

# INSPECTION REPORT

## INTAKE PRIMARY SCHOOL

Doncaster

LEA area: Doncaster

Unique reference number: 106729

Headteacher: Mrs E C Paver

Lead inspector: Mrs R S Rodger

Dates of inspection: 26-29 April 2004

Inspection number: 256544

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:	361
School address:	Sidney Road Intake Doncaster South Yorkshire
Postcode:	DN2 6EW
Telephone number:	01302 344743
Fax number:	01302 360811
Appropriate authority:	The governing body
Name of chair of governors:	Mr Bev Marshall
Date of previous inspection:	29/6/1998

## CHARACTERISTICS OF THE SCHOOL

Intake Primary school is situated in the Intake area of Doncaster. There are 361 pupils on roll including 38 children in the nursery. The slightly falling roll since the previous inspection reflects the changes to the demography of the area. The area around the school is mixed with a high proportion of pupils coming from homes with a significant level of social and economic deprivation. A well above proportion of pupils have a free school meal. One hundred and ten pupils have special educational needs, which is above average. Four pupils have a Statement of Special Educational Needs, which is below average. Pupils' special educational needs include: moderate to severe learning difficulties, communication, speech and emotional and behavioural difficulties. There are four looked-after children and 16 pupils who speak English as an additional language, some of whom are asylum seekers and refugees. Attainment on entry is well below average with the many children having delayed language development. A distinctive feature is the links with community. The school achieved an Activemark for excellence in sports and physical education in 2002, a Healthy Schools Award in 2004 and a School Achievement Award for success in the National Curriculum tests in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10347	Mrs R S Rodger	Lead inspector	English, information and communication technology, history, English as an additional language, educational inclusion and racial equality
9974	Mr D Singh	Lay inspector	
17757	Ms J Willis	Team inspector	Foundation Stage, art and design, design and technology, physical education
30441	Mr M Pritchard	Team Inspector	Science, music, special educational needs
20230	Ms J Clayphan	Team inspector	Mathematics, religious education, geography

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **very effective** school. All pupils, including those with special educational needs, higher attaining pupils and pupils from minority ethnic cultures achieve equally, and very well, as a result of very good teaching and very good leadership and management. The value for money provided by the school is very good.

The school's main strengths and weaknesses are:

- leadership by the headteacher, with the support of the governors is excellent;
- pupils' achievement is very good, as are their attitudes and behaviour;
- standards in mathematics, science, information and communication technology (ICT) and physical education are above average by Year 6 and in writing throughout the school;
- standards are well above average in art and design and design and technology;
- teaching is very good overall; it is consistently very good in Year 6 and in the Foundation Stage;
- the school is very inclusive and meets the needs of all pupils;
- the enrichment of the curriculum by residential visits, visitors and out-of-school activities is very good;
- pupils get a very good start in the Foundation Stage;
- overall provision for the spiritual, moral, social and cultural development of the pupils is very good;
- links with parents and the community and other schools are very good;
- subject leaders do not have the opportunity to check the quality of teaching.

Improvement since the last inspection has been very good. Standards have risen in mathematics and science throughout the school and in English in Years 1 and 2. Teaching has improved and there is now no unsatisfactory teaching. Attendance has improved. It is just below average, but the school is doing all it can to improve it further. All the key issues have been successfully addressed.

### STANDARDS ACHIEVED

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

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

**Achievement is very good.** Standards are rising steadily. The below average standards in English in the national tests in 2003 were because reading was slower to improve as a result of a priority given to improving writing. This is still an area for improvement that the school is tackling well. Standards in the current Year 6 are above average in writing, mathematics, science and ICT, and well above average in art and design and design and technology. They are above average in physical education throughout the school. This is a good reflection of the emphasis given throughout the school to the all-round achievement of the pupils in every aspect of their work. Standards in Year 2 are above average in writing, but average in reading, mathematics and science, and pupils achieve well overall. Achievement in the Foundation Stage is very good, based on the children's well below average attainment on entry. The children are likely to achieve the early learning goals by the time they leave the start in Year 1 in all areas of learning apart from knowledge and understanding of the world.

**Pupils' personal qualities are very good.** Attitudes and behaviour are very good. Pupils' **moral, social, cultural and spiritual development is very good.** Attendance is satisfactory; although it is just below average the school has improved it significantly in recent years.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **very good**. Teaching and learning are **very good overall**. Teaching is very good in the nursery and in Year 6. In the best lessons, pupils are keen to learn and enjoy the challenges expected of them. Teaching assistants give very good support. Assessment is good. The curriculum throughout the school is very effectively enhanced by residential visits and visitors. It is also enriched by the recently opened arts studio and sports hall. The curriculum in the nursery is excellent. Provision for pupils with special educational needs, English as an additional language and higher attaining pupils is very good. Links with the community are also very good.

## **LEADERSHIP AND MANAGEMENT**

The **leadership and management are very good** overall. The leadership of the headteacher is excellent. She is an innovative leader, well supported by a very hardworking team of staff. The two deputy headteachers provide very good day-to-day support, particularly in curriculum enrichment and community links. All staff are treated with a very high degree of equality. The induction of new staff is very good. Key staff provide good leadership. Subject leaders monitor their subjects informally very well but because they have no time to check pupils' work and teaching in lessons they are not as aware of the needs of their subjects as they could be. Management is very good. Governors use their skills very effectively to support the school. They have a good understanding of the strengths and areas for development in the school. Statutory requirements are fully met.

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

Parents are very pleased with the work of the school in all areas. They are particularly pleased with the progress their children make and that their children have to work hard. Their children are encouraged to become mature and independent. Pupils like their school and know they have to work hard. They agree unanimously that there is always someone to turn to if they have any problems. The inspection team agrees with the views of the parents and the pupils.

## **IMPROVEMENTS NEEDED**

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

- improve the role of subject leaders.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Achievement is very good overall. All pupils achieve very well in the Foundation Stage and in Years 3 to 6, and well in Years 1 and 2, irrespective of their gender, special educational need or ethnicity. Standards are above average in writing, mathematics, science, ICT and physical education and well above average in art and design, design and technology by Year 6.

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

- Standards have risen steadily in reading, writing, mathematics, science, ICT, art and design, design and technology and physical education since the previous inspection.
- Achievement is very good in the Foundation Stage, design and technology and art and design.

#### **Commentary**

1. The tables below show how the pupils attained compared to all schools nationally in 2003. In the Year 6 national tests, standards against those in similar schools were well above average in English and mathematics and in the top five per cent in science. In the Year 2 national tests standards were well below average in writing and average in mathematics compared to all schools nationally. Teacher assessments in science show that standards were above average. However, compared to similar schools, standards were average in reading and well above average in writing and mathematics.
2. The high proportion of pupils achieving the higher levels is a very good indicator that the teachers have high expectations and challenge pupils effectively. The proportion of pupils achieving the higher Level 5 by Year 6 was well above average in English and mathematics and in the top five per cent of similar schools in science. There was a similarly well above average proportion of pupils achieving the higher Level 3 by Year 2 in writing, mathematics and science, although the proportion in reading was well below average and has been a priority for improvement this year.
3. The school exceeded its targets for 2003 and the value-added by the school was well above average. By Year 2 and Year 6, the overall trend in the school's national test results has been above the national trend for the past five years. This is a result of the high priority given to raising standards in the school improvement plan and the subsequent actions. A thorough analysis of assessment data has taken place, lead teachers teach both classes in their year group and pupils are taught in groups based on their prior attainment for many subjects. Pupils currently in Year 2 and Year 6 are not expected to achieve as well as in 2003 because both year groups have a high proportion of pupils with special educational needs.

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

Standards in:	School results	National results
Reading	14.4 (15.3)	15.7 (15.8)
Writing	14.3 (14.1)	14.6 (14.4)
Mathematics	16.4 (16.1)	16.3 (16.5)

*There were 43 pupils in the year group. Figures in brackets are for the previous year*

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

Standards in:	School results	National results
English	26.4 (25.3)	26.8 (27.0)
Mathematics	27.8 (26.1)	26.6 (26.7)
Science	30.1 (28.7)	28.6 (28.3)

*There were 54 pupils in the year group. Figures in brackets are for the previous year.*

4. Pupils achieve very well in the Foundation Stage and in Years 3 to 6. Although achievement is good overall in Years 1 and 2, it is not as good as the rest of the school because teaching in one class does not always help pupils learn as effectively as they could. The quality of teaching is very good overall and pupils have very good attitudes to learning; they enjoy school and all it has to offer. An equally high priority is given to all subjects, especially the aesthetic and creative subjects, such as art and design and design and technology. Assessment identifies how well each pupil is progressing and groups of pupils with specific educational needs are provided with very effective additional support. Pupils are grouped by prior attainment in all classes, apart from Year 6, for English, mathematics and science. In Years 1 and 2, they remain in their prior attainment groups for all their teaching. This arrangement occasionally has an impact on the behaviour of pupils in one class. The above average standards by Year 6 and the very good achievement made by those pupils is a consequence of the consistently very good teaching in both Year 6 classes. Expectations are high and pupils achieve as well as they are capable in the very good lessons.
5. The children start school with well below average skills and a significant number of children have poor communication skills. They achieve very well throughout the nursery and the reception class as a result of very good and excellent teaching and many are on course to achieve the early learning goals in all areas of learning, apart from knowledge and understanding of the world by the time they start Year 1. Parents are involved in the day-to-day work in the nursery.

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

The attitudes and behaviour of pupils throughout the school are very good. Pupils' spiritual, moral, social and cultural development is very good. Attendance is satisfactory and pupils' punctuality is good.

### **Main strengths and weaknesses**

- Relationships are very good and there is a great willingness to take responsibility as a result of the school's very caring ethos.
- Pupils enjoy coming to school and take very good interest in the wide range of activities provided.
- Pupils' behaviour is generally very good in response to the school's very high expectations.

### **Commentary**

6. Very good foundations are laid in the Foundation Stage for the early development of pupils' personal qualities. Children achieve very well from a very low base in personal, social and emotional development and by the end of the reception year the majority attain the expected standards. Throughout the rest of the school, very good relationships exist between teachers and pupils and between pupils, based on a solid foundation of mutual respect and trust. All adults in the school are very good role models whom pupils are inspired to emulate. In addition, the very good provision for the pupils' spiritual, moral, social and cultural development plays an important part in building the strong feeling of community which flourishes in the school. Pupils

are polite and helpful. They enjoy responsibility and are eager to help both teachers and other pupils. For example, older pupils take responsibility for the office during lunchtime and take the role of special friend in the playground, while younger ones volunteer to tidy their classrooms.

7. Most pupils are very interested in their lessons, are confident that their teachers and classmates will listen courteously to their views, and work very hard. They are also keen to take part in the many activities provided during and after school. A small minority of pupils in Years 1 and 2 are sometimes inattentive due, at least in part, to the high numbers of different adults who teach them during each day. As part of its very good ethos, the school has very successful strategies for helping pupils who find it hard to settle into school.
8. Pupils respond very positively to the very high expectations of adults. They debate and evolve their own class rules, and understand and follow the school rules. During the inspection pupils were equally well behaved when moving round school and at break and lunchtime. They respect their environment and make sure that the school is tidy and that equipment is treated with care.
9. The playgrounds are spacious and pupils usually play well together. They and their parents are confident that any unkind or bullying behaviour will be dealt with firmly and well. There are no exclusions now, although there were exclusions last year.

***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	340	3	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	2	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Pakistani	2	0	0
Black or Black British – any other Black background	1	0	0
Chinese	4	0	0
No ethnic group recorded	3	0	0

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

10. Pupils have very good opportunities to reflect on their own views and to think about the effects of their actions on others. This plays an important part in contributing to the harmonious, happy and considerate atmosphere. The residential trips organised for several year groups are valuable in widening pupils' experiences, forming good relationships and making pupils feel mature and valued members of the school community. There are very good opportunities for cultural development. Pupils learn about different faiths in religious education and experience different cultural traditions through music, art and design and geography.
11. Attendance rates are slightly below the national average. This is a good improvement since the previous inspection. The school has put many systems in place to improve attendance with some success. Pupils generally arrive punctually because they enjoy school so much. Parents are generally very supportive and make sure their children attend school regularly, but many take holidays during term time.

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

Authorised absence	
School data	5.5
National data	5.4

Unauthorised absence	
School data	0.4
National data	0.4

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. Teaching and learning are very good overall. There is consistently very good teaching in both Year 6 classes and in the nursery. The curriculum is very good and very well enhanced by the high emphasis placed on the arts and a wide range of stimulating out-of-school activities and residential visits in each year group from Year 3 upwards. Pupils are very well cared for and links with parents are very good. The school's involvement in the local community is very good.

### Teaching and learning

Teaching and learning are very good overall and consistently very good in Year 6, in the nursery, and in mathematics throughout the school. Assessment is good overall.

### Main strengths and weaknesses

- High expectations and very good levels of challenge mean that pupils learn very effectively in most classes.
- Very good use is made of teachers' specialist knowledge and planning is helpful and shows what pupils of different abilities are expected to achieve.
- Lessons are generally well organised and pupils are very well managed and behave very well.
- Good use is made of assessment data to meet the needs of individual pupils: assessment in the Foundation Stage in very good.

### Commentary

#### Summary of teaching observed during the inspection in 49 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (6%)	16 (33%)	20 (41%)	10 (20%)	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.

12. The table shows that teaching is good or better in three quarters of the lessons; this is very good teaching overall. Pupils joining the school are expected to achieve very well as a result of the high expectations of the teaching. This was a feature in the very strong teamwork between the nursery nurse and the teacher as they joined in role play with children using various machinery from the 'building site'. The very skilled use of the interactive whiteboards in Year 2 and 6 meant that pupils were challenged and complicated ideas were explained with clarity and understanding as a result of diagrammatic explanations. Teachers consistently used probing questions check that pupils fully understood and responded with understanding to new ideas. As a result, pupils made considerably better progress than might be expected. In another example, in Year 6 pupils were encouraged to explain their understanding of various uses of language as they analysed a poem because teaching was inspirational in the way all pupils were given the confidence to contribute.

13. There are lead teachers for English, mathematics and science throughout the school. They use their specialist knowledge very effectively to challenge pupils and explain difficult ideas. High regard is given to pupils with special educational needs. For example, in a Year 6 physical education lesson a pupil with a Statement of Special Educational Needs was very effectively included in a team game. Effective teamwork ensured that individual pupils achieved as well as they could. Teaching assistants provided very good support for all pupils, especially to the few pupils learning English as an additional language. The teaching of mathematics is very good and pupils are very keen to learn; they achieve very well as a result. For example, Year 6 pupils were ecstatic because they could stay in at playtime and complete an ICT-based revision program. Specialist subject knowledge and high expectations all contributed to the high quality teaching in art and design and design and technology. Very enthusiastic pupils had their excitability controlled very effectively as they eagerly clamoured to offer suggestions when evaluating their Caribbean headdresses made in a design and technology lesson. They later took very good responsibility for their learning as they worked collaboratively to translate designs into realistic models.
14. The arrangements for the organisation of teaching by specialists in each year group throughout the school are based on a management decision to try to raise standards. It has had a good impact in that respect, but some of the afternoon sessions in Years 1 and 2 have had an increase in minor behaviour issues that are very untypical of the school. The school has rightly identified these issues and plans to review the arrangements and only group pupils by prior attainment in the core subjects of English, mathematics and science. The concentration, interest and very good relationships between staff and the pupils contribute well to very effective learning in almost every lesson.
15. Teachers use their thorough assessment procedures well to track pupils' progress and identify groups of pupils for extra support or more challenging work. They effectively set targets for English and mathematics based on the results of assessment on entry to school and at the end of Year 2. These assessments are reviewed in the light of later assessments as pupils move through the school. Analysis of assessment outcomes are used well to inform teaching and to set individual targets so the pupils know how to improve their work.
16. In the Foundation Stage teachers make ongoing assessments of pupils across all areas of learning and use these very effectively to set individual targets and to plan work to meet the needs of individuals and groups of pupils. Completed records of these assessments are passed from nursery to reception and summarised in the Foundation Stage profile to inform target setting in the main school.

## **The curriculum**

The provision for, and enhancement of the curriculum are very good. The very good accommodation is used effectively to provide a stimulating learning environment enriched with good resources.

## **Main strengths and weaknesses**

- The curriculum successfully meets the needs of all pupils, irrespective of gender, background, ethnicity or prior attainment.
- Inclusion and provision for pupils with special educational needs is very good.
- Out-of-school activities and educational visits very effectively enrich the curriculum.
- The very good accommodation is safe, attractive and well resourced.

## **Commentary**

17. The curriculum provides a broad range of worthwhile activities that successfully cater for the interests, aptitudes and particular needs of all pupils. Pupils with special educational needs

receive a very good curriculum which is skilfully adapted by the special educational needs coordinator and all staff to meet particular needs. Teachers divide the curriculum between them and teach both classes within their subject area. This allows for accurate matching of work and assessment across the whole year group. In Years 3 to 6, pupils continue to be taught by lead subject teachers within their year groups for some subjects. As a result, the school successfully adapts the curriculum to make it even more relevant to pupils' different learning needs and makes good use of staff talents and expertise. All the areas for improvement in the curriculum noted at the time of the last inspection have been fully addressed.

18. The school has a very positive attitude towards inclusion and the curriculum successfully meets the needs of all pupils. The provision for pupils with special educational needs, English as an additional language and more able pupils is very good. Pupils with a Statement of Special Educational Needs are well integrated and careful thought is given to ensuring maximum support and minimising difficulties for those concerned. Procedures have been changed to comply with the current Code of Practice and the special educational needs coordinator, together with the special educational needs governor, provide very good leadership and management. Individual education plans reflect the requirements of providing specific short-term targets linked to success criteria. All relevant staff are fully involved in the provision for pupils with special educational needs, and they consequently make very good progress through the curriculum and achieve very well. Parents of pupils with special educational needs take an active part in the review process and fully support the school.
19. There is a very good programme of out-of-school activities for all pupils. Clubs include football, maths, homework, and science. Visiting specialists provide very good dance, basketball and music opportunities and the school has several pupils taking lessons for the violin, guitar, cello, clarinet and flute. Educational residential visits, linked to specific curriculum areas, take place in each year group between Year 3 and Year 6. They include Austerfield Centre, York, the Earth Centre and London. There are also day visits planned for all pupils to various centres of interest. These include Doncaster Library, White Post Farm, Burton Constable Hall, Gainsborough Old Hall, Eden Camp and Doncaster Mansion House. Through these visits the school enriches the curriculum it offers very well and the pupils produce work of high quality following visits made.
20. The accommodation is spacious and provides a bright, attractively presented learning environment. The art studio, ICT suite and new sports centre greatly enhance the accommodation and reflect the very good management of the whole school building. The good quality of display work in all areas of the school provides many delightful areas of learning for the pupils.
21. The organisation of the curriculum has been considered by the senior management team in great detail. The effectiveness of the broad and balanced curriculum and the priority given to all subjects - not just literacy and numeracy - mean that pupils have the opportunity to succeed in many areas. This has a very good impact on raising achievement and standards.

### **Care, guidance and support**

The school very effectively ensures pupils' care, welfare and health and safety. It provides very good support and guidance for pupils based on monitoring their achievements and very effectively seeks to involve pupils in its work and development. Arrangements for the induction of pupils are very good.

## **Main strengths and weaknesses**

- The pastoral support, advice and guidance by staff are very effective and enable pupils to learn constructively and build caring relationships.
- The invaluable work of the school council ensures pupils are treated equally, fairly and their views are given serious consideration.

## **Commentary**

22. Staff are good role models and are extremely well led by a very committed headteacher. They respect pupils and address individual and collective academic and pastoral needs of those in their care very effectively. Their commitment to the personal development of the pupils ensures disciplined and extremely trusting relationships, both inside and beyond the classroom, and provides pupils with a sense of belonging and security. This ensures they become caring, responsible, confident and motivated learners and citizens. The school promotes healthy living. Comprehensive arrangements for child protection are in place. The school works very effectively with a range of agencies and parents.
23. The school works very effectively with the school council and regularly seeks, values and, where appropriate, acts upon pupils' views. The council is growing stronger and makes a very productive and valuable contribution to the learning, welfare and well-being of the school community. Pupils have a number of innovative ideas relating to improving provision for wet playtimes and providing basketball nets.
24. Pupils spoke very positively about their work and the changes they initiate and influence. For example, they have negotiated changes in quality of play equipment and improved wet playtime provision, enabling them enjoy their leisure time and learn in a more disciplined manner. Pupils joining the school are very well-supported via the 'buddying' arrangements. The youngest children coming into school from the nursery have staggered visits and meet their new teachers.

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

The school has very good links with parents, and the community, and other schools and colleges.

## **Main strengths and weaknesses**

- Very good links with the local community extend pupils' understanding of the wider community.
- The school values its strong links with the feeder high school. It makes sure important educational goals are shared in pupils' best interests.
- The pyramid of schools provides a very strong partnership and enables schools to share their expertise and support the education of pupils in the community.
- The parent and teacher association is an integral part of the school community and parents are rightly complimentary about the education their children receive.

## **Commentary**

25. The school continues to enjoy a very constructive partnership with the high school to which most pupils transfer, which ensures the children experience a coherent education and the transition to the secondary school is smooth and very positive. The work between schools has enhanced the curriculum in the primary phase and the sharing of expertise with staff in the English, mathematics and science departments as well as in physical education, design and technology and ICT has helped to raise academic standards. Staff at all levels, including headteachers, continue to meet regularly to plan learning and social events jointly and introduce activities which enrich both the primary and secondary curriculum. In return the school has actively supported the various activities The partnership continues to prosper.

26. There are fruitful links between the school and its partners in the community, such as welfare agencies, local football and rugby clubs, the church and the mosque. These links constructively support pupils' personal development. Regular visits to museums, art galleries, concerts and visitors into school such as artists and sculptors also inspire learning of the school community. These invaluable experiences ensure pupils become very responsible, caring and valued members of the wider community.
27. All parents of the school automatically become a member of the parent teacher association, which is dedicated to supporting the school and wider community. The staff, parents and pupils value its support and financial contribution, which are used to purchase learning equipment, support education and residential visits and host pupil discos and family fun events. The partnership between the school and the association ensures an improved standard of education for all pupils and an opportunity for parents to support the education of their children. These links raise pupils' self-esteem and ensure that they learn as responsible citizens.
28. Almost all parents expressed very positive comments about the school and teachers and were very complimentary about the headteacher. They feel that the school has improved greatly since the last inspection. There was a very good response to the inspection questionnaire. It was readily apparent at the meeting for parents prior to the inspection just how appreciative they are about all aspects of school life. Inspectors agree with parents' very positive views about the school. It is a happy school and parents are right to be proud of its achievements.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are very good overall. The headteacher provides excellent leadership and is very well supported by a keen and very supportive governing body. The leadership of other senior staff is good. Management is very good.

### **Main strengths and weaknesses**

- The headteacher sets a very clear sense of direction and has high expectations for herself and everyone in school; her leadership is excellent.
- Several governors are very talented and use their expertise to the benefit of the school very well.
- Teamwork is very strong and talents of staff are very well used to enhance pupils' learning.
- The school provides very good value for money and pupils are benefiting from shrewd financial management and several successful bids to considerably enhance provision.
- Lack of funding is a barrier to learning in that subject co-ordinators have very little opportunity to fully check progress in their subjects.

### **Commentary**

29. The headteacher, along with her very supportive deputy headteachers and senior management team, has created a very productive environment for the pupils and their families. The Foundation Stage leader leads by example very well. The special educational needs co-ordinator keeps very detailed records and tracks the progress of the pupils throughout school. This is particularly effective in the Foundation Stage, where the needs of pupils with special educational needs are quickly identified and support is provided. The co-ordinator is relatively new to the post and is making good progress in the role by effectively ensuring good quality individual education plans are in place, advising and supporting colleagues, collating all the necessary information about pupils and liaising with parents. As a key priority in the school, the co-ordinator teaches for half of the week to enable her to fulfil her co-ordinator role effectively.
30. The climate for learning is very good. The working atmosphere throughout the school is calm and very purposeful. Teamwork is a strong feature of the work of the school and staff skills are used very well. Pupils' learning is given the highest priority and despite below average funding

levels the school is well staffed and resourced. This is due in no small measure to the strategic planning and creative use of the limited funds available and the success of the headteacher in bidding for additional funds to enhance provision for the pupils. As a result, the school is very successful and promotes a very inclusive education where the needs of all pupils, irrespective of their background, ethnicity or ability, achieve very well.

31. The governors provide a wealth of expertise and support to the school. Procedures to run meetings and meet their statutory obligations are robust and well documented. They have a very good understanding of the strengths of the school. Several work in the school and others visit regularly. They know the community well. There is a good partnership between the school staff and a governor in relation to health and safety issues as well as links between curriculum governors and subject leaders. Governors are fully involved in overseeing the school development plan via the curriculum committee. They have provided valuable financial guidance to support the headteacher in reducing a previous budget deficit.

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

Income and expenditure (£)		Balances (£)	
Total income	954,564	Balance from previous year	57,232
Total expenditure	980,659	Balance carried forward to the next	31,137
Expenditure per pupil	2483		

32. Subject leaders work very hard and several are very talented. They informally check what happens in their subjects through monitoring planning, but they do not yet formally check what happens in lessons. This means that they are unable to disseminate much of the very good and excellent practice across the school or to provide support when needed. The school are aware this is an area for development and has a timetable to check teaching and learning in place from the summer term.
33. The school has considerably more aids to achievement than barriers. Staff are very committed and hard working and have a strong sense of purpose as a result of excellent leadership by the headteacher. Lack of funding in the past has been a barrier to enabling subject leaders to be fully effective in their roles and spread excellent practice across the school. The budgetary position is improving and monitoring and evaluation will take place in the future. The school seeks at all times to achieve best value for money without compromising on quality. The value for money provided by the school is very good, based on the below average cost to educate each pupil, very good achievement as a result of very good teaching, and very strong leadership.

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

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

34. Provision for children in the Foundation Stage is very good. Children enter the nursery with attainment that is well below average and a significant number have poor communication skills. They start part-time in the autumn or the summer term after their third birthday and move into the reception class in the September after their fourth birthday. All children achieve very well because of the very good teaching in both the nursery and the reception classes and the very supportive relationships established between children and adults. This area of the school's work is led and managed very well. Teachers and nursery nurses keep ongoing records of children's attainment and use these very effectively to plan exciting and interesting activities to develop learning according to children's individual needs. They provide a welcoming and stimulating environment and take every opportunity to foster self-esteem and build self-confidence through encouragement and praise. The nursery environment is outstanding. During the inspection the indoor and outdoor areas were set up to represent a building site with brickworks, an office and a display of machines. This was very well used to stimulate creativity and imagination. The very good provision reported in the previous inspection has been maintained and there has been very good improvement in children's achievement in all areas of learning.

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

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

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

- Well established routines and very high expectations of attitudes to work and behaviour ensure very good achievement in the development of social skills and attitudes to learning
- Strong links with parents and a welcoming atmosphere ensure young children settle well into the nursery.

#### **Commentary**

35. Children are on course to meet the goals related to social development and attitudes to learning by the end of reception as a result of the very good teaching. The children achieve very well in this area of learning. They are encouraged from an early age to behave sensibly and to choose their activities and stay on task to complete them. When they enter the nursery most children play happily alone or alongside other children but by the time they reach the reception class they play well together, sharing and taking turns and helping each other in their work. In the reception class two children were engrossed in making paper puppets to illustrate the story of the gingerbread man. They worked with great care and concentration, talking about their work and comparing their puppets.
36. In the nursery some parents had prepared plans to make models of machines and worked with the children to construct a range of creative and high quality models of which the children were justifiably proud. A group of children who had just joined the nursery produced paintings with very good support from the nursery nurse. The following day they were encouraged to show their parents the wall display of their paintings, effectively fostering their esteem and confidence.

### **COMMUNICATION , LANGUAGE AND LITERACY**

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

## Main strengths and weaknesses

- Teaching and learning are very good. Teachers and nursery nurses make the most of every opportunity to develop children's speaking and listening skills and, as a result, they achieve very well.
- In reception, the high quality focused support in letter formation has a very positive impact on children's standards and achievement in phonics and writing skills.

## Commentary

37. Children start in the nursery with well below average standards in speaking and listening and in early reading skills but are on course to meet the goals expected in writing by the end of the reception year. This very good achievement is a result of very good teaching and the high priority given to promoting speaking and listening skills. Most children can write their own names and many make good attempts at writing simple sentences and captions, applying their phonic understanding very well to spell simple three-letter words and attempt more complex words. They do well because work is carefully planned to meet their needs and develop their learning. For example, in the reception class the nursery nurse very effectively supported a small group of children learning to form letters on a whiteboard. Her positive attitude and very good encouragement made the session enjoyable and children were eager to suggest words beginning with the sounds and to attempt to write simple words.
38. In the nursery children are given targets, for example, to recognise their name or to write the first letter of their name, and these are shared with parents so that they can practise at home. A significant number of children are reluctant to speak when they first start in the nursery but the enthusiasm and encouragement of the teacher and nursery nurse develop their language skills very well. In a very good lesson children were encouraged to talk about water and to suggest words associated with water. The teacher and nursery nurse skilfully developed and reinforced children's vocabulary over the week and encouraged them to talk about their experiences.
39. In both classes children have lots of opportunities to share books with adults. Children in the reception class joined in enthusiastically with the story of the *Three Billy Goats Gruff* and were eager to talk about the pictures and to tell what would happen next.

## MATHEMATICAL DEVELOPMENT

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

## Main strengths and weaknesses

- Teaching and learning are very good and children achieve very well because of the interesting and challenging activities provided.

## Commentary

40. By the end of the reception year the children are on course to achieve the goals in this area of learning. They achieve very well as a result of the very good teaching. In the nursery, creative and exciting opportunities are planned for children to match and identify shapes and to recognise and order numbers. For example, the children wore hard hats and built a wall with cardboard bricks, selecting the bricks according to the shapes or numbers on the side of each, which was a very good way to motivate and to develop the poor language skills of boys in the group.
41. In the reception class children enthusiastically used large dice and floor dominoes to learn about doubling numbers. Higher attaining children carried out the challenging activity independently while other children made very good progress in their understanding because of

the very effective support provided by the teacher. Children in the reception class counted and ordered numbers to 10 and higher attaining children counted to and back from 20 and beyond and carried out simple addition by combining two groups of objects.

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

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

### **Main strengths and weaknesses**

- Teaching is good and children achieve well because their learning is effectively developed through interesting topics.
- Children do not achieve as well as they could in ICT because they have limited access to computers.

### **Commentary**

42. By the end of the reception year children are likely to attain standards in knowledge and understanding that are below those expected for their age, particularly in their ICT skills. In the nursery a wide range of interesting activities help children learn about machines, buildings and water. For example, they learned that rain water runs away down the drain and, through practical activities, they found out that water can pour, trickle and drip. Children in reception found out about the people in school who helped them and visited the kitchens and tried out the cleaner's large broom. They tested different objects to find out which were attracted to magnets and were surprised to find that not all metal objects 'stuck' to the magnet. They planted bean seeds and informed the inspector that they needed water to grow 'but not too much' and that they would grow into a beanstalk. Staff give children a lot of responsibility for their own learning in this area by providing high quality resources and supporting their investigations when appropriate. This helps the children achieve well and use correct language when talking about new experiences.
43. Children enjoy working on the computer and, in most sessions, one or two children were usually to be seen using the single computer available in each classroom and in the nursery. They use the mouse competently to select numbers in various counting programs. However, the limited number of computers available in the Foundation Stage means that children have too few opportunities to develop their skills in ICT. The children in the reception class do not use the computer suite on a regular timetabled basis.

## **PHYSICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- The excellent outdoor play areas are used well to promote learning.
- Teaching and learning are very good and as a result children achieve very well.

### **Commentary**

44. Children are on line to meet the early learning goals expected for their age by the end of reception. Achievement is very good, as a result of the challenge and high expectations of teaching. Children in both the nursery and reception classes enjoy the good variety of climbing equipment and wheeled toys provided. They have good co-ordination and balance and use the equipment imaginatively and confidently as they negotiate a route across the outdoor area on the wheeled toys.

45. Teachers plan very good small group activities to develop children's early skills in handwriting and the use of small tools such as paintbrushes and scissors. For example, nursery children were very well supported by the nursery nurse in their first attempts at using a paintbrush. As a result of the very good teaching that shows the children what to do and models correct techniques, pupils achieve very well.

## **CREATIVE DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Very well planned role play areas stimulate children's imagination very effectively.

### **Commentary**

46. Teachers plan interesting and exciting activities to stimulate children's imagination and creativity. Learning in the nursery takes place within different themes which are changed on a regular basis. During the inspection the theme was building and machines and activities in all areas were related to the theme to make learning meaningful and exciting for the children. In the reception classes, activities focused on fairy tales. The children took on various roles. For example, they dressed up as a prince, a princess and a cat and acted out stories in a castle. Imaginative play was extended further in the home corner which was set up as the three bears' cottage with appropriate dressing up clothes. These activities contributed very well to promoting children's language development. Children made gingerbread men and drew and cut out paper puppets to tell the story. They made pictures using a simple lever to make Jack climb the beanstalk and planted their own beans. As a result of these varied and interesting activities children's achievement in creative development is very good and standards are average.

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

### **ENGLISH**

Provision in English is **good**.

### **Main strengths and weaknesses**

- Standards have improved since the previous inspection; standards in writing are now above average.
- The quality of teaching and learning is good overall and very good in Year 6.
- The teaching of reading in Years 1 and 2 is good.
- Pupils learn effectively as a result of their very good attitudes.
- The literacy governor is very knowledgeable and influential.
- Assessment arrangements are detailed and very thorough.
- Subject leaders do not have sufficient time to monitor work in classrooms.

### **Commentary**

47. Standards in English are rising because of the priority given to improvement. Improvement since the last inspection has been very good. This is very evident in writing in Years 1, 2 and 6. There have been some variations in attainment from year to year because of the make-up of particular groups of pupils. Although the current Year 6 has a high number of pupils with special educational needs, they are achieving very well as result of very good specialist teaching. The results of the 2003 national tests in Year 6 were well above average compared to similar schools, and well above average in writing and average in reading by Year 2. Standards in speaking and listening are average.

48. Pupils of all abilities, including those from minority ethnic groups, those with special educational needs and higher attaining pupils, achieve very well throughout the school, particularly in Years 1 and 6. For example, a large proportion of pupils have special educational needs in one Year 1 class that is grouped according to their prior attainment for English, in line with the school policy to group all classes based on the pupils' prior attainment. They learned to understand the 'blurb' in a very well taught guided reading session. The school is working successfully to raise boys' achievement by improving the content of reading books and creating differentiated learning groups throughout the school, apart from Year 6.
49. Standards in speaking and listening are generally average by the time pupils leave the school. Pupils listen attentively to each other and 'circle time' is used to promote speaking and listening effectively. For example, Year 1 pupils spoke confidently about what made them angry to their classmates in a personal, social and health education lesson. Year 5 pupils were effectively encouraged to recall their understanding of 'dispersal' in a science lesson. Pupils are encouraged to talk to each other in pairs and to take part in drama. Many pupils, especially in Years 1 and 2, have very limited language skills and struggle to understand technical vocabulary as a result.
50. Pupils generally achieve well in reading. Standards are above average by Year 6 and average by Year 2. This has been an area of improvement this year. Whole class sessions are used to share well illustrated, bold books with pupils, who read together. A good strategy used in Year 1 was to use the teaching assistant to encourage pupils with special educational needs to repeat a simple sentence. The school has recently acquired a wider range of books for guided reading that are now used more consistently. Higher attaining Year 2 pupils were encouraged to apply their reading skills to a visitor guide which they read independently, and then discuss and interpret the information. Reading is encouraged by the good collections of high quality picture books in classes which pupils are encouraged to read independently. Older pupils are encouraged to make inferences and interpret from the books they read. They begin to understand literal and figurative language. Pupils read for enjoyment and expressed their preferences for particular authors such as J. K. Rowling, Dick King Smith and Roald Dahl in discussion with the inspector. Regular opportunities are provided for the pupils to read non-fiction, especially when using the Internet to research in history. The library has been identified as an area for refurbishment. Parents are given detailed information about how to help their children read and write at home. In one class this was usefully differentiated according to the pupils' level of attainment. Cultural diversity is effectively fostered as a result of the high quality reading material used in lessons. Year 4 pupils, for example, were unanimous in their praise of a Caribbean poem *Chicken Dinner*.
51. Standards in writing are above average throughout the school as a result of the high priority given to applying writing skills in other subjects and good and very good teaching. Standards have risen because:
- assessment is used to identify what the pupils need to do next;
  - marking in some classes is very detailed and gives very clear points for development;
  - booster classes have contributed to improvements in Year 6;
  - ICT is used well to develop extended writing;
  - Displays around the school very effectively celebrate pupils' progress.
52. Teaching is good overall, although it ranged from very good to satisfactory across the school. The quality of detailed and helpful marking and assessment arrangements contributes to the overall good quality of teaching. Features of very good teaching in Years 1 and 6 were high expectations, clear instructions and explanations, and a high level of challenge. For example, Year 6 pupils in a mixed ability group analysed a poem *The Song of the Whale*. At all times probing questions checked that pupils understood how metaphorical language is used in different ways. For example, much discussion took place to help pupils understand that the 'forest of the sea' is a metaphor. A brisk pace to the lesson and very good relaxed relationships contributed to pupils' very good achievement and their full participation in the lesson.

Occasionally, the objectives for a lesson lacked clarity and lessons wandered from the main intention. This was more apparent in those lessons where a commercial lesson plan was used which had not been adapted sufficiently by the school.

53. The assessment arrangements are good. All staff have a detailed analysis of the national and optional tests and individual pupils' progress is tracked throughout the year. Assessment information is used to identify groups of pupils for additional support and to group year groups by prior attainment for specialist teaching in the subject throughout the school. Targets are sometimes inserted in pupils' books so they know how to improve their work. Marking is good and generally detailed and useful to help pupils improve.
54. The literacy governor is a teaching assistant in school and is well informed and very knowledgeable about the subject. Leadership and management of the subject are satisfactory. The leadership of the subject is shared by two teachers and they are each shadowed by less experienced colleagues. They are very committed and extremely enthusiastic. There is good liaison with the special educational needs co-ordinator to ensure the work the pupils complete is compatible with the work completed in lessons. However, budget constraints mean that the lead co-ordinators do not have the opportunity to check teaching and learning either through lesson observations or the scrutiny of pupils' work. This is not, however, having a negative impact on the achievement of pupils in the subject because of the informal discussions held in the teaching teams.

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

55. Literacy skills are well applied in several subjects in conjunction with ICT. For example, Year 6 pupils completed a newspaper headline in religious education to celebrate Christmas. Year 1 pupils wrote captions for their science investigations, 'I can see flowers'. Language and literacy skills are used extensively in other subjects as part of the priority given to broadening and enriching the curriculum.

### **MATHEMATICS**

Provision in mathematics is **very good**.

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

- The subject leaders are very knowledgeable and provide very good leadership and management which inspires other teachers.
- Teaching is very good throughout the school and promotes pupils' learning very well.

#### **Commentary**

56. There has been very good improvement in mathematics since the last inspection. Standards have risen significantly throughout the school. Planning has improved greatly. Lessons are of good length and there is good emphasis on developing pupils' mental skills. Class teachers are well aware of pupils' previous attainment through clear and regular records of their progress and standards which follow pupils through the school.
57. Standards in mathematics are average at the end of Year 2. This represents good achievement because children enter school with very low skills and little knowledge. In Year 6, standards are above average, although not as high as they were last year because there are fewer higher attaining pupils. Pupils' achievement is good throughout the school, and this steady improvement accumulates to become very good achievement by the end of Year 6.
58. Teaching is very good overall which ensures that pupils learn consistently very well. Very good attention is paid to ensuring that pupils have plenty of practice solving problems. This necessitates them applying their knowledge of number in practical situations and tests the

extent of their understanding very well. Equal emphasis is given to all other areas of mathematics. Teachers have good knowledge of what they teach and are skilled in explaining clearly so that their pupils understand and are confident. A good pace to lessons ensures that pupils remain interested and have no time to lose focus. Effective emphasis on mental strategies encourages flexible thinking and is fundamental in raising pupils' attainment, while interesting tasks intrigue and enthuse the pupils, and extend them to their limits. Learning objectives are usually shared with pupils at the start of lessons so they know what they will be doing and this helps them to concentrate. Plenary sessions at the end check pupils' understanding well and often challenge them to think further. Teachers in Years 2 and 6 use the technology of interactive whiteboards very effectively to extend pupils' understanding of mathematical concepts. Teachers develop pupils' speaking skills through encouraging logical explanations, and give good opportunities for them to read and comprehend problems and to practise their writing skills through writing full answers to problems.

59. Pupils throughout the school are taught in ability groups which give lower attainers more time to understand new work. The success of this is shown clearly in Years 1 and 2. Pupils with least ability have extra sessions and all lower attainers work at tasks with different challenge to those of higher attainers, and which they understand and enjoy. Pupils of lowest ability in Years 3, 4 and 5 have extra sessions too, but they and the other pupils of lower ability are usually set the same tasks as their highest attaining classmates, with the result that samples of their work indicate that they understand less thoroughly, and the quantity of completed work is far less. Pupils with special educational needs and those who speak English as an additional language are well supported and included in all activities, which help them to achieve well. Improved assessment gives a clear picture of how pupils are performing and where further work is needed. Pupils are shown how they can improve through feedback and targets which help to maintain standards. Marking is becoming more useful but there is further scope to develop the use of pointers for improvement.
60. Both subject leaders are extremely experienced and knowledgeable, and the good professional relationships throughout the school help them to inspire everyone to be part of a close knit and effective team. Teaching has been monitored but pupils' work is not sampled regularly at present. Resources are satisfactory and are used extremely well.

### **Mathematics across the curriculum**

61. Pupils use graphs and charts effectively to record investigations in science and to further their understanding of the use of ICT. Pupils record science investigations using various graphs appropriate to their age.

### **SCIENCE**

Provision in science is **very good**.

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

- Teaching and learning in science are very good overall and the pupils achieve very well.
  - Leadership and management of the subject are good, but lack a coordinated approach to monitoring throughout the school.
  - Provision for experimental and investigative science is very good.
62. Pupils are achieving very well. Standards are much better than they were at the last inspection, when they were below average. Pupils now reach above average levels of attainment by Year 6. Standards by Year 2 were above average in the 2003 teacher assessments. They are average in lessons because there are a high number of pupils with special educational needs in Year 2. This matches the results of the most recent national tests. Weaknesses seen last time have been addressed and there is now a successful emphasis on practical investigations.

Teaching was then unsatisfactory, but now it is very good overall. Teachers' expectations are higher and the quality of lessons is more consistent throughout the school. These are the main reasons for the rise in standards.

63. All pupils make very good progress in remembering and understanding scientific facts and in developing their experimentation skills. They enter school with a limited knowledge of science and time is taken to develop and widen their language skills, particularly oral, enabling them to talk about the science facts they already know and understand. Teachers plan lessons well and make sure the work meets the needs of pupils of all abilities. Those who have special educational needs make particularly good progress, because of the help they receive both from the teachers and the strong team of teaching assistants. More able pupils usually find that there is an extra challenge to extend their learning appropriately. These pupils enjoy this and work very hard to improve.
64. All teachers and support staff know and use the correct scientific vocabulary when talking with the pupils. For example, in a Year 6 lesson about light, angles of incidence and reflection were introduced by the teacher and most pupils used this new vocabulary correctly at the end of the lesson when they reported on the results of their investigations. Previous knowledge and learning is revised at the start of all lessons by effective use of questions. This allows pupils to consolidate their previous learning and to move forward onto the identified learning objectives of the current lesson. In lessons there is a good rapport between all staff and pupils, which helps with the management of pupils and ensures that lessons proceed smoothly and pupils learn well. Pupils work well in group investigations, which helps their social development.
65. The leaders of science have successfully revised the planning of the subject and lead their area well. They have good subject knowledge and have taken several staff training sessions. The curriculum is effectively planned for each year, allowing for progression as the pupil moves through the school. Resources are good and readily available for use in the classroom. The identification of suitable ICT software is an area that the leaders are presently exploring. While teachers' planning is checked regularly by subject leaders, there is no formalised system for them to monitor the delivery of the subject, which would allow them to have an oversight of science throughout the school, and to monitor pupils' achievement.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The leadership and management of the subject are very good and a very good level of support has been provided by the ICT governor.
- Standards are above average by Year 6 and pupils achieve very well.
- Recent improvements to resources are having a very good impact on teaching and learning in Year 6.
- The subject is used very well to support learning in other subjects, especially mathematics.

### **Commentary**

66. Leadership and management of the subject are very good. The co-ordinator is very knowledgeable and creative. For example, she leads very effectively by example and enhances pupils' learning through the skilled use of a recently acquired interactive whiteboard. Classes are allocated a reasonable length of time in the suite. A detailed action plan outlines how and when developments to the subject will take place. The ICT governor makes good use of his professional expertise to assist developments in school. For example, he has led training sessions for staff and is regularly on hand to support the school. Plans to enhance the skills of parents through training led by the governor are underway. A new assessment scheme is being trialled in one year group. The monitoring of teaching is informal. However, as all pupils store

their completed assignments on the network and assessment arrangements are thorough, the co-ordinator has a good understanding of the standards in the subject.

67. Standards and the quality of teaching have improved considerably since the previous inspection. Pupils' standards are average in Years 1 and 2 and above average by Year 6. Almost all pupils are likely to reach the nationally expected level by the end of the year with an above average number achieving the higher Level 5. Very good teaching in both Year 6 classes has a powerful impact on pupils' learning and their very positive attitudes to the subject. Pupils are full of enthusiasm for learning. For example, a group of Year 6 pupils showed such delight as they were allowed to stay in at playtime and complete a revision program for the national tests using the laptops. Also, Year 6 pupils produced very high quality multi-media presentations to record their planning and evaluations of a slipper designing task. By Year 2, pupils are able to save their work, make changes to their writing and use several keys and commands with increasing accuracy and efficiency. Most pupils during the inspection were able to retrieve their work and save it onto a floppy disc. Lower attaining pupils and those with special educational needs make particularly good progress.
68. In the lessons seen the teacher's subject specialist knowledge was used very well to explain how to use programs and, as a result, the pupils confidently combined text and graphics. Older pupils used a data handling program to produce charts and tables with confidence. Assessment is well tracked using a computer-based assessment program. Good quality resources are available and used well in all year groups.

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

69. Very good use is made of the subject to support learning across the curriculum; more so than the subject plans indicated. CD Roms are used to gather data and information. The subject is used particularly well to support design and technology. Pupils designed and made vehicles which were then operated via control technology. The use of programs to develop mathematical learning is very good. In a very good mathematics lesson, the pupils revised their understanding of co-ordinates in all four quadrants. The degree of difficulty in a program to check understanding of the 24-hour clock was demanding and provided a high level of challenge as the pupils hit their targets.

### **HUMANITIES**

*In humanities, work was sampled in geography, history and religious education. Only two lessons could be seen in both geography and religious education and a short lesson was seen in history. It was not possible to make a full judgement on the provision in these subjects.*

70. Both lessons seen in **geography** were of good quality. Teachers had prepared thoroughly and taught basic skills well. Pupils attained at expected levels. In Year 4 pupils used atlases with growing confidence and had clear knowledge of where Britain and India are to be found on a world map. There was good new learning about the use of different colours to distinguish physical features. In Year 5 pupils used their scientific knowledge well in preliminary discussion about the weather. The teacher constantly used open questions which stimulated pupils' reasoning powers, and ensured that they developed a sound basic understanding about the importance of water and its fair use. Samples of pupils' work indicate that pupils throughout the school attain at expected levels and are developing good knowledge and sound geographical skills. Pupils in Year 6 have used their literacy skills well to write persuasive arguments in favour of and against the building of a new hotel on the island of St Lucia. A finale to the topic on St Lucia combined effectively a number of subjects. The pupils had designed and made festival headdresses and made a range of Caribbean foods to celebrate the end of term. These activities contributed well to increasing the pupils' awareness of cultural diversity. The residential trips organised by the school play a valuable role in widening pupils' knowledge of different places and environments. Standards have improved since the previous inspection.

71. It is clear from the range and number of visits made, including residential trips, that this plays an important part in making **history** interesting and relevant. Year 4 pupils wrote vivid accounts of life when the Vikings arrived. Younger pupils engaged in authentic role play as shop keepers wearing old fashioned overalls and selling wooden pegs and filling cans from central stocks. There are good opportunities for pupils to apply literacy skills and record work in several ways. Standards in the work seen were in line with national expectations, which suggests they have been maintained since the previous inspection.
72. Teaching and learning were satisfactory in the two **religious education** lessons that were seen and pupils attained at average levels. Achievement was satisfactory. Planning meets the requirements of the locally agreed syllabus. Visitors from different religions are welcomed into school to talk about their beliefs and experiences, and visits are arranged to a variety of places of worship. Assessment arrangements are satisfactory.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

*Art and design and physical education were inspected in full and are reported below. Design technology and music were sampled.*

73. Only two lessons in **design and technology** were observed so it was not possible to make an overall judgement on provision or teaching. However, the scrutiny of pupils' work indicates that standards are well above average by the end of Year 6, representing very good improvement since the previous inspection. The high standards of pupils in Year 6 are evident in their detailed design work and evaluations, and in the displays of work around the school. Their designs of slippers are both imaginative and practical and the finished products are of a very high standard. Pupils have investigated pulley mechanisms and electrical circuits and applied their understanding to very good effect to produce wheeled vehicles of a high standard. They then used ICT to control their vehicles. Leadership of the subject is effective and good links have been established with the local secondary school.

### **Excellent teaching and learning were observed in a Year 6 lesson investigating strength of structures.**

In the first lesson in a topic about shelters pupils carried out three investigations as a pre-requisite to producing their designs. The teacher's excellent introduction, which included probing questions, reinforced their technical understanding of terms such as compression, tension, structure, strut and tie and set three challenging tasks for them to investigate. Pupils worked exceptionally well together to carry out investigations into the strongest shape for a strut, the best way to strengthen a four-sided framework and the most suitable material for the roof of a shelter. The excellent support provided by the teacher, support assistant and visiting artist ensured that all pupils were able to complete the investigations and record their findings using different methods of their own devising. Achievement was outstanding as pupils questioned each other about their structures and informally evaluated the problems they had encountered. The lesson culminated in an in-depth class discussion of their findings and the implications of these for the designs of their shelters. Throughout the lesson pupils demonstrated their ability to work maturely and independently in response to the teacher's very high expectations and the well-planned and interesting lesson content.

74. **Music** plays an important part in the extra-curricular activities of the school. Throughout the year a large number of pupils attend choir sessions, where they are taught to sing well and to a high standard. Performances by the choir are regularly given, both within school and at outside festivals, where a high standard is achieved and recognised by the audiences. Peripatetic lessons in violin, guitar, cello, clarinet and flute are taken by a significant number of pupils. They develop good playing skills and many take examinations in their chosen instrument. Music is seen by the school as an opportunity to enhance the performing arts. The subject is well led and managed. The subject leaders ensure that detailed planning covers all the learning objectives of the curriculum and provides for enjoyment by all pupils. However, there is no structure in place for the coordinators to monitor the teaching of music throughout the school. Resources, including both tuned and untuned percussion instruments, are of high quality and are readily available to staff as necessary, and the dedicated music room can cater for whole-class teaching. The school has recently purchased a keyboard and with the support of the ICT

governor have been able to link it to computers. The level of extra-curricular provision has improved since the previous inspection.

## **Art and design**

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

### **Main strengths and weaknesses**

- Pupils achieve very well and attain standards that are well above average by the end of Year 6.
- Teaching and learning in Years 5 and 6 are very good because of the high expectations and challenging work set.
- The specialist art studio is very well used to promote learning.

### **Commentary**

75. Standards are broadly average by the end of Year 2 and well above average by the end of Year 6. This represents very good improvement in standards, achievement and provision since the previous inspection. Pupils' high achievement is because of the very good teaching provided for the older pupils. Pupils' sketch books show very good learning and development of a wide range of techniques and skills and a very good understanding of the design process. Finished work is of a very high standard across a wide range of styles. For example, Year 6 pupils have produced winter water colour paintings which effectively evoked the peace and beauty of a snow covered landscape and, in contrast, produced portraits in the style of Andy Warhol using colour and shading very well to depict mood. Year 5 pupils have produced high quality pastel representations of aboriginal art. ICT is used to very good effect by Year 6 pupils to produce work styles inspired by Dali and Picasso.
76. Very good teaching and learning of the design process was seen in Year 6 as pupils produced designs for an Egyptian style head-dress, applying knowledge and understanding from their work in humanities. They used books and the Internet very well to carry out research and sketched their ideas from different angles. The teacher developed their understanding of design very well through well focused questioning, drawing out their ideas and explanations of how they would convert their designs into reality.
77. Leadership and management of the subject are good overall but at present teaching and learning are not effectively monitored to ensure consistent progress and skills development throughout the school. The sound scheme of work is enhanced in Year 6 by support from a visiting artist and by an annual visit to the Tate Modern gallery. Pupils enjoy their lessons in the recently opened art studio and teaching assistants provide very good support for learning in all year groups. Their individual support ensures that all pupils achieve very well.

## **Physical education**

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

### **Main strengths and weaknesses**

- The new sports hall is very well used to enhance learning.
- Teaching, including the use of specialist teachers, is very good and as a result pupils achieve very well.

## Commentary

78. Pupils attain standards that are above average overall at the end of Years 2 and 6. This represents very good improvement in standards, achievement and provision since the previous inspection. The excellent new sports hall has opened very recently and is very well used to promote learning. Physical education has been a recent focus for development and the school has gained the Healthy Schools Award this year.
79. Specialist teachers are used to very good effect to raise standards and promote achievement. In a very good dance lesson, Year 1 pupils combined movements very well to create a clown dance, using the new mirrored dance wall to help them improve their performance. Year 5 pupils attained standards in basketball that were well above average because of the very high expectations and excellent coaching skills of the specialist teacher. Teaching overall is very effective because of the well-planned, challenging activities, the very good pace of lessons and the positive encouragement and support of teachers, enabling all pupils to improve their own performance according to their abilities. For example, Year 6 pupils made very good progress in developing their skills in standing long jump because of the very good investigational and analytical approach used by the teacher and Year 2 pupils demonstrated very good balance and co-ordination on the apparatus because of the very clear teaching and support.
80. Leadership of the subject is good although systems for assessment and for monitoring the impact of teaching and learning on standards are not yet fully in place. Leaders have made a good start in developing the subject and have clear plans for future development. Good links with other schools have been established.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

*This area of the curriculum was sampled.*

81. Pupils are encouraged in 'circle time' to discuss their emotions. For example, Year 1 pupils discussed what made them angry and showed good levels of respect for each other as they listened to each other's views. A high priority is given to this aspect of the school's work. Pupils are encouraged to take responsibility and to make the most of their talents. Younger pupils know about developing a healthy lifestyle through science lessons and in physical education. The school council gives several pupils the opportunity to discuss school issues and begin to understand democracy and how resources may be allocated in different ways.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<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	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	3
The effectiveness of management	2

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