

INSPECTION REPORT

BADGER HILL PRIMARY SCHOOL

Brotton, Saltburn-by-the-Sea

LEA area: Redcar and Cleveland

Unique reference number: 111620

Headteacher: Mr A S McFarlane

Lead inspector: Mrs E Linley

Dates of inspection: 22nd – 24th November 2004

Inspection number: 272038

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

© Crown copyright 2004

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	212
School address:	Marston Road Kilton Lane Brotton Saltburn-by-the-Sea
Postcode:	TS12 2XR
Telephone number:	01287 676289
Fax number:	01287 676289
Appropriate authority:	The governing body
Name of chair of governors:	Mr G Howard (Acting)

Date of previous January 2000 inspection:

CHARACTERISTICS OF THE SCHOOL

Badger Hill Primary School is situated in Brotton, close to Saltburn-by- the-Sea, Cleveland. The school serves an area that is characterised by a range of housing that includes housing association, privately owned and privately rented. Children enter the reception class in the September or January prior to their fifth birthday, and most children have attended the school's nursery prior to starting school. When children start nursery, although they have a wide range of ability, their attainment on entry is generally as might be expected of this age; however, a significant minority of children have communication and language difficulties. There are 174 girls and boys who attend Badger Hill Primary School plus 38 part time nursery children and there are no pupils whose first language is believed not to be English. Five per cent of pupils are entitled to free school meals and this is well below the national average. The school has 35 pupils on its list of special educational need, of whom four pupils have a formal statement of special educational need and this is broadly in line with the national average. Badger Hill Primary School is a member of the Education Action Zone. The school received a school achievement award in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2728 1	Mrs E Linley	Lead inspector	Mathematics
			Science
			Music
			Physical education
9572	Mrs K Anderson	Lay inspector	
3213 3	Mrs J Elton	Team inspector	Foundation Stage
			Religious education
			History
			Geography
2032 6	Mr P Clark	Team inspector	English
			Information and communication technology
			Art and design
			Design and technology
			Special educational needs
			English as an additional language.

The inspection contractor was:

Eclipse Education (UK) Limited
 14 Enterprise House
 Kingsway
 Team Valley
 Gateshead
 NE11 0SR

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	9
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	13
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	15
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school with very good features. As a result of good teaching, pupils achieve well and by the time they leave school the majority will attain standards that are above national expectations. The school provides good value for money.

The school's main strengths and weaknesses are:

- The school's ethos for learning is very good and this reflects pupils' very good attitudes and behaviour.
- Pupils' achievement is good overall, however, the information gathered about their progress is not used well enough to ensure that the needs of more able pupils are met consistently.
- Reading and writing across the curriculum is a strength.
- The leadership of the new headteacher is very good.
- Procedures to monitor and evaluate provision, teaching and learning are not implemented systematically and strategic planning is therefore not based securely on rigorous evaluation of the school's present position.
- Provision for pupils with special educational needs is good.
- The Foundation Stage is much improved and is now good.
- The curriculum is enriched with very good opportunities for learning.
- Curriculum opportunities for art and design and design and technology are very good.

The school has improved well overall since its last inspection. The issues identified at that time have been addressed overall and in respect to the nursery, very good improvement has been made.

STANDARDS ACHIEVED

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

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

Pupils' achievement is good. When children start school in the nursery class, their skills and abilities are very varied with a significant minority of them having difficulties with communication and language skills and this impacts across all the areas of learning. In addition, there are a significant minority of children in Foundation Stage who have special educational needs. Good teaching in the Foundation Stage enables children to achieve well overall and standards by the end of reception are likely to be at the expected levels in four of the five of the six areas of learning, for: communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development. In personal, social and emotional development, the majority of children will attain standards that are above what might be expected of their age. Pupils make good progress as they move through the school and pupils continue to achieve well over time, including those who have special educational needs. As a result of their

good achievement, the majority of pupils in school are attaining standards that are above average in writing, mathematics and science and well above average standards in reading. However, in lessons some more able pupils do not always achieve as well as they can. Analysis of data shows that girls are not achieving as well as they should in mathematics over time. It has also revealed that insufficient more able pupils are achieving at the higher levels at the age of seven in mathematics, reading and science. Both issues have been identified by the school as priorities for improvement. Trends of improvement in the national tests have been above average for pupils aged seven and below average for pupils aged 11. The below average trends have been affected by the significant dip in standards attained by pupils of the age of 11 in 2003; fluctuations in results have occurred due to differences of ability between different groups of pupils. Standards in information and communication technology (ICT) are in line with expectations and they are above expectations in religious education. Pupils achieve very well in art and design and design and technology because of the quality of the provision for these subjects.

Pupils' personal development is very good; provision for their spiritual, moral, social and cultural development is good overall. The school's ethos is very good and is enhanced by the very good relationships that are promoted throughout school. Pupils have very good attitudes to learning; they work together very well and their behaviour is equally very good.

QUALITY OF EDUCATION

The quality of education is good. The quality of teaching and learning is good and assessment is satisfactory overall. Whilst teachers use a satisfactory range of assessment strategies to track pupils' progress, the information gathered is not used sufficiently well to ensure that the needs of more able pupils are met consistently in lessons. Ongoing assessment is supported well through discussion during lessons about what has been learnt. However, the quality of marking is inconsistent and does not support pupils well enough to help them understand how to improve their work. The analysis and use of data to aid school improvement, has already been identified by the school as a priority for action. The school provides a good curriculum that is enriched with a very good range of learning opportunities. Many are associated with art and design and design and technology and these contribute very well to pupils' personal development. Provision for children in the Foundation Stage, and for those pupils who have special educational needs, is good. A good level of care is provided by all staff for pupils' emotional and physical needs. Links and partnerships with parents are good, and with the community and other schools they are satisfactory.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The new headteacher's leadership is very good and he is well supported by key staff who provide good leadership in their different roles. The overall management of the school is satisfactory. Strategic planning and the monitoring and evaluation of teaching and learning is not sufficiently rigorous. The governance of the school is good overall. Governors show a good understanding of the strengths and weaknesses of the school and ensure that all statutory requirements are met. Governors and staff demonstrate a very good commitment to inclusion and this underpins the school's very good ethos.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views of the school. They are particularly appreciative of the very good opportunities that their children have to develop their skills in art and design and design and technology and the recently increased opportunities to take part in extra curricular activities. Pupils

very much like attending school. They enjoy the many opportunities that they have to experience different things through the very good enrichment of the curriculum. They enjoy the range of opportunities that are made available for them, however, many stated that they would appreciate having more to do at play times.

IMPROVEMENTS NEEDED

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

- The tracking of pupils' progress and the use of the information gathered to meet their needs
- Strategic planning and procedures for monitoring and evaluating the quality of teaching and learning are not rigorous enough.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards achieved are good. Children make a good start in the Foundation Stage and they continue to achieve well as they move through the school.

Main strengths and weaknesses

- Children in the Foundation Stage achieve very well in their personal and social development.
- Standards attained by the majority of pupils are well above average in reading.
- Problem solving in mathematics and investigational science is a strength and this aids pupils' achievement.
- Pupils achieve very well in art and design and design and technology.
- More able pupils do not always achieve as well as they should.

Commentary

1 The table below shows that in the 2004 national tests for seven year olds, standards in reading and mathematics were above the national average and in writing they were well above the national average. Results also showed that not enough more able pupils had achieved at the higher levels in reading and mathematics at the age of seven. Similarly, teacher assessment shows that insufficient pupils achieved at the higher levels in science. In comparison with similar schools, standards were average in reading and mathematics and above average in writing.

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

Standards in:	School results	National results
reading	16.6 (16.5)	15.8 (15.7)
writing	16.1 (16.6)	14.6 (14.6)
mathematics	16.9 (17.7)	16.2 (16.3)

There were 30 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 2004

Standards in:	School results	National results
English	28.6 (25.9)	26.9 (26.8)
mathematics	27.7 (25.9)	27.0 (26.8)
science	29.9 (27.4)	28.6 (28.6)

There were 27 pupils in the year group. Figures in brackets are for the previous year

2 The table above shows that in the 2004 national tests for 11 year olds, standards in English were well above average. Standards were average in mathematics and above average in science. In comparison with similar schools, and in relation to pupils' prior attainment, standards were well above average in English and science and above average in mathematics. Trends of improvement in the national tests for pupils aged 11 are below the national average. These trends have been

affected by the significant dip in standards attained by pupils of the age of 11 in 2003; however, fluctuations in results have occurred due to differences of ability between different groups of pupils.

3 The achievement of boys and girls in mathematics in the 2003 national tests showed that boys outperformed girls by a large margin. This trend was reversed in 2004 when girls attained slightly higher results than boys; however, a slightly higher than average proportion of pupils attained at the lower levels in mathematics and this affected the overall outcome. The school's recent analysis of data shows that girls are not achieving as well as they should in mathematics over time and the school have therefore rightly prioritised this as an area for development.

4 When children start school in nursery many have difficulties with their communication and language skills and a significant minority of them have special educational needs. Children make a good start to school in the nursery and they achieve well overall during their time in the Foundation Stage. This is as a result of good teaching and the good quality provision that is in place for their needs. Children achieve particularly well in their personal, social and emotional development. This is because children are given good opportunities to work together and to work independently. They develop confidence and so achieve standards in this area of learning that are higher than might be expected. Parents are pleased with the positive start that their children make and their good achievement as they move through school. They recognise that their children who have special educational needs also achieve well in relation to their capabilities.

5 In Years 1 to 6, pupils are achieving well and are attaining well above average standards in reading and above average standards in writing. This is because teachers set very good examples for reading by using different versions of stories to promote interest and enjoyment. Also, in writing, they focus well on vocabulary, using targeted questioning to ensure the inclusion of all pupils and the development of writing skills are clearly interwoven across a range of subjects.

6 Pupils throughout school achieve well in mathematics and science and attain above average standards. Standards and achievement are good because the quality of teaching and learning in mathematics and science are good overall; lessons are enjoyable and pupils respond very well. A key strength of learning in mathematics and science lessons is the school's commitment to pupils having first hand experiences. This is seen in pupils applying mathematical problems to real life situations and in conducting scientific experiments and investigations. As a result, learning is fun and so pupils' achievement is aided and enhanced.

7 In ICT standards overall meet expectations for pupils' ages, however, in communicating information, they are good. In religious education, pupils achieve well and exceed expectations for their age. Insufficient evidence was available during the inspection to make secure judgements on standards in music and physical education.

8 The school places great importance on art and design and design and technology and these subjects play a fundamental part in the school's curriculum. As a result, pupils achieve very well in art and design attaining standards well above expectations for their age, and they achieve well in design and technology and attain standards that are above expectations.

9 In spite of the strengths in, for example, writing across the curriculum, and in pupils' overall achievement in English, mathematics and science, pupils who are more able are not consistently challenged to do achieve their best. Monitoring of teaching and learning and the analysis of data by coordinators has not been rigorous enough and so these issues have not been identified in school development planning. However, following recent analysis of data carried out by the headteacher, the school is now aware of the need to improve the challenge for more able pupils through a more careful use of data and assessment in order for pupils to achieve as well as they should. This is an issue particularly identified in Years 1 and 2.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes to school and to their learning. Behaviour is very good, and pupils' relationships with each other and with the staff are very good. The overall provision for spiritual, moral, social and cultural development is good. Attendance is satisfactory and broadly in line with the national average.

Main strengths and weaknesses

- Very good attitudes are shown in pupils' interest and enjoyment of all activities and in the way they are polite, helpful and friendly to each other and to visitors.
- Teachers celebrate pupils' success extremely well through displays of their work.
- Pupils' moral and social development is very good.
- The school sets high standards and pupils respond very positively by behaving very well and forming very good relationships with each other and with adults in the school.
- Pupil attendance is closely monitored, however celebration of individual pupil's good attendance is not currently practiced.

Commentary

10 Pupils have very good attitudes towards school and learning and enjoy coming to school. They feel safe and secure and respond very well by working hard and concentrating well in lessons. This has a very positive impact on their learning and good achievement. They co-operate willingly with each other for example, in Year 6 when planning a group performance portraying the three witches in *Macbeth*. Relationships between pupils and between staff and pupils were observed to be very good. Staff provide very positive role models. Pupils know why they are valued and feel that staff care about their welfare and progress. They are considerate of the feelings of others, for example, as seen in the shared reading sessions when older and younger pupils read books together.

11 Pupils' spiritual development is good and is clearly promoted through a range of subjects and assemblies. They are often excited by their learning, for example, in Year 2, as they sketched garden spiders; similarly, older pupils reflected quietly as they listened to music played in assembly. Teachers celebrate pupils' success extremely well through displays of their work and this is a strength of the school. The pupils' range of creative writing experiences clearly enhances their own thoughts and reflections, for example, as shown in the inscription on a Christmas card made by a Year 6 pupil for his parents:

*Inside my town on Christmas day
Shining lights are brightening my bedroom
But outside in my town someone will be in darkness
Inside my heart
I am happy and cheerful
But outside a child is sad and lonely
Thinking of joyful families*

12 Moral development is promoted very well. Pupils demonstrate a very good awareness of the differences between right and wrong. Most assemblies and circle time discussions enable pupils to consider making sensible, informed choices. Standards of behaviour in class, in the playground and around school are very good. Pupils have great respect for adults and each other and greet visitors very well with polite friendliness. Pupils

and their parents are happy that the school deals with any problems and do not think bullying is an issue at the school. Pupils know what to do should any problems arise and are confident that concerns would be listened to by adults. Displayed class rules are regarded as fair and exist for the benefit of all. All pupils respond very well to the high expectations set by staff in terms of relationships, behaviour and mutual respect. This has a very positive effect on the quality of life within the school.

13 Social development is very good and pupils confidently and willingly undertake a range of duties. Newly formed extra curricular activities provide pupils with good opportunities to play together in a range of sports teams, both at a friendly level and of a competitive nature. These activities contribute very well to pupils' personal, social and moral development because of the emphasis on taking part and being part of a team that pervades most of the work of the school.

14 Pupils' cultural development is good overall. They have the opportunity to consider different cultures to their own through a range of historical work that relate, for example, to Greek culture. In addition, pupils learn about the traditions of the locality using maps to see how the area has developed over time; they learn about cultural themes as represented in art and design and through religious education, show respect for other faiths and lifestyles.

Attendance

Attendance in the latest complete reporting year (94.7%)

Authorised absence		Unauthorised absence	
School data	5.3	School data	0.0
National data	5.1	National data	0.4

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

15 Although attendance is broadly in line with the national average, there is still a tendency for families to take holidays during term times, often in response to local industries' holiday patterns. The school is, however, aware of the need to improve the way it actively promotes and celebrates good attendance. There have been no exclusions.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	191	0	0
Mixed – White and Asian	1	0	0
Black or Black British – Caribbean	1	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is good overall. Strengths include teaching and learning, the very good opportunities that are provided to enrich the curriculum and the effective partnerships with parents. The level of care is good and exemplifies the schools very good view of inclusion.

Teaching and learning

The quality of teaching and learning is good. Overall, assessment is satisfactory.

Main strengths and weaknesses

- Teaching in the nursery is now good and much improved since the last inspection.
- Teachers' focus on learning through first hand experiences means that learning is fun.
- Learning support assistants are well directed to aid teaching and learning of pupils who have special educational needs.
- Teachers have effective and regular dialogue with pupils in lessons about how to improve their work; however, marking is inconsistent in quality and does not extend this positive support.
- Assessment is not used consistently to ensure that more able pupils are challenged to always achieve as well as they can in lessons.

Commentary

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8 (27%)	10 (33%)	10 (33%)	2 (7%)	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.

16 At the time of the last inspection, concern was expressed about the quality of planning for children's learning in the nursery. Since that time the teacher has worked very hard to improve the teaching and learning experiences for children as they begin school. Very good progress has been made overall and now teaching and learning in the nursery is good with very good teaching and learning in respect to children's personal, social and emotional development being evident throughout the Foundation Stage. Parents are appreciative of the good quality of teaching that supports their children's learning.

17 The school places significant emphasis on its pupils learning through first hand experiences in order to stimulate pupils' learning and so aid achievement. As a result, teachers plan opportunities that are enjoyable and make learning fun. For example, in a practical mathematics lesson in Year 2, the teacher planned for pupils to experience a range of activities that were both stimulating and enjoyable. Being in the hall enabled pupils to become 'active' learners. They stood up if their allocated number was less than nine for example, and by moving from one mat to another, pupils soon saw what happened when groups of pupils were shared; as a result, pupils achieved well in their understanding of 'less than' and division. In this way the school plans to aid achievement whenever possible. Where unsatisfactory teaching was observed, the lessons were not planned to ensure that all pupils were developing skills appropriately and a significant minority of pupils made no gains in their learning. All teachers, however, value their pupils' efforts and this does much to extend pupils' confidence and self-esteem.

18 The quality of teaching and learning for pupils with special educational needs is good. Pupils receive effective help from teachers and learning support assistants who are well directed and know what they are expected to teach. Teaching in groups during withdrawal sessions is well focused on meeting individual needs and the targets in their individual education plans are realistic. However, most need breaking down into smaller components against which new learning can be more accurately measured. The impact of good teaching is evident in the interest that the pupils show in their work and in their very good behaviour.

19 Assessment is satisfactory overall; it is good in Foundation Stage. The school has an appropriate system in place to collate data and track pupils' progress. A good feature of ongoing assessment is the effective dialogue that occurs between teachers and pupils to help them to understand how best to improve their work. However, scrutiny of pupils' work demonstrates that overall, teachers' marking is inconsistent in its quality. It does not consistently provide evaluative comments in order to remind pupils of these important conversations about how to improve the quality of their work. The new headteacher has used his significant skills in assessment very well to quickly analyse and identify that improvements are needed in the use of information gathered from assessments particularly to ensure that teachers plan work to challenge all more able pupils to achieve their best. Similarly, that the setting of targets needs to be more rigorous and challenging, and used more effectively to aid school improvement. Monitoring of teaching and learning and the

analysis of data has not been rigorous enough to identify these issues. However, they are now priorities for action.

The curriculum

The quality of the curriculum throughout the school is good. Opportunities for enrichment are very good. Overall, accommodation and resources are good.

Main strengths and weaknesses

- There is a good range of extra curricular activities, especially sporting activities, which enhance pupils' achievements at a high level.
- Curriculum provision for art and design and design and technology are a strength.
- Provision for pupils who have special educational needs is good.
- Outside playground accommodation is soulless.
- Timetable organisation means that available time is not always well used to maximum impact.

Commentary

20 The curriculum is broad and balanced and is successful in providing pupils with enriched learning opportunities that permeate very well throughout the school. It meets the requirements of the National Curriculum and provides effectively for the teaching of relationship education, the dangers of drugs and smoking and the importance of healthy eating through a planned programme for personal, social and health education.

21 The school is socially inclusive and provides a good range of learning opportunities to which pupils have good access. This is now a good and much improved feature of the Foundation Stage curriculum. The school places a strong emphasis on practical activities to aid learning and achievement. This is seen for example, in mathematics and science, and is used well to stimulate pupils' interest and achievement in writing. The school also rightly acknowledges its strength in art and design and design and technology. In most curriculum planning activities these two subjects are the central pivot from which most planning for other subjects flows or is interlinked – some are strong links and some tenuous. For example, 'cross curricular' lessons clearly support pupils' independence and enthusiasm for partaking in practical activities. However, the school is aware of the need to ensure that key skills are taught during these lessons in a planned manner to ensure that pupils build effectively on their skills and that they do not repeat them when there is no need to do so. Inspection observation clearly indicates that some activities contained low level challenge, for example, colouring in activities when time was not managed well enough and when no direct teaching of special skills took place. The newly appointed headteacher is also aware that the present timetable contains pockets of time that are not used effectively. Not all lessons start on time and therefore valuable time is lost at the start of lessons. In respect to the National Literacy and Numeracy Strategies, these have been successfully implemented across the school and they are having a positive impact on raising standards. Recent development in the provision for ICT also ensures that the subject is an integral part of lesson planning and delivery.

22 The provision for pupils with special educational needs is good. The school works hard to ensure that pupils with special educational needs are identified as soon as possible so that lessons can be modified to provide for everyone's needs. All pupils on the special educational needs list have individual education plans which highlight their individual needs and provide support for teachers in the planning of work. These are regularly reviewed to ensure that targets reflect the progress made. However, their broad based nature makes specific tracking of any small gains in a pupil's learning difficult to assess. All pupils with special educational needs have access to the same curriculum as other pupils, including those pupils with profound physical needs. This is one of the features that make the school so inclusive.

23 Curriculum enhancement through a range of visitors to the school gives an extra dimension to the work of the school. An artist in residence successfully promotes a range of art and design activities both in two and three-dimensional form that put the icing on the cake in terms of provision offered through the arts. A display in the hall reflects the school's recent promotion and success across a wide range of sporting disciplines with certificates from both individual and team efforts. The high attendance rate by pupils at one or more of these activities, including an after school arts club, is very good. Pupils benefit considerably from these experiences in terms of self-esteem, confidence and teamwork.

24 The school accommodation, which has benefited from the inclusion of two small ICT suites since the previous inspection, is good overall. However, some classrooms are small and there is limited access to outdoor provision for reception aged children. Similarly the school playground areas are at present featureless and bland. Pupils state that they wish there was more available for them to do at playtime. Future plans designed by the children to incorporate seating and an outside classroom await fruition. Overall, learning resources are good with particular strengths in art and design and design and technology. In these subjects the quality, range and access to equipment are good and enhance provision and pupils' achievement in these subjects.

Care, guidance and support

The school cares well for its pupils. Pupils receive good support, advice and guidance. There are very good measures to involve pupils in the school's work and development, through seeking and acting on their views.

Main strengths and weaknesses

- The school provides a safe and secure environment for all pupils.
- Induction into school is very good and transition between classes is effective.
- Staff help pupils become responsible members of the school community.

Commentary

25 All procedures for child protection, health and safety are firmly established. Site security is given priority and staff appreciate the need for daily monitoring. The governors also keep health and safety under review and do regular informal checks of the school site. The school is bright, warm and clean with children's work attractively displayed.

26 Induction procedures are very good and are carefully managed to ensure the confidence of parents and children. Transition between classes is made as smooth as possible because staff and children work well together and relationships are very effective. Pupils are confident in approaching any adult in school for help. Their personal development is monitored informally through the staff's knowledge of them and their families.

27 The school carefully tracks pupils' academic progress to provide targeted support and guidance for pupils in their work, although, more able pupils are not consistently challenged to achieve their best. However, the care and guidance of pupils who have special educational needs is good and is enhanced by the effective partnership that school has with a range of external agencies. In this way effective provision is in place for pupils with a range of learning, behavioural and physical needs and disabilities.

28 The headteacher has re-launched the School Council and representatives actively seek out pupils' concerns and issues, reporting back decisions after meetings. In addition the staff regularly ask pupils' opinions about aspects of the curriculum, topical themes and general school life. From nursery onwards children are helped to express an opinion in front of their peers. As a result children's social confidence has grown. In addition, staff emphasise care and consideration of others and regularly ask pupils to consider how this can be secured and encourage them to act on collective class decisions.

Partnership with parents, other schools and the community

A good partnership has been established with parents and they are very supportive of the school. Satisfactory links have been formed with the community, other schools and colleges.

Main strengths and weaknesses

- Parents hold the school in high regard and are very supportive of it in its work.
- Positive links with the Education Action Zone have been established.

- Effective links are in place with parents to provide good support for pupils who have special educational needs.
- Visitors to school enhance curriculum provision.

Commentary

29 Parents have very positive views of the school. Those parents who responded to the questionnaire, attended the meeting or were spoken to in school were very happy with the quality of education that the school provided for their children. Parents value the positive contact they have with school. They are kept well informed about their child's progress through parent evenings and school reports. Parents of pupils who have special educational needs are actively encouraged to support their child's learning and strategies to do so are effectively shared with them.

30 The school works well with the Education Action Zone, for example, to consider strategies to aid pupils' achievement. Over time this has included a focus on boys' writing. As a result of the strategies shared and support received, boys' achievement and standards in writing have improved.

31 Parents feel that the school is very important in terms of its position in the community and links established with the community to enhance the school's curriculum are currently satisfactory. Strengths include the use of visitors into school who enhance the quality of provision, for example, as seen when artists work with pupils in school. In addition, there are new opportunities that are now being planned to extend sporting activities for pupils as extra curricular activities beyond the classroom and these are much appreciated by pupils and parents alike.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school is good overall. The headteacher's leadership is very good and he is well supported by the good leadership of key staff. This reflects the very positive comments of parents. Management is satisfactory. Governance is good overall. The school has dealt well with identified aids and barriers to achievement.

Main strengths and weaknesses

- The headteacher's aspirations for the school are fully shared by the school's key staff and the governing body.
- The school's focus of providing practical experiences across the curriculum is an effective aid to pupils' overall achievement.
- School development planning and the monitoring and evaluation of teaching and learning are not rigorous enough.
- Governors have a good understanding of best value, however, a minority of governors are new to governance and their role in monitoring the quality of education is at present under developed.

Commentary

32 Parents' confidence in the leadership of the school is fully justified. The new headteacher has a clear vision for the school that has been shared with and understood by parents, staff and governors alike and all are very supportive in their different roles. Owing

to the headteacher's very recent arrival at school, this vision has yet to be translated into an effective strategic plan for the future.

33 All leaders in school are aware of the potential barriers and aids to achievement. For example, in respect to children's language skills, which are limited on entry to school, and to this end the school is fully engaged with the Education Action Zone. One particular strategy has been to focus on boys' writing and this has been successful as boys' achievement in writing has improved over time and is not currently an issue for the school. Similarly, through the school's promotion of a curriculum that is practically based, the school has engaged effectively in stimulating pupils' learning. This practical work has encouraged pupils' interest and so aided their understanding, for example, in mathematics and to improve standards in writing.

34 Management of the school is satisfactory overall. Coordinators carry out curriculum audits regularly, however, there is a lack of rigorous monitoring and evaluation of provision, teaching and learning. As a result, the priorities of plans for school improvement are not based on a clear understanding of the present position and the success of the actions taken is too seldom measured by their effect on standards.

35 The governors share and reinforce the headteacher's vision for the school and have given staunch support to major developments, such as the building of the new nursery classroom. They ensure that the school fulfils its statutory duties, for example, in monitoring with the school, the implementation of the school's Race Relations Policy. A good structure of committees has been set up and governors are aware of their individual roles. Through the effective partnership established with the headteacher all governors have a good understanding of the current strengths and priorities for development for the school at the present time. For example, governors know about the impact of work with the Education Action Zone and are clear of the implications of recent data analysis in respect to girls' potential underachievement in mathematics. However, a minority of governors are new to governance and are lacking in experience to monitor and evaluate the school's plans and performance. This has been recognised as a developmental need.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	520630	Balance from previous year	30231
Total expenditure	525941	Balance carried forward to the next	24920
Expenditure per pupil	2504		

36 Financial management is satisfactory overall. Day to day administration is good; however, administrative staff and coordinators have no involvement in financial management in relation to school improvement and identified priorities for action. However, in terms of funds raised by the school, for example, through specific grants and the successful outcome of bids, these have been carefully spent and, in this context, governors demonstrate a good understanding of 'best value' principles. The school provides good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

37 Provision for children in the Foundation Stage is good. This represents very good improvement on the last inspection and this area is now a strong feature of the school. Induction and communication with parents are informative and very well organised. Children enter a warm, caring nursery and a calm, supportive reception where they achieve well. This is due to the good quality of teaching and learning, the ease of relationships with parents and the effective teamwork of some highly skilled staff, who provide a good balance of teacher-directed and child-chosen activities. Staff utilise the good ratio of adults to children to increase adult-child interactions and development towards independent learning. Children with special educational needs are well supported, both as individuals and as part of a group and class. Teachers plan an interesting range of activities to take place in the outdoor areas, daily in the nursery but not as regularly in reception. However, neither of the outside areas is sufficiently well developed for the range of provision needed. For example, reception children do not have access to vehicles and other physical development apparatus and so progression from nursery in this aspect is restricted. Overall, the Foundation Stage is well led and managed by the staff in both units. Staff have attended recent training and regularly evaluate their knowledge and practice to improve general provision. However, there is no monitoring of teaching and learning sessions. When children enter nursery, although there is a wide range of ability, a significant minority of children have language and social difficulties. However, because teaching is targeted to meet individual needs and targets are adjusted according to assessment findings, most children achieve the early learning goals by the end of reception.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Routines are well established.
- Courtesy, consideration and co-operation are encouraged throughout the day.
- There is a clear focus on raising children's self-esteem.

Commentary

38 At the start of the day children self-register as they enter the nursery and quickly become engrossed in the wide range of activities available. They know they must dress appropriately for the activity and wash their hands before touching food. They respond quickly when they hear the snack time music and assemble enthusiastically to participate in this social occasion. By reception children appreciate the need for orderly movement about the building, the need to raise their hands before speaking and to follow instructions with the minimum of fuss. Staff set very high expectations and are very good role models. As a result, children know when to say 'please', 'sorry' and 'thank-you' and they copy the examples of fairness and sharing they see. They are generous in their praise and encouragement of others and gradually understand the necessity of taking turns. The nursery teacher is particularly effective with the stronger willed children in her gentle but firm coaxing and the use of an egg timer to time activities and show impartiality.

Opportunities for real interaction are very well organised throughout the day and so children adjust to a range of personalities in a variety of groupings. Praise and encouragement are given for co-operation and when individuals communicate to the group or whole class, adults and children always demonstrate their appreciation. In this way children's self-esteem is enhanced very well and they tackle new experiences with confidence and enthusiasm. Teaching and learning are exceptionally good in this aspect and because of this, achievement is high. Children are on course to reach the standards set for this age group and it is likely that most will exceed them.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers utilise every opportunity to extend language.
- Phonics and early learning skills are securely taught and consolidated.
- Writing is taught across the curriculum but opportunities to do so are sometimes missed.

Commentary

39 Speaking and listening are developed well through role-play activities, through collaboration with other children and, through the frequent interactions with adults. Staff are very skilled at asking questions in a variety of ways so that children assert, recall, report and reason a point of view, and can predict and begin to understand the feelings of others. They therefore practice the full range of language across the curriculum and are given praise when they use words imaginatively such as 'the grated cheese looking like spaghetti'. In reception, clearly articulated alternatives restated by the teacher help children reflect and give reasoned answers. Basic literacy skills are developed effectively throughout and across all areas of early learning. In nursery, staff emphasise visual and auditory discrimination of sounds to teach basic letter and number formation successfully. In reception the teacher's systematic approach to phonics and her motivation of children to develop positive attitudes towards books has ensured that most children read and write simple words and guided sentences well. However, opportunities are sometimes missed for children to initiate their own writing. When children start nursery a significant minority have difficulties with language but they achieve well in this area of learning because teaching and learning are good. The children are on course to reach the early learning goals with a few achieving beyond.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers utilise every opportunity to extend mathematical development and teach basic concepts well.
- The sparse outdoor areas limit opportunities for conceptual development.
- When teaching is very good, all abilities including the more able are challenged.

Commentary

40 Throughout the day in nursery children match, sort, sequence and label apparatus and staff prompt and question children well in order to assess learning and adjust teaching to meet children's individual needs. In reception, when staff support and have high expectations, children become more critical about matching colours and they reject or include collage materials according to two criteria such as warmth and texture. All these activities extend mathematical understanding. Staff recognise the importance of developing children's language skills in order to aid their mathematical understanding. Because of this, nursery staff regularly count beside children and use diverse equipment to

practise the same concepts. Again promoting children's thinking and language skills, at snack time staff arrange objects such as milk cartons into patterns so that children can more easily spot and count the gaps to ensure the correct number is available for daily use. The computer is always in use in the nursery and the Interactive Whiteboard enables several children to complete number puzzles collaboratively by touching and 'dragging'. In reception the teacher's explanations are very clear and she repeats sequences using rhyme, story and equipment to consolidate the children's concept of time. Currently, the undeveloped nature of the outdoor areas restricts extended opportunities to develop children's concepts of shape, space and measure. Nonetheless, the teaching in mathematical development is good and as a result, children achieve well in relation to their capability and are expected to reach the early learning goals with a significant minority exceeding them. Children's achievement improves still further, however, on those occasions when the teacher asks challenging questions of the more able or develops their own suggestions or provides different activities to match individual needs more closely.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers plan and organise a broad range of interesting experiences.
- Language is extended very well in these sessions.

Commentary

41 Children experience a stimulating curriculum to develop their knowledge and understanding of the world because of the wide range of topics that are studied. The curriculum is also enhanced through the use of parents and other visitors in school and the interesting activities teachers devise to consolidate and extend learning. In the nursery, children have worked with a local artist to depict the surface of planets in paint and modelling materials. She referred the children to books and models, and frequently checked their understanding and extended their conversation and use of language with appropriate vocabulary. As one child worked on a wooden model the teacher asked how the piece of wood could be made to fit the vice and by trial and error talked the child through the process of adjusting the vice. In reception, children have sorted out clothes for two contrasting holidays, one to Iceland and one to Greece. By the end of the session they were considering weight, texture, light and heat. Also, by studying pictures to check their choice of clothing their understanding of these two countries had grown considerably. Teaching in this area is very good and because children are fully engaged and motivated they achieve equally well. Last year all pupils achieved this early learning goal. Current reception children are also expected to meet and many are likely to exceed expectations.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory** overall.

Main strengths and weaknesses

- Teachers provide effective opportunities throughout the day for children to develop and refine their fine motor skills.

- Nursery resources for outdoor play are good but the outdoor area needs further development.
- Physical play equipment for reception children is inadequate.

Commentary

42 Children's fine motor skills are developing very well because teachers demonstrate techniques, work alongside children and set up activities for daily practice. As a result, children acquire increasing control and co-ordination using equipment such as scissors, glue, paint, packaging, Velcro and, wood. Also the staff show children repeatedly how to organise their workspace and how to handle tools and materials correctly; lessons in health and safety are therefore consolidated. Some good robust, energetic and creative play was seen during the inspection when children rode tricycles, scooters and other vehicles at speed with increasing control and co-ordination and climbed in and over climbing frames with agility. The nursery has a lot of vehicles that children can use with each other. These help the children's social development because they require some negotiation and division of labour to ensure movement and safety. Unfortunately reception children do not have access to this type of equipment so skills are not developed further. No teaching in physical development was observed in reception but teaching and learning were good in nursery because teachers challenged the children to explore different movements and provided other equipment that offered variety and increased participation. Most children are expected to achieve this early learning goal with a small percentage working above and at national curriculum levels.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teachers bring a creative approach to all aspects of the curriculum.
- Children are encouraged to reflect on their ideas to help them improve their work.

Commentary

43 Teachers try hard to make their lessons interesting and always include a more creative element which absorbs the children without them realising that they are practising skills or knowledge. An example of this was seen in the reception class when children baked biscuits and decorated them with smarties using the various number formations they had practised in mathematical development. Teachers always use a wide range of cross-curricular ideas and materials to stimulate the children and always encourage them to share their work with the class. This helps to raise their self-esteem and confidence but also encourages them to evaluate their work against various criteria. In this way children learn how they can improve their work and demonstrates good achievement. The large majority of children will achieve this goal and a small minority will progress to higher levels at the end of the reception year.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Writing across the curriculum is a real strength.
- Teachers' develop pupils' reading and speaking and listening skills very well by using different versions of stories and providing good quality choral speaking opportunities.
- There is an inconsistency in quality between pupils' displayed work and work in their workbooks, much of which lacks pride.
- Tracking of individual pupils' achievements and subsequent associated targets is not rigorous enough.
- English makes a good contribution to pupils' enjoyment of literature and to their cultural development.

Commentary

44 Standards reflect a similar picture to those found at the time of the previous inspection. The 2004 national test results in Year 2 were well above the average attained nationally in writing and above average in reading. Results at the end of Year 6 were well above average, recovering well from the dip in results experienced in 2003. Careful analysis identified where weakness lay and effective action has been taken to further develop writing skills across other subjects and to improve speaking and listening skills. This has resulted in significant improvement in pupils' writing and results are now well back on track. Inspection evidence indicates that attainment is well above average in reading and above average in writing in Year 2 and Year 6.

45 Overall teaching is good. The impact of teaching assistants is good as they work very well with special educational needs pupils ensuring their full inclusion as they support them working within groups of other pupils. Teachers' planning ensures that in lessons pupils are given good opportunities to develop their speaking and listening skills whilst writing skills are clearly interwoven across a range of subjects. This makes writing very enjoyable and purposeful. Writing across the curriculum is a real strength of the school, and reflects the school's ambition to raise standards higher. As a result, in Year 6, most pupils have experienced a good range of writing styles and average and most higher attaining pupils are writing well, using complex sentence construction and accurate punctuation. They have written biography, letters, and instructional texts using descriptive and analytical writing all of good content. Pupils are given numerous opportunities for writing at length and plan and draft stories to a good standard either by hand or using the computer. Classroom displays clearly reflect high levels of pride; work is presented neatly and handwriting generally well formed. However, work in pupils' books shows an inconsistent approach to handwriting style throughout the school as, in many instances, much work is untidy and pupils use a range of writing medium.

46 Pupils make very good progress in their reading as they move through the school and almost all attain standards well above those expected for their age. Teachers set very good examples for reading by using different versions of stories for example, from Greek

mythology as part of a class topic. In discussion with pupils, they clearly enjoy reading and older pupils confidently give preferences between stories read at home or at school. The school is aware of the need to review the time devoted to additional quiet reading sessions as identified in individual class timetables. Often these sessions are 'time fillers' with no direct teaching of skills taking place. 'Reading Buddies', an arrangement where older and younger pupils share reading experiences, contributes very successfully to pupils' self esteem, relationships and social skills.

47 There are good planned opportunities for pupils to further their speaking and listening skills. In a very good Year 6 literacy lesson, pupils linked a series of well-planned movements to depict the witches' scene from *Macbeth*. The good quality choral speaking opportunities, rehearsed with the learning support assistant, successfully created an atmosphere of mystery and suspense. Opportunities are not confined to literacy lessons, but planned across the curriculum as part of the school's continued drive to maintain high standards. In a very interesting debate during a Year 5 and 6 assembly, pupils confidently contributed their ideas for an eco-friendly school.

48 In relation to prior attainment pupils achieve well because of the good quality teaching and learning throughout the school. Although, pupils' achievements are tracked and National Curriculum levels recorded, pupils' individual targets are not rigorously monitored and evaluated at regular intervals to ensure targets set contain an element of challenge and not perceived expectation. Pupils' targets are in place, but not all pupils know how well they are doing or are involved in reviewing their progress. They are unclear about what they need to do to reach higher standards. Issues such as these have not been identified by the school because monitoring of teaching and learning has not been rigorous enough.

Language and literacy across the curriculum

49 Pupils use their literacy skills successfully to support their learning across other subjects of the curriculum. They speak clearly to each other in small and large groups and they use their reading skills well to access the other curriculum subjects effectively. A significant strength are the links established with art and design and they contribute very well to pupils being able to express their feelings very successfully in their written work. However, the presentation of some written work is untidy. Higher expectations are required as to how work should be set out, dated and self corrected. Nonetheless, there are very good opportunities for promoting creative writing in most subjects and, as a result, English makes a positive contribution to the promotion of spirituality and cultural values. In addition, the use of ICT is an emerging strength.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Practical activities support pupils' understanding well of how to work out mathematical problems.
- The development of mathematical language is good.
- More able pupils are not consistently challenged to achieve their best and girls do not always achieve as well as they should.

- Teachers use direct questioning well during lessons to assess pupils' understanding.
- The use of marking does not consistently support pupils' understanding as to how they might improve their work.
- The use of the Interactive Whiteboard aids teaching and learning well.

Commentary

50 Pupils achieve well and standards attained throughout school are above average. Pupils' achievement is enhanced by the quality of teaching, which is good overall with examples of very good teaching having been observed during the inspection. Strengths are evident, for example, in the practical application of mathematics to solve problems and the pupils' confidence to use mathematical language. This was seen in a good practical mathematics lesson in Year 2 where pupils, as active learners, investigated concepts such as odd and even numbers, division and fractions as, for example, they explored what was half of 20. The impact of this is that learning is fun and so teaching makes an effective contribution to pupils' achievement.

51 Where teaching was observed to be very good, it was characterised by a very good pace, the use of very good questioning and clear expectations of what pupils of all abilities should achieve. There was no time wasted and more able pupils were challenged with extension activities that they found both interesting and enjoyable. As a result, during this lesson, pupils in Year 6 achieved well as they plotted and transformed a range of two-dimensional shapes in all four quadrants. This challenge for more able pupils was not seen in all lessons and it is clear that assessment information is not rigorously used to ensure that their needs are consistently met. This is also demonstrated by the small number of pupils who achieved at the higher levels in the national tests taken at the age of seven over recent years. In addition, a recent analysis of data over time carried out by the new headteacher has revealed that girls have not always achieved as well as they should in mathematics and their achievement, plus that of more able pupils, is now high on the school's agenda for improvement.

52 Features of the school's success include the relationships that exist between all pupils and between adults and pupils. The result of this is that teachers and support staff question pupils well to support their learning and this ongoing dialogue helps pupils to understand how they can improve their work as lessons progress. However, this positive support is then not consistently enhanced by good quality marking. Good marking is evident in some pupils' mathematics books, but for the majority of pupils, marking does not explain sufficiently well how they could improve their work or remind them of the positive discussions that they have had with their teachers or support staff during lessons.

53 Management of the subject is satisfactory. Monitoring and evaluation of provision, teaching and learning is not sufficiently rigorous to ensure that priorities for improvement are clearly based on an in-depth analysis of the current position. However, leadership of the subject is good; the coordinator has a clear vision for the subject and is committed to support the headteacher's identified priorities for the future development of the subject.

Mathematics across the curriculum

54 Mathematics is used well across the curriculum, and is seen in the practical application of skills learnt through pupils' investigational work. Pupils are confident to measure, explore and apply their skills, for example, in design and technology and in science. In science lessons, pupils' mathematical skills aid learning in investigations and experiments, which again make a positive contribution to their achievement in science. Similarly teachers use ICT well to aid teaching and

learning, for example, in the use of the Interactive Whiteboard. In Year 1, for example, the teacher used the Interactive Whiteboard to demonstrate how objects are matched to numerals and how to find ways of making the identified number through addition and subtraction sums. As a result, pupils become more familiar and confident with the use of ICT in the learning environment.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teaching is good, but teachers do not always challenge pupils who are more able to achieve as well as they should, and this is a particular issue in Years 1 and 2.
- There are many very good opportunities for scientific investigation.
- Teachers use questioning skills very well to assess pupils' understanding and promote new learning.
- The use of teaching assistants to support pupils who have special educational needs is very good.

Commentary

55 The standards attained by pupils throughout the school are above average. Pupils achieve well because of the quality of teaching, which is good overall. In spite of strengths in teaching, pupils in Years 1 and 2 who are more able do not always achieve as well as they should and this has been shown in the teacher assessments of pupils' attainment at the age of seven.

56 A strong feature of teaching is the emphasis placed on investigational work, the school's philosophy of pupils' being engaged in first hand practical experiences underpins teaching and learning in science, particularly in respect to conducting experiments. This focus in science lessons begins at a very young age and so pupils are used to this way of working. For example, in a Year 1 science lesson, pupils predicted what the outcome might be of dropping certain objects into a tank of water. Their class mates listened well as their peers provided reasons why they thought, for example, a 'lolly stick', which is light in weight might float. A key feature of this lesson, was that everyone's answer was valued and no one was right or wrong – all pupils waited with baited breath to find what the outcome of the experiment would be!

57 The quality of teaching observed during the inspection was good overall, although examples of very good teaching were also seen. A strength of these lessons was the very effective questioning skills used by teachers to assess pupils' understanding and to promote new learning. For example, in a Year 3 lesson, careful questioning prompted pupils to consider fair testing in the measurement of liquids and the size and shape of containers used. In a Year 6 lesson, the headteacher demonstrated very clear expectations of all pupils, regardless of ability, to achieve their best. Very good links with mathematics were also made, and the headteacher encouraged pupils to refine their investigations still further as they were asked to consider: 'to what extent do objects weigh less in water than in air?'

58 Teaching assistants are very well deployed to support learning and they contribute effectively to pupils' achievement. Their contribution is particularly valuable in the aid provided for those pupils who have special educational needs. With such a strong

emphasis on the practical application of skills, teaching assistants ensure that all pupils with whom they work are engaged and so active learners. In this way they too achieve well as pupils are keen and attentive learners.

59 The leadership of the subject is good as the coordinator has a clear vision for the subject who recognises its strengths. However, management of the subject is satisfactory overall. This is because monitoring and evaluation of provision, teaching and learning has not been formalised and so action to improve standards still further is not based on a clear analysis of where the school is at the present time. The deputy headteacher, who is also the science coordinator, recognises this as an important area for the subject's development.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Recent improvements in resources have significantly boosted the quality of provision and are rapidly raising standards.
- Teachers use ICT well to support learning across the curriculum.
- Pupils confidently use the digital camera to record achievements related to practical aspects of their work.
- The systematic monitoring and evaluation of teaching and learning is underdeveloped.

Commentary

60 Overall, standards attained meet expectations for pupils in Year 2 and Year 6; however, in communicating information, standards are above. The recent acquisition of high quality resources has boosted what pupils know and can do. Also, effective staff training is now enabling teachers to make good use of computers and other resources, especially digital cameras, to record pupils' achievements. An outcome of these developments is that, across the school pupils are achieving well in relation to their capability. Provision and standards have improved remarkably since the last inspection.

61 The pace of learning is good with teachers skilfully ensuring that pupils have the opportunity to explore within a range of programs as well as developing their skills of controlling equipment. Pupils in Year 2 produce good word processed accounts using a variety of font sizes to present their work in different ways. They use a range of art and design programs well to draw recognisable events in considerable detail and have good mouse control skills. They also successfully model outcomes of geographical activities associated with the journey of 'Theseus to the Minotaur'. In Year 6, pupils are using a combination of sounds, images, photographs and moving text successfully. Most pupils have good word processing skills and manipulate information effectively. They use the Internet confidently to find information to support learning, as seen, for example, in history and older pupils make effective use of e-mails. Similarly, higher attaining pupils succeed in more difficult or open-ended tasks and. For example, undertake investigations using spreadsheets.

62 Teaching and learning are good. Teachers have high expectations of pupils' work and give them good opportunities to use computers in a wide range of situations. Pupils respond very well to these high expectations with high levels of confidence and seek improvement in their work. Teachers' subject knowledge is now good. Teaching assistants are used effectively to promote pupils' learning and there is a shared commitment to develop the use of ICT in other subjects. As a result, teachers successfully integrate the use of computers into many other subjects so that pupils learn to apply their skills in a variety of meaningful different circumstances. The confident use of digital cameras by pupils and the downloading of images taken to accompany their word-processed accounts is a strength of the subject. Hence pupils' obvious enjoyment of ICT, as a result, they work independently and earnestly at the computer-based tasks. Very good levels of co-operation and collaboration are much in evidence. Lessons are generally well planned, for example, in a Year 6 lesson, related to databases and spreadsheets, very clear explanations gave pupils confidence yet left a good period of time in which pupils practised and developed their skills.

63 The good leadership given by the subject leader has been particularly effective in raising the confidence of teachers and pupils alike. A well skilled and knowledgeable teacher, she has managed events very well to ensure that the school has kept pace with higher expectations. She has ensured that all teachers and support staff have had training in using new software. Computers in the two small suites are networked throughout the school. This enables pupils to continue work started in the suite and allows them especially to practise and develop their research skills at other times of the week. Nevertheless, planned opportunities for the co-ordinator to see teaching and standards in other classes are limited and continue to be an area for development. Assessment procedures are satisfactory overall and as such tend to be based on class or group skills acquisition, rather than individual levels of learning.

Information and communication technology across the curriculum

64 The use of ICT across the curriculum is good. Cross-curricular links have been successfully identified and are contributing to higher levels of attainment. Teachers take full advantage of chances to use ICT to enhance pupils' learning. For example, pupils' English skills are being well extended and secured through the regular and systematic use of writing across the curriculum. Higher attaining pupils relish the challenges offered by putting their work straight onto the computer. This is raising their self-esteem and confidence. ICT is recognised by both teachers and pupils as a cross-curricular tool, and the access of simple spreadsheets and data programs was successfully demonstrated during a Year 6 lesson related to healthy eating and the packets of crisps eaten.

HUMANITIES

65 Insufficient evidence was available during the time of the inspection to make secure judgements on provision in history and geography and so these subjects have been sampled.

66 In **history**, only two lessons were observed, but from the lessons, talking to pupils and looking at their work, it is clear that pupils study a range of topics over the year and gain secure knowledge and understanding. Pupils are taught to research information from books, artefacts, documents, the Internet and other resources and teachers try to make their lessons interesting by cross-curricular presentations of historical information. These

are particularly successful when they are highly focussed and paced such as in Year 2's extended writing of the 'twelve labours of Heracles' and in Year 6's discussion and bubble-form presentation of the moral aspects of disturbing the Mary Rose gravesite. In the two lessons observed, pupils achieved well when the teacher challenged pupils during discussion to provide evidence to support their views and pupils' understanding of how the past is represented grew. However achievement was only satisfactory when activities lacked precise timed objectives and structure and as a result time was lost and opportunities to extend pupils' writing were missed.

67 No lessons were available for observation in **geography**; however, in discussion with Year 6 pupils they could recall well aspects of projects they had been taught in previous years. They could also demonstrate their knowledge of mapping skills and their understanding of location and climate. They were particularly enthusiastic about the Bethany charity project and the school's visitors from Tanzania, and pupils were able to show a real appreciation of contrasting priorities.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Teachers provide a range of interesting experiences that together with assemblies, aid pupils' understanding of religions.
- The subject coordinator provides a good role model in terms of teaching.
- Teaching is effective because of detailed planning and preparation.

68 A scrutiny of pupils' work and discussions with pupils reveals that the curriculum meets the requirements of the Locally Agreed Syllabus and that pupils achieve well. All pupils have a good knowledge of the life of Christ and of its principal events. They have visited the local church and know its principal features and symbols. By Year 2 pupils talk knowledgeably about Hinduism and describe Diwali and the importance of India's holy river. By Year 6, pupils know the different groups within Christianity, can explain its growth through its followers and appreciate how it has inspired many over the centuries. They also know about Sikh beliefs, the main features of the 'Gudwara' and are familiar with the 'five K's'.

69 Pupils speak enthusiastically about this subject and have obviously enjoyed their learning experiences and this reflects well on previous teaching. Many pupils also said that assemblies help them to understand about religions and life generally. Assemblies are mainly Christian, but they do contain detailed aspects from other faiths and provide opportunities to reflect on ecological and moral issues as well.

70 Only one lesson was observed during the inspection and this developed further, pupils' understanding of Hindu beliefs. This was in the subject coordinator's Year 2 class where teaching and learning were most effective because of the teacher's subject knowledge, detailed planning and preparation. As a result a special atmosphere was created using puppets and artefacts; emotions were engaged and many pupils made significant contributions to a discussion about the poverty, fear and joy described in the story. By skilful prompting and questioning the teacher was then able to draw out of the pupils, comparisons with the parables.

71 This subject is well led by the coordinator. The scheme of work has been organised so that topics from the Locally Agreed Syllabus fit in well with the rest of the curriculum. This is supported well by the organisation of resources for each year group and the school's links with neighbouring institutions to provide additional artefacts. The coordinator has good subject knowledge that she shares with colleagues, however, no monitoring and evaluation of lessons takes place to help identify strengths or areas for development. Nonetheless, overall, good progress has been made since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

72 Insufficient evidence was available during the time of the inspection to make secure judgements on provision in music and physical education and so these subjects have been sampled.

73 In **music**, one part lesson was observed and it was clear that pupils enjoyed the experience of playing recorders. They were very well behaved; they responded very well and listened carefully as they learnt new notes. The school also offers pupils the chance to learn instruments by a visiting music teacher. Although only one pupil is learning a brass instrument at the present time, the opportunity is greatly enjoyed.

74 No lessons were observed in **physical education**. However, in discussion with pupils they are clearly enjoying the recently increased opportunities for them to engage in extra curricular sporting activities. This is a feature of the curriculum that parents also appreciate.

Art and design

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

Main strengths and weaknesses

- Very good links are established between art and design and other subjects.
- Art and design displays have a very high profile around the school, successfully celebrating pupils' achievements.
- Monitoring of teaching and learning is limited.

Commentary

75 The curriculum for art and design is central to the whole school curriculum along with that of design and technology. Because the school places a significant emphasis on creativity, very good stimulus is provided for pupils' achievement across most subjects. Similarly, the learning opportunities that the school provides for pupils within art and design are of a high quality and the quality, range and accessibility of good resources successfully underpin the subject's high status in the school. As a result, pupils' skills are developed very well. For example, in a Year 2 lesson, pupils were given exciting opportunities to select from a well-prepared range of activities linked to felt making. Pupils then very confidently used the materials that were associated to each other through texture to represent various patterns of fabric weave. Because of the high quality opportunities for learning that meet the needs of lower and higher attaining pupils very

well, the majority of pupils attain standards that are well above expectations and this reflects a similar picture to that observed at the time of the previous inspection.

76 A good range of pupils' work on display in classrooms clearly illustrates that all pupils are valued and as a result, pupils show good levels of pride in their work. Pupils say they really enjoy art and design because the lessons are interesting and challenging. The school has rightly encouraged the role of an 'Artist in Residence' to add even greater value to the good subject expertise of the staff by further developing work of a three-dimensional nature. A separate project involving pupils working with a local artist in the style of Jackson Pollock successfully created an imaginary island glimpsed from above through gentle clouds. The subject makes a very important contribution to pupils' spiritual, cultural, personal and social development.

77 The subject is well led by an enthusiastic and knowledgeable co-ordinator and management of the subject is satisfactory. Opportunities to monitor and evaluate the quality of teaching and learning across the school are limited and action plans do not carefully priorities areas for development such as the use of sketchbooks to enable pupils to refine their drawing skills and the use of assessment to inform pupils how to improve their skills as they move up through the school. However, basic art skills are developed very well, and ICT is also used successfully to enhance pupils' drawing and modelling skills.

Design and technology

Provision in design and technology is **good**.

Main strengths and weaknesses

- The design and technology curriculum receives a high profile in school.
- The quality, range and accessibility of good quality resources enhances teaching and learning.
- Design and technology models receive significant prominence in school displays and this successfully enhances the subject's high curricular status.
- Cross-curricular lessons do not always ensure that pupils learn or extend new skills.

Commentary

78 From Year 1 upwards pupils are given well-planned opportunities to undertake making and evaluation tasks with strong links to other subjects, where design and technology in many cases is the central focus of the lesson. For example, in Year 1 the manufacture of a kite and associated material was linked effectively with observations of weather conditions to enable it to fly successfully. This prompted pupils to design and develop their own weather recording equipment whilst recognising the need for some of the equipment to be waterproof. Similarly, the manufacture of a magic 'Treasure Box' in Year 5 successfully used a variety of mechanisms involving levers, pins, construction kits, elastic bands and cogs. This was further developed in Year 6 using 'Prospero's cloak' with its hidden pockets and elements of surprise and again using a range of intricate mechanisms to frighten the unsuspecting passer-by!

79 Pupils achieve well and attain standards that are above expectations because teaching and learning are good. Achievement is also enhanced by the quality, range and accessibility of good quality resources, including a very good range of hand tools. This is clearly evident in the wide range of design and technology models on display. The variety

of well-finished products, such as scale models of Greek temples, also demonstrates the range and use of associated skills including accurate measurement. Furthermore, a range of factual writing exercises based on steps taken to build a particular working model, had obviously fired pupils' imaginations in terms of quality and sentence continuation.

80 The subject is well led by the deputy headteacher who, with other staff, promote design and technology's high status in the school. Management is satisfactory and opportunities to observe and monitor the quality of teaching and learning across the school are limited. As a result, the use of assessment to ensure that projects successfully build upon pupils' previously learnt skills has not been identified as a priority for action. As a result, during the inspection, 'cross curricular' lessons, were not planned well enough to ensure that all pupils were extending specific skills.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for pupils' personal, social and health education is **very good**.

Main strengths and weaknesses

- Pupils' personal development is promoted very well through the very good enrichment of the curriculum.
- The school has very high expectations of pupils to be responsible citizens of Badger Hill Primary School.

Commentary

81 Provision for pupils' personal, social and health education is very good because the school has in place carefully planned and organised courses for relationship education, the danger of drugs and smoking and the benefits of healthy eating. These involve members of the local community visiting school, such as the school nurse. Pupils develop a good awareness of what it is to be a good citizen. In the newly formed Eco-Club they learn to be responsible for protecting the environment. In the same way, charity collections are supported well because pupils want to help those less fortunate than themselves.

82 From discussion with pupils and through lessons observed it is clear that the school contributes very well to pupils' personal development. A very good example of this is through the opportunities that the school provides for pupils to be involved in practical activities, such as in the creative arts. Here pupils have many opportunities to develop their skills and to share their expertise. As a result, they take on responsibilities very well; they are self-confident and have high self-esteem.

83 The school has very high expectations for pupils to be responsible and to care for one another. This is demonstrated in the School Council that provides a well-focused vehicle by which pupils' views can be heard for example, in the recent ballot on the wearing of a school uniform. Pupils relate very well to their friends and to adults in school. They clearly know the importance of being a thoughtful citizen.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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