupils the correct skills. Recently purchased interactive white boards are being increasingly well used by teachers to introduce lessons in information and communication technology and across a range of subjects. In information and communication lessons seen, the effective use of this resource and good questioning maximised pupils' involvement and ensured a brisk pace to learning. This, together with good direct teaching as pupils worked on computers, meant that pupils, including those with special educational needs and those who speak English as an additional language, achieve well. Teachers' planning correctly identifies the skills to be developed in lessons and is well supported by the scheme of work. Well organised group teaching in the suite, rather than whole class teaching, means that all pupils have access to a computer and the reduced numbers benefit from a good amount of individual teaching. This also allows teachers' planning to take account of the pupils' different stages of learning.
84. Pupils' enthusiasm, very good behaviour and willingness to help each other, make a significant contribution to their learning and their social development.

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

85. Good examples were seen of pupils using the computers in the suite to support learning in literacy, history, geography and mathematics. The school has correctly recognised the need for more regular use of ICT by pupils in classrooms. This would help consolidate the skills taught in the suite to support their learning across the curriculum.

#### **HUMANITIES**

86. No lessons were observed in **geography** as it is taught at different times in the school year. Teachers' planning indicates that the subject is covered appropriately. Two **history** lessons were observed. In both these lessons teaching was good but there is insufficient information to make an overall judgement on teaching and learning. Pupils in Year 5 made good progress in using a range of sources to find information about events since the late 1940s.

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

87. During the inspection it was only possible to observe two **art and design** lessons, so it is not possible to make a secure judgement on teaching and learning. However, scrutiny of pupils' work indicates that standards are well above average by the end of Year 6. Displays of pupils' work around the school are of very high quality. Pupils are taught a range of techniques such as drawing, pattern making, weaving, sculpture, printing and painting. Pupils worked with a local artist to produce the very attractive pottery school welcome plaque.
88. Year 1 pupils have made clay models of owls after observing a Henry Moore sculpture. They have also used tinfoil to make their own sculptures. In Year 2, pupils practise sketching and weaving techniques. In Years 3 to 6 pupils study the works of different artists such as Van Gogh and Mondrian. They use pastels and water colours to make pictures and have also used clay to make masks. Pupils' work shows very good progression in art skills from reception to Year 6. Some drawings of shells by Year 5 pupils were particularly impressive. Drawings were intricate and detailed, showing excellent observation. A Year 4 art project on

windows showed excellent progression in skills. Pupils had observed different kinds of

windows. They then used details from their drawings to make printing blocks and moved on to making abstract pictures in the style of Matisse and Mondrian.

89. Time-tabling arrangements meant that it was only possible to observe one **music** lesson, so no overall judgements can be made. The lesson seen was based on a published scheme and was satisfactory. Pupils sing well in assemblies. Their singing, which they enjoy, is enthusiastic and tuneful. They also enjoy listening to music, particularly when it is live and of high quality. There is a good range of after school musical opportunities. Pupils are offered opportunities to learn to play a range of instruments. In an assembly, the large recorder group competently accompanied the singing. The group included girls and boys who played descant, treble and tenor recorders.
90. It was possible to see only two lessons in **design technology**, one in Year 4 and one in Year 6. As a result no overall judgements can be made on provision or on the quality of teaching in Years 1 and 2. The quality of teaching and learning in Years 3 to 6 is good overall and pupils achieve well. In addition to the lessons seen evidence was gathered from a scrutiny of pupils' work, teachers' planning and conversations with pupils and teachers. Indications are that standards are as expected in Year 2. Standards of work seen in Year 6 are above those expected for their age group.
91. Pupils are gaining experience of a range of techniques and materials. They are developing the expected skills through designing and making a variety of products such as puppets, slippers and vehicles with moving parts. Pupils in Year 4 were seen working from their designs when making money containers, sewing the fabric and considering suitable fastenings. Food technology is well represented. Pupils design and make healthy snacks and bake biscuits having designed the shape and considered the ingredients to be used. In the lessons seen, activities were well planned and resourced so that a good pace of learning was maintained. Pupils were clear about what they had to do because of good explanations and demonstrations by teachers. As a result, pupils settled to tasks quickly and worked with deep concentration. The good balance between independent decision making and direct teaching as pupils worked, ensured a good pace to learning and that skills were developed.
92. Completed work shows that design and technology is well used to enhance learning in other subjects. Pupils in Year 6 were seen designing and making tepees, following a Tepee Day when they were shown how to erect a full-scale model outside their classroom. This led to discussions and information gathering on the history and culture of Native Americans. In this way, and in the aesthetic quality of their work, the subject makes a strong contribution to pupils' spiritual, moral, social and cultural development. Teachers and support staff are very effective in ensuring that boys and girls of all abilities and backgrounds are fully included in lessons.

## Physical education

Provision in physical education is **good**.

## Main strengths and weaknesses

- Standards are above average at the end of Year 6.
- The subject is well led and managed.
- A good range of extra-curricular sport enhances the curriculum.
- The subject contributes very well to pupils' social development.

## Commentary

93. Lessons in games and gymnastics were observed during the inspection. Standards in games are above expectations for pupils at the end of Year 2 and Year 6: standards in gymnastics are above expectations at the end of Year 6. Teachers report that pupils in Years 5 and 6

achieve well in outdoor and adventurous activities during their annual residential trip. Records show that pupils in Year 4 progress well in swimming as a result of high quality instruction. Those who do not meet the required standard have further opportunities to do so when they are in Year 5. The curriculum and pupils' social development are highly enriched through a good range of after school sports' clubs such as athletics, cricket and dance. Links with a local sports college contribute well to pupils' learning.

94. The overall quality of teaching and learning is good. Teaching is guided by a broad and balanced curriculum, which is designed to promote pupils' physical development and social interaction. Pupils' very good behaviour and excellent relationships result in them working together happily and safely. Good use is made of pupil demonstrations as a stimulus for improvement. Very good examples of this were seen in a Year 6 gymnastics lesson where, after watching each other's performances, pupils were able to consider improvements to their own. Teachers and teaching assistants have a good knowledge of the subject and teach enthusiastically, ensuring that boys and girls of all abilities and backgrounds are fully included in challenging and enjoyable tasks. Competitive teamwork at the end of games' lessons is effective in allowing pupils to use the skills they have been taught and adds edge to their enjoyment and their social development.
95. The indoor and outside accommodation and a good range of equipment support the effective teaching of the subject. The knowledgeable co-ordinator manages the subject well and provides good advice for teachers.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHEC)**

96. Timetabling arrangements meant that it was not possible to observe any **personal, social and health education and citizenship** lessons during the inspection. Judgements are based on a review of the school's arrangements, observations in assemblies, extra-curricular activities and conversations with pupils. The co-ordinator has a clear view of the purpose of PSHEC, how he expects it to be taught and what pupils are expected to learn. The policy has been adapted to meet the particular needs of the school. He checks provision to ensure that all elements of the programme are taught consistently, but has not yet monitored lessons. Circle time discussions are held every week in each class and can be used to teach PSHEC. Drugs education is taught in Years 5 and 6 and is linked with the science curriculum. Sex education is covered in Year 6 using videos and is taught in single gender groups led by a male and female teacher. Any concerns are posted anonymously in a question box and dealt with as soon as possible. At the pupils' suggestion, these boxes are now used throughout the school for general concerns pupils wish to discuss with adults. In virtually all lessons and other activities teachers encourage pupils to discuss their ideas, to listen carefully to others and to take responsibility for their actions. Social and moral issues are a regular feature of assemblies. The community police officer and school nurse visit all year groups to discuss a range of issues generally focused around personal safety. Pupils are confident their ideas and suggestions are listened to and taken seriously. The school council, made up of pupils in Years 3 to 6, makes an important contribution to the school and its future.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	1
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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

