

INSPECTION REPORT

BOWLING GREEN INFANT AND JUNIOR SCHOOL

Stainland, Halifax

LEA area: Calderdale

Unique reference number: 107503

Headteacher: Mrs S Fenton

Lead inspector: Mr Clive Davies

Dates of inspection: 4-6 October 2004

Inspection number: 270848

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	160
School address:	Stainland Halifax West Yorkshire
Postcode:	HX4 9HU
Telephone number:	01422 374863
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs M Bain
Date of previous inspection:	December 1999

CHARACTERISTICS OF THE SCHOOL

Bowling Green is a smaller than average infant and junior school situated outside Halifax in Yorkshire. There is no nursery but most pupils have had some form of pre-education experience before starting school at the age of 4. The school serves a reasonably affluent area that is indicated by the well below average percentage of pupils entitled to school meals free of charge. The number of pupils with special educational needs is also well below average and very few have statements for special educational needs. All pupils are white and English is their main language. The number of pupils who join or leave school other than at the beginning of reception or the end of Year 6 respectively is relatively small. When they first start school children display personal and academic skills at the level expected for their age.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3639	Clive Davies	Lead inspector	English, information and communication technology, Foundation Stage of Learning
9649	Jean Smith	Lay inspector	
33225	Liz Greensides	Team inspector	Mathematics, geography, history, religious education, personal and social education, special educational needs
11371	Frank Ravey	Team inspector	Science, art and design, design and technology, music and physical education

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PART A: SUMMARY OF THE REPORT

Bowling Green Primary School provides a sound standard of education for its pupils with many good features evident. The headteacher has high aspirations for the school and this helps to create a very caring ethos, where pupils are valued and well cared for. Standards, by the time pupils end Year 6, are good for mathematics and satisfactory for English. The quality of teaching and learning is satisfactory overall with particular strengths noted in the upper juniors. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The leadership of the headteacher and the governing body has driven forward school improvement.
- The teaching of the oldest pupils is very good and is having a very positive impact on their achievement.
- The care and welfare of pupils, and the emphasis on raising their self-esteem, health and safety is very good.
- Pupils achieve well in mathematics but standards in writing remain below expectations, especially amongst boys.
- There are good systems in place to check on how well pupils are doing but pupils are not always helped to know what they need to do next to improve.
- The school has very good links with parents and it listens carefully to their views.
- The level of challenge provided for more able pupils is inconsistent.
- A range of additional activities provided helps to enrich the curriculum.

The school was last inspected in December 1999 and has made satisfactory progress since that time. The school now has a new senior management team and there have been many staff changes. The consistency of challenge provided for more able pupils still remains an issue but the work of classroom assistants is now much more effective.

STANDARDS ACHIEVED

Most pupils achieve appropriately with the oldest pupils achieving well. When children first start school they have personal and academic skills that match those expected for their age. Satisfactory progress early on (between reception and Year 2) helps pupils to attain well in the national tests for 7-year olds. The very good quality of teaching for the oldest pupils results in good achievement for Year 6 with improved national test results in 2004 and the work of the present Year 6 cohort showing much improvement. The deterioration in test results in 2002 and 2003, as shown in the table below, has therefore been halted.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	C	C	D
Mathematics	A	A	B	D
Science	A	B	D	E

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

Girls achieve better than boys in English, but the position is reversed for mathematics. Throughout the school, pupils with special educational needs achieve well, but insufficient challenge for more able pupils in some classes leads to their progress being slower than it should be. Standards in information and communication technology (ICT) are satisfactory with pupils benefiting from the new resources introduced recently in each class.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Pupils are well looked after; they show much interest in school, are enterprising and willing to take responsibility for themselves and others. Pupils' behaviour in lessons is good and exemplary in Year 6. Pupils display positive attitudes, and relationships throughout the school are very good.

QUALITY OF EDUCATION

The quality of education is satisfactory. The school has provided pupils with a full range of additional activities, including French and after school clubs, to enrich the curriculum. However, the development of pupils' skills in history and geography is inconsistent. The very good pastoral care provided for pupils helps them to learn in a secure and safe environment. **The quality of teaching and learning is satisfactory overall but very good in Year 6.** Teaching is at its best for the oldest pupils who are encouraged to consider what they have learnt and what they need to do next to improve. In many other lessons there is not enough focus on making pupils think for themselves and this results in underachievement for some groups of pupils, especially the more able. Marking of pupils' work does not always help them to understand what they need to do to improve. Teaching of ICT is good with staff making effective use of interactive whiteboards to support their teaching.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory enabling pupils to develop positive attitudes to learning and creating a safe and secure environment for pupils to learn. The headteacher has high aspirations for the future development of the school and the governing body has supported her in the many improvements that have already happened. Many of the new innovations that have been introduced now need time to be embedded into school practice. The role of the subject leader in evaluating the quality of provision is improving but greater emphasis needs to be placed on pupils' achievement. The governing body plays a full and challenging role in the development of the school and ensures that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents support the school very well and almost all have positive views of the manner in which the school is run. Parents and pupils agree that the school is a place they enjoy attending. There is general agreement that most pupils behave well and that children are friendly. Parents are very happy with the progress that their children are making and with the quality of information the school provides.

IMPROVEMENTS NEEDED

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

- To be more consistent with the challenge provided for more able pupils.
- To improve standards in writing across school, especially amongst boys.
- To ensure a clear focus in every lesson on what the pupils should learn and what they need to do to improve.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Most pupils achieve appropriately with the oldest pupils achieving well.

Main strengths and weaknesses

- Standards at the end of Year 6 are steadily improving as is noted in the National Curriculum test results for 2004 and in the work currently undertaken by the present Year 6.
- Older, Year 5 and 6 pupils achieve well.
- Standards in mathematics and science have improved significantly recently.
- The challenge provided for more able pupils is inconsistent resulting in some underachievement amongst this group of pupils.
- The standards attained by boys in writing is well behind that attained by girls.
- Pupils with special educational needs achieve well and make good progress.

Commentary

- 1 The National Curriculum test results for Year 2 and Year 6 pupils have varied a little over the past four years. This is partly due to small cohorts and the unreliability of data in that context. On the face of it a closer look at Year 6 results would suggest a gradual downturn in performance. However, the 2004 test results, for which there were no comparative data available at the time of the inspection, and the work being done by the present Year 6 shows that this is not the case. Standards are stronger in reading throughout the school than they are in writing. Standards in writing remain stubbornly lower than other areas despite the schools concentration on raising pupils' achievement in writing. In mathematics, the 2004 test results for Year 6 pupils were well above average and the present Year 6 cohort is maintaining this good position. Boys tend to do much better than girls in mathematics. Up until 2004 the progress being made between Year 2 and Year 6 was unsatisfactory but this is no longer the case. Pupils attaining at the higher levels (level 5) in Year 6 have steadily increased in mathematics and science but have remained static in English. This is mainly because boys are not attaining at the higher levels in English. The tables below show comparative data for the 2002 and 2003 results and are therefore somewhat misleading in the context of the 2004 results.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	16.7 (17.8)	15.7 (15.8)
writing	15.6 (16.2)	14.6 (14.4)
mathematics	18.0 (18.2)	16.3 (16.5)

There were 21 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.3 (27.5)	26.8 (27.0)
mathematics	27.6 (29.5)	26.8 (26.7)
science	27.9 (29.2)	28.6 (28.3)

- 2 The current class for the oldest pupils in the school, which is made up of mainly Year 6 and a few Year 5 pupils, achieve well. This is as a result of the very good provision that is taking place for these pupils. These pupils are being effectively challenged by work that is highly focused on helping all pupils of different abilities to achieve well. Pupils are helped to know what they need to do next in order to improve and they are also provided with a structure to self-evaluate. The combination of these factors enables them to make rapid progress and to achieve well. The excellent working ethos that has been established also adds to the quality of provision leading to standards in all subjects being raised.
- 3 Throughout the school standards of work in mathematics and science have improved recently. Almost half the pupils from the 2004 Year 6 cohort and from the present Year 6 group are attaining at levels beyond those expected for their age in both mathematics and science. The oldest pupils are coping well with problems in mathematics and investigations in science. This is not necessarily the case throughout the school but the impact of the good work in the oldest pupils' class helps to raise standards by the time pupils leave the school. In these two subjects the level of challenge for pupils is generally better than it is for most other subjects, including English. In mathematics, there is good focus on the needs of pupils of different abilities and this is enhancing the achievement of all pupils.
- 4 In too many subjects there is an inconsistent level of challenge provided for more able pupils. The exception is mathematics and science, although it does exist at a less worrying level in these subjects also. It is a matter of consistency with the challenge for more able pupils being at its best in Year 1 and in the Year 5/6 class. Too frequently there are missed opportunities to move the challenge on for more able pupils when they demonstrate a good level of competence in the work they are doing. Although extension activities have often been planned they are not introduced early enough in some cases to extend the pupils' thinking.
- 5 Despite the school having spent much time on developing strategies to improve pupils' written work throughout the school there remain issues in standards of writing in comparison to other areas. This is particularly the case for boys. There are very good examples of pupils creating strong images in their writing. There were also good examples of pupils writing for a full range of purposes using recount, persuasion and empathy quite well. The main issue is that not enough pupils are working at the higher levels. Pupils whose work remains in line with national expectations by the end of Year 6 tend not to use metaphors and similes as extensively as they might. In some cases, but not all the limited oral vocabulary of individuals is also an impeding factor.
- 6 Throughout the school, and in different subjects, pupils with special educational needs achieve well. They also achieve well against their targets on the individual educational plans, because work is set that is appropriate to their needs, and they are given good support by class teachers and teaching assistants. As a result only relatively few pupils at the end of Year 2 or Year 6 do not attain at the level expected for their age. This was a very positive feature of the 2004 test results in both Year 2 and Year 6.

Pupils' attitudes, values and other personal qualities

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good.

Main strengths and weaknesses

- The school council is well established and helps to ensure that pupils have opportunities to take on additional responsibilities.

- Pupils' behaviour both in and around school is good they are polite, courteous and a pleasure to be with.
- Pupils' spiritual and moral understanding is enhanced through assemblies.
- There is a high focus on raising pupils' self-esteem and this makes pupils feel good about themselves.
- Attendance rates are well above the national averages.

Commentary

- 7 There is a very successful and established school council, which is made up of pupils from all age groups. This is helping to give pupils access to taking on additional responsibility. The school council is a very democratic organisation where members are selected by their classmates. Pupils feel positive that any suggestion or idea they have is discussed by the organisation. The council has been responsible for road safety issues, new playground toys, creation of playground buddies and the introduction of games co-ordinators. They also raise money themselves through local initiatives and make decisions about how to spend it.
- 8 The vast majority of pupils are a pleasure to be with and show good levels of maturity when working in lessons or when playing. In most lessons the behaviour of pupils supported their learning. There is very little time lost to disruption. However, on a few occasions the over-fussiness of a small number tended to take the focus away from the learning. When at its best, as in Year 6, pupils listen attentively and are eager to play a full part in the lessons. In the dining area pupils show good manners and they act maturely. As pupils move about school older pupils frequently hold doors open for younger ones and for adults. During discussions with inspectors pupils displayed very good manners, were confident in putting across their point of view and were eager to know if the inspectors needed anything. This all leads to a strong position in relation to pupils' behaviour and attitudes. *There have been no exclusions, either temporary or permanent for some time.*
- 9 Assemblies make a strong contribution to pupils' spiritual and moral development. Pupils enter the hall in a very orderly way listening to the music that is being played. The use of photographs from around the school that are projected onto the main screen adds to pupils' sense of importance and does much to raise their self-esteem. There were many occasions when pupils had a sense of awe when the main theme was being presented in assembly. For example, during a theme on 'knowing that they were good at different things' the pupils found it easy to relate the theme to themselves because of the way the story was told. Time for reflection is well used to help pupils to consider their own strengths. Pupils' singing is good in assemblies with full involvement from everyone. There is a strong sense of the pupils feeling proud of their school at these times.
- 10 The school successfully uses a range of strategies to help raise the self-esteem of individuals. The example of handprints containing a photograph of every pupil, which are linked across one of the main corridors, is one such example. There are pictures of pupils displayed around the school with brief explanations drawing attention to something good that the pupils have done. There are group photographs of musical or sporting events, helping those pupils involved feel that their contribution is valued. In the classrooms photographs of class members are flashed up as part of the whiteboards 'screen saver'. In addition messages such as, 'At Bowling Green we are all smart and special' adds to the feeling of importance that is projected to each every pupil. In Year 6 the exceptional focus on positive features associated with every pupil helps these oldest pupils feel very important and appreciated.
- 11 Attendance rates are well above average with the school using good monitoring procedures to help encourage pupils to have full attendance and to dissuade parents from taking pupils on holiday during term time. The table that follows confirms this. In addition, pupils are punctual and lessons invariably start on time.

Attendance

Attendance in the latest complete reporting year (96.2%)

Authorised absence		Unauthorised absence	
School data	3.6	School data	0.2
National data	5.4	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 quality of education is satisfactory.

Teaching and learning

The quality of teaching observed during the inspection is satisfactory overall. It is consistently good and often very good in years 5 and 6.

Main strengths and weaknesses

- Teaching for the oldest pupils is very good.
- Teacher's expectations of what more able pupils can achieve are sometimes not high enough.
- Teachers make good use of the interactive whiteboards as learning resources
- Teaching assistants are used effectively with individuals and small groups.
- The use of assessment is satisfactory overall although some teachers do not share information with pupils to make it clear what they need to do to improve.

Commentary

12 The table below shows the quality of teaching seen throughout the school during the inspection. More than half was good or better with many of these occurring in the Year 5/6 class. The table below shows the breakdown of 19 lessons observed.

Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	9	10	0	0	0

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

13 More than half of lessons observed were good or better. Particularly good teaching was observed for pupils at the upper end of the school, where the class teacher has established an excellent working ethos. Lessons for these pupils ensured that they made rapid gains because the work was challenging, pupils are required to think hard about their own learning, the pace kept pupils working hard and the teachers' lively style and very high and clear expectations engaged them fully in what they were doing. Pupils in this class are encouraged to carry out a simple but very effective self-evaluation routine at the end of lessons, helping

the pupils to focus on the learning that has happened. In other lessons throughout school pupils sometimes have opportunities to interact with each other and share their ideas, and this encourages them to learn better. However, on occasion overlong introductions and lengthy teacher explanations cause restlessness and fussing.

- 14 The development of a teaching and learning policy has been an important initiative aimed at helping to improve pupils' learning through innovative teaching methods, and new ideas are gradually being taken on board. However this is still very much in its infancy, and the impact on the quality of teaching is inconsistent because the focus on what pupils will learn, and how they will learn it is not consistent in many lessons. In some lessons there is too much emphasis given to keeping pupils busy rather than on developing their learning needs.
- 15 On occasions teachers did not make enough use of good questioning techniques to promote learning, or to check for understanding. As a result pupils in these lessons were not given enough opportunity to develop their thinking skills, or to think creatively to enhance their own learning. In lessons where pupils are encouraged to develop their skills of enquiry they make good progress because the level of challenge is demanding. However, in some lessons, the range of questions asked insufficiently challenges pupils, and this is especially evident for higher attaining pupils. For these pupils, activities planned often demand little thinking or opportunities for them to develop their own ideas. Work is set at too low a level, with little evidence of high expectations or rigour in helping pupils to achieve at the level of their own potential and capability. This was also an issue in the previous inspection report.
- 16 In most classes teachers make good use of the new interactive whiteboards and information technology as a teaching aid. This has the effect of enhancing progress. For example, the very youngest children and pupils in Year 1 were able to look together at photographs of scenes taken on a recent walk and this stimulated animated discussion. The classroom environment is beginning to be used as a resource for learning. Teachers have had the opportunity to look at classrooms other than their own, and good practice is beginning to be seen in several classes. The new teaching and learning policy has written expectations for the use of walls and display to support learning but this is currently not consistent throughout school.
- 17 The school makes good use of adult support for teaching and learning. Dance lessons by a visiting teacher are effective and the teacher has high expectations of achievement. Support for teachers by a part time-teacher and by the headteacher is beginning to have an impact on pupils' learning. The work of teaching assistants throughout school is good, and this is a very good improvement since the last inspection. The work of these teaching assistants enhances lessons, especially when giving support to individuals and groups. On occasion teaching assistants help to settle younger children or pupils who have difficulty in concentrating, and this helps to establish a purposeful environment. Support and office staff have a good understanding of their own roles, and this adds significantly to the learning of pupils and to the smooth management of the school.
- 18 Assessment of what pupils know and can do is thorough, and the school has developed a good tracking system to identify pupils whose progress is slower than expectations. Teachers use this information when planning lessons, and work is set at different levels to ensure that all can progress, especially those with special educational needs. However, this information is not used well enough to ensure enough challenge for those with higher ability, and work for these pupils is often undemanding and requires little effort. Individual targets for pupils in English and mathematics often focus on presentation or attitude rather than specifically targeting an area for development in learning. Marking of books does not always help pupils to improve, as there is too much use of ticks which acknowledge work done with too few comments on how the work has been completed. When comments are used, they mostly express an evaluation of the work - good, very good - but there is little guidance for pupils on how they can further improve. Teacher assessments are used well to ensure that appropriate work is planned for pupils with special educational needs. Class teachers

communicate well with all other adults who work with special education needs pupils, and this is an effective system, which is used well in many lessons. Teaching assistants successfully use a weekly liaison sheet to record their observations of progress or difficulties encountered.

THE CURRICULUM

The curriculum is satisfactory.

Main strengths and weaknesses

- The National Curriculum requirements are met in full and children in the Foundation Stage of Learning are provided with a stimulating and interesting curriculum.
- The school provides a good range of planned enrichment activities.
- The curriculum is currently under review to give greater emphasis to developing pupils' key skills.
- Pupils with special educational needs are well provided for.
- The headteacher has improved many areas of the school accommodation.

Commentary

- 19 For pupils in Years 1 to 6 all National Curriculum subjects and religious education are taught, and the curriculum meets statutory regulations. The curriculum for reception aged children is well organised and effective. The staff in the reception make good use of the foundation stage of learning guidelines and provide good opportunities for outdoor education.
- 20 The school is making good use of a range of specialist teaching. These include dance lessons for all pupils, and French for older pupils. During the school year, visitors are invited to the school to support learning in a range of subjects, and teachers make good use of the wider local area when planning visits to extend pupils' experience. Teachers and support staff work together to provide good opportunities for pupils to participate in a range of activities at lunchtime and after school. These include musical activities such as choir and recorder, and sporting opportunities in netball, rugby, football and skipping. Pupils enjoy cooking in the food technology club, learn how to play chess, and have opportunities after school to improve their skills in information technology. The biannual residential trip for older pupils is successful in enriching their learning in a variety of creative and challenging experiences and problem solving activities. Parents are very pleased with these planned enrichment activities and believe them to have a positive impact on their children's academic achievements and personal development.
- 21 The curriculum is currently under review so as to take account of recently produced national guidelines to give greater emphasis to creativity. The quality of art work in the school is good because there is appropriate attention given to develop pupils' skills and techniques. In all other subjects, there is appropriate coverage of main themes and the content is as expected for each age group. However, there is insufficient attention to the development of pupils' key skills, especially in history and geography. This is something that the school is currently reviewing so as to ensure that there are greater links between subjects. The school has made some adjustments to the National Literacy and Numeracy Strategies so that they meet the needs of the pupils more appropriately. The adjustments made to the numeracy curriculum have been particularly successful in raising standards in mathematics.

- 22 The school pays good attention to ensuring that pupils with special educational needs are offered the same opportunities as other pupils throughout the curriculum, and that they are fully included in all aspects of school life. There is an expectation that lessons will be tailored specifically to their individual needs. The school has identified a number of pupils who are gifted or talented in different areas of the curriculum, but at present there is little specific provision for these pupils. Tracking and assessment data identifies that the achievement of these pupils, whilst satisfactory overall, is not as good as that of other pupils in school.
- 23 Since her appointment, the headteacher has made significant improvements to the quality of the school accommodation, and this is positively influencing pupils' learning. A review of how different areas can be used has led to the installation of digital projectors and interactive whiteboards to support information technology, a learning bay for the use of small group teaching, and common areas in the school which are effective in displaying pupils' work. Interactive whiteboards in each classroom are used well by all staff, and have a significant effect on the quality of lessons. However, some difficulties remain which the school has little opportunity of influencing. For example, there is no school field, and pupils have to use the local recreation ground for football and some other sporting activities. One classroom has to be walked through by pupils, staff and visitors for access to other areas, and this can have a disturbing effect on pupils working in this space. The ratio of pupils to teachers is satisfactory overall but good for pupils aged 4 to 7, and teaching and support assistants are well trained and are used well to support learning across the school.

Care, guidance and support

The school takes very good care of its pupils' health, safety and well-being. Overall, it provides them with satisfactory advice, support and guidance. It makes good efforts to seek and act upon pupils' views.

Main strengths and weaknesses

- A comprehensive range of policies, procedures and documents underpin the school's very effective practice in taking care of its pupils and promoting their self-esteem.
- Pupils work in a safe, secure environment.
- Pupils are very secure in their relationships with adults at the school.
- Close and effective attention is paid to the monitoring of pupils' behaviour.
- The School Council plays an important part in helping to improve the quality of school life and in this contributes strongly to pupils' self-esteem.

Commentary

- 24 The school's very high degree of success in taking care of its pupils rests on a combination of thorough procedures, a strong and well organised drive to improve pupils' self-esteem and very good relationships between adults and pupils. The headteacher has set out to make the raising of pupils' self-esteem a major school priority and, well supported by other staff, is achieving great success in this. From the valuing of pupils' contributions in lessons to displays that emphasise the individual special nature of each pupil, the school's self-esteem policy is translated into very effective practice. This is summed up by a large and colourful notice in the foyer that reads: *'At Bowling Green we are all smart and special'*. The school has good systems in place for the early identification of any kind of special need, and has done much to make all staff aware of a variety of specific learning difficulties such as dyslexia and dyspraxia. The progress of identified pupils is regularly assessed and tracked and this is recorded in the special needs file which is updated termly to ensure good guidance for those needing support. Notes of concern are also recorded so that any patterns can be identified.
- 25 Recently, the school received a very favourable inspection report from the local authority on its health and safety practices. Child protection procedures are up-to-date and thorough. Risk

assessments are undertaken conscientiously and thoroughly. Lunchtime staff undergo training to ensure that pupils are well looked after during the lunch break. There is a strong sense from all staff of working as a team for the good of pupils' well-being.

- 26 Pupils respond very well to this environment of care. As a result, the school is a harmonious community. Pupils have positive views about school and particularly so about feeling confident that there is always an adult they can turn to if they feel worried or upset. Older pupils keep an eye on younger ones at break times as part of the school's 'Buddy' system, further emphasising the ethos of care. The school council plays a significant part in school life. It provides pupils with opportunities to have a say in school life and has resulted some real improvement, especially at playtimes.
- 27 Procedures for monitoring pupils' academic progress are satisfactorily overall, and developing well in Years 3 to 6, but as yet the school's analysis of test data is not translated sufficiently sharply into targets that take account of pupils' individual learning needs. This means that pupils are not provided with sufficient opportunity to reflect on how best to improve their work. Procedures for monitoring pupils' behaviour are good. Any incidents of significant misbehaviour are recorded fully as are details of apologies pupils make for the effect of their misdemeanours. These show the school's strong stance towards teaching pupils right from wrong and the effect of their actions upon others.

Partnership with parents, other schools and the community

The school's very good partnership with parents is a strength of the school. Good links with the community and sound links with other schools make a useful contribution to pupils' learning and personal development.

Main strengths and weaknesses

- The school keeps parents very well informed and parents value the good open communication between home and school.
- The school consults extensively with parents and responds very well to their concerns.
- Parents provide the school with very good help.
- Links with the community and with other schools help to extend pupils' learning and experience.

Commentary

- 28 Parents have great confidence in the school. The headteacher has worked hard to strengthen the school's partnership with parents. At the parents' meeting and in comments on questionnaires parents expressed appreciation of the many recent changes which have taken place, particularly the improved communication between home and school. Parents greatly appreciate the approachability of the headteacher and other staff. The school keeps parents very well informed about its work through regular newsletters and other printed information. Useful leaflets on the curriculum keep parents informed about the work their children are doing in class.
- 29 The school consults parents extensively on many aspects of its work and responds very effectively to parents' views and concerns. For example in response to the request for more information on their children's progress the school has introduced interim reports to supplement the sound annual reports on pupils' progress and the well-attended parents' consultation evenings. The school has also responded very effectively to the concerns, which parents expressed about homework by introducing a new homework policy and by improving the procedures for parents' involvement in homework. The school ensures that the parents of pupils with special educational needs are kept fully informed of their child's learning difficulties

and are involved in all aspects of their progress. They are contacted immediately if class teachers express any concerns.

- 30 The school greatly values the very good help which parents provide. A number of parents provide regular assistance in the classrooms. The Bowling Green School Association holds regular social events, which help to strengthen the school's links with the local community and raise useful amounts of money for the school.
- 31 The school's numerous links with the local community enrich pupils' education well. For example visits from representatives of local services help pupils to learn about how to keep themselves safe. Pupils from a local special school come to the school to assist in dance lessons and this is a positive experience for pupils from both schools. Links with the local Sports College are helping to enrich the school's sports curriculum. For example both staff and pupils have benefited from the netball and gymnastics training provided by specialist staff.

LEADERSHIP AND MANAGEMENT

Main strengths and weaknesses

- The Governing Body effectively supports and challenges senior managers in their work
- The headteacher has high aspirations for the school and is successful in motivating staff, pupils and parents, resulting in a secure and very positive school environment.
- Subject leaders have improved their ability to assess provision for their subjects but need to do more to focus on pupils' achievement.
- Procedures for familiarising new staff with the work of the school are effective.
- Good financial management ensures that the school does all it can to get best value out of major spending decisions.

Commentary

- 32 The Governing Body supports and challenges the school well. They are in a good position to do so because they use effective methods to find out about what is happening in the school. The Chair of Governors is particularly active in checking on how the school is progressing. Governors know the school's strengths and weaknesses and are very active in school improvement planning. Regular visits to the school as well as effective links between governors and staff help them to have a good understanding about how new initiatives and innovations are progressing. The committee arrangements help them to be an efficient body that asks the right questions and puts them in a strong position to check on progress.
- 33 The headteacher leads the school community with great drive and energy. She has high aspirations for the school's success and these are particularly noticeable in the areas of pastoral care, relationships and partnership. The very positive school ethos provides evidence of these high aspirations, especially in the area of raising pupils' self-esteem, where the headteacher has invested considerable skill and energy with good success. She leads strongly and effectively by example to help create a secure, welcoming and positive school environment.
- 34 The headteacher recognises the need to increase expectations of what pupils should achieve and recent National Curriculum test results indicate that this influence is having good effect upon pupils' performance. Systems for checking pupils' progress have been set up and are beginning to be used effectively. However, the impression remains of a school where too many initiatives are being implemented and that this dissipates to some extent the energy being put into improvement.

- 35 Subject leaders work hard to produce reports about work in their subjects but these often do not get to the heart of how well pupils are achieving and what needs doing next to help them improve. Monitoring of curriculum coverage, teachers planning and sometimes of teaching and learning also fails to have an explicit focus that is based upon a rigorous analysis of what needs to be improved and a well-devised strategy to secure such improvement. The school's analysis of performance data also illustrates lack of sufficiently rigorous focus. Hard work is done to produce accurate tracking sheets but the information gained is not then translated into sharply focused targets for individual pupils to help them move forward in their learning. The new special educational needs co-ordinator has made good efforts to ensure that she is conversant with the existing systems and procedures for supporting, monitoring and developing provision for pupils with special educational needs. Many of these systems have been established for some time and the documentation is well organised and clear, indicating that there has been good management of procedures to support pupils and teaching staff.
- 36 The school has had a number of recent changes to staff. Good procedures for welcoming and familiarising staff with routines and procedures mean that they settle in quickly and feel very much 'at home' in the school. This also reflects the school's caring and welcoming ethos.
- 37 The governing body keeps a close watch over school finances and acts prudently to ensure that financial management is sound. Governors are very conscious of the need to secure best value in their major spending decisions and are successful in doing this. For example, the governing body has evaluated closely the appointment of a part-time teacher in relation to the impact her work is having upon pupils' achievement.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	401,497	Balance from previous year	19,889
Total expenditure	402,959	Balance carried forward to the next	18,327
Expenditure per pupil	2,427		

- 38 Given that the cost of educating pupils at the school is broadly average. That the school provides a satisfactory quality of education with some strengths and that pupils' achievement overall is satisfactory, the school provides satisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

- 39 The majority of children start in the reception displaying personal and academic skills that are in line with those expected for their age. Most are quite articulate although a small number in each cohort require speech therapy support. Most are well adjusted and ready for school although in each group there are one or two who find it difficult to settle and can be a little disruptive. A teacher new to the school has recently taken over the reception class and her appointment has coincided with some changes in emphasis in the provision. There is now more focus on the requirements outlined in the national guidance for the Foundation Stage of Learning.
- 40 The vast majority of children in the reception make satisfactory progress in each of the six areas of learning during their time in the reception with most meeting the early learning goals in each of the six areas. Approximately 25 per cent of children exceed these goals in each of the six areas but this varies slightly for each area. The teaching is satisfactory overall with many strengths noted, especially in the use of ICT to support children's learning. There are very strong links with parents who have ample opportunities to check on how well their children are settling.
- 41 The teacher has created a stimulating and interesting environment for the children both indoors and out. Each area of continuous provision is very well resourced. There are symbols and charts outlining what the learning intention is for each area. Resources are usually accommodated in baskets with appropriate symbols used to help children return equipment to the correct basket. The three computers and interactive whiteboard are in continuous use. The outside area is developing quickly and there is good attention to outdoor education. However, there is no grassed area available to children. The class sometimes has to be a thoroughfare for older children who have to walk through the room to gain access to the hall and other areas.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is good.

Main strengths and weaknesses

- The vast majority settle quickly and well into the routines and make good progress.
- There is good use of circle time to help children focus on their responsibilities to each other.

Commentary

- 42 Most children start school with a good range of personal, social and emotional skills. They leave their carer without too many problems and settle quickly into classroom routines. By the end of the reception year most children meet the early learning goals for this area and about 25 per cent exceed them. Children respond very well to the incentives that are used to help them to behave appropriately. Sticker charts work well and children have a good understanding about what is expected of them. Children know what is expected of them in terms of their behaviour and they respond positively to the few class rules that they have agreed to abide by.
- 43 The use of strategies, like circle time, is helping children to talk about each other and to acknowledge that each one has something valuable to offer. This is particularly helping children to take turns and to listen carefully whilst others are talking. Children appreciate that when they are holding a bear it is their turn to talk and this system works well to help

everyone feel valued. The use of photographs of each class member on the interactive white board helps to raise the self-esteem of the children and make them feel as though they belong.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is satisfactory, with strengths noted in communication.

Main strengths and weaknesses

- Children's communication skills are strong and most can explain themselves very well.
- Children enjoy stories and listen attentively at story times.

Commentary

- 44 Most children start school being able to explain themselves well. They are confident when asked to talk in front of the rest of the class and the reception class successfully builds on this strong position. By the end of their reception year most children meet the early learning goals for this area. Almost half the group exceed the learning goal in speaking and listening; and approximately 25 per cent of the group exceed the goals for reading and writing. Children are quick to talk about their experiences either at school or at home and use a good range of vocabulary when doing so. They are strong when it comes to thinking things through and then presenting ideas to the rest of the class. This was seen at its best in a lesson when children were being asked to think about the photographs of places they had visited on an environmental walk.
- 45 Children enjoy listening to stories and when they do have opportunities to listen to stories together as a whole class they do so attentively. Most children talk fondly of favourite books and some even mention the authors. Parents play an important and valued part in children's reading. They listen to their children read regularly at home and carry on a dialogue with the school about their children's progress. Most children know and name all the letters of the alphabet and know all the key words expected of reception children. Writing is given a high priority with several on-going opportunities available for children to write for many purposes.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is good.

Main strengths and weaknesses

- Children are very familiar with a full range of number rhymes.
- Children's counting, sorting and matching skills are strong.

Commentary

- 46 This is a strong area with many children starting school being able to count with confidence well beyond 20. The school builds effectively on this strong position and by the time children end their reception year almost a half of them exceed the learning goals for the area. Children know a full range of number rhymes, which they chant with enthusiasm and excitement when the opportunity arises. They use the rhymes to help them re-enforce their counting skills both forwards and backwards. Most children are confident when counting, up to and beyond 20. The more able children count up to 100. Children are quick to use the interactive whiteboard independently to order numbers or to consolidate on aspects of number using a strong visual image. Children are very good at sorting items into different categories and they are able to

explain their reasons for doing so. They know and can write all numbers from 0 to 10, with more able children being able to write numbers up to 20.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is satisfactory.

Main strengths and weaknesses

- There is good use made of the local environment to help children increase their knowledge and understanding of their own environment.
- The ICT skills of children are good.

Commentary

47 Many children start school having been helped to gain an understanding about the world around them because parents take them on visits to places of interest. Most meet the early learning goals for this area and approximately 25 per cent move beyond this. Effective use of the interactive whiteboard enables children to recall aspects of an environmental walk by looking at the large photographs that appear on the screen. Children have good ICT skills and use the three computers in the room independently, being able to access the programs that are set out for them. Children know the signs associated with the pharmacy and post office and other familiar environmental symbols. They make use of the photographs to remind themselves of the buildings around them and then move on to create maps of their walk to school. They are very interested in how things grow and take a special interest in observing seeds as they develop into plants. However, not enough is done to help children have an understanding about multi-cultural issues.

PHYSICAL DEVELOPMENT

Provision in physical development is satisfactory.

Main strengths and weaknesses

- There is a good outdoor area created to support children's learning.
- Children are provided with good opportunities to dance during regular lessons that are organised for them every week.

Commentary

48 The vast majority of children meet the early learning goals for this area of learning. The provision of an outdoor play area, which has been effectively developed over the past few months, has added to the quality of provision overall. A full range of trikes and bicycles are provided to help children experience moving across different terrain. Dance lessons, provided for children once each week, help them to co-ordinate their movements. They sometimes are required to work with a partner to create small sequences, putting emphasis on their ability to think and respond to someone else.

CREATIVE DEVELOPMENT

Provision in creative development is satisfactory.

Main strengths and weaknesses

- Children are provided with a full range of play environments to help children move into a make-believe world.

- Children are provided with several experiences to enable them to explore their creative ideas on paper.

Commentary

49 The vast majority of children make satisfactory progress in this area of learning and meet the early learning goals by the time they leave the reception class. A few children exceed these goals and show maturity in their use of music and art work. They also explore their creative ideas through paint or collage work. During these times children show good levels of drawing and are keen to explore using a full range of media. At different times of the year the creation of a travel agents, a post office or a three bears cottage enables children to move into a make believe world where they can explore their creative and imaginative ideas. At these times children show that they can come up with a full range of creative ideas and play different roles.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is satisfactory.

Main strengths and weaknesses

- The National Curriculum test results for Year 6 pupils in 2004 and the standards being attained by the present Year 6 confirm improving standards in English.
- Very good teaching for Year 6 pupils helps them to achieve well.
- More able pupils are not always sufficiently challenged.
- There are missed opportunities for pupils to engage in talk and to develop their thinking.
- There is appropriate use of pupils' literacy skills in other subjects, with particular strengths in science.

Commentary

50 The National Curriculum test results showed a good improvement compared with previous years. The work currently undertaken by the present Year 6 shows that the improvement is being maintained. In 2004, almost all Year 6 pupils attained at the level expected for their age. Nearly a half of Year 2 pupils attained at the higher levels in reading. In both cases this is a significant improvement compared with 2003. The vast majority of the present Year 6 pupils are enthusiastic readers and can give a good reason for choosing the book they are currently reading. Older pupils are able to write for a range of purposes. They can set out a letter; know the appropriate language associated with a recount; and, can sustain an argument, using persuasive language.

51 The very good teaching for pupils in Year 5/6 ensures that these pupils achieve well. The teacher's continual praise and positive manner immediately engages the pupils. Pupils work productively because they know exactly what is expected of them. The teacher makes very good use of self-evaluation as a method for pupils to check how they have done on a lesson-by-lesson basis. Learning intentions and expectations are always explained carefully to the pupils. The creation of an exceptional working ethos helps the pupils feel positive about their work and their achievements. Work is carefully planned and organised to meet the needs of pupils of different ability. As a result there is much greater challenge presented to more able pupils who respond well to the high expectations that the teachers has. These pupils know how to hold the reader's interest when it comes to writing. Examples such as, 'As I look down at the gravestone memories came flooding back' give good indication that pupils use a strong sense of imagery in their writing.

- 52 The good level of challenge noted for pupils in Year 6 is not consistently reflected in other classes throughout the school. This inconsistency is one reason why so much has to be done in the class of the oldest pupils to enable them to 'catch up' so as to achieve to their full potential. In these classes there is a lack of 'quality assurance' resulting in some more able pupils becoming a little sloppy with their presentation and composition. The level of pupil productivity is not high enough and too much work is therefore left unfinished. In a younger pupils' class time is taken up by the over-fussiness of the class. This leads to many pupils, particularly the more able, ending up not completing as much work as they are capable of. In this class there is a lack of a positive working ethos, which leads to expectations not being high enough. More able pupils are therefore provided with an inconsistent level of challenge.
- 53 As with the provision for more able pupils there is inconsistency in the opportunities provided for pupils to develop their oracy skills. In some classes, notably Years 1 and 6, very good use is made of 'response partners' to help pupils to give deeper consideration to issues before being expected to give an answer or a presentation to others in the class. In these situations pupils are provided with adequate time to think. However, this practice is not consistent throughout the school. Too frequently there are missed opportunities for pupils to consider their responses more deeply. There is not a strong enough focus on pupils extending their vocabulary. Too frequently, pupils' first response is accepted when more time could be given to challenging pupils to come up with a stronger adjective or adverb.

Language and literacy across the curriculum

- 54 Teachers give good attention to developing pupils' writing in other subjects. Good examples exist in history, geography and religious education where pupils are required to write recounts, persuasively or factual information as a response to stimuli. It is in science that pupils make the most of their literacy skills with good examples of Year 2 and Year 6 pupils writing up their thoughts about various investigations they have undertaken.

MATHEMATICS

Provision in mathematics is good

Main strengths and weaknesses

- Good teaching, especially for older pupils, ensures that pupils attain standards that are above average expectations by the time they leave the school
 - Mathematics is well led and managed by the subject leader
 - Teachers do not focus enough on the teaching of basic mental and problem solving strategies
 - Teachers make good use of resources to support learning in mathematics
- 55 The quality of the teaching of mathematics is good overall, and ranges from satisfactory to very good. In the very good lessons, teachers make very good use of practical examples, question the pupils well, and provide ample opportunities for pupils to investigate. In one lesson seen, pupils were captivated by an investigation into the properties of 2D shapes. The lesson was exciting, and enabled pupils to progress very well in their understanding and in their use of new vocabulary. This was achieved because the lesson was very well planned, and delivered with enthusiasm, and pupils were eager to contribute their ideas and answers. Throughout school, teachers are secure in their knowledge of the teaching of mathematics, which means they make clear teaching points and answer pupils' questions accurately. There has been satisfactory progress since the previous inspection.
- 56 Attainment for pupils at the end of Year 2 in 2003 was above national expectations, and this has been consistent over the last few years. Significantly more pupils gained the high level

(Level 3) when compared to all schools nationally. Standards in 2004 remain high, although more pupils failed to gain the expected level for their age. Year 6, also attain above national expectations. In 2004 standards rose significantly from the previous year, and a very high percentage of pupils attained the higher levels (Level 5). Progress for higher ability pupils is very good, but the less able do not achieve as well because occasionally not enough attention is given to the teaching of basic number and problem solving strategies.

- 57 All teachers make good use of the interactive whiteboard to support teaching and learning in mathematics, and this helps them to effectively illustrate teaching points. For example, pupils in a Year 3 class had difficulty in naming a rectangle because its base was at an angle to the board. By using information technology in the interactive whiteboard, the teacher was able to use a few different examples to ensure that pupils fully understood different orientations of shapes before moving on with the lesson. Teachers use the learning resource of number lines and grids on classroom walls and a wide variety of other resources to help pupils to achieve to their potential. The subject leader has introduced a 'self service' system of innovative learning resources, which are very well used for pupils in Years 5 and 6.
- 58 The subject leader for mathematics has identified ways in which all aspects of the subject can be improved, and this is already having a good effect on standards and progress at all levels of ability. Many of her ideas within the subject action plan have yet to be fully discussed by other staff, and this is delaying further development at the moment. However, her own very good approach, high expectations, and knowledgeable teaching has been recognised both in the school and the local authority, and the subject leader provides a very good role model for the school to follow.

Mathematics across the curriculum

- 59 Satisfactory links are made between mathematics and other subjects in the curriculum. Sound measuring skills are developed in design and technology, and in science pupils use a variety of graphs and tables when recording. Little use is currently made of ICT to generate a variety of graphs using data pupils have collected.

SCIENCE

Provision in science is satisfactory.

Main strengths and weaknesses

- The improvement in standards in Year 6 national test results for 2004 is being maintained this year.
- Achievement of the oldest pupils is very good, reflecting very good teaching and a very effective approach to learning.
- In other lessons, the focus on learning is not always as sharp as it should be.
- Some good development of pupils' writing skills is evident in their work.

Commentary

- 60 Year 6 national test results from 2001 to 2003 showed a decline and those for 2003 indicated very strongly that pupils' were not achieving as well as they should. Invalidated national test results for 2004 indicate an improvement in performance, especially in the percentage of pupils reaching the higher level (Level 5). The current Year 6 is ensuring that this improvement is being maintained. Overall it means that improvement since the previous inspection is satisfactory.
- 61 Pupils in the Years 1 and 2 achieve well, owing to a practical, investigative approach to the subject. Standards by the end of Year 2 are above average. The answers pupils provide in

their written work show that they are encouraged to think scientifically at levels at least appropriate for their age. No teaching of science was observed in Years 1 and 2 but pupils' work and achievement indicates that teaching is effective.

- 62 Pupils' achievement in Years 3 to 6 varies. It is satisfactory overall, but for the oldest pupils, in the Year 5/6 class, it is very good. The relative strengths and weaknesses in achievement are linked directly to the quality of teaching and learning. For the oldest pupils, teaching is very good. The focus is very strongly upon encouraging pupils to think for themselves and to engage actively in the learning that helps them develop their skills successfully. Learning is made an exciting and urgent process, with the teacher having high expectations of what pupils should achieve and the speed at which they should work. Higher attaining pupils are given an additional element of challenge to stretch their thinking. Standards are average by the end of Year 6.
- 63 In other lessons in Years 3 to 6, teaching is satisfactory overall but lacks the sharpness, pace and effective focus on learning that marks it out in Year 5/6. Pupils sometimes spend too long having to listen to the teacher, with the result that the lesson loses momentum and the concentration of some pupils wavers. Sometimes higher attaining pupils have grasped a concept quite easily and are not then challenged to extend their thinking. At other times, a lack of sharpness in organising resources and how pupils should use them leads to time being wasted and to some pupils not achieving as well as they could.
- 64 Subject leadership is satisfactory. It is in a state of change following the departure from the school of the previous co-ordinator and the task is presently shared between two teachers. Discussion with one of these teachers revealed a good knowledge of the subject and clear rationale for developing pupils' scientific thinking that augurs well for further improvement. Pupils' written work revealed some good attention to developing the skills of literacy, particularly in Year 6 and Year 2, where pupils were encouraged to express ideas for themselves rather than to copy work from another source.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils' skills are at the level expected for their age.
- Teachers are confident in their use of ICT and teaching is therefore good.
- The school is very well resourced for ICT.
- The co-ordination of the subject is good.

Commentary

- 65 The school has worked hard to improve its provision in ICT, which is now at a good level. Since the new resources have been installed staff confidence levels have increased and pupils have been making good progress and achieving well. By the end of Year 6 pupils are attaining in line with national expectations and can independently carry out a multi-media presentation using hyperlinks between different parts. Year 2 pupils successfully use a range of fonts when presenting their writing, can change size and colour and add graphics to their work. They also set out information in graphical forms in a range of ways.
- 66 Teachers' confidence levels have increased considerably due to good professional development opportunities that have been provided for them. The enthusiasm of the subject leader has added to the teachers' ability to positively impact on pupils' learning. The availability of interactive boards in each class has also been important in raising staff confidence levels. The creation of a computer suite has allowed pupils regular access to

many computers as a class. This has helped to improve their skill level at a more rapid rate than would be allowed otherwise. Despite the computer suite having to be located in the main staff room the staff have ensured that pupils use it regularly and effective planning has ensured that pupils are provided with continuity and progression in their learning.

- 67 The subject leader has worked exceptionally hard to provide staff with a clear direction and to raise their confidence levels when teaching this subject. A clear and well-defined development plan has been created, which has been followed meticulously. The subject leader ensures that there is regular checking of pupils' work and that plans are followed carefully.

Information and communication technology across the curriculum

- 68 The school has a large bank of software to help staff ensure that they make full use of pupils' ICT skills in other subjects. This is already happening for mathematics, science and in the humanities.

HUMANITIES

Religious Education

Provision in religious education is **satisfactory**

- Teachers make appropriate links between religious education and PSHCE, whilst stressing the spiritual elements of this subject.
- A good range of resources and artefacts, including visitors from different cultures, supports religious education.
- Long term planning indicates a breadth and balance across a range of different religions.

Commentary

- 69 It was not possible to observe any lessons in religious education, but the scrutiny of work in books, teacher's planning, and discussions with teachers confirm that provision in this subject is broadly satisfactory.
- 70 Standards are in line overall in relation to the agreed syllabus. This is satisfactory improvement since the previous inspection. The main focus is on Christianity, and additionally pupils learn about the Jewish and other faiths, which are compared and contrasted with Christianity and differences explained and valued. Religious education has an appropriate priority throughout the rest of the curriculum. It contributes well to pupils' personal development, as they learn about what is right and wrong, and explore ideas about the beliefs and customs of other faiths.
- 71 The co-ordinator has good subject knowledge, and provides staff with a range of ideas for visits and visitors. For example, although this is not a church school, the local church is visited as part of this subject in several year groups, and the local vicar is a visitor to school. The school takes great care to ensure that visitors provide a positive example of different cultures, and that they do not only represent different nations or religions in crisis. The range of resources and artefacts is good, and is well used by all staff.
- 72 Only one lesson was seen in **geography**, and it was not possible to see any lessons in **history**; therefore no detailed judgement is made about provision, standards or teaching and learning in these subjects. Evidence from pupils' work and from talking to them indicates that standards are broadly in line with national expectations by the time that pupils leave school. There is presently not enough focus on developing pupils' skills in these two subjects, and the emphasis is on activities rather than on progression in skills and understanding. For example,

pupils have some knowledge of a range of periods of history, but cannot discuss the key aspects, or how they have used historical enquiry skills through the study of different historical events. In geography, pupils know much about the local area, but cannot explain appropriately the growth of transport in the area (roads, canals and rivers) or relate this to the growth of local industry. They have limited awareness of cause and effect when discussing land use. Appropriate links appear to be made between the two subjects, and between these subjects and others, notably English and art, but very often the discrete nature of the individual subjects is lost because teachers do not focus enough on exactly what they want the pupils to learn.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

- 73 Insufficient evidence was seen in order to make secure overall judgements about provision in **art and design, design and technology, music and physical education**. However, the quality and range of work seen in these subjects indicates that the school is providing its pupils with a good grounding in the arts, practical design and physical education.
- 74 In **art**, a good variety of two-dimensional work could be seen, on display or in portfolios. It showed that pupils are introduced to a good range of artistic media and that they are encouraged to develop their skills carefully and thoroughly. The work seen indicated at least good achievement from reception to Year 6 and that standards were at least as expected at Year 2 and Year 6. Some strengths in the work included accurate and evocative shading of snow on roofs by pupils in Year 4/5 and attractively-coloured, accurately painted pictures on silk of tropical fish. The co-ordinator has good subject knowledge and recognises that the next stage of skills development lies in three-dimensional art. The school is presently exploring the possibility of a parent leading an after-school club in the subject.
- 75 In **design and technology**, the curriculum is planned appropriately. Work on display showed that pupils in Year 6 develop a satisfactory level of skill in designing and making when they used circuit boards to help them design toys that moved by a pulley system. An interactive display of robust models provided evidence of success in the making process and indicated good achievement. A portfolio of work in design and technology gave evidence of appropriately planned work throughout the age range. A broad range of work was evident and good achievement indicated. Standards in the limited amount of work seen were at nationally expected levels.
- 76 In **music**, good provision is made for pupils who show talent in playing musical instruments. A session involving some Y3/4 pupils learning to play violin showed that they were developing good skills of bowing and that they could play whilst sight reading a simple line of music. In this they achieved well, aided by supportive and enthusiastic teaching. Playing as a group, they achieved a harmonious sound. Their level of skill was above the musical standard generally expected of pupils this age.
- 77 The school works hard to enrich its music curriculum. It has bought a set of good quality African drums for pupils and is planning to bring in an African drum group to show how such music can be played. Good links with the history curriculum resulted in pupils experiencing Tudor music as part of a visit from an actor playing the part of Henry VIII. Music is used well at the start and end of assemblies to provide mood, and the name of the composer is clearly on display. A recorder club for pupils in Year 2 and above, and a choir for pupils in Years 4 to 6 further enrich the provision, as does the use of some specialist teaching.
- 78 In **physical education**, it was only possible to see work in dance. A specialist dance teacher taught this work. Both lessons seen were of good quality, focusing effectively upon helping pupils to learn and practise their skills. The teacher's own subject confidence transmitted itself to the pupils, who achieved well. The only point for improvement in the two lessons seen

was that their timetabling within one session before assembly meant that time to focus upon practising skills was too limited. After-school dance clubs that include pupils from Years 1 to 6 enriches the provision very well. Adult dance classes are also held in the school and a 'recent leavers' club is due to start shortly. All this adds up to good provision in dance.

- 79 Discussion with the subject co-ordinator, photographs and information at assembly shows that, though smaller than many nationally, the school has a thriving range of sports teams. These include football, tag rugby and netball. Great care is taken to provide pupils with equal chances to take part in such sports. This good attention to equality of opportunity is also evident in the way in which the school sports day is organised to allow all pupils to take part and enjoy themselves. The school is now benefiting from links with a local specialist sports college.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

- 80 Only one lesson was seen in this area of the school's work and so no judgements are made on overall provision. However, this is clearly an important part of the school's work; some lessons are explicitly planned to develop pupils socially, for example in circle time, and teachers also make good opportunities to integrate this into other lessons. For example, moral and social education is an integral part of many lessons in religious education, and science lessons develop pupils' understanding of healthy living. The school nurse and other members of the community are regularly invited in to support lessons. The school has a very good emphasis on the raising of pupils' self esteem and many classrooms and shared areas of the school illustrate this well; for example, handprints and photographs of all pupils are on display in a corridor, and several teachers use photographs of the pupils as the "screen saver" on the interactive whiteboard. A particularly good example of how the school promotes personal development was seen in the oldest class, where the class teacher provided a very good practical lesson, which allowed pupils to explore their own feelings and reactions to a difficult situation.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

