

# INSPECTION REPORT

## **INGLEBY MILL PRIMARY SCHOOL**

Ingleby Barwick, Stockton-on-Tees

LEA area: Stockton-on-Tees

Unique reference number: 130256

Headteacher: Mrs B Martin

Lead inspector: Mrs L P A Clark

Dates of inspection: 17-21 May 2004

Inspection number: 256540

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	607
School address:	Lamb Lane Ingleby Barwick Stockton-on-Tees
Postcode:	TS17 0QP
Telephone number:	01642 761985
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr. S. Watson
Date of previous inspection:	22-26 June 1998

## CHARACTERISTICS OF THE SCHOOL

Ingleby Mill Primary School is much larger than other primary schools. It was originally built nine years ago for 240 pupils but has since expanded well beyond that capacity and now has over 600 pupils. Fifty per cent of Year 6 pupils in 2003 had attended other primary schools before joining this one. Most pupils come from the immediate area which is largely owner-occupied properties on extensive modern housing estates. Overall, the school's socio-economic context is broadly average and its take-up for free school meals is well below average. Almost all pupils are of white, British, ethnic background; a very small minority come from mixed backgrounds including Caribbean, Asian, and Asian British Indian and Pakistani mixed backgrounds. There are two pupils learning English as an additional language. When children first start school, their attainment is broadly average overall. The proportion of pupils identified as having special educational needs (5 per cent) is well below average as is the proportion of pupils who have statements of special educational needs. The range of needs includes moderate, specific and severe learning difficulties, social, emotional and behavioural difficulties, speech and communication difficulties, hearing impairment, physical disabilities and autism. There have been several, unavoidable staffing changes since the end of December in the reception classes and in Year 3. Currently, two teachers are on temporary contracts, one of whom is newly qualified.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25431	Lesley Clark	Lead inspector	English, art and design, music, information and communication technology, English as an Additional Language and special educational needs
8922	Brenda McIntosh	Lay inspector	
11938	Sheridan Earnshaw	Team inspector	Foundation Stage and religious education
21024	Robert Robinson	Team inspector	Mathematics and design and technology
30277	William Wood	Team Inspector	Science, history, geography and physical education

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an excellent school.** Standards are high in most subjects because teaching is exceptionally good in every class. Attitudes and behaviour are exemplary and so all pupils achieve very well. Leadership and management at all levels, including governance, are excellent. The school gives excellent value for money.

The school's main strengths and weaknesses are:

- Standards are well above average by the end of Years 2 and 6 in English, mathematics and science and in most other subjects.
- Pupils of all ages, backgrounds and abilities achieve very well because of the excellent care, guidance and support they receive for their personal and academic success.
- The leadership and management provided by the headteacher, deputy and all staff who have management roles are excellent and ensure that high quality learning takes place in every class and subject.
- Pupils develop as socially responsible, well-rounded individuals with active minds and a positive outlook because of the excellent provision the school makes for their spiritual, moral, social and cultural development.
- Assessment procedures are excellent and ensure that pupils are taught what they need to know, that those with special educational needs are given the help they require and that gifted and talented pupils are challenged.
- The school has outgrown its accommodation and this imposes restrictions on linking indoor and outdoor activities in the reception classes and on developing skills in physical education in Years 1 -6 throughout the year

Improvement since the last inspection in June 1998, when the school was substantially smaller, has been very good. Assessment procedures, the main issue at the last inspection, are now excellent and underpin teaching and learning so effectively that standards have risen across the curriculum. The school is now exceptionally effective as a result.

### STANDARDS ACHIEVED

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

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

**Achievement is very good**, including the achievement of pupils with special educational needs and those who are gifted and talented. Boys and girls do equally well as do pupils from minority ethnic groups. Children in the nursery and reception classes achieve very well and are likely to exceed the goals expected of children of this age by the time they move into Year 1. Pupils achieve very well in all year groups. Current standards continue to be well above average in reading, writing and mathematics at the end of Year 2. Similarly at the end of Year 6, standards are well above average in English, mathematics and science, reflecting a continuous upward trend in the school's results over the past three years. Standards are above average in information and communication technology (ICT) and well above average in all other subjects by the end of Year 6 except in physical education where they are in line with those expected by the time pupils

leave the school. The school sets itself extremely challenging targets which it meets and sometimes exceeds.

**Pupils' personal development, including their spiritual, moral, social and cultural development is excellent.** Their attitudes and behaviour are excellent. Attendance and punctuality are very good.

## **QUALITY OF EDUCATION**

**The quality of teaching and learning is very good overall** with a high proportion of excellent teaching throughout the school. Pupils with special educational needs and gifted and talented pupils make very good progress because they are very well taught. Very good teaching in the nursery and reception classes enable children to become confident and independent learners who thrive on the imaginative and interesting activities provided for them. In Years 1 and 2, pupils' learning comes on apace as the very good teaching challenges them to apply what they learn in a wide range of subjects. In Years 3 - 6, pupils learn to question and to think challenging themselves to exceed their targets as the very good teaching motivates them with stimulating activities and an inventive use of resources. Teachers have very high expectations and are not satisfied with less than the best but at the same time do not pressurise the pupils in any way. As a result, pupils work industriously and with a high level of enjoyment. The excellence of the school's assessment and management systems ensures that planning is very good and weekly evaluations of what pupils have learnt in each subject are used to plan the next set of lessons. The work of teaching assistants is excellent. They provide immediate assistance to those who need extra help with a specific aspect of learning identified the previous day by the teacher.

The school provides a very good curriculum, including a wide range of clubs and activities both during and after school, which promotes very good achievement as well as excellent personal development. The accommodation is satisfactory for while the open plan classrooms with central shared areas work very well in the main, this causes difficulties for the reception classes as there is no ready access to outside play areas. The hall can only accommodate half the school at a time and is out of action for large parts of the day as it doubles up as a dining hall as well as being used for assemblies. Arrangements for ensuring pupils' care, welfare, health and safety are excellent. The partnerships with parents and the community are very good and play a full part in pupils' very good achievement. Links with other schools are excellent and broaden substantially the range of learning opportunities for pupils.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are excellent.** The headteacher and deputy provide excellent leadership that is mirrored in the team and subject leaders throughout the school. The governance of the school is excellent and all statutory requirements are met. Management systems are excellent and highly efficient at enabling a very large school to run as if it is a small family unit. The monitoring and evaluation of the school's work is outstanding and the key to its success.

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

Parents think that this is a first class school and the pupils agree. Pupils play a large part in helping to run the school and the staff say that their help is invaluable.

## **IMPROVEMENTS NEEDED**

In this excellent school there are no major areas for improvement. The limitations of the accommodation are being addressed as the school is due to relocate to a new, purpose-built school.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

At the end of Years 2 and 6 standards are well above average in most subjects. At the end of the reception year, children exceed the goals expected in all areas of learning. The achievement of pupils, including those with special educational needs, is very good throughout the school.

#### Main strengths and weaknesses

- Standards in English, mathematics and science are well above average by the end of Year 2 and Year 6 and in most other subjects: pupils' achievement is very good.
- Children in the nursery and reception classes achieve very well in all areas of learning.
- Pupils achieve well in ICT and standards are above average by the end of Year 6.
- Standards are average by the end of Year 2 and Year 6 in physical education due to restrictions imposed by the accommodation.

#### Commentary

1. Children's levels of attainment when they start nursery are broadly average. They achieve very well in both the nursery and reception classes and are likely to exceed expected standards in all areas of learning by the time they move into Year 1. The children make very good progress in their learning because of the high standard of teaching and the very good provision for them to become independent and confident learners.
2. Over time, standards by the end of Year 2 have been consistently high in reading, writing and mathematics, both nationally and compared to similar schools. Indeed, for the past three years, standards in writing have been among the top five per cent in the country. Pupils' standards in Year 2, this year, continue to be well above those expected nationally, representing very good achievement. The trend in the school's results is above average. In most other subjects, pupils' attainment is well above that expected nationally.

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

Standards in:	School results	National results
Reading	18.3 (18.3)	15.7 (15.8)
Writing	17.7 (17.3)	14.6 (14.4)
Mathematics	18.2 (18.5)	16.3 (16.5)

*There were 78 pupils in the year group. Figures in brackets are for the previous year*

3. In Years 3 to 6, pupils continue to make very good progress by building consistently on their previous learning. Standards have risen since the last inspection and in 2003 were well above average in English, mathematics and science, both nationally and compared to similar schools. The trend in the school's results is upwards, reflected in improved standards in mathematics and science and consistently well above average standards in English over a period of several years. In the present Year 6, standards are well above average in all three subjects. Pupils are on course to meet the school's challenging targets. This is a reflection of the high quality of teaching and learning. Boys and girls achieve equally well as do pupils from minority ethnic groups. Pupils with special educational needs and pupils with exceptional gifts or talents also achieve very well. For example, in art and design and music pupils achieve

very well because they are provided with specialist help in lessons to ensure their talents are nurtured well. They are guided towards additional activities outside lessons and their parents are informed to help develop their talents further. Standards are well above average in most other subjects by the end of Year 6 because there is a strong emphasis on developing a broad, exciting curriculum and teaching and learning are consistently high in all subjects.

4. The reasons for the high standards by the end of Year 2 and Year 6 are the excellent leadership and management of the school that ensures through stringent monitoring, evaluation and assessment procedures that teaching and learning in all year groups is of a consistently high quality.

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

Standards in:	School results	National results
English	29.3 (29.9)	26.8 (27.0)
Mathematics	29.1 (28.3)	26.8 (26.7)
Science	30.9 (29.7)	28.6 (28.3)

*There were 82 pupils in the year group. Figures in brackets are for the previous year*

5. Pupils achieve well in ICT and attain above average standards by the end of Years 2 and 6. Pupils' performance has improved considerably since the last inspection because of the school's up to date equipment and staff competence to teach the curriculum very well.
6. In physical education, standards are in line with those expected by the end of Year 2 and Year 6. At the time of the last inspection standards were above average but since then the number of pupils has tripled and the school has outgrown its accommodation. This imposes restrictions on developing skills in physical education as the hall is out of action for a sizeable part of each day as lunchtimes and assemblies are at different times for different year groups. The school makes every effort to overcome these difficulties by providing extra-curricular activities to develop physical fitness, ensuring that all junior pupils go swimming and by making very good use of the playing fields during the summer months. These measures have ensured that pupils attain at least the standards expected.

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

Pupils' attitudes and behaviour are excellent and the school makes excellent provision for their personal development. The school's overall provision for developing pupils' spiritual, moral, social and cultural development is also excellent. Attendance and punctuality are very good.

**Main strengths and weaknesses**

- Pupils are very mature, develop self-confidence, are very keen to learn and enjoy thoroughly all aspects of school.
- High expectations of behaviour are expected and achieved; relationships are very warm and trusting.
- Pupils are helped to feel special and important through the many duties around school that they are entrusted with.
- Pupils' personal development is central to the ethos of the school.

## Commentary

7. Pupils are very keen to learn and to play a full part in the life of the school. They are inspired to do well, find their work challenging and enjoy learning because the teachers make it fun and interesting with a range of practical activities. The school and parents work very well together to encourage regular attendance and punctuality. This results in very high attendance levels and makes a significant contribution to pupils' achievement. Children in the nursery and reception classes quickly become confident and independent learners and play a full part in the life of the school, attaining above expected levels in their personal, social and emotional development by the time they enter Year 1. Pupils develop a great deal of self-confidence through performing and speaking in front of their classmates both in lessons and in assemblies. The very high attendance at the wide range of extra-curricular activities illustrates pupils' enthusiasm for school. Many pupils say this school is very special because of all the opportunities it offers them.

### **Attendance in the latest complete reporting year 2002/03 (%)**

Authorised absence		Unauthorised absence	
School data	96.2	School data	0.0
National data	94.2	National data	0.4

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

8. Throughout the school, a distinct and special atmosphere is created through a shared sense of purpose and pride evident in pupils' attitudes and in their work. Staff lead by example, and use the school's excellent systems to promote high standards of self-discipline so that pupils are extremely well behaved and enjoy their work. All pupils, including those with special educational needs and gifted and talented pupils, are expected to give their best in all aspects of the life and work of the school. The school does not tolerate bullying and if any incidents arise they are dealt with promptly. At playtimes pupils play happily and energetically. The organisation of all the games and play equipment is excellent because of efficient leadership and management and the involvement of pupils who have responsibility for managing the wide range of play equipment.

### **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	504	3	0
Mixed – White and Black Caribbean	1		
Mixed – White and Asian	1		
Mixed – any other mixed background	2		
Asian or Asian British – Indian	2		
Asian or Asian British – Pakistani	2		
Any other ethnic group	1		

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

9. The very high profile given to pupils' social and moral awareness has helped to establish very strong, warm relationships throughout school. Many pupils take on responsible roles, such as school councillors, playground 'buddies' and various monitoring roles which contribute very well to the running of the school. A particular strong feature of pupils' personal development is their understanding of taking on increasing responsibilities as they get older. In Year 6 most pupils volunteer to do a job for which they first have to apply. For example, some are very efficient library monitors and often help younger pupils to find the books they want, or to develop their literacy skills through playing games. Other pupils are trusted to come into school at the start of the day to assist teachers in setting out resources. Some help in the nursery and reception or manning corridors. All pupils carry out their jobs effectively and efficiently and this is crucial to the smooth running of the school. It helps the school function as the very well organised small family unit that everyone comments about. Pupils get on very well together and collaborate very well in play and work. They are exceptionally friendly, polite and welcoming and, on their own initiative, offer to help visitors and other children in class. Pupils freely nominate 'carers' for the new 'care-bear' award and generously participate in and organise charitable activities to improve life-chances of others.
10. The school promotes racial awareness very well. Pupils have an excellent understanding of their own cultural traditions and the diversity and richness of other cultures. They show a high level of fairness, tolerance and respect for the values and beliefs of others. This is enhanced by work in subjects, such as geography, history, religious education, art and music. The recent visit by the headteacher from a school in Ghana deepened everyone's understanding of cultural issues and traditions of her country.
11. Pupils' spiritual awareness is extremely well developed throughout the curriculum and assemblies. Music, dance and art especially enrich pupils' creative and emotional development and their singing is stunning. The school song, written by a teacher, sums up this exceptional school; *a place for learning and growing, a place of adventure and discovery, a place to be you. Hold on to what's true in whatever you do.* The pupils and staff sing this song with real feeling and pride.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is very good. The quality of teaching and pupils' learning is very good as is the curriculum. Standards of care, welfare health and safety are excellent. Partnerships with parents and the community are very good and the school has excellent links with other schools.

### **Teaching and learning**

The quality of teaching and learning is very good. Teaching is very effective in all classes. The checking of pupils' progress is excellent.

### **Main strengths and weaknesses**

- In three-quarters of lessons, teaching and learning are very good or better.
- The children in the nursery and reception classes learn very well in all their areas of learning.
- The excellent systems to support teaching result in very good learning by all pupils.
- The few weaknesses in teaching are due to restrictions imposed by the accommodation and resources.
- Pupils are fully involved in monitoring their own learning.
- The use of assessment is excellent and plays a major part in pupils' very good achievement.

## Commentary

12. The following table shows the range of teaching seen during the inspection. The very good and excellent teaching was seen throughout the school across the full range of subjects. This means that pupils learn very well regardless of which class they are in and achieve very well in a much wider range of subjects than is often the case. The only subjects where any weaknesses in teaching were seen relate to limitations in resources and accommodation, namely physical education and ICT when it was taught in the computer suite used by pupils in Years 1 and 2.

### **Summary of teaching observed during the inspection in 57 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8 (14%)	35 (62%)	14(24%)	0(0%)	0(0%)	0(0%)	0(0%)

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

13. The quality of teaching in the nursery and reception classes is very good overall in all areas of learning. The teaching overcomes the limitations of the reception accommodation very well and the mixture of formal and informal lessons ensures that children's learning is productive, giving every chance for children of different abilities to learn well. Teaching is lively and imaginative and extremely well-organised so that children have lots of opportunities to learn from a wide range of activities, some of which they choose. The quality of assistance given by support staff is excellent and so children's learning benefits from high quality discussions and individual help that really pushes their learning on. Much of the teaching is characterised by a sense of fun and very effective management to ensure that children are busy almost all the time.
14. Teaching is very good throughout the school because of the highly effective systems that the leadership and management team have put in place to ensure teaching quality. Teachers in the same year group plan lessons together and the team leaders, who are responsible for two year groups, check and evaluate their effectiveness, ensuring there are no weak links. Teachers adapt their daily planning according to stringent evaluations of what pupils have learnt and what they need to learn next and the best ways of doing this. These systems provide an infrastructure so that even if someone is new to the school they are enabled to teach to a good standard. Planning is of high quality throughout the school. There is parity between year groups in terms of content, teaching styles, the setting of appropriately different and challenging work for pupils of different abilities, and the use of resources designed to catch pupils' interest. Teachers have high expectations and an excellent understanding of how to help pupils to think for themselves. A strong feature in every class is skilled questioning which in turn leads pupils to question for themselves.
15. Where the quality of teaching is good, rather than very good, teachers' very good subject knowledge, excellent management of behaviour and clear organisation help pupils to learn well. Where there are weaknesses these tend to be linked to accommodation or resource issues. For example, sometimes pupils stand around too long in outdoor physical education lessons while the teacher goes through specific skills because of the constraints of time when the hall can be used. The lack of a large screen in one of the ICT suites means that pupils have to get on and off their stools too often to gather round the small monitor which the teacher uses for demonstration purposes. This slows the pace of the lesson. The teaching itself, though, is effective at helping pupils to learn at a good rate and to achieve well. Where the quality of teaching is very good, pupils are fully involved and learn at a fast pace. Questions are sorted

out quickly and with good humour so there is no fussing but those who need individual assistance are given it. Where teaching is excellent, there is an excellent rapport between teachers and pupils. Skilful use of questioning and discussion and celebration of success is used both to motivate and to raise self-esteem so that pupils feel they are succeeding and go on to experience more success as a result.

16. The skills of literacy, numeracy and ICT are very well taught and teachers plan lessons carefully so that pupils have ample opportunities to practise these skills in other subjects. This is highly effective in helping pupils to learn through using skills as diverse as skim reading for information, note-taking, problem solving, or organising results into graphs and charts to be analysed both manually and using ICT. The teaching therefore of basic skills goes beyond that normally found in schools because in this school pupils have to use these skills effectively in order to learn in other subjects. An additional benefit is that much time is saved as pupils use calculators or computers, for example, to get results quickly or to organise their writing.
17. Pupils, as well as teachers, are well aware of different learning styles. This means that over the course of a week teachers employ a full range of techniques to ensure that pupils optimise their preferred way of learning. In Year 6, for example, pupils have a bar graph to show which learning style predominates. Thus pupils are fully involved in their learning, recognising whether they learn best, for example, kinaesthetically or linguistically. As a result both teaching and learning become much more effective and teaching styles more creative in order to bring out the best in pupils. A similar approach is adopted for pupils who have special educational needs; for example, those who need to learn through a multi-sensory approach are given opportunities to do so. Pupils who have special gifts or talents are also extremely well provided for as the teaching gives them open-ended projects to enable them to forge ahead.

### **Example of outstanding practice**

**The use of assessment is excellent to ensure that pupils, including those with special educational needs and those who are gifted or talented, learn to the best of their ability.**

Assessment is used extremely well to give an overview of pupils' individual progress on both a daily and a long-term basis. Detailed assessment records for each pupil in all subjects, updated frequently, give a broad view. The progress of each child is tracked carefully to check whether they are doing as well as they should and to indicate future targets, including the expected outcomes in national tests, which are shared with the pupils and with the next class teacher. The crucial part of the system is the very thorough daily assessment, highlighting outstanding achievements or indicating where extra support is needed from observations in lessons or from marking pupils' work. Notes of where individual or groups of pupils need extra help or additional challenge are then passed on to the teaching assistants who give expert help the very next day, noting down the progress that has been made. This constant checking and additional teaching, targeted precisely when and where it is needed, plays a large part in pupils' very good achievement.

### **The curriculum**

The curriculum is very good. The school has an excellent understanding of its pupils and has developed an exciting and innovative curriculum that captures their interests, meets their needs and promotes an enjoyment of learning. Opportunities for enrichment are very good. Accommodation is satisfactory overall and resources are very good.

### **Main strengths and weaknesses**

- Innovative curriculum planning engages pupils' interest and helps to ensure that they achieve very well and enjoy learning.
- Provision for pupils with special educational needs is very good; equality of access and opportunity is excellent.

- Participation in a very good range of out of school activities and very good opportunities for enrichment within the school day contributes well to pupils' personal development.
- The school has outgrown its accommodation and this imposes some restrictions on teaching and learning.

## Commentary

18. The curriculum meets the national requirements and is planned in such a way that makes learning fun. The very effective leadership and management of the curriculum have been pivotal in bringing about the many exciting developments to it since the last inspection. The school has implemented and developed the National Literacy and Numeracy Strategies very well, with the result that pupils achieve highly in English and mathematics by the end of Year 6. All other subjects are given very good prominence and attention. The curriculum has undergone a major review to make it more creative and imaginative. This has been done by expanding on or else abandoning completely national schemes and drawing on a wide range of available information to come up with a curriculum that is unique to Ingleby Mill. The curriculum is innovative and geared to the enjoyment of pupils, enriches their education and promotes very good achievement across most subjects. Pupils find it exciting because of the strong emphasis on a wide range of interesting practical activities. The quality and range of learning opportunities in the Foundation Stage of learning are very good and give children a very good start to their education.
19. Teachers recognise the importance of language development and provide very good opportunities across the curriculum to develop speaking, listening, reading and writing skills. Similarly, mathematics is used well in other subjects where pupils can practise and develop their skills in other areas. Music is a strong feature of the curriculum which the school is developing as part of its creative focus. The school uses a wide range of musical expertise and support and this helps to ensure that pupils reach standards well above those expected. Teachers plan many investigative opportunities across all subjects. Pupils acquire skills of research and develop excellent attitudes to independent learning. Very effective links are made between subjects so that pupils see the purpose of their learning. For example, the mathematical skill of using co-ordinates is linked to map reading in geography. Very good use is made of ICT when applied to a range of subjects.
20. There is excellent equality for all in the school, which can be seen in all areas of the curriculum. All groups of pupils, including those with special educational needs and those who have a particular gift or talent, are given work which challenges and inspires them to achieve to the best of their ability. The innovative use of teaching assistants, who have an area of expertise, has a positive effect on groups of pupils who may otherwise have difficulty in achieving very well or need extra challenge. Parents speak highly of the school in the way pupils are given individual attention and therefore the school brings out the best in them. They feel that learning is now a lot more varied with a good emphasis on practical learning which is geared well for boys. Parents are well aware of how the school has developed the different learning styles, such as the way in which pupils have opportunity to engage in a range of 'thinking' activities across the whole curriculum. This works extremely well in lessons and contributes to pupils' high achievement and enjoyment of learning.
21. The curriculum is brought alive by visits, visitors and an exciting range of after school clubs and activities. These opportunities make a significant contribution to pupils' experience and learning in music, ICT, sport, and art and design to their overall personal development. Links with other schools provide many interesting and diverse opportunities. The school provides a rich and varied range of challenging experiences for pupils in their last term in Year 6. The 'Sparking the Gap' transition project is very successful in Year 6 for both pupils and staff. This helps to prepare pupils very effectively for transfer and extends the contacts they have had with the school through an exciting range of activities. The link with a school in Ghana has enabled

the development of 'global citizenship' awareness. This has helped pupils to appreciate the cultural diversity and richness of the wider community.

22. The teaching and support staff are a real strength of the school because they have developed the right skills in order to teach the curriculum that is special to this school. The accommodation causes limitations in developing pupils' skills in physical education because of the constraints of time when the hall can be used. The school compensates for this by providing many additional physical activities to make sure pupils attain at least the standards expected.

### Care, guidance and support

Arrangements for ensuring pupils' welfare, health and safety are excellent. Pupils are treated and valued as individuals; they receive an excellent level of support and guidance and as a result achieve very well. Pupils are fully involved in influencing decisions about how the school can improve. The way the school seeks and acts upon pupils' views is excellent.

### Main strengths and weaknesses

- The atmosphere of warmth and calm creates a happy environment in which pupils are extremely well cared for so they can enjoy their learning and achieve very well.
- The arrangements to help children settle into the nursery and the reception class are good.
- Very prompt and well-targeted academic help and guidance makes a significant contribution to pupils' very good achievement and personal development.
- Pupils play a very important part in the day to day running of the school and its development.

### Commentary

23. The efforts of the school to ensure pupils' welfare, health and safety and to create a truly caring ethos are excellent and are a major strength of the school. Management systems for ensuring a safe environment are excellent and highly efficient at enabling this very large school to run as if it is a small family unit. Parents commented on how well their children are looked after and appreciate how their happiness comes first. Relationships throughout the school are very strong so pupils feel secure and happy and know there is always someone to whom they can turn for help. Child protection procedures are very good and well established.
24. Pupils are very well supervised and trusted by the staff. As a result of the staff's high expectations, pupils are caring and thoughtful, fully involved in all aspects of school life and very willing, as they mature, to take increasing responsibility for others. They offer very good help to each other. New pupils arriving at the school soon make new friends and are quickly helped to settle into their new surroundings. Pupils act as "buddies" to help sort out any minor squabbles that sometimes occur in the playground or look after those who find playtimes difficult. They think their *'job is fantastic'* because they make a real difference to those children who sometimes do not have anyone to play with.
25. There are very good arrangements to help the children settle quickly and happily into the routines of the nursery. The staff establish early links with parents through home visits and gather information about the children in order to maximise support and guidance
26. The information about pupils' achievements is used extremely well to set targets for academic and personal development. Staff are quick to respond to pupils' needs and promptly provide them with the extra help they need to improve their learning. As a result their achievement is high. Pupils have an excellent awareness of how well they are doing and how to improve their work. Excellent records of the progress of pupils with special educational needs and the very

good liaison with outside agencies ensure that effective support is provided as soon as possible. This promotes their very good progress successfully.

27. School councillors have real power for influencing change and making decisions on how to improve the school. They are highly regarded by their peers. During the inspection, councillors met with staff and the manager from the catering service to discuss school meals. Pupils' questions and issues raised were very relevant to the school and their suggestions taken seriously.

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

The very good partnership with parents and the community contributes very well to the pupils' learning and their very good achievement. Links with other schools are excellent and enhance the range of learning opportunities for pupils.

### **Main strengths and weaknesses**

- There is a strong partnership with parents which is based upon their confidence in the school; the school listens to parents and acts upon their views.
- Very good communication keeps parents very well informed about the school and their children's progress.
- The excellent links with other schools and the very good use of the community enhance curricular opportunities for pupils.

### **Commentary**

28. The school is very popular and highly regarded by parents. It has a strong standing in the community and within the local education authority. Parents make a very good contribution to the life of the school and what it achieves through helping in classrooms, accompanying school visits and organising fund-raising events. Parents' attendance at assemblies and school performances is excellent. The willingness and high level of support given by parents to assist their children's learning at home and at school contributes to the high standards they achieve.
29. The school communicates very well with parents through a very good range of information about the school and their children's progress. Parents feel that the quality of information about the school and events is first rate. Pupils' progress, targets and achievements are regularly reported to parents through parents' meetings, written reports, annual reports and reviews for pupils with special educational needs. Regular curriculum and topic information provided through newsletters and meetings helps parents assist their child's learning at home. Annual reports provide very good detail about pupils' achievements and progress and include useful targets for the next steps of learning. Parents of pupils with special educational needs feel at ease about speaking to staff if they have any concerns. The drop-in centre held every two weeks has enabled the co-ordinator to get to know the parents and home circumstances very well and parents appreciate the regular contact. The targets on pupils' individual education plans make it very clear how parents can help their children's learning at home which again is appreciated by parents.
30. The school's actions and quick response to parents' views and concerns are very good. For example, in response to parents' requests the school now provides an exciting range of extra-curricular activities. The headteacher and staff are approachable and accessible at any time for formal or informal discussions and where there are concerns or problems they are swiftly dealt with.

31. The school has excellent links with other schools that contributes to pupils' very good achievement and personal development. There are regular opportunities for the sharing good practice, curricular issues and staff expertise. The school's good use of local resources in terms of working with people and visiting places of interest makes a good contribution to pupils' understanding of the wider context of learning. There are particularly strong links with the church. The school choir and orchestra enrich community life by performing at various local places and other schools.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are excellent. The headteacher provides outstanding leadership. The leadership of senior managers as a whole and the governance of the school are also excellent. Excellent management systems lead to high standards and achievement.

### **Main strengths and weaknesses**

- The headteacher's leadership is the principal factor behind the outstanding success of this school.
- The deputy headteacher, senior managers and subject leaders make an excellent contribution to the high standards achieved.
- There are excellent systems to check, evaluate and review all areas of the school so that it is continually improving and evolving.
- The school's excellent ethos ensures the provision addresses everyone's needs.
- Governors make a significant contribution to the leadership and management of the school and its successes.

### **Commentary**

32. At the time of the last inspection the school was considerably smaller. Since then the excellent leadership and management has dealt efficiently and effectively with many changes. As a result this is now an excellent school where standards are much higher and have continued to rise in recent years.
33. The headteacher provides outstanding leadership for the school, ensuring very clear direction and purpose. Her style of leadership is highly effective and inspirational, firmly focused on providing the pupils with a creative, imaginative curriculum and continually striving for high standards. She is frequently about the school and readily accessible to pupils, staff, parents and governors. She sets the tone for each day ensuring that pupils and staff feel valued, reinforcing the school's ethos of inclusion and creating an excellent climate for learning. Her warmth inspires pupils and staff and this is evident in the way everyone goes about their work ensuring a strong sense of team work and shared vision for the school. The excellent quality of the headteacher's and deputy headteacher's spiritual and moral teaching in daily assemblies is the foundation of the very good quality of education in the school.
34. The very effective delegation of responsibilities to staff at all levels ensures that everyone participates in decision-making. The headteacher has built successfully a high performing team with a strong, shared commitment to improvement. She has devised a leadership system that is outstanding and all encompassing. She has created a number of teams around her, all with very clear lines of responsibility. The management of this team structure creates cohesion, identity, accessible support and rapid response to areas in need of improvement. The leadership system helps all staff to feel involved in whole school decisions making, makes staff feel valued and is highly motivating. The deputy headteacher has developed some excellent management systems to ensure the smooth day to day running of the school and he is largely responsible for the way it runs effectively as a small family unit. Parents are

impressed by the marvellous organisation at lunchtimes and the high level of communication between the different teams in school.

35. Subject leaders are very knowledgeable and evaluate the impact of current practice on standards and achievement. Teachers with leadership roles are not only strong in evaluating the provision for their subject but also have the confidence and expertise to offer strong support to their colleagues when new initiatives or direction are introduced.
36. Self-evaluation processes are strong and are well established in the school. The monitoring and evaluating of teaching and learning are comprehensive and very effective, and have helped to drive up the quality of teaching and learning. The performance management of staff has contributed strongly to the high quality teaching and standards of work seen throughout the school. A high priority is given to the professional development of each member of staff. For example, great consideration has been given to ensure all members of staff are highly skilled in the use and teaching of ICT and this has led to improvements in standards achieved by the pupils.
37. A strong aspect of leadership is the way the mission statement is reviewed each year to ensure it is meaningful and provides a clear sense of vision and purpose. This has played an important part in the excellent management of change over the last nine years as the school has grown in size. It means the mission statement is always a reality and has helped to create the excellent climate for learning. The school is a place that welcomes all groups of pupils and places a high commitment to providing high quality provision to meet their individual needs. This determination shows through the very good provision for pupils with special educational needs including providing for the particular needs of pupils with exceptional gifts and talents. The school has a strong climate and culture of improvement with high expectations to maximise opportunities and possibilities for all pupils and staff. Diversity is celebrated and promoted at every opportunity.
38. The governance of the school is excellent. Governors are very perceptive in their understanding of the school's strengths and areas for development. The skills of individual governors are used effectively to support the work of their committees and specific projects in school, for example, the chair is working very closely with the local educational authority in overseeing the plans for the new school. Governors are exceptional in the way they involve themselves in school life. They have a very good range of strategies for checking on the work of the school, for example, they visit the school often and individual governors are linked to specific classes, subjects or responsibilities. As a result of this they have access to a lot of very useful information to help them draw conclusions about the school's future direction. They are ambitious and have a very important input into the school improvement planning cycle. To this end they are very knowledgeable about the school and hold it to account for the standards it achieves. Through their commitment and involvement they are able to have a significant input into the success of the school.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)	
Total income	1,301,767
Total expenditure	1,320,054
Expenditure per pupil	2013.81

Balances (£)	
Balance from previous year	100,000
Balance carried forward to the next	81,713

39. Financial planning is very good. The school budget is very well managed to support the school's priorities for improvement and is regularly monitored to ensure that spending levels are within the agreed targets. The principles of best value are applied effectively ensuring all resources are used efficiently to meet the high expectations of the school. The balance carried forward was used largely to maintain staffing levels and create temporary management allowances for teachers to develop their leadership qualities. This represents good forward thinking by governors making sure that staff are trained with the necessary skills to fill gaps in the leadership team should they arise.

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision for children in the Foundation Stage is very good and there has been good improvement since the last inspection. Leadership and management of the Foundation Stage are very good, despite the absence of the team leader, because of the school's excellent management systems. Assessment procedures are excellent and adults keep detailed and accurate records of the children's small steps in learning. Consequently, the children learn very well. The provision for outdoor activities is very good in the nursery but is limited in reception due to the lack of facilities and a secure outside area for this age group. Thus there are few opportunities to link indoor activities with those outside. The reception teachers have been trialling a new way of giving children more practical activities in a successful attempt to overcome the restrictions imposed by the accommodation which makes supervising groups of pupils extremely difficult.

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

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

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

- Children's achievement is very good because of very good teaching and frequent opportunities for children to work and play together develop their confidence and self-esteem.

#### **Commentary**

40. Children in both nursery and reception classes quickly feel safe and secure. They settle into routines and know what is expected of them because of the very consistent role models set by staff. They behave very sensibly, handling resources and equipment well. The youngest children in the nursery soon learn to tidy up and to look after their own belongings. Frequent praise by adults encourages children to become very good learners and reception children being told on a regular basis that they are 'the best' builds confidence tremendously. Both nursery and reception classes have a busy working atmosphere. Children feel happy and contented because they have many interesting activities to do. They are taught to share toys and to co-operate with each other, which they do very well. The youngest children in the nursery co-operated very well when working with a large parachute. They had to work together holding onto the parachute to wave it up and down, and even managed to bounce teddy into the air. Children are encouraged to achieve and consequently take pride in their work and are keen to share it with others. Children are taught to be polite and they develop very good relationships with each other and with adults. By the end of reception the majority of children attain the standards expected for their age with almost half of children attaining above.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- By the end of reception the majority of children attain the early learning goal! with almost half of children attaining above and their achievement is very good.
- Assessment procedures are excellent and children's attainment is carefully tracked.

### **Commentary**

41. Children make very good progress in developing their language and literacy skills because teaching is very good. They learn very well. Children in both age groups are taught to listen carefully to one another and to the teacher. In the nursery, children are given opportunities to enjoy a range of games which teach them to recognise the sounds of letters. Groups of children took part in a picture and sound 'Lotto' game. The children listened carefully because the teacher made the game enjoyable and fun and they quickly learned how to match the pictures. In the reception classes, adults ensure that children develop a wide range of vocabulary by questioning them during activities and by drawing attention to the words they may require when writing. Nursery children were enraptured by the story of the 'Ugly Duckling' read to them by the teacher. Reception children are taught very effectively how to use clues to decipher words they do not know. When they are reading they know that by using pictures, the context or the sounds they can successfully read the word. Higher attaining children develop higher order reading skills and noticed that sentences in a book rhymed without it being pointed out to them. In the nursery, teachers provide many opportunities for children to write by setting out paper, pencils and whiteboards. Children enjoy mark making and higher attainers can form letters and write their name. By the time children are in reception, focused teaching has resulted in the majority being able to write sentences by themselves, placing capital letters and full stops in the correct places.

## **MATHEMATICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Children's achievement is very good because teaching is very good and children learn through a range of mathematical experiences.
- Assessment procedures are excellent and children's attainment is carefully tracked.

### **Commentary**

42. Teachers plan a very good range of interesting activities to develop children's mathematical understanding. Children learn very well. In the nursery children are given a very good range of resources for matching, sorting and counting. The theme of 'Bears' was used very effectively in the nursery as an inspiration for mathematical activities. Children were intrigued when they had to count bear 'paws' and hang the correct number on a washing line, which they did with help from the teacher. They concentrated very hard to match the number and colour of teddy bears on cards. Many were able to sustain a pattern making activity with coloured beads. By the end of reception, through very good teaching, children have acquired a very good

understanding of addition and subtraction. They recognise, for example, number bonds to ten and can double one-digit numbers mentally. In a very good lesson children were able to recognise a number of 2-D shapes. The teacher extended this understanding very well. Higher attaining children were asked to roll a number dice and a 'shape' dice to decide which and how many of each shapes to draw, which they did very successfully. Lower attaining children achieved very well by forming shape patterns and the names of the shapes were re-enforced by practitioners. Children learn how to weigh and measure through interesting, practical activities which enthuse and motivate them. For example, the teaching assistant encouraged children to use measuring spoons for putting the correct amount of ingredients into the baking bowl when they were making bread. Excellent assessment procedures ensure that children's progress is noted and the work they are set extends their individual capabilities.

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

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

### **Main strengths and weaknesses**

- Teaching is very good and children are provided with a wide range of learning experiences.

### **Commentary**

43. By the end of reception the majority of children attain the standards expected for their age with almost half of children attaining above. They achieve very well and learn at a very good rate. Teachers provide a very good range of activities which are very well resourced. Children in the nursery are taught how to use a mouse to move objects around the computer screen. In reception, children work with the computer placing floating and sinking objects in the correct places in a water tank. They are shown how to use tape recorders so that they can use them independently. Children frequently listen to stories and can fast forward and re-wind tapes by themselves. In the nursery, children are provided with many opportunities to work with small world toys such as the doll's house or car tracks. The magnetic train fascinated younger children and they soon recognised that they had to place the carriages the correct way in order for them to 'stick' together. In reception, children are starting to learn about different countries of the world through the 'travel agent'. The teacher had carefully packed different types of clothes for warm and cold places in suitcases. This encouraged the children to decide where they were going to go on holiday. The children thoroughly enjoyed the activity and very imaginatively extended it without prompting, to 'waiting in the airport' and 'sitting on the plane' to get there. This activity encouraged their personal and social skills very well as they had to discuss and make decisions together. Excellent assessment procedures ensure that small steps in progress are noted.

## **PHYSICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Children's achievement is very good and they are taught physical skills very well, despite the few opportunities for outdoor activities in reception and lack of large toys.

## Commentary

44. Children in the nursery are given good access to outdoor activities where they can use bikes, cars, pushchairs and scooters and climbing frames. They are provided with very good opportunities to improve their skills by the teacher who plans more difficult challenges. For example, manoeuvring their cars and bikes around a specific track and following a route, they have to pay careful attention to where and how they ride without bumping into anything. They are taught how to hold and use pencils, scissors and paint brushes so they can use them appropriately and safely. Children are regularly taken to the hall where they enjoy taking part in physical activities. In reception, teachers take every opportunity to use the hall or outdoors when the weather is fine for activities such as developing their aiming skills. Children were very carefully shown how to handle a bat to hit a ball and how to use it to send a ball to a partner. Children's aim improved tremendously when adults worked alongside, helping them to aim a bean bag so that a partner could catch it. Children are taught to move vigorously in warm-up sessions and to make good use of space. At present, however, there is no access to large equipment outdoors for reception children though teachers provide small equipment for children's use each afternoon.

## CREATIVE DEVELOPMENT

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

### Main strengths and weaknesses

- By the end of reception the majority of children attain the early learning goal! with almost half of children attaining above.

## Commentary

45. This area of learning is very well taught, the children learn very well and their achievement is very good. Teachers provide a very wide range of activities. Children in nursery are taught step-by-step procedures for mixing paint. The adults showed them how to choose colours carefully, how to wash and dry their brushes before moving onto the next colour and how to mix the colours together to make a new one. The finished paintings were of a very high standard and children could remember which colours they had mixed to produce the new one. Children are provided with a very good range of media which stimulates and encourages them to try new ideas. They chose wax crayons for making drawings of teddy bears. Drawings showed an extremely good resemblance to the bears and fine details were added such as the squares on the bear's trousers or the arching eyebrows of one bear. In reception, further very good teaching enables children to enhance their art work. The children's drawings of robots showed fine detail in the features. Children are given very good access to musical activities. In nursery the teacher gave children opportunities to listen to various types of music and then indicate through movement how the 'bear' was feeling. The music ranged from happy to sad and children made very imaginative responses. Children in reception chose instruments to depict the sounds of animals and played them very carefully and sensibly. They are taught to sing in tune and sang with great enthusiasm the 'Wake Up' song at the beginning of the lesson.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **excellent**.

#### Main strengths and weaknesses

- Standards are well above average in all aspects of English by the end of Years 2 and 6.
- Equal opportunities are given to boys and girls to develop their speaking and listening skills.
- Excellent leadership and management of the subject give reading a high profile throughout the school.
- Very good teaching of writing ensures that pupils attain high standards.
- Assessment is excellent and gives clear indications of what pupils need to do to improve their work.

#### Commentary

46. By the end of Years 2 and 6, pupils attain well above average standards in reading and writing both nationally and compared to similar schools. The well above average standards in the current Years 2 and 6 are set to continue a four-year trend of well above average standards in national tests. In speaking and listening, standards are equally high. Pupils achieve very well throughout the school. There has been very good improvement since the last inspection.
47. Very good provision is made for pupils to use their speaking and listening skills to the full with the result that they become confident and articulate speakers from an early age. Many opportunities are planned into lessons to develop these skills and teachers take care to choose topics that engage boys as well as girls. Attitudes and behaviour are excellent. There is often a happy, working noise emanating from the classrooms as pupils discuss with their teachers and each other. Pupils explained that they have a partner who they discuss their ideas with and then this helps them when they come to write them down. The high quality of teachers' questioning helps pupils to explain what they mean and to speak at greater length. Boys as well as girls are eager to share their ideas and prolong discussions through sensible questions to which they want to know the answers.
48. The excellent leadership and management of the subject have a marked impact on pupils' achievements. The generous amount of time allocated to reading is very well organised so that older pupils who have elected to work with younger ones spend part of each day reading with them or playing games to develop their language recognition. Teaching assistants are extremely well deployed to pick up specific reading needs as they arise as well as to help those who have special educational needs who require focussed support in relation to individual education plans. The non-fiction library monitors ensure that everyone, including staff, have access to the books they need to help them with teaching or learning in different subjects and fiction libraries in each class are extensive. The quality of teaching is very good and as a result pupils learn very well, looking at stylistic and typographical features as well as the subtleties revealed in the texts. By the end of Year 2, the majority of pupils read accurately, confidently and independently, with higher attainers discussing the content of books such as 'The Hobbit' with assurance and lower attainers explaining which parts of books they like or dislike and why. In the part of the lesson when a group of pupils and a teacher read a book together, pupils learn very well indeed because teachers are good at asking questions that probe beneath the surface meaning. By the end of Year 6, almost all pupils are accomplished readers, skim reading for information and discussing characterisation and setting in depth.
49. Very good teaching in all classes, based on very good planning across year groups, ensures that pupils achieve very well in writing. They learn very well. From an early age they learn to

write in a wide range of styles, for different purposes and in different subjects. Pupils' writing is given a very high profile throughout the school, featuring in most displays. Real purposes are often found for writing such as writing for the school newspaper which was entered in a national competition. The letters Year 6 wrote to the Chancellor, as part of a global campaign for education for all, showed a sophisticated use of language, employing stylistic features such as: '*are you oblivious to...*' or '*everyone has the right to...*' or '*quite frankly, it is not enough...*' Much of the teaching is excellent. Teachers spend much time developing pupils' skills in using a wide vocabulary and ordering words for effect. Year 6 pupils learn to 'show not tell' through the words they use. They are taught to be self-critical. For example, a higher attainer initially wrote '*The car sped off down the country lane leaving a screen of dust that settled to the floor*' and then decided to add '*within seconds*' to make it more dramatic.

50. Excellent use of assessment plays a large part in helping pupils to attain high standards. The marking is both thorough and encouraging. Pupils are fully aware of what they need to do to improve the level of their writing. When teachers' marking reveals that individual or groups of pupils require extra help, then teaching assistants give targeted support the next day so no problems are allowed to get out of hand. Regular and scrupulous monitoring of pupils' work and the quality of teaching across the school ensures that standards remain high.

### **Language and literacy across the curriculum**

51. The use of language and literacy across the curriculum is excellent and the use of writing in particular goes a long way towards making writing second nature for the majority of pupils. An end of year project in Year 6, called 'Sparking the Gap', successfully links very different subjects in a creative way as part of pupils' preparation for secondary school. In other classes, through other subjects, pupils explore the full range of writing techniques from note-taking to evaluative commentaries and analysis of their own feelings. Opportunities are extremely well planned to promote pupils' skills in reading, speaking and listening in other subjects.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Pupils achieve very well and attain well above average standards.
- Teaching is very good throughout the school and there is some excellent practice.
- Assessment is excellent and is used very effectively to target those who need additional support.
- The subjects is expertly led and managed.

### **Commentary**

52. Standards are well above average by the end of Years 2 and 6, continuing the upward trend evident in the school's results over the past four years both nationally and compared to similar schools. Boys and girls do equally well and almost all pupils attain nationally expected standards, with a large proportion exceeding them. Pupils who are gifted or talented in mathematics are very well prepared for the higher level 6. There has been very good improvement since the last inspection.
53. The quality of teaching and of pupils' learning is very good overall with some excellent practice observed in several classes. Pupils learn very well and their recording of mathematical problems and calculations are very well presented. Work is very well matched to meet the needs of pupils of different abilities in the same year group through effective setting

arrangements. Strengths in the teaching include: very good planning to encompass a range of practical and mental tasks; a broad range of work with a strong emphasis on problem solving; lively introductions and numerous opportunities for pupils to explain their reasoning. In an excellent lesson in Year 3, the teacher used pupils' incorrect answers to clarify the understanding of others. Questions were linked to pupils' different levels of attainment within the set and challenged them very effectively. Teachers are very quick to pick up on when pupils are having difficulties and take time to explain to individuals when required. As a result, pupils are highly motivated and work hard to make good progress. Teachers take great care to use correct mathematical language so that pupils from a very early age become familiar with, and so use, a wide range of mathematical terms. Resources are used very well indeed to make abstract concepts clear. This helped lower attaining pupils in Year 2, for example, to make symmetrical patterns using different shapes such as hexagons and decagons, all of which they could name accurately. Teachers have very good subject knowledge and their excellent questioning skills sharpen pupils' thinking. By the end of Year 6, pupils of all abilities carry out mathematical investigations competently and independently, applying their knowledge of complex decimal numbers and recording their observations accurately.

54. Pupils, including those with special educational needs, achieve very well. Teachers know their pupils very well. Excellent use of assessment enables them to target those who need additional assistance. Marking of work is done very quickly so that work done on the previous day, for example, can be used as a teaching point the next. This gives a clear indication of how well pupils are progressing as well as indicating any pupils who need a bit of extra help when they find something hard to grasp at first. The information is passed on to teaching assistants so that any misconceptions can be ironed out quickly. This means that the learning of others is not slowed down by needless repetition. On the other hand, pupils who have exceptional abilities are also very well challenged. Tasks are sufficiently open-ended to stimulate lateral thinkers as well as those who work more logically and systematically.
55. The subject is led and managed exceptionally well. This ensures that pupils in the same year group do similar work that is at the right level for them. Planning is consistently very good across all classes and age groups and regular monitoring and evaluation of both teaching and learning ensure that pupils make very good progress. Pupils are aware of their targets and know what they have to do to improve their work. Homework is used particularly well in Year 6 for individual revision of key areas, including tasks that are purposeful and interesting. As a result, pupils learn to think for themselves.

### **Mathematics across the curriculum**

56. Mathematics is used very well in other subjects. In science, calculations using different types of graphs are evident and links with art and history are quite inventive. Pupils learn to use their mathematical skills as a matter of course; problem solving, for example, is not just a mathematical exercise but is used as a tool to help pupils to think logically and systematically when deciding on how to organise different pupils to work together efficiently to produce a top-quality newspaper in one day. Calculators and different types of graphs are used as a matter of course to speed up calculations and analysis of results. Pupils' learning therefore is highly effective as mathematics becomes a tool not just an end in itself.

### **SCIENCE**

Provision in science is **very good**.

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

- Standards are well above average and pupils achieve very well in all classes.

- Teachers give a strong emphasis to investigation and ensure that work is both interesting and challenging.
- Teachers' high expectations result in enthusiastic and positive learners.
- Leadership, management and assessment are excellent.

## Commentary

57. Standards are well above average at the end of Years 2 and 6. Standards are similar to those attained in the national tests in 2003 when two-thirds of pupils exceeded the level expected of their age and almost all the others attained the nationally expected level. Pupils achieve very well throughout their time in school. Standards have improved considerably since the last inspection and have moved sharply upwards in the last two years. This is a direct result of the excellent leadership and management and the high standard of teaching in all classes. A large proportion of time is devoted to first hand investigation, allowing pupils to work both collaboratively and independently. This leads to greater scientific understanding and higher achievement because pupils explore and find out for themselves.
58. The quality of teaching is very good. Pupils are encouraged to record their findings logically in a variety of ways, including the use of graphs, diagrams and presenting their findings orally to the rest of the class. The strong emphasis on investigative work is a relatively recent development and since then standards throughout the school have risen sharply. From an early age, pupils are encouraged to design their own investigations. In Year 2, for example, pupils worked out how to show what seeds need in order to grow. Questioning by teachers and teaching assistants was very good and helped pupils to focus on the essential points. Pupils are taught how to think logically and to adopt a systematic approach. In Year 3, for example, pupils made careful observations to show how some magnets attract some metals and not others. By Year 4, pupils are well used to working collaboratively, discussing and sorting out problems as they arise. A strong feature of the teaching throughout the school is the very good planning which is adapted at the end of lessons so that the next lesson builds on what pupils have learnt so far. The planning allows extension activities for higher attainers and usually involves further opportunities for research, often using ICT. This clearly pays dividends as pupils get older for by Year 6 pupils competently research 'tomorrow's scientists', looking at their discoveries and how they affected the world as part of the 'Sparking the Gap' project referred to earlier.
59. Teachers have very high expectations and very good subject knowledge. Pupils are aware of the 'thinking skills' they are using and in Year 6 they were fascinated by the different types of thinking that combine creativity with logic. Expert teaching enabled pupils themselves to do something similar as they carried out investigations successfully to test the Ph levels in acids and alkalines. Pupils began to appreciate the difficult concept that neutral was the central point of balance on the Ph scale. Not surprisingly, pupils show great enthusiasm for science and take a great deal of interest in scientific investigation. They have excellent attitudes to the subject. Relationships with teachers and fellow pupils are extremely good as they work and discuss together with an uncommon degree of maturity. Pupils take obvious pride in their work which is neatly and clearly presented. Their learning is very effective as a result.
60. Excellent leadership and management of the subject have changed the emphasis in the science curriculum to focus strongly on practical activities and in Year 6 to link in with work to be undertaken at the secondary school. Regular monitoring of teaching and learning ensures that standards are consistent across year groups and that planning is shaped by pupils' needs. Marking encourages pupils to think, to draw conclusions and improve their subsequent efforts. A similar system to that used in English and mathematics involves teaching assistants at an early stage to give extra help to those who find learning difficult or who have special educational needs. Regular and more formal evaluation procedures also help to maintain

standards. An additional feature is the involvement of pupils, through discussion, to evaluate what has gone well.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards are above average by the end of Years 2 and 6.
- Teaching is good throughout the school and pupils achieve well; resources are better for pupils in Year 3-6 than they are for pupils in Years 1 and 2.
- Attitudes and behaviour are excellent.
- Excellent leadership and management have ensured very good all-round improvements since the last inspection.

### **Commentary**

61. Standards are above average because pupils are taught well and given a generous amount of time to practise specific skills in each year group. The curriculum is very well organised to maximise using the ICT suites throughout the day. ICT monitors from Year 6 set up the equipment in readiness at the start of each day and are on hand for part of their lunchtime to help younger pupils develop their keyboard skills and control of the mouse. This means that no teaching time is wasted and pupils learn readily from each other.
62. Good teaching, by knowledgeable, computer-literate staff, helps pupils to learn effectively. By Year 2, pupils are well used to accessing the programs they need and working with a partner. Most pupils can use ICT competently to find information from an encyclopaedia program, for instance. The lack of an interactive whiteboard or large screen in the ICT suite used by Years 1 and 2, however, does pose problems for teaching, largely because the teaching is ambitious. Although learning objectives are clear from the outset, the small screen used for demonstration purposes is difficult to see and the pace of lessons slows as pupils have to move from their stools to the carpet and back again for teaching points. Because of the small screen, some confusion can arise as to the exact method to be followed.
63. The ICT suite used by pupils in Years 3 -6 is much better adapted for teaching purposes. Teaching is usually good or better and demonstrations are short, efficient and effective, thus enabling pupils to make the most of their time in the suite. Lesson planning in all classes is detailed and gives a very clear view of the activities, objectives and expected outcomes of the lesson. By Year 5, pupils expand their ICT skills by taking digital photographs of each other and using a magnetic lasso to isolate and then distort features using a wide variety of techniques. By Year 6, pupils take this a stage further, combining three different animals through moving parts of one picture to another. A strong feature of all the lessons observed are the harmonious relationships between teacher and pupils resulting in excellent attitudes and behaviour. Pupils make very sensible suggestions and are fully involved in discussions because teachers question effectively.
64. ICT is extremely well led and managed and so standards and overall provision have improved considerably since the last inspection. The knowledgeable and enthusiastic co-ordinator has helped to raise teachers' expectations and up-to-date training has created ambitious teachers who have the knowledge to use ICT as a teaching tool but not all the equipment to support their aims. A strong feature of the provision across the school is the use of technical language and planned opportunities to use ICT creatively.

## Information and communication technology across the curriculum

65. The use of ICT across the curriculum is extremely good. It is used extensively as a research tool for different subjects. The curriculum is very well planned to link in with other subjects such as geography when pupils in Year 2 explored co-ordinates using an up-to-date mapping programme. Pupils have opportunities through other subjects to manage choices and different techniques, thus developing their skills in a much wider context.

## HUMANITIES

### Geography

Provision in geography is **very good**.

#### Main strengths and weaknesses

- Standards are well above average at the end of Years 2 and 6 and pupils achieve very well.
- Teaching is very good and creative links are made between geography and other subjects.

#### Commentary

66. Standards are well above average by the end of Years 2 and 6 because pupils are highly motivated and learn very well in response to very good and sometimes quite inspired teaching. Throughout the school, there is considerable emphasis on practically based activities and pupils have opportunities to study both the local environment in detail and localities much further afield. The school's links with Ghana have led to outstanding pieces of work by Year 6 pupils such as a newsletter, compiled by lower attainers, in which pupils wrote about local events while trying to be sensitive to those who had far fewer resources than they themselves. The subject is extremely well led and managed. The coordinator is very enthusiastic and provides effective support for colleagues. Standards are carefully monitored at the end of each unit of work and pupils with special educational needs are provided with very good support from classroom assistants. The very good curriculum ensures that pupils' knowledge and skills are developed progressively.
67. The very good teaching is characterised by thorough planning which makes full use of links with other subjects such as English, ICT, mathematics and art and design. This helps pupils to learn very effectively. Up-to-date resources contribute very well to pupils' very good learning. Questioning is particularly good and encourages pupils to think. By Year 5, for example, pupils use map references and scales very well to identify the height of land above sea level and very good questioning helps them to work out what might have happened to the land thousands of years ago as they look at examples of coastal erosion around the world from different types of atlas. Teachers put a great deal of thought into bringing the subject alive. In Year 3, for example, pupils were very excited by the golden envelopes which revealed that they had won 'a *fantastic trip to...*' one of four different regions. These were different for each ability group, graded according to the level of difficulty of the topic and associated materials, thus higher and average attainers looked at Egypt or tropical rainforests and lower attainers looked at the Arctic Circle or the coastline of Britain. A large bag of resources injected enormous fun as pupils selected what they should take with them and then researched how to get there, what they would do, where they might visit and what they might expect to see. Their presentations at the end of the lesson were extremely good and lower attainers, for example, expressed concern that their holiday might be spoilt by avalanches. Teaching in all classes concentrates on getting pupils to think for themselves. As a result, pupils work both independently and collaboratively; they have excellent attitudes to learning. The subject is extremely well led and managed and there have been good improvements since the last inspection.

## History

Provision in history is **very good**.

### Main strengths and weaknesses

- Standards are well above average and the investigative approach to the subject enables pupils to achieve very well.
- The linking of history with other subjects makes learning very effective.

### Commentary

68. By the end of Year 6 standards are well above those expected. Pupils achieve very well because excellent leadership and management have ensured that pupils learn for themselves through a series of practically based initiatives. This, combined with very good teaching throughout the school, has contributed to the very high standards and very good improvement since the last inspection.
69. By the end of Year 2, standards are well above average. In Years 1 and 2 pupils develop their historical awareness using the locality and personal experiences. This is well supported by a range of resources such as video, photographs and books. This engages pupils with the past and helps them to empathise with long ago. The quality of teaching is very good and helps pupils to make connections between past times and the present day. Pupils' learning is also very good. There is an undoubted excitement about the subject, which provides further inspiration through visits and visitors. A 'Celtic chieftain' had pupils in Year 6 riveted as they eagerly plied him with questions which he answered in role. By not understanding anything that related to the present day, he quickly prompted pupils to modify their questions and thus helped promote thought and understanding about the distant past. The visit culminated in pupils adopting the stance of their chosen 'animal allies', previously selected in their English lessons to reflect their characters, and swearing their allegiance in a forthcoming war in a battle charge, in role, across the field. Pupils learnt a great deal about Celtic warriors and their Roman enemies from this. Throughout the school there are examples of close links to other subjects when pupils produce outstanding accounts of life during this period using expressive writing and detailed drawings. Teacher's planning is very good. The excellent leadership and management of the subject ensure pupils' needs are met. The very good relationships among staff and pupils are a key factor in promoting enthusiasm and interest in learning about the past.

## RELIGIOUS EDUCATION

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

### Main strengths and weaknesses

- Standards are well above average by the end of Years 2 and 6 and pupils achieve very well.
- Teaching and learning are very good.
- There are very good literacy skills apparent in pupils' work.
- Pupils frequently have to think carefully about how to resolve problems, which enhances their learning very well.

### Commentary

70. Standards are well above average by the end of Years 2 and 6 and pupils achieve very well. Pupils build up a good understanding of Christianity and its festivals and rituals in Years 1 and 2. By the time pupils reach Year 6 they have a very broad range of understanding about a variety of religions, including Judaism and Islam, and how religions relate to individuals and their daily lives. Leadership and management are excellent and the excellent assessment procedures ensure that pupils' progress is charted effectively in all classes.
71. Throughout the school activities are taught in a creative and interesting way which helps pupils to understand more clearly the impact that religion had in the past and has in the present day. In Year 2, pupils were highly motivated when they had to work in groups to answer questions as if they were being interviewed as the boy who gave his loaves and fishes to Jesus to share between the five thousand people. They began to understand as they acted in role that Jesus performed miracles that are very difficult to explain. Constructive links are made with other subjects to broaden pupils' understanding. Year 6 pupils, for example, recognised in history lessons the impact of World War 2 on the Jews and how their religion played a part in their demise.
72. Teachers constantly challenge pupils and as a consequence standards of written work are very high. Pupils in Year 6 wrote some excellent descriptions of how they would feel if they were among the Jews being led by Moses through the Red Sea. The calibre of writing was very high and was extremely emotive showing how individuals felt. The opportunity to work in groups or pairs enables pupils to discuss and compare ideas and their ability to do this is excellent and produces some very effective work. Teachers often encourage pupils to think about their 'inner feelings'. This often leads to lessons having a very good contribution to pupils' spiritual, moral, social and cultural development. For example, after listening to tape recordings from the Jewish Torah, Year 4 pupils explained how it made them feel even though they did not understand the language. The curriculum is enhanced by visits to religious places and by visitors to the school. The subject is managed extremely well and excellent leadership has ensured very good improvement since the last inspection.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### Art and Design

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

## Main strengths and weaknesses

- Leadership, management and assessment procedures are excellent and result in high standards throughout the school.
- Teaching is very good and pupils achieve very well.

## Commentary

73. The standard of art and design is well above that expected by the end of Years 2 and 6. Excellent leadership and management of the subject ensure that skills are taught progressively, from an early age, practised in sketch books and then culminate in a finished piece which is evaluated by both teachers and pupils. Excellent guidance is given on how to evaluate different types of art work such as how to distinguish between good, average and below average mark making techniques in pencil and oil pastels. Assessment records for each year group make it very easy to see at a glance the progress and achievement of individuals and groups of pupils. Marking of pupils' work is very good and comments helpful and encouraging. Excellent use of teaching assistants means that that teaching can be very flexible and tailored to the needs of pupils and so, for example, gifted and talented pupils have opportunities to work in small groups to further develop their skills.
74. The quality of teaching and pupils' learning is very good overall. It is sometimes excellent as teachers' very good subject knowledge and enthusiasm inspire pupils to produce work of a high standard. In Years 1 and 2, pupils learn to experiment with pattern and texture. In one lesson, pupils learnt how to design a tile using patterns based on parts of a building which they had previously explored through doing surface rubbings and then creating patterns using torn off bits from magazines to build up texture. Standards are very good because of the quality of discussions. A brilliantly coloured large-scale display of abstract paintings in the style of Kandinsky painted by pupils in the Art Club was used as an excellent discussion point as pupils considered how glue, sawdust, sand and glitter had been used to create different textures and considered the different feelings these might show. The systematic developing of skills is exceptionally well planned. For example, Year 5 pupils were provided with the names and tones of colours which they then tried to create, thus taxing their knowledge of colour-mixing in a creative way. Their reflections on links between colour, mood and abstract expression of these were very mature as 'anger', for instance burst out of the page in livid reds, oranges and yellow and 'loneliness' in muted beige, mauve and blues. Links between art and poetry result in some profound writing as in: '*sadness is a cage, a cage that extinguishes your flame of happiness and courage*'. Similarly, links between ICT and art develop pupils' visual awareness and enable pupils to express their creativity through a different medium. There has been very good improvement since the last inspection.

## Design and Technology

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

## Main strengths and weaknesses

- Leadership and management are excellent and so standards are high and pupils achieve very well.

## Commentary

75. Standards are well above average and pupils have many opportunities to design and make interesting and challenging articles as they move through the school. The quality of teaching is very good overall. It is sometimes excellent as pupils make rapid progress in developing new

skills and more assured techniques. The following example from Year 3 is typical of lessons throughout the school. Pupils were given opportunities to select their own materials from a wide range of resources. Whiteboards were used very effectively for pupils to jot down their ideas and an interesting discussion ensued with pupils making suggestions as to how to resolve problems. Teaching assistants were deployed extremely well to help pupils through discussion and questioning, to improve their models. Drawings were very detailed and labelled extensively, as in Year 2's designs for cars and their evaluations showed how systematic and well-ordered each process was. Year 6 pupils talked animatedly about some ingenious solutions they had found to problems they encountered when designing and making powered vehicles. They were knowledgeable about streamlining the bodies to lessen air resistance (resulting in a paper shell designed to flatten when the car ran at speed) and one group explained how successful their serrated wheels were in running over rough ground when they had a race. A strong feature of the very good teaching, apart from very good planning, is teachers' ability to make learning fun and to appreciate that pupils want to test to the full whether something works or not. The clear, logical teaching is reflected in the way pupils learn and evaluate their work. They are quite frank about the extent to which trial and error plays a part but also make some telling observations as in this group of average attainers' words: *'It didn't turn out as it was expected because we spent a long time on the easy bits, then when we got on to the hard bits we started to panic and rushed it a bit.'* Pupils' learning is very good and there have been significant improvements since the last inspection.

## Music

Provision in music is **very good**.

### Main strengths and weaknesses

- Standards are high and pupils achieve very well because music is a very important subject in the school.
- The quality of teaching is extremely good and pupils have excellent attitudes to learning.

### Commentary

76. Standards are well above average by the end of Years 2 and 6 because pupils are very well taught in a purpose-built music suite with a full range of good quality resources. Leadership and management of the subject are excellent and provide expert guidance and direction to ensure that pupils of the same age but in different classes receive comparable learning experiences. Very good provision is made for gifted and talented pupils as well as for those who have special educational needs. The school is renowned both locally and nationally for the quality of its singing. As many boys as girls sing in the choir or play in the orchestra. Singing during assemblies and hymn practices is lifted by the sensitive yet vigorous voices of boys of all ages. Much of the music that pupils sing is written specially for them, such as the school song which admirably reflects the school's mission statement. Music has continued to grow in strength since the last inspection.
77. Music is a very popular subject among pupils. The teaching is often excellent and reflects the very good quality, detailed planning and very good subject knowledge that are characteristic of teaching in this school. Pupils learn extremely well. Teachers understand how to make learning fun by challenging pupils to think or by providing music that appeals to their age group. Pupils' response, including that of older boys, is wholehearted as they strive to meet their teachers' high expectations. Ample opportunities are planned for pupils to listen to and to appraise music and to perform to a high standard, following a written score. In Year 2, pupils began to explain how different symbols can be used to represent different vocal sounds. The symbols encompassed a range of musical features such as rises and falls in pitch and volume. Skilled teaching in all classes helps pupils to focus on the important points and so

they learn at a very good rate to read and to analyse music and to compose their own melodies. In Year 3, for example, pupils composed sophisticated, catchy jingles with melodies that went up and down to reflect the meaning of the words. All pupils, including those with special educational needs, learn to play a pitched instrument. By Year 6, pupils have clearly learnt a wide range of different skills and in an initial run-through of a piece based on Macbeth, 90 pupils demonstrated that they could sing and play in two and three-part harmony, playing different instruments from a fully orchestrated score to create music that was spine-chilling as they spat out Macbeth's words 'Twist the mind'. It is a mark of the high quality teaching that pupils recognise that the most important part of music is silence and as a higher attainer said: 'When it is finished you should be left with the music hanging in the air.'

## Physical Education

Provision in physical education is **satisfactory**.

### Main strengths and weaknesses

- Pupils benefit from a wide range of activities which promote physical challenge.
- Hall space is inadequate for pupil needs.

### Commentary

78. Standards are in line with those expected by the end of Year 2 and Year 6. Since the last inspection, when standards were reported as above average, the school has grown significantly in size and hall space is now inadequate for the number on roll. There are serious restrictions on when it can be used and consequently there is a heavy reliance on fine weather, when pupils are able to go outside. Teachers make every effort to overcome the difficulties and thoroughly plan their work to meet all pupils' requirements. Inevitably, though, much teaching of skills has to take place in a short time and this can sometimes result in a loss of pace in lessons as teachers explain and pupils practise basic skills. The subject is expertly led by knowledgeable co-ordinators who ensure there are a wide range of extra curricular activities which helps engage pupils in active participation as well as addressing the shortfall in provision. There are inter-school competitions, football, tag rugby and dance. Outside visitors also provide extra motivation and interest in the subject.
79. Pupils enjoy physical education and benefit from a wide range of physical activities in their lessons. These include gymnastics, games, athletics, swimming, and dance. Teaching is good as is pupils' learning. Year 1 pupils are given a wide range of strategies for developing their throwing and catching skills. They practise in groups and the teachers gradually add extra challenge, increasing expectations and ensuring pupils build on their levels of skill. Year 5 pupils develop racket skills, again using a structured approach. They are actively engaged for long periods and cooperate well with each other. Year 6 pupils learn to develop their running ability and clearly enjoy exercise and respond with enthusiasm to physical challenges. Good features of all lessons include the good class control and the emphasis placed on pupils thinking about their work. Pupils with special educational needs are supported well during lessons and the excellent relationships further enhance the opportunities for pupils to further develop their skills.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

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

### **Main strengths and weaknesses**

- Teaching and learning are very good and pupils achieve very well.
- Pupils are provided with many opportunities to discuss important issues that effect them both personally and socially and this helps them to mature.

### **Commentary**

80. The school is strongly committed to providing very well for the pupils' personal, social, health and citizenship education through specific lessons and work across the curriculum. Subject leadership is very good and ensures teachers receive the guidance and support they need. Planning is thorough and covers a wide range of personal and social issues such as listening effectively, caring, consideration for others and feelings. Health education is included covering aspects of drugs and sex education. Throughout the school there is a strong focus on personal development and very good links to what is taught in other subject areas. Assemblies are well planned to strengthen pupils' appreciation of why it is important to distinguish between right and wrong.
81. Lessons are very effectively planned to allow for plenty of opportunities for discussion and debate. In Year 5, pupils put themselves in the roles of characters in a poem in order to gain a better understanding of how bullies or those being bullied might feel.
82. The school's excellent ethos and the staff's success in supporting individuals provide a very good model for a successful community. Citizenship is actively promoted through the many opportunities for pupils to play a considerable part in helping the school to run smoothly and improve. The school is very good at directing responsibilities to help individual pupils build their confidence and self-esteem. 'Bench-Buddies' help the pupils to develop a sense of responsibility for others and to understand that there is a means for seeking help from other pupils if they have difficulties at playtime. Pupils express their own views, through class councils and the school council and develop their understanding of democratic decision-making. The Year 6 citizenship programmes raise pupils' awareness of making good choices, the consequence of their actions and their responsibilities. The link with the school in Ghana provides an increasing understanding of world development issues.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>1</b>
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	1
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>1</b>
Attendance	2
Attitudes	1
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	1
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	1
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	1
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	1
<b>The leadership and management of the school</b>	<b>1</b>
The governance of the school	1
The leadership of the headteacher	1
The leadership of other key staff	1
The effectiveness of management	1

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

