

INSPECTION REPORT

WOODBERRY DOWN COMMUNITY PRIMARY SCHOOL

Finsbury Park, London

LEA area: Hackney

Unique reference number: 100248

Headteacher: Mr G Wallace

Lead inspector: Mrs L Brackstone

Dates of inspection: 3rd - 5th May 2005

Inspection number: 268293

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
Number on roll:	408
School address:	Woodberry Grove Finsbury Park London
Postcode:	N4 1SY
Telephone number:	(020) 880 05758
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Appropriate authority:	The governing body
Name of chair of governors:	Mr P Passam
Date of previous inspection:	9 th June 2003

CHARACTERISTICS OF THE SCHOOL

Woodbury Down Community School is a very large primary with 14 classes that serves the Finsbury Park area, which has extreme social deprivation and a high cultural diversity. There are more boys than girls in the Reception and Year 6 classes. The school population is culturally diverse with nearly half of the roll receiving support as minority ethnic pupils. Just under half of the pupils use English as an additional language, with many of them using Turkish, Yoruba or other African languages as their mother tongue. Twenty-four pupils are refugees or asylum seekers. Mobility is very high. The very low economic circumstances of the surrounding area are reflected in the well above average number of pupils who are eligible for free school meals. Nearly one third of the pupils have special educational needs. Pupils' specific needs include moderate learning or profound problems, social and emotional issues, physical disabilities or speech delay. Two pupils have statements for special educational needs. Children start the Nursery with very much lower skills than expected for this age group. Their communication, language, literacy, personal, social and emotional skills are particularly weak. The school was involved in the Local Education Action Zone until it finished in 2004, but many of the initiatives continue in the school today. It also receives funding from the Single Regeneration Budget. It was recognised with a schools achievement award in 2003 and a Healthy Schools award in 2004. The school is linked closely to the Hackney Well-Family Service and is a provider for family learning programmes.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21872	Mrs L Brackstone	Lead inspector	Areas of learning for children in the Foundation Stage Provision for pupils with English as an additional language
9079	Mrs A Moss	Lay inspector	
32123	Mrs P Price	Team inspector	Information and communication technology Art and design Design and technology Physical education
24342	Mrs D Franklin	Team inspector	English Religious education
24137	Mrs G Robertson	Team inspector	Mathematics Provision for pupils with special educational needs
32181	Mrs M Coles	Team inspector	Science Geography History Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Woodberry Down is a **very effective** school where all pupils achieve very well. This is because it is led and managed very well and the quality of teaching and learning is consistently high. Pupils develop very good attitudes to school because they are looked after very well and their personal development is supported very efficiently. The school provides very good value for money.

The school's main strengths and weaknesses are:

- Pupil achievement is very good throughout the school.
- The headteacher is an inspirational leader and is very well supported by his deputy, his senior teacher and other key staff.
- Teaching and learning are very good throughout the school.
- The personal development of pupils is very effective and results in very positive attitudes towards school and good behaviour.
- The curriculum is very carefully planned and very well enriched by a range of interesting activities. All pupils are fully included in the life of the school.
- Provision for pupils with special educational needs and those for whom English is an additional language is very good.
- All pupils are very well cared for and both pastoral and academic support is highly effective.
- The school works very well with parents and links with the community are very strong.

The school has made very good improvement since the last inspection in June 2003 when it was judged to have serious weaknesses. All key areas identified have been rectified and there have also been improvements in all others aspects of the school. The school is still very well placed to make future improvements given the very strong teamwork of the staff and governors.

STANDARDS ACHIEVED

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

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

Overall achievement is very good from Nursery to Year 6 because the quality of teaching and learning is consistently very good. Most children start the Nursery at age three with very poor levels of attainment in all areas of learning. By the end of the Reception Year, children achieve very well but are still below the recommended levels of attainment in all areas of learning. This is because they start school with such very poor levels in both social development and speaking skills that their progression is only achieved in very small steps. Consistent gains in learning are made in Years 1 and 2 and achievement is very good. Inspection findings indicate that standards are average in speaking and listening, reading, writing, mathematics, and science. Despite facing much adversity from the outside environment, pupils continue to achieve very well in Years 3 to 6, and by the end of Year 6, standards in English are average and just below average in mathematics and science. This is a very good improvement since the last inspection and is the result of a successful whole-school drive to raise pupils' achievement through much better teaching and learning. By the end of Year 2, standards in information and communication technology (ICT), history and design and technology meet national expectations, and standards in art and design exceed them. Standards in Years 3 to 6 exceed national expectations in art and design and meet them in ICT, design and technology,

history and physical education. The requirements of the locally agreed syllabus are met in Year 6 and exceeded in Year 2. No judgement was made on standards in geography and music. Pupils identified with special educational needs and those for whom English is an additional language also achieve very well throughout the school because they are provided with very high quality support. There are no differences in the attainment or achievement of boys and girls or any particular ethnic minority group. However, it is important to note that the data comparing pupils' prior attainment at the end of Year 2 in relation to similar schools must be viewed with caution because this school has very high levels of pupil mobility.

Pupils' personal development is very good. It is promoted through the **very good** provision for spiritual, moral, social and cultural development. Pupils have very positive attitudes to school and behave well in lessons and at playtimes. Attendance is satisfactory but, despite the very good efforts of the school, some pupils continue to be late for school

QUALITY OF EDUCATION

The school provides a very good education. Teaching is very good throughout the school.

Very high standards of behaviour are always expected of the pupils and they are very effectively challenged through very stimulating resources and teaching methods. Teachers have a very good knowledge and understanding of the pupils and lessons are very well planned to ensure that all their needs are fully met. Very good use is made of time, and teaching assistants support pupils in their learning very effectively. Procedures for monitoring and checking pupils' progress are very good and the pupils have a very clear understanding of what they need to do to improve their work. Provision for pupils with special educational needs and those for whom English is an additional language is very good. Equality of opportunity is very highly promoted and all pupils are fully included in all activities. The curriculum has been very well planned to ensure that it is meaningful for the pupils and it is very well enriched through special events, visits and trips. Personal, social and health education is planned very well and all pupils are very well cared for. Very good links have been created with parents and the local community.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are very good. The headteacher is an inspirational curriculum leader and exceptional teacher who works very closely with his very effective deputy and senior teacher to ensure that all pupils are treated fairly and are fully involved in the life of the school. Other senior staff lead and manage their areas of responsibility very efficiently. Governors are very involved in the life of the school and have a very detailed understanding of its strengths and weaknesses. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very happy with all aspects of school life and value the support they are given to access the information that is available to them. Pupils are very happy with their school. They particularly like their teachers, the wide range of activities on offer and the fact that all their concerns are listened to.

IMPROVEMENTS NEEDED

The school has no major areas of weakness but needs to consolidate and celebrate the very good progress made since the last inspection and continue to raise standards in English, mathematics and science.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall achievement is very good from Nursery to Year 6. Despite not attaining the expected early learning goals in the Foundation Stage the children still achieve very well. This very good achievement is maintained in Years 1 and 2 and in Years 3 to 6.

Main strengths and weaknesses

- Pupils with special educational needs make very good progress in relation to their prior attainment.
- Those pupils for whom English is an additional language make very good progress towards their targets for improvement.
- There is no difference in the achievement of different ethnic minority groups.

Commentary

1. Standards in the 2004 national tests for Year 2 pupils, which are tabled below, compare favourably to previous years when overall results were low. In these tests, attainment was average in reading but was below the national average in writing and mathematics. In comparison with schools where the numbers entitled to free school meals are similar, standards were in the highest five per cent of the reading results, well above average in mathematics and above average in writing. Standards in the teacher assessment tests for science indicated that standards were average when compared to the national figures and well above average when compared to similar schools. The overall performance in these tests was very impressive and was a result of much improved teaching and learning in Years 1 and 2.

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

Standards in:	School results	National results
reading	16.2 (14.2)	15.8 (15.7)
writing	13.5 (13.4)	14.6 (14.6)
mathematics	15.8 (14.0)	16.2 (16.3)

There were 52 pupils in the year group. Figures in brackets are for the previous year.

2. Standards in the most recent national tests for Year 6, which are tabled below, compare favourably to previous years in English but indicate low standards in mathematics and science. The improved results in English indicate the focus on English, which has been a whole-school target. In comparison with schools where the numbers entitled to free school meals are similar, standards in English were above average and below average in mathematics and science.

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

Standards in:	School results	National results
English	25.8 (24.9)	26.9 (26.8)
mathematics	24.4 (24.7)	27.0 (26.8)
science	25.5 (26.9)	28.6 (28.6)

There were 59 pupils in the year group. Figures in brackets are for the previous year.

3. When children start school in the Nursery at the age of three, their knowledge, skills and understanding are very low. Their social development and language acquisition are

particularly underdeveloped and this has a negative impact on all other areas of learning. The children achieve very well in the Nursery and Reception classes and this is a good improvement since the last inspection. However, their steps in learning are small and by the end of the Foundation Stage standards are still below the expected levels in all areas of learning.

4. Pupils continue to achieve very well in Years 1 and 2. Standards in listening and reading are above average but pupils are still developing their speaking skills. In writing, mathematics and science they are average. This represents a very good improvement since the last inspection, when attainment in all of these subjects was well below average. It also indicates a good improvement in mathematics and science since the national tests in 2004. This very good level of achievement is maintained in Years 3 to 6, despite a continual turnover of pupils and the negative pressure from the outside environment. Inspection findings indicate that standards in Year 6 in English are average. Speaking, listening and reading skills are both above average; writing skills are average and mathematics and science standards are just below average. This is a very good improvement since the last inspection when standards were low. It also indicates a positive improvement on the results of 2004, which is as a consequence of improved teaching and learning.
5. Standards achieved in other areas of the curriculum are average overall. Pupils attain national expectations in ICT at the end of Years 2 and 6. Standards in religious education meet the expectations of the locally agreed syllabus at the end of Year 6 and are exceeded in Year 2. Standards in art and design are above national expectations at the end of Years 2 and 6 and overall achievement is very good. This is because of the whole-school focus and effort that has been made to raise standards. Standards in history and design and technology meet national expectations at the end of Years 2 and 6. Standards in physical education meet national expectations at the end of Year 6, but no overall judgement could be made on standards at the end of Year 2. No judgement could be made about standards in geography and music.
6. Pupils use their literacy skills well across the curriculum. For instance, in all lessons teachers highlight key vocabulary and this helps the pupils understand the focus for the lesson. The pupils' competence in their use of mathematical skills across the curriculum is satisfactory and is evident in subjects, such as science, where graphs depict scientific findings. The pupils' ICT skills support achievement satisfactorily across the curriculum in subjects such as history.
7. The standards of pupils with special educational needs are below those expected for the pupils' ages, but they are very good in relation to the pupils' identified needs and targets. These targets are clear, specific, achievable and suitably challenging. The pupils are keen to make progress, eager to please and enjoy succeeding. In the main, pupils make good progress towards their targets.
8. Children using English as an additional language have poorly developed social and language skills. Most of them are at a very early stage of learning English on entry to the school. They make rapid progress in the Nursery and Reception classes. At the end of their Reception Year pupils are operating at more fluent levels of English in speaking and listening. Their literacy skills in reading and writing are less well developed. Standards are still below national expectations. Very few will reach the early learning goals for communication, language and literacy. In all lessons the school focuses on providing visual and oral prompts and emphasis on key vocabulary. Success in the teaching of literacy throughout the school has had a very positive effect in terms of pupils' progress. Pupils using English as an additional language achieve as well as their peers.
9. There are no differences in the attainment of Black Caribbean, Black African, Asian or Eastern European pupils and all pupils from ethnic minority groups achieve as well as each other. By Year 6 achievement is very good in relation to their prior attainment.

Pupils' attitudes, values and other personal qualities

The school's very warm and caring ethos strongly promotes pupils' spiritual, moral, social and cultural development, and consequently their attitudes to school and to learning are very good. Pupils behave well and attendance levels are now satisfactory. However, despite the very best efforts of the school, the punctuality of a significant number of pupils is unsatisfactory.

Main strengths and weaknesses

- Pupils' very good attitudes to learning and good behaviour in the classroom help them to achieve very well.
- The very caring ethos of the school and the very good example set by the staff contribute to the very good relationships between pupils and between pupils and staff.
- The spiritual, moral, social and cultural aspects of the pupils' development are fostered very well.
- Pupils are willing to show initiative and take responsibility and are given many opportunities to do so.
- The school monitors and promotes the attendance of pupils very well and is working very hard to improve punctuality.

Commentary

10. All pupils, including those from different ethnic minority groups, those with special educational needs and those for whom English is an additional language, have very good attitudes to their work and collaborate very well together. They listen attentively, undertake tasks enthusiastically and are keen to answer questions. This is particularly noticeable when teachers plan lessons that pupils find interesting and set appropriately challenging tasks that ensure that pupils of all levels of attainment have the opportunity to achieve very well. Pupils enjoy school and play a full part in school life and the very good range of activities offered.
11. Standards of behaviour are good in classrooms and around the school. All pupils are fully aware of the high standards expected and insisted upon by all staff. The very caring ethos of the school results in pupils knowing right from wrong and showing consideration for others. The pupils play harmoniously together at playtimes and no signs of aggressive behaviour were seen during the inspection. Pupils confirmed that bullying occurs very rarely now and that any instances of inappropriate behaviour are dealt with quickly and efficiently. The inspection team confirmed this. Racial harmony is promoted very well. There have been no exclusions during the past year.
12. All pupils, including those from different ethnic minority groups, those with special educational needs and those for whom English is an additional language, are encouraged to become independent and willingly take on a range of responsibilities appropriate to their age. These include acting as monitors and playground friends and being members of the school council. They co-operate well when raising funds for others less fortunate than themselves and take their responsibilities of living in a community seriously. Pupils work happily together and show increasing maturity and self-awareness as they progress through the school.
13. Provision for pupils' spiritual, moral, social and cultural development is very good. All pupils are very well aware of right and wrong. This is because staff give a very positive lead in engendering very good relationships by, for example, the skilful management of behaviour and by giving praise and encouragement at every opportunity. Socially the pupils are encouraged to play a full part in their own community and they participate very enthusiastically in the meetings of the school council. Older pupils help younger ones with their reading and social and moral issues are discussed very effectively in assemblies. Well-attended extra-curricular activities enable pupils to develop their social skills. Pair and group activities in lessons allow pupils to learn how to negotiate and manage people, and residential journeys for Year 6 pupils enable them to learn about working closely with others. The school ensures

all pupils are included very effectively in activities and so they make very good progress in their personal development.

14. All pupils, including those from different ethnic minority groups, those with special educational needs and those for whom English is an additional language, are given very good opportunities to develop self-awareness during times for reflection and prayer. Assemblies allow pupils to learn well and develop a sense of empathy with others. The pupils show respect for the feelings of others and enjoy the activities they engage in. Every pupil is valued.
15. All pupils have very good opportunities to understand their own and other cultures through their learning in subjects such as history, geography, religious education and art and design. The school enthusiastically celebrates all the cultures represented in it and is actively involved in Black History Month and Refugee Week.
16. Attendance levels have risen recently and are now in line with the national average. The school makes the promotion of better attendance and punctuality a priority and has developed imaginative and innovative ways of monitoring and promoting these two aspects and analysing trends. However, despite the school's best efforts, there are still several pupils who arrive late in the mornings. Parents are made aware of the school's expectations of them and most are now working well with the school. The school/home liaison officer and the learning mentor are being well supported by the local authority's education welfare service in the drive to improve these areas.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	6.4	School data:	0.5
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a very good quality of education for its pupils. The quality of teaching is consistently very good. Every pupil is fully involved in all aspects of school life. Interesting visits, exciting projects and high quality links with the local community help to bring the very well-planned curriculum alive. The school works very hard to include parents in all aspects of school life.

Teaching and learning

Teaching is very good throughout the school. This represents a very good improvement since the last inspection when teaching was judged to be satisfactory. Children in the Foundation Stage and pupils in Years 1 to 6 learn very effectively. Their progress is tracked very carefully and the information gained is very successfully used to move pupils on further in their learning.

Main strengths and weaknesses

- Teachers have a very good understanding of the needs of the pupils and use a very effective range of teaching methods and resources to stimulate the pupils.
- High standards of behaviour are always expected from pupils.
- Pupils are very thoroughly challenged by very effective use of questioning and highly effective strategies.
- Classroom support is used very well to support pupils' learning.
- Equality of opportunity is very highly promoted.
- Homework is used well to reinforce learning.
- Pupils' work is very carefully checked and the information gained is used to ensure that teachers plan work that meets the needs of the pupils.

Commentary

17. The quality of teaching and learning has improved very well since the last inspection. All pupils and the vast majority of parents are happy with the teaching. Inspectors were able to confirm this view.

Summary of teaching observed during the inspection in 51 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
9 (18%)	21 (41%)	18 (35%)	3 (6%)	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. Teachers have a very good knowledge of the subjects they teach and understand the needs of the pupils well. Relationships between pupils and adults are very good. Praise is used very well to motivate the pupils and this means that they apply themselves very well. Very good use is made of the time available in school to ensure that pupils are actively engaged in their learning. Pupils enter classrooms from the playground in an organised manner and know that their teachers only expect the highest standards of behaviour. This enables lessons to start on time. Teachers carefully plan their lessons to ensure that all pupils are totally involved in the activities. Equal opportunities are very highly promoted throughout the school. This includes pupils from ethnic minority groups, those who use English as an additional language and those with learning difficulties. Teachers provide crisp introductions where pupils are made aware of the skills they are learning. Staff plan challenges and reminders during lessons to ensure that very effective use is made of the time available. This promotes pupils' productivity and increases their application to their work.
19. A very good range of teaching methods is used to stimulate the pupils' interest. For instance, at times pupils are encouraged to discuss with their partner a particular issue that may arise from a lesson. Pupils are also encouraged to work in groups and pairs and this helps to develop their language skills. This provides them with very good opportunities to understand new skills through discussion with their peers. Most pupils are quite clear about the appropriate noise level when they are required to work on an individual basis. A very good range of teaching resources is used which motivates the interest of the pupils in their learning. For example, very good use is made of interactive boards to ensure that all pupils are fully involved and understanding concepts during introductory sessions. In a good creative development session in a Reception class, particularly effective use was made of an interactive board to stimulate the children's thinking on thunderstorms. This enabled the pupils to discuss different types of weather.
20. Homework is used well throughout the school to reinforce learning and extend the pupils' thinking skills. Pupils are provided with a range of activities to work on at home and these link well with their work in school. For example, Year 6 pupils explained to inspectors that they had been given detailed revision packs during the school holidays that helped them prepare for their national tests.
21. The teaching of pupils with special educational needs is very good. This is because pupils have been accurately assessed, and their individual education plans are targeted carefully to help them learn. Teachers use a wide range of strategies to motivate, involve and challenge pupils; they regularly monitor the progress pupils are making. Records are well maintained and regularly updated. The effectiveness of the classroom assistants' work is usually very good when they are working with individuals, groups and the whole class. Assistants mostly sit with pupils who need extra support. When the class teacher is teaching the whole class the assistants repeat the questions asked, they give extra support and encourage learning. Teachers and teaching assistants work very well as teams. Most pupils with special educational needs have a positive attitude to their work. They are usually well behaved and respond well to the encouragement they receive, which helps to boost their confidence and

self-esteem. Teachers have a positive attitude to the diversity of languages within the school and this adds significantly to bilingual pupils' ease of access in language.

22. Those for whom English is an additional language are given very good intensive group support for English and mathematics after they have settled into school and are familiar with some basic words. Teachers explain the key subject vocabulary well and present work with a strong visual content. The skills of teaching assistants and specialist staff are used very well to ensure that pupils have full access to lessons. This extra adult help enables them to keep up with the work and pay full attention to the lesson. As a result, pupils are willing to learn and participate in lessons and express their ideas confidently. Consequently their achievement is very good. The school has rectified all issues relating to teaching pupils using English as an additional language which were identified in the previous inspection.
23. Procedures to monitor and check pupils' progress are consistently very good throughout the school. This is a significant improvement since the time of the last inspection when it was felt that assessment procedures were not fully embedded into the life of the school. Progress in the pupils' learning is undertaken regularly and teachers keep extensive records of pupils' current attainment. This information is used very effectively to ensure that pupils are provided with work that is suited to their individual needs. Marking is of very good quality and it is evident that it is being used very well to help pupils understand what they are doing and how they might improve. As with all other pupils, the school has very good procedures for identifying the individual needs of those with learning difficulties and those for whom English is an additional language. The school plans effectively to meet those needs. Essential information is included in the whole-school assessment procedures, and activities are appropriate and very well adapted so that pupils are able to have full access to the curriculum and make very good progress in their learning.

The curriculum

Curriculum provision is very good and is enhanced very well. The accommodation is good and well maintained. Resources are good.

Main strengths and weaknesses

- The high quality of enrichment from visits and visitors and the creativity of staff across the school ensure a very interesting, relevant curriculum.
- The activities that pupils are involved with are exciting and promote high quality learning for all.
- Provision for special educational needs is very good.
- Provision for pupils who use English as an additional language is very good.
- Pupils' personal, social and health education is very good.

Commentary

24. The school has worked very hard and has been successful in improving its curriculum provision since the last inspection. The headteacher has successfully shaped the school's curriculum and knows very well its strengths and areas for future improvement. Very good use has been made of the school website to inform parents of the work their children will be covering. All curricular policies and the teachers' planning documentation are to be found on the web.
25. Pupils now have a very rich curriculum, which is broad, balanced and well matched to their needs. Quality time is given to all subjects of the National Curriculum, as well as religious education and pupils' social, moral, health education, and standards have risen. The school's arrangements for teaching the skills of literacy and numeracy are very good and help pupils to achieve very well in English and mathematics. Pupils reported how they really enjoy learning what the school plans for them. Learning is fun because teachers plan a wide variety of

interesting activities that are meaningful to these pupils who come from such a wide range of cultural and ethnic backgrounds.

26. The school, quite rightly, is continuing to develop its curriculum provision by planning links between subjects so that appropriate skills and knowledge learnt in one area will enhance the learning in others. For example, in a good mathematics lesson, the geometric shapes found in Islamic art that pupils had previously learnt in religious education and art and design were used to teach repeating and reflecting patterns in mathematics. The school provides very well for pupils with special educational needs and they make very good progress as a result. Pupils' access to the curriculum, including those with special educational needs, those using English as an additional language, and the different ethnic minority groups, is very good. This is because the school cares passionately about all its pupils. The school has been innovative and creative in catering for the diversity of its pupils' needs especially those with English additional language. Many curriculum areas include first hand experiences and there is very good use of visits and visitors to enhance the curriculum experiences for pupils. Particular attention is given to using and celebrating other pupils' cultures and faiths wherever possible, such as Black History Month and Refugee Week. Displays and school notices show evidence of a range of languages, reflecting the multi-lingual diversity of the school population.
27. Children who are under five receive a very good well-balanced and relevant curriculum for their age and needs. This helps them to make very good progress in the different areas of their learning. These children learn through well-planned opportunities to play in a purposeful way that develops their understanding and skills. It has developed fully the outside facilities for these children so that their learning improves further.
28. The school caters very well for the personal, social and health education of pupils. It sets time aside for them to talk about social issues. These focus well on ensuring that pupils are capable of making sound decisions. For example, in lessons about drugs, the pupils consider which people might be safe to trust and which might not. There are effective plans for sex education. These good arrangements contribute well to pupils' very good personal social development.
29. There are significant factors that help to make the school's curriculum vibrant for its pupils. The school is a secure, welcoming and calm place in which to work. The stimulating ethos extends throughout the school, compelling pupils to participate in activities such as choir singing, acting, entering competitions, as well as visits to galleries, museums and reservoirs. In addition, the school has frequent visitors such as different artists, poets, storytellers, sports coaches and city bankers helping the pupils. The school also offers clubs before and after the school day and always mounts a major dramatic or musical event involving large numbers of pupils.
30. The school is well resourced with a wide variety of good quality resources. The school has good resources for ICT, having two computer suites and in each classroom there is an interactive teaching board. The accommodation is good and well maintained. The school has really improved the playground and has maximised its use, providing a super range of equipment and play environments to make being outside a stimulating and challenging experience which extends pupils' physical education.

Care, guidance and support

The care, welfare and guidance of pupils are very good and support pupils' learning very well. Pupils are very involved in school life because the school seeks, values and acts on their views. The support, advice and guidance pupils receive are also very good.

Main strengths and weaknesses

- Pupils feel very secure and well cared for in school.
- They have very good and trusting relationships with all adults in the school.
- The school does much to seek pupils' views and acts on them when appropriate.

- Pupils are introduced to school life very well.

Commentary

31. The school provides a happy environment that is conducive to learning. Very close attention is paid to health and safety issues. Pupils' healthy and safe living is promoted very well through the Healthy Schools Initiative and through personal, social and health education lessons. Child protection procedures are very good and there is very good liaison with other agencies. Designated members of staff are fully up to date in aspects of first aid and risk assessments are undertaken regularly. The school makes very good use of the small team of counsellors and therapists.
32. Assessment procedures for tracking and improving pupils' academic progress are very well developed and these procedures also ensure that teachers effectively track the progress and personal development of all pupils, including those with special educational needs, those using English as an additional language, ethnic minorities, refugees and asylum seekers, and this contributes to the standards attained. Teachers and support staff know the pupils and their families very well, are sensitive to their needs and are thus able to provide very good support and guidance. Pupils are aware of their own personal targets, and these are reviewed regularly with class teachers. The very good relationships between pupils and staff encourage pupils to raise any concerns they may have, knowing that they will be dealt with sympathetically. The pupils enjoy coming to school and they say that the staff are 'Very nice and very understanding'. Almost every parent who responded to the questionnaire and who attended the parents meeting before the inspection said that their children like school.
33. The support for pupils with special educational needs is very good because of the very close and positive relationships between pupils and staff. Pupils are aware of their targets and contribute well to the discussion of what they need to learn next or improve. The monitoring and recording for pupils with learning difficulties is good and annual reviews effectively meets requirements. There is very good analysis of the performance of various groups and evidence that appropriate steps are taken to address their needs. For example, a specific project have been successful in addressing the needs of Black and Turkish pupils in Year 6. Very effective induction procedures help new pupils to the school to feel safe and gain operational knowledge of the school and people in it.
34. All pupils are highly valued and their views are sought on a regular, formal basis, for example through the very active school council. The council is influential on school life and has recently been involved in redecorating toilets and organising the collection of money for charities. The school website is also used by pupils to leave messages for the headteacher who strives to respond to them within 24 hours. Some pupils have also been active in the selection of new staff. Pupils spoken to during the inspection were very confident that their ideas are sought and are acted on when appropriate.
35. Induction arrangements are very good and this ensures that children settle happily when they enter the Nursery. Pupils who start school at times other than at the beginning of the school year are well looked after and are made to feel very welcome.

Partnership with parents, other schools and the community

The links with parents are now very good and the school is working hard to involve parents even more in the life of the school. Links with the community are also very good and the school has effective links with other schools.

Main strengths and weaknesses

- Links with parents are now very good and parents appreciate what the school does for their children.
- There are very good links with the community which help to enrich the curriculum.

- The school provides very good information to parents about the school and about pupils' standards and progress.

Commentary

36. Parents are very satisfied with the school. They say that their children like school, they appreciate the very good range of extra-curricular activities and they say that their children are encouraged to be mature. They value the school's caring attitudes and feel that their children are making good progress. They also feel very well informed about the school and about their children's standards and progress. The inspection team agrees with all these positive views.
37. Parents are provided with very good information about the school through, for example, the prospectus, the weekly newsletters, frequent other correspondence and the school website. Information is given out each term on the areas of the curriculum and topics to be studied by their children. Many parents are involved in attending regular programmes organised by the school to help them to help their children with their learning. They receive information about their children's progress through consultation evenings and annual reports and are made aware of personal targets. The school/home liaison officer and the learning mentor are working hard to involve parents even more in school life, and they also give support for personal problems. Translation of information sent out by the school is arranged as often as is practicable.
38. The views of parents are actively sought by the headteacher through, for example, regular questionnaires and these views are taken seriously and are valued. For example, the safety of pupils at the end of the day has been improved by responding to parents' suggestions that they (the parents) should wait outside the playground gates. Some parents come in to school to help, for example, with reading, and many parents help on educational trips. The parent teacher association is always very co-operative when asked to provide help in specific areas. It has raised money for the school and has helped to promote a very good community spirit. Parents of pupils with special educational needs are pleased with the support their children receive. The school invites parents to all reviews and they can make an appointment at any time. Parents are fully informed about their child's progress through their attendance at review meetings to discuss their child's progress and agree what needs to be done next. There is very good analysis of the performance of various groups and evidence that appropriate steps are taken to address their needs. Particular programmes including the 'Reading Connects' project have been successful in addressing the needs of Black and Turkish pupils in Year 6, for example. Very effective induction procedures help new pupils to the school to feel safe and gain operational knowledge of the school and people in it.
39. A small minority of parents expressed concerns about incidents of harassment or bullying at the school, although they did say that any such instances are dealt with quickly and efficiently. Pupils say that instances of bullying are now very rare and that behaviour has improved. The inspection team saw no evidence of bullying during the inspection period and they agree with pupils and parents that any inappropriate behaviour is recorded and dealt with consistently and well.
40. Very good links with the community are used to pupils' benefit. The school has very good links with, for example, the local church, a mosque, a synagogue, a local bank whose staff come in to help the pupils with their reading, a farm and a reservoir where Year 5 pupils enjoy sailing lessons. The wider community is also used as an educational resource. For example, pupils regularly visit museums and the zoo and Year 6 pupils enjoy their residential visit to Lyme Regis.
41. The school takes in students from a local university for their initial teacher-training and pupils from local secondary schools come in for work experience. Links with other local schools are productive and support pupils' learning well as the school gains access to additional activities for pupils and training for staff. Good links with the local secondary schools ensure that there

are good mechanisms in place to help pupils to move easily on to the next stage in their education.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are very good overall. The headteacher, his deputy and senior teacher provide very effective leadership. The leadership of subjects is good overall. Management and governance of the school are very good.

Main strengths and weaknesses

- The headteacher is committed to continual improvement and his overall leadership, and specifically that of the curriculum and teaching, is excellent.
- The deputy headteacher and senior teacher play a very good role in the leadership and management of the school.
- There is very good leadership of educational inclusion, which includes special educational needs and the provision for English as an additional language.
- The school's monitoring programme is very effective.
- The governing body has improved significantly and makes a major contribution to the school's strategic direction.
- Strategic planning is comprehensive.
- Continual professional development for staff and induction for new staff are very good.
- Approaches to financial management are very good.

Commentary

42. The headteacher provides very strong leadership and has established a very clear vision for the school. This is based on his drive to provide the best possible education for all pupils in the school. His commitment to raising standards in all aspects of the school's work has contributed to the significant improvement in standards since the last inspection. He has very successfully created a very good ethos where every child is valued and supported, both academically and in their personal development, to achieve their best. All members of the school community are firmly committed to inclusion, promotion of equality and concerns for the needs of all pupils.
43. The deputy headteacher and senior teacher play a very important role in decision-making and in building cohesive teams in order to raise standards and provide a secure environment for the pupils. They share the same vision as the headteacher and have worked very hard to support the headteacher to make the necessary improvements following the last inspection. They make a very good contribution to the school's self-evaluation, which is comprehensive, realistic and information is used very well to set targets for improvement in all aspects of the education provided.
44. The co-ordinator for special educational needs provides very good leadership. She ensures that all pupils have been accurately assessed, using outside agencies when necessary, and that pupils have relevant achievable targets. She works very closely with all colleagues and regularly monitors the use made of individual education plans. Leadership and management of provision for pupils for whom English is an additional language are also very good. One of the strengths of the leadership is the way it has monitored and evaluated the performance of the school in relation to similar schools. It has used information to bring about changes and initiatives in teaching. As a result the curriculum is better suited to the needs of all its pupils, especially those who are learning English. Teachers are confident and effective in supporting these pupils and the teaching assistants, and work is more effectively targeted, enabling inclusion at every level. The deputy headteacher is highly effective in overseeing the work of teachers and support staff who support pupils. Her imaginative and creative use of funding is a key factor in enabling all pupils to gain equal access to learning and make very good progress. This is a very good improvement since the last inspection.

45. The leadership and management of ICT, art and design and the Foundation Stage are very good. Many other co-ordinators are new to their roles, mainly owing to the significant turnover of staff, and all have been very carefully inducted. Subject leaders manage their subjects well and are fully involved in monitoring and implementing action plans aimed at raising standards in their subjects. Literacy has been a key focus for improvement during the last year and the leadership and management of this subject are excellent.
46. There is a very rigorous monitoring programme that has successfully brought about improvements in the quality of teaching and standards in English, mathematics and science. Most of the monitoring is undertaken in pairs, led by members of the senior management team, and teachers have a clear understanding of their strengths and areas that need to be developed. Staff performance management is very effective at bringing about improvements because it is linked closely to the professional development of each member of staff.
47. At the time of the last inspection, governance, although improving, was a key issue and there was a serious weakness in their leadership and management of the school. Significant improvements have been made and the governors now have a very clear understanding of the strengths and weaknesses of the school. The governing body is well organised and works effectively in committees. It monitors the performance of the school extremely closely and holds the school's management team to account. For example, governors make regular monitoring visits to the school to monitor provision in various subjects. They very effectively challenge the senior management team and are striving to ensure that all pupils are receiving the best support possible.
48. The school's strategic planning is comprehensive and each layer of planning contributes very effectively to bringing about improvements in all aspects of school life. The long-term strategic plan provides a clear overview of development and is reviewed regularly depending on the outcomes of the much more detailed annual school improvement plan. Subject co-ordinators make valuable contribution to the improvement plan by providing detailed action plans for their subject. Everything is carefully costed and linked to the school's budget.
49. Some of the carry forward from the previous year was held appropriately to provide very good quality professional development for staff new to the school. This was predicted owing to a significant turnover of staff last year, which occurred for a number of plausible reasons. This staff development has included support from the local authority, external consultants and demonstration lessons by senior staff. This has made a significant contribution to the improvement in the quality of teaching, in particular consistency in using strategies for teaching literacy and behaviour management. Induction of newly qualified teachers and other teachers new to the school is very good. The extremely detailed staff handbook and support provided by the senior management team are very effective in ensuring that staff settle quickly into school routines. The school is a good provider for initial teacher-training and students benefit greatly from the experience they gain at Woodberry Down.
50. The headteacher has been very successful in securing external funding through biddings and renting out part of the building for the community to use. Best-value principles are very carefully applied, for example the finance officer recently researched into the most suitable company for a cleaning contract. The larger than normal carry forward also has been appropriately used for improvements to the school building. The school is aware of the possibility of a falling roll as a result of the redevelopment of the local area and so has kept some money in order to maintain the current quality of education for the pupils. Approaches to financial management are very good and the finance officer, who provides regular reports to the governing body, carefully monitors all spending decisions. Day-to-day administrative procedures operate efficiently and effectively. The school administrator and the other administrative staff give very good support to the headteacher, teachers and pupils alike. They also provide a very friendly welcome to all visitors to the school.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,702,570
Total expenditure	1,680,009
Expenditure per pupil	3,758

Balances (£)	
Balance from previous year	68,768
Balance carried forward to the next year	99,990

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is very good and has improved since the last inspection. The children achieve very well and they are prepared well for Year 1 of the National Curriculum. The children enter the Nursery on a part-time basis when they are aged three and over for a period of about six months as a build up to a full-time placement. Children move up to the Reception classes at either in September or January depending on their age. Children start Nursery with levels of attainment that are very low in all areas of learning. By the time they end their Reception Year, all children make very good progress despite having to take very small steps in their learning because of their very poor social and language skills on entry into school. However, by the end of the Reception class, the standards they reach are still below expectations in all areas of learning. The quality of teaching is very good and the curriculum is very well planned to meet all their needs. All adults skilfully manage the children and set very good role models for them. There are a good number of adults employed in the Foundation Stage who work together as a very cohesive team. The accommodation overall is good. Very good use is made of the outdoor areas, which are both safe and secure and used as an integral part of the school day. This is a good improvement since the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achievement very well from an extremely low starting point.
- Children in the Nursery and Reception benefit from very good relationships with adults.
- Routines are very clearly organised and this helps the children settle quickly.

Commentary

51. All children, including those for whom English is an additional language, those with learning difficulties and those from different ethnic groups, achieve very well in personal, social and emotional development in relation to their prior attainment. This is because the quality of teaching and learning is very good. However, by the end of the Foundation Stage, levels of attainment in this area of learning are below nationally expected levels. This is because the children start from such a very low level and progress in very small steps. Children in the Nursery leave their carers willingly and settle quickly into school routines. Most feel safe and secure but a few need adult support to help them feel at ease in the Nursery environment. By the time they are in Reception, the majority of children are confident when selecting an activity. However, a significant minority prefer to stand and watch and need encouragement from an adult before they join in. In the Nursery most children seek adult intervention in their activities, but by Reception a good number will concentrate for short periods of time. They learn to play alongside each other, as for instance, in the 'vets' clinic' and are developing an understanding of taking turns. In the Nursery, the children respond well to daily procedures, such as lunchtime and, by Reception, they have started to gain an understanding of the world around them. Children in the Nursery and Reception classes form very good relationships with the adults around them. They clearly understand what is acceptable behaviour and have a good awareness of the consequences of inappropriate actions. They are encouraged to share equipment and play in harmony with each other, but even by the end of Reception few children feel confident enough or are ready to share their toys or equipment with their classmates.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching is encouraging and well focused on children's needs.
- Teachers talk to children with respect, nurturing their confidence as communicators.

Commentary

52. Teaching in this area of learning is very good and children achieve very well in developing their communication skills. However, due to the generally very low level of skills evident on admission to Nursery, the vast majority will not achieve the expected level by the end of Reception.
53. When children enter the Nursery, many still communicate using gesture, though some use simple statements. Very good teaching incorporates many opportunities to encourage children to speak and listen. Well-focused play activities in Nursery provide good opportunities to try out their own ideas in words. In one session where the children were sharing the picture book *Dear Zoo*, they learnt the names of different types of animals. The teacher encouraged them by making the relevant noises that the animals made and prompted them with the use of initial letter sounds. In both the Nursery and the Reception class, adults use a wide range of opportunities to talk to children in small groups or individually and respond sensitively to their needs. They show respect and use a very good range of vocabulary when talking to children. The high level of encouragement ensures time for thinking so that children gain in confidence and achieve well. Singing and repeating familiar rhymes is an important part of each day, giving children confidence to join in and articulate aloud.
54. Children in the Nursery share books with adults individually or in very small groups. They recognise details in pictures but many cannot sequence the story and still rely very heavily on having an adult with them. Teaching in this area is very good. Adults sit patiently, pointing out features and helping children understand how interesting and exciting books can be. One child, who had very little English, was well supported by an adult who was able to talk to him in his mother tongue. In Reception, children enjoy stories such as *The Three Billy Goats Gruff* and enjoy working on a range of interesting activities related to this. However, their skills relating to reading are underdeveloped and, despite the very good teaching, the vast majority do not reach the early learning goals by the end of Reception.
55. Many children join the Nursery with very poor writing skills. They have very little control of early writing tools and some do not yet attempt to make marks. A very good range of materials is provided to support their development, such as a writing table with a good supply of paper and writing tools. Adults are sensitive to their needs, but until their speaking skills and understanding of how writing is used to communicate information are more highly developed, most see no reason to write. Some are aware that marks show their name. In Reception, the recognition of each child's name is consistently promoted, written words are shown for a range of purposes and a writing table is provided. Visual prompts are provided and the large display screen is used to remind children what symbols and simple words mean. This range of visual prompts gives good support in ensuring that children realise that writing conveys meaning and some children use the large markers independently in the writing area to make marks and give them meanings. However, the development of writing skills is still below what is usually found at this age by the end of Reception.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children make very good progress in the understanding of mathematical vocabulary in the Nursery and Reception classes.
- There are many very good opportunities for children to develop mathematical awareness through many suitable activities.

Commentary

56. Children's knowledge of mathematics on entry is extremely low. By the end of the Foundation Stage most children do not attain the expected levels for their age despite the very good teaching and support. The staff of teachers, nursery nurses and classroom assistants take every opportunity to extend the children's knowledge and understanding of mathematics. All pupils are supported well, including those with special educational needs and those for whom English is an additional language. Throughout the Foundation Stage there is a strong emphasis on oral number games and rhymes. All activities are supported by a good variety of equipment for counting, sorting and matching and by bright displays that help the children count, recognise and order numbers, and the value, and to continue patterns. Many Nursery children are learning about the passing of time whilst the more able Reception children learn to read the hour and look at simple train timetables compiled by teachers. There is very good progress in mathematical development due to the emphasis on the use of mathematical vocabulary. The teaching is really very good overall and this ensures high achievement.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Interesting and stimulating activities ensure that children make very good progress.
- Speaking and listening skills are reinforced in this area of learning.

Commentary

57. The school does much to give the children experiences as they enter school with very poor understanding and experiences of the wider world. Very good use of support staff ensures that all children are fully included in all aspects of their learning. Activities include real experiences with a link to language and mathematical development so that all children can be included and learn together. Every opportunity is taken to ensure that teaching extends children's understanding of the wider world. For example, a visit from a farm enabled the children to examine sheep and a donkey at first hand. At the 'vets' clinic', the children were able to look after their 'sick animals', in role as a vet or nurse. They start to learn to use large and small construction equipment to build towers or houses but few understand the difference between the past and the present. Overall standards at the end of Reception are below those normally expected, except for computer skills which are as expected. Given the very poor attainment levels on entry, all children make very good progress. This is because of the very good quality of teaching.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Good use is made of the outside areas in both the Nursery and Reception.
- Staff provide plenty of opportunities for children to use small equipment.

Commentary

58. There are very good planned opportunities for both Nursery and Reception children to play outside and to participate in activities that contribute well to their physical development. Nursery children enjoy playing on the wheeled toys such as the tricycles. They gain confidence clambering through a large tube, climbing up a ladder and balancing on a beam. The children also practise throwing skills using beanbags and make good use of the outdoor equipment. Reception children continue to develop their physical skills in the outdoor area and this is a good improvement since the last inspection. Very few children come to school able to use scissors, pencils, felt-tip pens and paint brushes correctly. A significant number of children have difficulty in managing a knife and fork to eat their lunch. However, adults sensitively show and encourage children how to use different tools and this helps them develop their fine hand control. Despite the very good quality of teaching, the children's physical development is still below the expected level by the time they are ready to start Year 1.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- There is a very good range of first-hand experiences.
- Teaching and learning are very good.
- Resources are very good.
- There are very good opportunities for role play.
- Children are very keen to take part in all creative activities.

Commentary

59. The achievement of all children, including those with special educational needs, those for whom English is an additional language and ethnic minority groups, is very high because adults know the children very well and use this knowledge to extend their learning. Teaching is very good. All adults have very trusting relationships with children and challenge them to think carefully about their work. For example, when children in the Nursery make collage pictures of animals the teacher challenges them to include details like whiskers. She asks them to compare their work with a line drawing or the real animal in the class. This results in very good learning. Children develop very good attitudes because they take part in a very wide variety of exciting creative activities including music, printing, painting, weaving, drawing and model making.
60. Teachers use a range of very effective strategies to communicate with a large number of children who speak very little English. As a result these children also achieve very well. However, standards remain below expected levels by the end of Reception despite the continued level of very good teaching. This because their speaking skills are so poorly developed on entry into school. Learning is often planned very effectively around a theme, such as 'pets', and very good resources, including role-play areas, enable children to have first-hand experiences and consolidate their learning through very effective play. Adults support the development of children's imagination very well by playing alongside them, demonstrating how to express ideas and feelings as well as develop stories.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Achievement is very good.
- The introduction of a range of structured programmes is having a positive impact on raising standards.
- Teaching and learning are very good.
- The use of literacy skills in other subjects is very good.
- Leadership and management are excellent.

Commentary

61. All pupils, including those for whom English is an additional language, those from different ethnic minority backgrounds and those who find learning difficult, are achieving very well. The school provides very good support for all pupils, and inspection findings indicate there have been very good improvements since the last inspection, particularly for those whose second language is English.
62. Test results in 2004, at the end of Year 2, were average for reading and below average in writing when compared nationally, but were very high in reading and above average in writing when compared to similar schools. Year 6 results were below the national average but above average when compared to schools with a similar number of pupils eligible for free school meals. At the time of the last inspection, pupils' attainment was well below average at the end of both Years 2 and 6. Currently attainment in English is average overall at the end of both Years 2 and 6. Standards are rising rapidly and evidence from pupils' work in Years 1 and 5 indicates that many pupils are working at levels above those expected for their age. The greater stability of staff and improvements made to the quality of education provided for all pupils are having a very positive impact on pupils' learning.
63. The consistent use of 'talking partners', where pupils are encouraged to discuss issues with a partner across many areas of the curriculum, is supporting the development of speaking and listening skills extremely well. This strategy raises pupils' self-esteem very effectively and gives pupils confidence to join in discussions and speak in a range of situations. Achievement is very good because of the high level of support provided for those pupils for whom English is an additional language and the detailed planning of opportunities for all pupils to develop these skills. There is a high emphasis in all lessons on key vocabulary being used and vocabulary is often reinforced both orally and visually to ensure understanding. Most pupils are making huge gains in their learning, although speaking skills are still below average at the end of Year 2 and average at the end of Year 6. Listening skills are good at the end of Years 2 and 6. A group of Year 6 pupils took part in performance in an assembly, where they spoke confidently and engaged the interest of the audience well. In lessons pupils discussed story plots and listen carefully to each other's opinions. Younger pupils are beginning to use a wider range of vocabulary when describing fruit as being 'succulent'.
64. Pupils' attainment in reading is above average at the end of both Years 2 and 6. The school has introduced a range of structured programmes to encourage and develop pupils' reading skills, and consequently the achievement of all pupils is very good. Teachers make good choices of reading materials to share with the pupils and plan interesting and challenging lessons to capture the interest of both girls and boys from the diverse ethnic backgrounds represented in the school. For example, in Year 2, pupils correctly answer questions about a story and are confident to provide the teacher with evidence using the text. Pupils in Year 6 are currently enjoying a range of lessons based on *Flour Babies* by Anne Fine and many are

well able to respond to the story by identifying key features, characters and give their opinions of how characters are feeling. The less capable pupils, with support, sort jumbled paragraphs accurately to produce four different genres of writing about the 'Sugar Babies' and 'Flour Babies'. By the end of Year 6 many pupils have a secure understanding of the different genres of writing available for them to read and enjoy reading for both pleasure and information.

65. A comprehensive home/school accelerated reading scheme, introduced for all pupils from Years 2 to 6 and for gifted and talented pupils in Year 1, provides motivation and interest in reading. Most pupils are really keen to rise to the challenge of completing a quiz after reading a book and are keen to achieve well. The scheme also provides detailed assessment information for teachers and parents. This information is used very well to track individual pupils' progress. Older pupils are invited to join a book club. These pupils talk enthusiastically about visiting a bookshop to choose their book, the detailed diaries they keep about their book and the possibility of being able to keep their book if they work hard. Older pupils receive very good support from representatives of professions from the city of London who act as very good role models for the pupils, giving their time voluntarily to develop pupils' skills in reading. All these strategies are encouraging pupils very effectively and are successful at raising standards in reading. Standards of attainment in reading have improved significantly since the time of the last inspection.
66. Pupils' achievement in writing is very good and standards are average at the end of Years 2 and 6. Many children start school with very low skills in writing and make very good progress. Teachers very effectively use opportunities to develop literacy skills across the curriculum and this impacts very well on the pupils' standards in writing. For example, pupils write letters in geography about the tsunami, they label diagrams correctly and record investigations in science, and in religious education they write newspaper reports about Hajj. A structured programme for teaching individual and groups of letter sounds helps pupils to make good attempts at spelling unfamiliar words and gives them confidence to communicate in writing. In Year 3 pupils prepare a story opening for an adventure story, using imaginative vocabulary to capture the interest of the reader. Older pupils write sensible short responses to a problem, offering sensible advice. By the end of Year 6 the more capable pupils are confidently using both formal and informal styles of writing, where appropriate, and using complex and simple sentences organised into paragraphs. The average pupils readily engage the reader by making their writing interesting and lively. The less capable pupils organise their writing appropriately for different purposes, show some understanding of structure but are not yet able to write in detail.
67. Very good teaching across the school is a real strength and is a clear indicator of why standards in English are rising. Teachers plan effectively and planning covers all three aspects of English, including provision for developing pupils' speaking and listening. The consistent approach to teaching the structured literacy programmes is very good and having a positive impact on pupils' learning. There is very good support for pupils for whom English is an additional language and for those who find learning difficult. These pupils are very well supported in the classroom by very effective teaching assistants, often with the benefit of working in small groups. The grouping of pupils for literacy according to their ability is enabling teachers to plan suitable activities to meet the specific needs of all pupils and ensuring all pupils are achieving as well as they can. Very good use of praise is effectively raising pupils' self-esteem and there is a consistent approach to behaviour management. Pupils respond very well in lessons and have very good attitudes to learning. Marking is comprehensive and clearly informs pupils what they have done well and what they need to do to improve. Both the assessment procedures and the way assessment is used to track individual and groups of pupils are very good and are key to improving standards.
68. The leadership and management of English are excellent and the co-ordinator is an excellent role model for teachers. Systematic and very detailed monitoring of teaching and learning through lesson observations, samples of pupils' work and discussions with pupils are very effective, and consequently the quality of teaching has improved significantly since the last inspection. Data is carefully analysed and used very effectively to track individual and groups

of pupils so that the best possible support can be provided for all pupils. Resources are good and, although the library only has a limited stock of books, there is a good number of both fiction and non-fiction books in every classroom to support pupils' learning.

Language and literacy across the curriculum

69. There are very well-planned opportunities for pupils to use their language and literacy skills in other subjects. This strategy is developing very well and having a positive impact on all curriculum areas. For example, pupils have written letters describing scenes after the tsunami disaster, they have brainstormed predictions, researched and written-up investigations in science. In religious education, pupils have written newspaper reports about pilgrimages to Hajj.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards in mathematics are improving, but are still below average in Year 6.
- Consistently very good teaching and learning help pupils to achieve very well.
- Very good opportunities are planned for pupils to use their mathematical knowledge to solve problems.
- Pupils are taught basic mathematical skills very thoroughly.
- The subject co-ordinator provides good leadership and management.

Commentary

70. Mathematics is much improved since the last inspection. Standards have risen and the progress pupils make is very good. All pupils, including those with special educational needs, those for whom English is an additional language and ethnic minority groups, achieve very well. Inspection findings show that pupils' standards in mathematics are in line with national expectations at the end of Year 2 and below in Year 6. The results of the 2004 national tests taken at the end of Year 2 show standards below average and well below average at the end of Year 6, although the percentage of pupils reaching National Curriculum expected levels is broadly in line with national averages at Year 2, but below average at the end of Year 6. When compared to similar schools, pupils' standards of achievement are well above average in Year 2 and below average in Year 6.
71. Pupils enter Year 1 with standards below those expected nationally and make very good progress and achieve very well. Inspection evidence indicates that this progress is maintained throughout the school. There is a high pupil mobility factor, which affects the school's national test results. Many pupils arrive at the school with little or no English and take time to settle into the English education system and the mathematics curriculum. The school has collected data on pupils who remain at the school until Year 6 and can show that these pupils make good, and often very good, progress and achieve standards that are in line with those expected nationally. Very good teaching, thorough implementation of the National Numeracy Strategy and clear planning, are the reasons why pupils achieve so well throughout the school.
72. The strong emphasis place on developing number is evident in pupils' books and in lessons. Pupils in Year 2 learn to calculate addition and subtraction to 20 mentally and are developing an understanding of place value. By the end of Year 6, pupils have explored a number of strategies to help them carry out addition, subtraction, multiplication and division and have developed an understanding of negative numbers.
73. Although many pupils display competent levels in mathematics, a large number are not at the stage where they can explain mathematical vocabulary sufficiently well to follow instructions or

explain their answers. This, in turn, hinders the amount of progress they can make. The school has, quite rightly, identified the need to develop pupils' understanding of mathematics and a strong emphasis is placed on this in lessons. Lists of key words for the week are often displayed and, in the best lessons, constantly referred to. Pupils have good opportunities to learn new words that will help them make better progress. Constant use of mathematical vocabulary and skilled questioning help pupils remember and use these words successfully.

74. The quality of teaching is very good. Pupils with learning difficulties, those for whom English is an additional language and those from minority ethnic groups are supported well by able classroom assistants, and communication between teachers and assistants is very good. A very good feature of teaching is the way in which adults praise pupils for their efforts, which motivates them to learn and take an active part in their learning. Relationships between pupils and teachers are strong and this sets a good climate for learning. Teachers make the intention of the lesson clear to the pupils at the start, which keeps a focus for the lesson. In the best of lessons this objective is referred to and discussed at the end. This means that the teachers and pupils are able to judge how successful the learning has been. Lessons move at a good pace and the good use of resources, particularly during the first part of the lesson, keeps pupils interested and involved. The majority of pupils work well in lessons and settle to tasks quickly.
75. Since the last inspection the school has improved the use of ICT to teach mathematics. Teachers are competent in the use of the interactive whiteboard and it is used well to interest and motivate pupils and to enhance teaching and learning. Assessment systems have also been improved. The newly introduced system of pupils' self-assessment is working well, pupils have ownership of their own learning and clear about what the next steps are.
76. The leadership and management of the subject are good. The co-ordinator has carried out a detailed evaluation of the subject and has a clear vision of improvement to ensure the pupils' standards continue to rise.

Mathematics across the curriculum

77. The use of mathematics across the curriculum is satisfactory. Pupils make satisfactory use of mathematical skills in science. For example, they use graphs to record data after an experiment on insulation. Timelines were observed in historical displays and further learning about history in relation to the school itself. However, only a few uses of ICT were actually observed during the inspection, although software is available for pupils to use.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Very good opportunities for the use of literacy skills in lessons contribute to rising standards.
- Consistently good teaching ensures that pupils make good progress by the end of Year 2 and Year 6.
- Pupils' positive attitudes and behaviour results in them being keen to learn in lessons.
- A good, balanced curriculum ensures the development of investigative skills and scientific knowledge for all pupils.
- The subject is well led and managed.
- Good use of pupil assessment enables teachers to track progress well.
- The numbers of pupils attaining at the higher levels is still below national averages.

Commentary

78. There has been a steady improvement in standards since the last inspection. In the 2004 national tests, standards were in line with national expectations by the end of Year 2 and below at the end of Year 6. The number of pupils attaining the higher levels was below the national standard. The pupils enter the school with very poor levels of understanding of the world around them, make good progress and achieve well by the end of Year 2. Even though the school's population has often changed by the end of Year 6, the progress of pupils is maintained. Standards are rising and are now just below national expectations by the end of Year 6. The number of current Year 6 pupils attaining at the higher levels is still likely to be below national expectations, but indicators from work scrutiny and lessons are that this is an improving picture. Pupils with special educational needs, those for whom English is an additional language and different ethnic minority groups achieve as well as their peers.
79. The science curriculum is now well balanced and covers all the requirements of the national guidelines. This has resulted in more organised and consistent teaching of the subject so that pupils' scientific skills and knowledge are built upon from year to year. The quality and range of opportunities for the pupils to use observational and investigative skills are now good and contribute significantly to the rising standards throughout the school. The systematic teaching of key vocabulary, as well as the many opportunities for using speaking and listening through talking partners techniques have had a significant impact on improving standards. This has resulted in enhancing the understanding of all pupils especially those with special educational needs and those for whom English is an additional language. This is a good improvement since the last inspection.
80. The quality of teaching is good and this is an improvement since the last inspection. When teaching is either very good or excellent, the emphasis on ensuring key vocabulary is read, understood and repeated ensures that all pupils fully understand the relevant scientific terminology. Interactive whiteboards are used very effectively in all classes to provide visual prompts and cues, which enhance understanding and make lessons stimulating and interesting. In an excellent Year 2 lesson, pupils were using magnifying glasses to examine two plant samples. They were able to name the main parts of the plants and were beginning to identify the similarities and differences between their samples. All the pupils, including the pupils at earlier stages of English acquisition, were able to identify the function of various parts. For example, one boy said that 'the roots took up water to everywhere'. There were many opportunities to develop speaking and listening through highly effective question and answer sessions at the beginning and end of the lesson. This helped the less capable and those pupils using English as an additional language to achieve well. Very good use is made of literacy and mathematical skills in pupils' work and there is a good balance of acquisition of knowledge and development of scientific investigation skills. However, opportunities for pupils to develop independence in devising their own investigations and methods of recording information are underdeveloped. The school is aware of this and is building on units of work that will support the more capable pupils.
81. Marking and assessment, is used very well to inform the next stage of learning for pupils, including those who need more support or challenge. End-of-unit assessments ensure that teachers have an understanding of how well their pupils are doing over time. These judgements are well supported in teachers' weekly marking and tracking of pupils' progress. During lessons, the attitudes to learning are very good. Pupils are eager and enthusiastic about the subject. They are confident in discussing their work and asking questions. There is good participation by all the class members, including those with special educational needs and those for whom English is an additional language. They listen respectfully to their teacher and their peers, in whole-class and 'talking partner' discussions.
82. The leadership and management of the subject are good. The subject leader has produced an action plan that is suitably focused on raising standards and has identified appropriate areas for improvement in resources over the next year. The school's very comprehensive strategic plan shows that science has been identified as an area of focused development in the next three years.

83. There has been an improvement in the time allocations for the weekly teaching of science. The school's scheme of work following national guidelines is now in place. There has been good and steady improvement in this subject and the school has rectified all the areas of concern raised in the last inspection report.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **very good**.

Main strengths and weaknesses

- Leadership and management are very good.
- Resources have improved and are now very good.
- The use of assessment in Year 2 is very effective.
- Teaching and learning are good overall with some exemplary teaching.
- Improvement since the last inspection has been very good.
- The use of ICT is not yet an integral part of every subject.

Commentary

84. The partnership between the two subject co-ordinators is very effective in ensuring all aspects of this role, including monitoring and evaluation of the subject, are addressed very well. They have brought about significant improvements in resources, as well as teaching and learning, and this is having a positive impact on standards across the school.
85. Although standards remain in line with national expectations in Year 2 and Year 6 they are rising rapidly due to the exciting range of learning experiences offered to pupils and the effective teaching. Very good planning for learning and imaginative teaching methods are particular strengths. For example, exemplary questioning by the teacher brought about excellent learning in a Year 5 lesson. All pupils learn well because they are encouraged to work independently and collaboratively in the ICT suites, discussing and evaluating their work. Year 2 pupils make very good progress because of the highly effective use of assessment, which tells pupils what they need to learn and helps them to evaluate their own work and skills in ICT.
86. All pupils, including all those from the many different ethnic groups within school, achieve well because they are well supported and learn effectively from relevant and interesting experiences. The use of interactive whiteboards is having a very positive impact on learning by enabling teachers to demonstrate relevant ICT skills and provide visual cues so all pupils can access particular knowledge. Breakfast and after-school clubs provide additional opportunities for pupils to access computers and this helps increase their ICT skills. Pupils using English as an additional language achieve well because of a strategy where they are encouraged to share their views with a partner, which encourages pupils to talk to each other about their work. Girls do as well as boys in lessons. Pupils with special educational needs are well supported by teaching assistants and achieve well.
87. The school website is very good, providing the whole community with access to information and resources as well as a means for the headteacher to respond effectively to pupil comments about the school and curriculum via email. This is having a very positive impact on the learning experiences and curriculum on offer to pupils.

Information and communication technology across the curriculum

88. Since the last inspection the school has made good progress in linking ICT with other curriculum areas. Opportunities are systematically sought to find meaningful links where the knowledge, understanding and skills in one subject can be applied and consolidated in another. For example, Year 6 pupils make multimedia presentations about plant life learnt in

science lessons. However, the school is aware that constructive opportunities to use ICT as a 'tool' in other subjects, such as design and technology, are possible and is actively seeking to develop them.

HUMANITIES

The inspection focused on history and religious education. Work was sampled in geography and so it is not possible to give an overall judgement on provision in this subject.

Geography

89. Evidence from work samples, displays and discussions with pupils show that there has been good improvement in geography since the last inspection. All pupils including those with special educational needs, those with English as an additional language and ethnic minority groups make good progress over time and standards are likely to be in line with national expectations by the end of Year 2 and Year 6. The issues raised in the last inspection with regard to curriculum coverage and a lack of regular teaching have now been rectified. The time allocations and the requirements of the national guidelines have now been met. The school has taken the initiative in adapting its curriculum to meet the needs of pupils in response to real life and current events. The display of work for pupils from Year 3 to Year 6 on the recent tsunami in Southeast Asia has enabled pupils to study this disaster in conjunction with the development of their geographical knowledge of Thailand and Sri Lanka. There have been very good cross-curricular links made with literacy, history, religious education, mathematics and citizenship. The pupils' work shows evidence of good acquisition of mapping skills and understanding of geographical vocabulary and enquiry skills. Pupils in Year 6 were very keen to discuss this work and enthusiastically explained how they were undertaking a huge fundraising event to help victims rebuild their homes, showing an excellent link with the development of pupils' sense of citizenship.
90. Leadership and management in this subject are good. The new subject leader in conjunction with the headteacher has begun to develop a creative and relevant curriculum for pupils in the school.

History

Provision in history is **very good**.

Main strengths and weaknesses

- Highly effective teaching results in high levels of achievement for all pupils.
- Standards have improved since the last inspection.
- The innovative and creative curriculum makes history more relevant to pupils' experiences.
- Very positive pupil attitudes results in high levels of interest and motivation.

Commentary

91. There has been a significant improvement in this subject since the last inspection. The school has addressed all the issues raised in the last inspection and has revised the scheme of work and time allocations for teaching so that they now comply with the requirements of the national guidelines. There is now a consistent and progressive teaching of skills and the curriculum in all classes throughout the school. This has had significant impact on standards, which are now in line with national expectations for pupils by the end of Year 2 and Year 6. All pupils, including those with special educational needs and those for whom English is an additional language, make very good progress.
92. The school is further developing its history curriculum to make it exciting and relevant to the pupils in the school and uses many different sources to stimulate pupils' curiosity. During the

inspection the teaching was very good overall. During one excellent lesson in Year 5, the teacher worked very closely with the Natural History Museum, who had provided an actress dressed up as Mary Anning, a famous character from the past. During this session the pupils gasped with delight as the actress explained how she had found a fossil. Excellent preparatory work by the teacher with very effective and differentiated questioning and focused teaching of key vocabulary enabled pupils of all abilities to use questioning and enquiry skills very well. All pupils, including those with special educational needs and those for whom English is an additional language, were able to use quite complex terminology with ease and understanding. The teaching made excellent links between mathematics and geography, and pupils were able to identify grid co-ordinates of places on a map of Lyme Regis.

93. The pupils displayed great interest and enthusiasm for the subject matter because of the excellent and innovative teaching. In discussions with pupils they confirmed their enthusiasm for the subject and this has contributed to rising standards in the subject.
94. The leadership and management are good. The new subject leader has taken on board the headteacher's lead in improving the provision and standards in this subject and has identified areas for development in her action plan. There has been very good improvement in since the last inspection.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils' attainment is improving and is currently better than expected in Years 1 and 2.
- Teaching and learning are good and all pupils are achieving well.
- The use of visits and visitors is in the early stages of development.

Commentary

95. By the end of Year 2 attainment is better than expected in the locally agreed syllabus and all pupils, including those for whom English is an additional language, those from ethnic minority backgrounds and those who find learning difficult, are achieving well. Achievement is also good for all pupils in Years 3 to 6. Currently attainment at the end of Year 6 meets the requirements of the locally agreed syllabus, which is a significant improvement from the last inspection when pupils' attainment was below expectations at the end of Years 2 and 6. Very good professional development for teachers has improved the quality of teaching across the school and this has had a positive impact on improved standards.
96. By the end of Year 2, most pupils have a good understanding of the practices and beliefs of a range of religions practised in Britain today. For example, pupils in Year 1 talked in detail about some of the items they would see on a simple shrine in a Buddhist's home. They are beginning to suggest the symbol to be put in the centre of the table and explain their reasons why. In Year 2, pupils sequence the events at a Christian baptism ceremony, effectively using knowledge gained during a role-play activity at the local church. By the end of Year 6, pupils can identify similarities and differences between the major religions and identify the characteristics of places and acts of worship of different faiths. They reflect sensitively on their own beliefs and those of others.
97. In order to raise standards in religious education the school involved external consultants and professional training for staff. Consequently, teachers' subject knowledge is secure and the quality of teaching has improved significantly since the last inspection. Lessons are well planned and it is clear from the curriculum overview that the school makes good use of the locally agreed syllabus, the national suggested guidelines and the school's own units of work. This effectively ensures that the school makes good provision for addressing the needs of all pupils, whatever their ethnic background. Assessment procedures are satisfactory. The school

has identified the need to develop assessment procedures further and to focus on using assessment information to raise standards and to ensure the needs of all pupils are being met. Good use is made of combining pupils' knowledge and understanding with developing literacy skills in assessments. For example, pupils in Year 4 used research skills well to prepare and present information about the major religions practised in the local neighbourhood. Year 6 pupils wrote detailed letters to their parents explaining what happens at a Rosh Hashanah celebration.

98. Leadership and management are good and improving rapidly. The current co-ordinator has been responsible for the subject since January. The monitoring of the quality of teaching, samples of pupils' work and discussions with pupils are having a positive impact on raising pupils' attainment. Resources are good but there are missed opportunities for making better use of pupils and the community to share their religious beliefs with others. The school has also identified the need to visit more places of worship in order to support pupils' learning. During the inspection, pupils in Year 6 visited a local mosque and on their return a group of pupils from a range of ethnic backgrounds were able to talk in detail about their visit and what they had learnt. Pupils' attainment, in this occasion was better than expected in the agreed syllabus. This visit had had a very positive impact on pupils' learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The inspection focused on art and design and physical education. Work was only sampled in design and technology and music, so it is not possible to give a judgement on provision in these subjects.

Design and technology

99. In design and technology, evidence around the school, particularly the corridor displays and previous work in books and folders, indicates that provision has improved very well since the last inspection. Standards are now in line with those expected at the end of Year 2 and Year 6 because sufficient time is given to teach the subject in all year groups and pupils now learn knowledge and skills systematically. Pupils achieve well in all year groups because the improved curriculum provides a wide range of opportunities for pupils to evaluate real products as well as to design, make and evaluate their own. There is a good balance between focused practical tasks and more open-ended investigations. Indications are that teaching and learning are good. Teachers' planning is based on the latest national guidance for design and technology and units are adapted to meet the needs of pupils. There is a focus on developing technical vocabulary in every unit of work and this helps pupils for whom English is an additional language to make good progress. Teachers' subject knowledge has improved since the last inspection. Learning outcomes are now clearly identified for each piece of work and this helps all pupils know what they are learning and how well they are doing. Good use is made of questions within writing frames to help guide pupils' thinking during the designing, making and evaluating stages of their work. Resources are generally good although the range of construction kits and links to ICT are fairly limited. Leadership and management of the subject are very good. The enthusiastic co-ordinator has very good subject knowledge, has monitored the subject well and is very clear about the next steps for improvement. For example, making the curriculum even more relevant to the many different ethnic groups in school and developing cross-curricular links with ICT.

Music

100. The school website, the documentation provided and the one lesson observed in music shows evidence of very good improvement in this subject. There is now a comprehensive scheme of work in place, which fulfils all the requirements of the national guidelines. Leadership and management of the subject are very good. In the lesson observed, standards appear to have improved and are likely to be in line with national expectations. In this excellent lesson taught by the subject co-ordinator, the pupils made exceptional progress because of the teachers'

outstanding subject knowledge. This enabled him to constantly challenge their performance and composition skills through highly effective questioning. The pupils sang with confidence and enjoyment and were able to maintain pitch and musical expression in a two-part song. They composed scores and rhythms to accompany the song demonstrating excellent understanding of rhythm, timbre and tempo. All pupils were able to participate and join in this lesson due to the excellent support from the teacher and teaching assistants who enabled those pupils who were less capable and those using English as an additional language to access the lesson.

Art and design

Provision in art and design is **very good**.

Main strengths and weaknesses

- Standards are now above national expectations.
- The curriculum is very wide ranging, relevant and meaningful to pupils.
- Leadership and management are very good.
- Teaching and learning is good overall, with some very good teaching seen.
- Pupils have very good attitudes towards art and design.
- Some teachers are less confident in assessing children's work.

Commentary

101. Standards are much improved since the last inspection and are now above those expected nationally by the end of Year 2 and Year 6. This is due to the very significant improvements made to the curriculum and teaching. All elements of the art and design curriculum, including printing, three-dimensional work and textiles, are now covered and skills are built on systematically as pupils move through the school. Visits, special events and opportunities to work with artists, regularly take place and enrich the learning of all pupils. Pupils love art and design and their work is proudly displayed throughout school. The subject contributes very well to pupils' attitudes and their spiritual, moral, social and cultural development.
102. All pupils from the many different ethnic groups achieve well because the very good curriculum celebrates the multicultural nature of the school community and promotes the work of artists from different cultures. The curriculum is very inclusive and consequently there is no difference in the achievement of boys and girls. The focus on teaching related vocabulary as part of each unit of work and the consistent use of 'talking partners' helps all pupils, including those for whom English is an additional language, to achieve well. Gifted and talented pupils also achieve well because of the additional learning opportunities provided by the after-school club run by the talented subject leader. Behaviour management is also very effective and means teachers can concentrate on teaching and learning in lessons.
103. All teaching is now at least good because of improvements made in teachers' subject knowledge, teaching methods and resources. Planning is very effective and thorough, with meaningful links made between different subjects, including ICT. Work builds effectively over a number of weeks so pupils have time to develop their ideas, learn new skills and produce a final piece of work. This results in good learning overall. The best lessons are exciting and challenge pupils to evaluate and improve their work. Year 6 pupils benefit from specialist art teaching and produce very high quality work in a lesson on carnivals because resources are very good and the challenge is very high.
104. The very enthusiastic and talented subject co-ordinator inspires and supports other teachers in planning and developing their subject knowledge and this improves the quality of teaching overall. She has a clear understanding of the strengths within the subject and has identified the next steps for development from monitoring work and lessons. For instance, she is aware

that some teachers are less sure about assessing pupils' work and has plans in place to address this.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupil attitudes in lessons are good.
- Leadership and management are good.
- Resources are very good.
- Extra-curricular activities and specialist teaching improve the physical education curriculum.
- Some teachers have limited subject knowledge in some areas of physical education.

Commentary

105. Standards in games are in line with national expectations by Year 6. However, no lessons were seen in Year 1 or Year 2, so there is insufficient evidence to make a judgement about standards in physical education by the end of Year 2.
106. Only two lessons were seen, one in games and one in athletics. Achievement was satisfactory in the athletics lesson because the pace was rather slow at times. Good teaching in the games lesson resulted in a high level of physical activity and all pupils achieved well. In both lessons relationships between teachers, teaching assistants and pupils were positive and pupil management was good. As a result, pupils develop positive attitudes to sport and physical education and work hard.
107. Resources have improved since the last inspection and are now very good. Links with a number of outside agencies provide very good opportunities for pupils to take part in extra-curricular activities, such as sailing or football, and benefit from specialist teaching from coaches in a range of sports. This is having a positive impact on standards of teaching and learning as well as the curriculum offered. The effective subject leader has identified areas for development, such as teachers' subject knowledge, and support is now in place to help those teachers who are less confident. This is raising the quality of teaching and learning even further.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education is **very good**.

Main strengths and weaknesses

- Personal, social and health education is well planned into the curriculum.
- There is a very good school council.

Commentary

108. There is a high emphasis throughout the school on children's and pupils' personal development. All adults provide really positive roles which helps to promote the very good relationships that pervade the school. Emphasis has been placed within the curriculum to help pupils understand the importance of their role as citizens. It teaches important concepts such as human rights, response and decision-making through the lessons and everyday life in the school to support these messages.

109. All pupils are expected to be responsible and successful in the way in which they conduct themselves in lessons and around the school. Pupils develop self-esteem and confidence because they are trusted and respected by peers and adults.
110. The school expects every pupil to take some responsibility for the smooth running of the school, whether this is through being a member of the very good school council, a buddy or helping another pupil. Every pupil is keen to take responsibility and the product is, as a group of pupils described, 'an enjoyable, fun school'.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

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

Overall standards achieved	2
Pupils' achievement	2

Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	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	2
The school's links with other schools and colleges	3

The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	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).