

INSPECTION REPORT

RAVENSDALE PRIMARY SCHOOL

Coventry

LEA area: Coventry

Unique reference number: 103682

Headteacher: Sarah Malam

Lead inspector: David Marshall

Dates of inspection: 21st – 24th June 2004

Inspection number: 257274

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
Number on roll:	474
School address:	Ravensdale Road Wyken Coventry West Midlands
Postcode:	CV2 5GQ
Telephone number:	024 7644 4966
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr William Day
Date of previous inspection:	March 1998

CHARACTERISTICS OF THE SCHOOL

Ravensdale School is a large, two-form entry, primary school which is oversubscribed, serving a mixed catchment area to the east of Coventry. The pupils who attend Ravensdale Primary, in the main, come from within the school's catchment area. The school comprises of a playgroup, nursery and before and after school wraparound facility, with currently 474 pupils on the roll. The school population includes a 52-place nursery and 24-place morning play group; the school admits 60 pupils each year. Pupils' attainment on entry is broadly average, but above average in social skills. The proportion of pupils who claim free school meals is around 10 per cent, which is broadly average. The proportion of pupils with English as an additional language is now 16 per cent – increased by over three per cent since the last inspection – which is above national average. The proportion of pupils who have special educational needs is increasing. It is now around 12 per cent, which is below the national average, with 2 per cent having a statement. Attendance at the school is very good and parents are encouraged to make sure that children are in on time.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27681	David Marshall	Lead inspector	English Music English as an additional language
13485	Paul Widdowson	Lay inspector	
29688	Michael Brammer	Team inspector	Science Information and communication technology Physical education
14976	Peter Dexter	Team inspector	Mathematics Art and design Design and technology Special educational needs
32168	Ann Keen	Team inspector	Geography History Religious education Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Ravensdale is a very good school with many outstanding features. Pupils achieve very well in their work and very well in their personal development. Teaching is very good throughout the school, pupils learn very well and standards in most subjects are above average by the time pupils leave school. The school is very well led and managed with a very strong partnership between the outstanding headteacher, the deputy head and all staff, that is focused on raising standards. The school provides very good value for money.

The school's main strengths and weaknesses are:

- The pupils achieve very well due to the consistently high quality teaching. Their learning is very good and standards in English, mathematics and science are well above average by the time pupils leave the school.
- The headteacher provides excellent leadership and is very well supported by the staff and governors.
- There is a high level of commitment to include all pupils in all aspects of the school's provision.
- Provision for pupils with special educational needs is very good.
- There are very good arrangements for promoting and monitoring discipline and pupils' behaviour that are applied consistently by all staff.

Since the school was last inspected in 1998 the rate of improvement has been good. This is largely due to the strong leadership of the headteacher and the very effective monitoring she has introduced in order to build an effective team. The introduction of a new, outstanding and shared, teaching and learning policy, and the good work of the deputy head with the gifted and more able pupils, have further raised standards. There were no key issues at the time of the last inspection and all concerned have worked very hard to maintain this level of success.

STANDARDS ACHIEVED

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

Throughout the school pupils' achievement is very good. In the Foundation Stage, the children achieve very well, and are on course to exceed the goals children are expected to reach by the time they enter Year 1. The children are very well taught and achieve particularly well in their language and personal and social development. When compared to all schools, pupils' attainment at the age of seven in the national tests in 2003 was well above average in reading and mathematics and above average in writing. Standards are now well above average in Year 2. Throughout the school pupils continue to achieve very well and standards are well above average in English, mathematics and science by the time they leave in Year 6. Standards in religious education, history and music are also above the expected levels for their age. In art and design, standards are well above levels expected for their age in Year 2 and above average by the time pupils leave school. Standards in information and communication technology (ICT) are in line with expectations for their age by the time pupils leave the school. Pupils with special educational needs achieve very well and many

attain average levels by the time they leave the school. Pupils with English as an additional language also achieve very well.

Pupils' spiritual, moral, social and cultural development is very good. As a result, pupils have very positive attitudes to school. They are enthusiastic, motivated and enjoy coming to school. Pupils' behaviour is very good at all times. They form very good relationships, are keen to help each other and enjoy each other's success. The school's attendance rate is very good and well above the national average.

QUALITY OF EDUCATION

The school provides a very good education. The quality of teaching and learning is very good. Teachers have consistently high expectations and the care they take to make sure all pupils are involved in all lessons is very good. In both the nursery and reception classes the very good teaching is characterised by a deep knowledge and understanding of the needs of young children and the very well organised and exciting activities that motivate them help children to settle into school well and develop good learning habits. The very good teaching throughout the rest of the school uses pupils' energy and enthusiasm very well to inspire progress in learning. Carefully targeted questioning, appreciation of pupils' ideas and well-judged use of praise motivate pupils and carry learning forward very well. Teachers manage pupils very well, insisting on and securing high standards of behaviour. Teachers plan lessons very carefully ensuring that lessons challenge pupils well and take account of the full range of needs. However, some lessons in the afternoons focus on a single subject for rather too long for the younger pupils to be able always to sustain their interest and concentration. Teaching assistants work very effectively in all classes, valuably enhancing the quality of teaching and learning. The teaching of pupils with special educational needs is very good. The special educational needs co-ordinator is very effective and ensures that other teachers and teaching assistants respond to pupils' needs sensitively and effectively. The teaching and support of pupils with English as an additional language, where staff ensure that work is carefully planned to meet pupils' needs, are very good, and so they achieve very well against the targets set for them.

The school provides a good, well-balanced and stimulating curriculum. The many extra-curricular and additional activities enrich the curriculum well. Literacy and numeracy skills are well developed. The care and welfare of pupils and the support they are given are very good. Partnership with parents is very strong. Parents support the school well and are kept very well informed of their children's progress through the excellent end of year reports. The Parent Support Association is very active and their fund-raising has enabled many of the significant changes in the school's learning environment to take place.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher provides excellent leadership that promotes a constant drive for improvement. She has established a very clear ethos that contributes strongly to effective teamwork. Her monitoring of standards, teaching and learning is strong and is the main factor in the improvement of teaching and learning and pupils' better achievement. The school is very well managed. The governors organise their work very well, ensure all statutory requirements are met and make a good contribution to school improvement, and, overall, governance is **very good**.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The responses to the questionnaire and inspectors' discussions show a high level of parental satisfaction with the school. Inspection findings support the positive views expressed by parents. Pupils are proud of their school and pupils enjoy being there.

IMPROVEMENTS NEEDED

There are no important things for the school to improve. More minor issues for this very effective school to use to build on its many strengths and fulfil its aim in enabling 'Excellence and Enjoyment' are:

- Review the time spent on individual subjects during the school day.
- Enable attainment in all aspects of ICT to be raised to that achieved in some aspects and in particular used more effectively across the curriculum.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is very good throughout the school. All pupils achieve very well. A number of factors contribute to this: very good teaching; pupils' very good attitudes to learning; and the impact of the school's very good atmosphere for learning that includes and values all pupils, promotes their self-confidence and encourages them to work hard. Standards have improved since the last inspection and are now consistently above average.

Main strengths and weaknesses

- In both the nursery and reception classes, children's learning is very good and most children exceed the expected levels at the start of Year 1.
- All pupils achieve very well.
- Standards observed during the inspection in Year 6 in English, mathematics and science were well above average. Standards in speaking and listening rise from average on entry to the school to well above average by the time they leave. Standards in reading in Year 6 are also well above average.
- In religious education, history, design and technology and music, pupils' standards are also above expectations for their age. In art and design, standards are well above levels expected for their age in Year 2 and above average by the time pupils leave school.
- Pupils with special educational needs are very well supported and their achievement is good.
- Pupils with English as an additional language achieve very well.

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

Standards in:	School results	National results
Reading	17.2 (16.5)	15.7 (15.8)
Writing	15.7 (14.7)	14.6 (14.4)
Mathematics	18.5 (16.6)	16.3 (16.5)

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

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

Standards in:	School results	National results
English	27.8 (27.5)	26.8 (27.0)
Mathematics	27.7 (26.8)	27.7(26.8)
Science	30.8 (28.8)	28.6(28.3)

There were 60 pupils in the year group. Figures in brackets are for the previous year

1. The provision for children in the nursery and reception year is very good. Very good teaching and curriculum planning give the school the capacity to continue its current very effective standard of provision in the Foundation Stage. All children achieve very well from a broadly average starting point. Their attainment is above average in communication, language and literacy and in their personal development by the time they enter Year 1. They achieve all the goals set for them in the other areas of learning. Children with special educational needs are identified quickly and were making very good progress in the lessons observed.
2. Results of tests in English, mathematics and science taken by seven year olds in 2003 showed considerable improvement on those achieved in 2002. Children enter the school with

attainment that is generally average for their age. Results in national tests in reading, writing and mathematics taken by seven year olds have improved over the past three years. The change for the better has been above the national trend of improvement for those in Year 2. When compared to similar schools, pupils' attainment in 2003 was well above average in reading and mathematics and above average in writing. The number of pupils reaching the higher Level 3 in writing was above average, and the number who attained this higher Level 3 in reading and mathematics was well above average. Inspection findings confirm the good progress indicated in the national test results for seven years olds above.

3. When compared with their prior attainment at the age of seven, pupils at the end of Year 6 in 2003 have made good progress overall. When compared with national results, the numbers achieving expected levels for their age in English and mathematics were above average – in science they were well above average. National test results last year, 2003, showed standards as above average when compared with all schools, and when compared with similar schools. Targets for achievement in English and mathematics tests in 2003 were exceeded. In 2003 the relative progress made by pupils between the ages of seven and eleven when compared with all pupils nationally – known as the value added measure – was well above the national average. Provisional results of the 2004 national tests show that the school has continued to build on these high standards. In English and mathematics the percentage of pupils achieving the higher levels has increased significantly. This shows the positive impact of the teaching and learning policy.
4. Targets set by the governors in consultation with the local education authority are challenging and high, but realistic, given the inspection findings. These targets are based on the school's thorough analysis of what each pupil's potential is. Inspectors judge that there has been a good improvement all round in the performance of pupils so far this year, making the targets realistic and attainable.
5. The school has focused on early identification and intervention to support and help pupils with special educational needs. This means these pupils are very well supported and make equally as good progress as their peers. Much of this very good support is through the work of teaching assistants. The identified pupils are achieving well in lessons and over a longer period of time through carefully targeted work. Staff plan very effectively and work with smaller groups where appropriate. As a result, pupils also gain in self-esteem and confidence. The achievement and progress of the above average number of pupils with English as an additional language are in line with those of the school as a whole. These pupils make very good progress when they start at the school and are enabled to achieve standards that are appropriate for their ability. Pupils receive support appropriate to their needs, and with such consistent support make very good progress overall. In particular, these pupils achieve standards in English that are generally in line with their peers.
6. Standards in speaking and listening rise from average on entry to the school to well above average by the time they leave. Most pupils speak clearly and with great confidence. Their pronunciation is good and they show great willingness and spirit when answering questions in all classes in the school. Standards in reading in Year 6 are also well above average because of very good teaching of basic reading skills. Pupils read a wide range of books and keep clear records of their reading. Writing progresses well and standards are also rising and are currently above average. The standards of spelling and punctuation have also risen and are now above average.
7. Standards in mathematics have also risen well throughout the school. Standards by the end of Year 2 are above the national average. By the end of Year 6 they are above average and are on course to become well above average. This is because of the consistently very good teaching. Pupils achieve well overall since they generally enter the school with average standards and are on course to leave with above average standards. Achievement by the end

of both Years 2 and 6 is very good. Both boys and girls do equally well in the various strands of the subject, although using and applying mathematics and numeracy are particularly strong.

8. In science, pupils have made good progress in understanding basic scientific skills and principles by the end of Year 2. They are especially good at knowing how to conduct experiments and record them. This work is carefully built on throughout the school, with pupils acquiring a good range of understanding of fair tests, animal and plant habitats, and forces by the time they leave Year 6. Standards throughout the school are now above the national averages and there is a rising trend of improvement as pupils consolidate their skills very well.
9. The consistently very good teaching and good leadership of subjects ensure that pupils achieve above expected levels in history, design and technology, music and religious education. In art and design, standards are well above levels expected for their age in Year 2 and above average by the time pupils leave school. In ICT overall pupils achieve standards in line with expectations for their age. Their ability in word-processing and multi-media presentations is above average. However, other aspects such as data logging and the use of e-mails are less well developed and are a priority for which the school has already planned.

Pupils' attitudes, values and other personal qualities

Pupils are very enthusiastic about school and enjoy their lessons. They have **very good** attitudes to learning and find the work interesting and challenging. Behaviour is **very good**; pupils know the school rules and respect them. Personal development, including spiritual, moral and social development, is **very good**. Attendance is **well above** the national average and pupils arrive at school punctually.

Main strengths and weaknesses

- Pupils really enjoy coming to school because they find lessons interesting and challenging and participate in a wide range of extra-curricular activities.
- Pupils have very good attitudes to learning; they concentrate well, work hard and enjoy lessons.
- Behaviour in the classroom and in the playground is very good and bullying is not perceived as an issue by pupils, parents or staff.
- Pupils' spiritual and moral development is very good. They understand the difference between right and wrong and have very good opportunities for reflection.
- Pupils' personal and social development is very good. They have very good relationships with each other.
- Attendance is very good and pupils arrive at school punctually, ensuring a prompt start to the school day.

Commentary

10. Pupils are keen and eager to come to school because they enjoy lessons and have caring and friendly teachers. This is reflected in their very good attendance and punctuality. In the classroom, they listen to instructions, concentrate well and focus on the tasks they are given. Because of this, they learn well and make good progress. They take part in and enjoy a wide range of extra-curricular activities, which impact significantly on their social development.
11. Pupils have very good attitudes to learning. They work hard in lessons and take pride in what they are doing. They participate enthusiastically in discussion and are keen to ask and answer questions. They work very well independently, in pairs and in small groups where they support each other and share ideas. They have very good relationships with each other and value and respect the views of others. Behaviour throughout the school is very good and there have been no exclusions. In the playground pupils of all ages play well together and there is no sign of rough or aggressive behaviour. Bullying is not perceived as an issue by pupils, parents or

staff. Pupils consider the playground a very safe place where they can enjoy playing with their friends.

12. Pupils' spiritual, cultural and moral development is very well provided for and the planned inclusive ethos permeates throughout the school. Assemblies give pupils the opportunity to consider a range of moral and cultural issues such as feelings and relationships, and are used to celebrate achievement and success. In the hall there is a Japanese-style 'wishing tree' on which pupils can hang three wishes for the world, their family and themselves. There are some very good examples on the tree of how pupils have thought deeply about what is important to them. Pupils have a clear understanding of the difference between right and wrong. They are involved in establishing the school and their own class rules and understand why they are necessary.
13. Pupils' personal and social development is very good. Pupils are encouraged to take on additional responsibility as classroom monitors and as they get older they are given specific responsibilities around the school. These include setting up the equipment for assembly, running the fruit and milk bar at playtime and organising the Friday tuck shop. For these positions, they have to apply in writing. There is a paired reading scheme for pupils in Year 6 and Year 3 and other Year 6 pupils volunteer to help in the infant playground as playtime pals. This develops relationships across the year groups. There is a school council with elected representatives from each class, which meets every fortnight and this gives the pupils a real sense of responsibility, which they take very seriously.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.0
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is very good. Teaching and learning are very good overall.

The promotion of equality of opportunity is very good. Provision for pupils with special educational needs is very good. There is very good provision overall for pupils' support, care and guidance. The breadth and balance of the curriculum are good. There is very good provision for pupils with English as an additional language.

Teaching and learning

The school has maintained the **very good** standards in teaching and learning identified at the time of the last inspection. Assessment is **very good** overall, and procedures are especially effective in the core subjects of English, mathematics and science.

Main strengths and weaknesses

- Lesson planning is detailed and thorough, giving lessons purpose and drive that reflect teachers' high expectations of pupils at all times. Teachers provide very well for pupils' differing needs and abilities, enabling all pupils to achieve well.
- Teachers motivate pupils effectively and engage them very well, securing pupils' commitment to learning through very good questioning.

- In literacy, numeracy and science, teachers' expectations are high, enabling all pupils, including the most able, to be challenged well.
- The provision for pupils with special educational needs is very good and promotes very good achievement.
- Teachers manage pupils very well, promoting very good relationships and behaviour.

Commentary

Summary of teaching observed during the inspection in 51 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
7 (14%)	24 (47%)	15 (29%)	5 (10%)	0	0	0

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

- The very good quality of teaching in the Foundation Stage reflects very good subject knowledge and skilled management. The teacher and classroom assistant provide a broad, interesting curriculum that engages children effectively. They draw on their close, detailed knowledge of individual children to ensure that learning is relevant to children's developing needs. Expectations in terms of learning and social skills are high, resulting in very good progress overall and challenge for all children, including the most able. Classroom support is effective and well organised. This helps to ensure that the least able children also progress very well and gain satisfaction from learning.
- The very good teaching throughout the rest of the school uses pupils' energy and enthusiasm very effectively to promote rapid learning. Carefully targeted questioning, appreciation of pupils' ideas and well-judged use of praise, motivate pupils and carry learning forward very well. Teachers manage pupils very well, insisting on and securing high standards of behaviour. Teachers plan lessons very carefully ensuring that lessons challenge pupils well and take account of the full range of needs. Classroom assistants work very effectively in all classes, valuably enhancing the quality of teaching and learning.
- The provision for pupils with special educational needs is very good. Teachers and support assistants track and respond to pupils' needs sensitively and effectively. They build pupils' confidence and social skills alongside their other learning. Support is very thoughtfully managed to do the best for each pupil. Within the lessons seen the quality of teaching and support observed for pupils with English as an additional language was very good and these pupils gain appropriate access to the curriculum. Mainstream staff take responsibility for supporting these pupils within classrooms, guided by the co-ordinator for teachers of pupils where English is not their mother tongue. Good ongoing verbal feedback on progress is given to the class teachers. Good written reports are produced on a regular basis. All staff maintain careful records of pupils' progress. The need for support is prioritised according to the relevant stage of English language acquisition.
- Assessment arrangements for English, mathematics and science are detailed and informative and used very effectively. The head and senior management team track all pupils from Reception class to Year 6 in their progress towards individual targets. The school is able to review the pupils' scores to see the progress being made because of detailed data. This is used to identify and analyse specific under-performance for particular groups of pupils. The current Year 4 is an example where the information provided by their cohort analysis was used to provide additional support. During the inspection the work of the deputy head in Year 4 was very effective. The latest analysis shows that the pupils' progress is greatly improved as a result. In some subjects, there are assessment procedures being improved even further. However, because of detailed analysis of work and careful monitoring by co-ordinators, pupils' achievements are accurately determined and targets for pupils are provided in most subjects that ensure that lessons are planned for their best possible progress.

The curriculum

The school provides a **good** curriculum, which is enriched by a **very good** range of additional activities. The quality and range of accommodation and resources are **good** overall.

Main strengths and weaknesses

- The good curriculum helps to ensure that most pupils make good progress.
- Planning is very good, which is helping to meet pupils' diverse needs.
- Teachers plan a stimulating programme of visits, activities and special events.
- The school ensures that the curriculum is inclusive, and provision for pupils with special educational needs or who speak English as an additional language is very good.
- Curriculum review, evaluation and development are firmly embedded in the school's work.

Commentary

18. The school provides a good curriculum for its pupils in which all subjects are securely represented. The curriculum has a strong emphasis on the development of literacy skills through other subjects as a means of raising standards in English. This is especially important because of the cultural diversity and range of ethnicity represented in the school. For example, the development of speaking and listening skills is given good emphasis in all classes and across many subjects, and is helping to raise standards in English by the end of Year 6.
19. Planning is very good in the core subjects of English, mathematics and science, which helps to ensure that work is matched to the needs of different groups. For example, for the many pupils for whom English is an additional language, there is effective planning to help them make rapid strides in the understanding of English.
20. A good range of visits, visitors, activities and special events enriches the curriculum. For example, there are regular visits to partnership centres, art galleries and nearby religious buildings. Pupils perform to other audiences, such as at the annual Coventry Morning of Music, and experience regular visits from visiting artists and musicians. Visits related to topics extend pupils' learning. Clubs, such as sports, computer, art, and language classes, benefit pupils and enrich their experiences. Pupils have opportunities to engage in competitive sport, such as in cricket and football, through 'friendly' and league matches with teams from neighbouring schools.
21. The school is sensitive to the needs of individual pupils and works hard to ensure that all pupils are included in every aspect of school life. Able and committed teaching assistants support well pupils who are at an early stage of English language acquisition. These arrangements ensure that pupils with the greatest need receive effective support and so make good progress. Very good provision for pupils with special educational needs ensure that they too have full access to the school's curriculum and make good gains in learning.
22. An effective monitoring team oversees curriculum initiatives to help ensure policies and practices are regularly reviewed and consistently implemented. This ensures that pupils in different classes in the same year group receive an identical curriculum and have equal opportunities to succeed. Effective monitoring has revealed the need to provide even better cross-curricular links using ICT. The quality of monitoring has improved substantially since the last inspection. The very effective implementation of the teaching and learning policy has meant that teachers have improved the links between subjects as part of planned emphasis to make the curriculum even more meaningful for pupils.
23. Most aspects of the accommodation are very good. For example, there is a spacious hall for physical education, and an attractive, well-stocked and tidily organised library to help provide pupils with a love of literature. There are also two wonderful 'quads' around which the school is built. One of these offers outstanding facilities for the Foundation Stage learning activities. The

other is a large, tranquil, area that offers peace and an escape from the hubbub of the rest of the school that clearly pupils highly appreciate. The very good accommodation helps to ensure that the curriculum is implemented effectively for pupils throughout the school. A good range of resources in most subjects helps to support the curriculum well.

Care, guidance and support

The school has **very effective** procedures in place to ensure that the pupils learn in a safe and healthy environment. There are regular health and safety inspections and policies in place for child protection, anti-bullying and anti-racism. Relationships with staff are **excellent** and pupils receive **very good** support and guidance for both personal and academic development. There are **good** opportunities for pupils to be involved in decision making.

Main strengths and weaknesses

- Pupils' relationships with teachers and other adults in the school are excellent.
- There is very good health and safety provision, particularly for child protection.
- Support for pupils' personal development and academic progress is very good
- Induction arrangements into the nursery and reception classes are very good.
- Pupils have good opportunities to express their views and be involved in decision making.

Commentary

24. Pupils' relationships with teachers and other adults are a real strength of the school. Pupils find staff caring and friendly and feel confident to approach them if they have any problems or concerns. Pupils are valued by the staff and there is a very strong sense of mutual respect.
25. The school has very effective policies and procedures in place, including the use of the Internet, to ensure that pupils can learn in a safe and caring environment. There are regular health and safety inspections, including risk assessment carried out by governors, and the caretaker ensures that the school is well maintained. The well-respected caretaker plays a key role in the day-to-day running of the school. This not only includes safety management, but also additional alterations to equipment and storage, and effective liaison with senior managers of the school. He is very well supported by the efficient cleaning staff who keep the school very clean and tidy. The very well maintained building and grounds are evidence of the close attention they give. Many members of staff are trained in first aid and there are clear procedures for recording and dealing with accidents. Any incidents of bullying are dealt with quickly and effectively. Child protection is a particular strength of the school. The headteacher has been fully trained and staff are regularly updated on child protection issues, including how to identify children who might be at risk.
26. Pupils' personal development is very well monitored and teachers know the children well. Pupils' annual reports contain detailed comments on personal development as pupils move through the school. Pupils have very good knowledge of their own learning and how they can improve. Their annual reports give very specific and detailed information on what they know and understand and include areas for development in each subject. At the end of the report, teachers give them three specific targets for improvement. All pupils including those with special educational needs, English as an additional language and the gifted and talented, are very well supported.
27. Induction arrangements for pupils coming into the nursery are very good. Parents are provided with very good written information and have the opportunity to visit the nursery with their children. Entry into the nursery is staggered so that the children come in small groups. This ensures that they settle in without any upset. Most children come into the reception class from the nursery, which means they are fully familiar with their surroundings and routines before

they start school. Children from outside the nursery receive home visits and there is a separate brochure on the reception class with information for parents.

28. Pupils have good opportunities to be involved in decision making within the school. The school council has elected representatives from each class. They meet once a fortnight to discuss any issues raised by pupils. These meetings are chaired by a member of staff and pupils are really encouraged to participate and enjoy the occasion. The council has recently chosen applicants for the posts of monitors for the overhead projector and music in assembly and discussed suggestions for a pupils' stall at the summer fair and suggested improvements for running the milk and fruit bar. Pupils are also consulted about their views through pupil questionnaires. This led, for example, to the provision of the new large board games in one of the school's quadrangles that are enjoyed by all concerned.

Partnership with parents, other schools and the community

The school has **very strong** links with parents and has developed a **very effective** partnership with them. Links with other local schools and the local community are **good**.

Main strengths and weaknesses

- There is excellent information provided to parents about the curriculum, the school and pupils' progress.
- Parents are very supportive of the school and the work it does.
- There is a very strong parent support association, which raises significant funds to improve educational facilities.
- Parents support their children with homework and many help in the classroom and with school visits.
- Arrangements for Year 6 pupils transferring to secondary school are very good.
- The school has good links with the local community and other schools.

Commentary

29. The school provides excellent information to parents about the curriculum, the school and pupils' progress. Pupils' annual reports are excellent. They give parents a clear and detailed picture of what their children are being taught in school and how well they learn. They contain areas for development and give clear information about what pupils need to do in order to improve. There are regular parent teacher consultations to discuss pupils' attainment and progress, which are very well attended. Additionally the school has an open evening where parents and their children can discuss pupils' annual reports with teachers. There are separate information booklets for the nursery, the reception class and each year group, which provide parents with all they need to know about the curriculum and school routines.
30. Parents are very supportive of the school and the work it does. They feel that the school provides a very good education for their children in an environment where teaching is very good and pupils are expected to work hard and do their best.
31. The very strong and active parent support association organises a range of social and fund-raising activities, which raises in excess of £6,000 annually. This money is used to improve the educational facilities at the school such as the outdoor quadrangles, ICT equipment, a new public address system for the hall and £100 for each class teacher to spend on specific resources for their class. It also takes into account requests by the school council, for example suggestions by the pupils for the purchase of additional equipment for wet playtimes.
32. Parents are given very good information on topics to be covered in school during the term and as a result are able to support their children with homework. This has a significant impact on pupils' attainment and progress in school. Some parents regularly help in the classroom and many more support school visits and sporting events.

33. The school has good links with the secondary schools to which pupils transfer and Year 7 teachers visit the school to meet the Year 6 pupils. There is an induction day where pupils visit the school they are going to, to meet the teachers and experience lessons in the classroom.
34. The school has good links with the local community. It provides wraparound provision before and after school and at lunch time which is extremely popular and helpful to many parents. The school makes good use of the local community, including museums, supermarkets, farms and churches, for educational visits. There are particularly good links with the police who have worked with a number of classes in creating games to deal with a wide range of crime-related problems particularly relevant to children. As a result of discussions related to a bullying issue, Year 5 pupils made a presentation to the annual police conference on how they had resolved the problem.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The headteacher provides **excellent** leadership for the staff in their work to raise standards. The **very good** management systems focus clearly on improving standards of achievement. The governors make a **very good** contribution to the running of the school.

Main strengths and weaknesses:

- The headteacher provides excellent leadership and ensures that there is a continual drive for improvement and a strong sense of direction in the school.
- The governing body fulfils its statutory responsibilities and plays a leading role in the progress that the school is making.
- The subject managers lead their curriculum areas well. There is a very strong team spirit amongst the staff and a high commitment to promote equal opportunity and to meet the needs of all pupils.
- The monitoring of performance data and its use in setting targets is very good.
- There is a very strong programme of professional development to support staff in continuing to raise standards.

Commentary

35. The headteacher provides excellent leadership because she is an excellent role model and a highly innovative leader of the curriculum and teaching. This is a view shared by the majority of the parents. She, with the deputy headteacher, has re-established management roles, worked very hard to improve teamwork and shares information on the performance of the school with staff extremely well in order to raise expectations and provide a secure basis for planning developments. She has now built a team that shares a clear vision that reflects the aims of the school. Very good relationships between the headteacher, staff and pupils create a learning environment in which pupils thrive. Staff have a shared commitment to raising standards. The headteacher has a very clear understanding of what the school needs to do to develop further. This is shared by other members of the senior management team so that teachers and pupils have very good role models. For instance, the teaching and learning policy is making a very good impact on standards because it is enabling all pupils to benefit from a consistent approach.
36. The teachers with responsibility for leading subjects work hard and monitor planning on a regular basis. As part of a rolling programme, they observe lessons to check on standards. They monitor samples of pupils' work rigorously and this enables them to identify areas needing development and to build on examples of good practice. For example, this led to the better sharing of examples in the teaching of writing, and a significant increase in standards.
37. The very strong team spirit amongst the staff means that all feel valued. They work together to implement the inclusion policy consistently to the benefit of all pupils. The management of the

provision for pupils with special educational needs is very good. Their needs are identified very early in their school life. Identification procedures are sensitive and secure, and teaching arrangements are carefully planned and carried out. The co-ordinator is enthusiastic and very well informed and works closely with colleagues to ensure timely, matched provision. The school's strongly inclusive ethos enables pupils with special educational needs to experience pleasure in learning and a real sense of achievement. The teaching assistants have a very positive impact on the pupils' achievement and make a very good contribution to the life of the school. The headteacher and the English as an additional language co-ordinator manage the provision for pupils with English as an additional language very effectively. The school is committed to the inclusion and integration of these pupils in all school activities. Admission procedures are effective and appropriately focused on collecting the most useful information about the pupils' backgrounds and their linguistic competencies in English as well as their other languages. This information is recorded efficiently with pertinent background information, and pupils' levels of competency in English skills such as speaking and listening, reading and writing. This enables appropriate tasks to be planned and as a result pupils make very good progress.

38. The programme of professional development is helping to improve standards. There are very good procedures for the induction of staff and all categories of staff are included in the programme of performance management. The well-costed school improvement plan identifies the main areas for staff training and non-teaching staff as well as teachers benefit from this. Analysis of performance data and target setting for individual pupils are well established. A system for tracking pupils' performance from year to year is well established. This, linked with targets set for groups and individual pupils, also helps to raise standards. A summary is made of the findings, which includes the issues raised and the actions to be taken so that standards can continue to be improved.
39. The governors' involvement in the school is very good. They have very good systems for monitoring standards and the budget. Outside the formal meetings each governor is involved both with a class and with the development of a subject. Through this understanding of the strengths and areas for development in the school they are able to challenge and support senior staff and take a full part in development planning.
40. Since the previous inspection the school has made good improvement. In the last four years standards for younger pupils have risen faster than the national trend while standards for older pupils have risen in line with the national trend. The management of the school's budget is very good. The school administrative officers are very welcoming, and make a very valuable contribution to the management of financial and other information and to the smooth daily running of the school. The school provides very good value for money.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1042937
Total expenditure	1045364
Expenditure per pupil	2205

Balances (£)	
Balance from previous year	49215
Balance carried forward to the next	46788

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **very good**.

41. The Foundation Stage is very well planned ensuring that the curriculum is appropriately covered and that teaching provides for individual children's needs. Staff have maintained the quality of the provision since the last inspection. Very ably led by the co-ordinator, they have ensured that they have kept pace with national expectations and developed the learning environment very well. The layout and use of the outdoor provision are outstanding.
42. Children come into the nursery with levels of attainment that are equivalent to what is normally expected for their age, and by the time they leave the reception classes the standard of their work is above average. The children's achievement is very good and most children will attain or exceed the early learning goals in all six areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are confident, interested and excited about learning.
- Children are very well behaved.
- Children form very good relationships with staff and other children.

Commentary

43. The very good teaching and learning in this area of development are based on adults' very high expectations of politeness and good behaviour that are constantly reinforced. Children's independence progresses very well, as does their ability to work and play alongside others. The nursery area has a warm, welcoming, atmosphere in which young children feel safe and secure. They very quickly learn to abide by class rules and to follow routines. Children's confidence develops very well so that by the time they enter the reception classes most are ready to develop their learning further. Children's confidence continues to develop very well so that by the time they start in Year 1, all have achieved the early learning goals for their age and most will have achieved beyond this. A very wide variety of activities is provided so the children are excited and motivated to learn. Opportunities such as keeping eggs and watching chicks hatch engages the children's interest and develops their enthusiasm. Children learn to help each other well; they work together to create 'passports' so they can travel from the 'airport' to their 'half-built hotel'. Children are very well prepared for the next stage in their schooling because they are very well behaved and ready to listen. Relationships at all levels are very good. Staff have high expectations that the children learn to develop their own independence and give them choices to enable them to achieve a suitable outcome.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children are learning to interact well with staff and with other children.
- Children learn to read effectively.
- Children's writing is developing well.

Commentary

44. Teaching and learning are very good and children achieve a high standard of speaking, listening, reading and writing. In both the nursery and reception classes the very good teaching is characterised by a very good knowledge and understanding of the needs of young children and the very well organised and exciting activities that motivate them. Staff have built very good relationships with the children and so children talk and listen well with them, extending the children's thoughts and ideas. Children take their reading books home so parents can be fully involved in the children's learning. Children learn to read competently; they are able to follow instructions for making chocolate mousse, for example. Children are provided with a wealth of opportunities to understand the early elements of writing. They are being encouraged to write their names and form letters correctly. Through interesting activities, such as writing postcards, the children are learning to use writing for a purpose. By analysing the children's learning, staff have been able to increase children's achievements in understanding the sounds that letters make. Teachers record the children's progress, give them individual targets and provide direct teaching to specific children.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are learning to use numbers in practical problem-solving situations.
- Children are learning to count accurately.

Commentary

45. Children make very good progress because of the very good teaching and learning. Most children will have exceeded the early learning goals by the time they leave the reception classes. Good emphasis is placed on using numbers in practical situations; for example, they discuss the number of children present and absent. Consequently the children are learning about using mathematical language as a meaningful activity. In the nursery the children are learning to count accurately through songs such as 'Ten Green Bottles'. In the reception classes, children are supported well through focused groups and are learning to understand addition through adding coins together. The quality of teaching and learning is very good in this area. Children are taught effectively to identify shapes, create shape pictures and make repeating patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children have a wide range of experiences to explore and investigate the world around them.
- Children are learning to develop a sense of place.

Commentary

46. Children are able to explore their senses to support their learning; they have access to a variety of textures such as sari fabrics, paint and cornflour mixtures. Adults use good questioning to encourage the children to think about what they see and feel. Visits from the emergency services such as the fire service are used effectively to support the children's learning in the classroom. A wide variety of interesting activities are planned for the children to investigate and explore, such as growing grass in the shape of caterpillars and observing butterflies develop. The children use a large range of construction toys, which are used effectively by the children to initiate their own learning. A computer is available in the classroom and the children enjoy using it to print out their own drawings. The quality of teaching in this area of learning is very good and children enjoy an extensive range of experiences, and most will exceed the standards expected for their age by the end of their reception year.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- The outside environment is used regularly and effectively for physical activity.

Commentary

47. One of the strengths of the Foundation Stage is using the outside as a learning environment. It is well planned not only for physical development but also in supporting other areas of the curriculum. This enables children to use both large and small equipment on a regular basis, ensuring they develop their co-ordination and control. Children learn to control wheeled toys along the road track and develop their imagination by experimenting with ways of moving on the permanent climbing equipment. The school hall is used to teach skills in a more directed way, such as climbing on benches, ladders and through tunnels. Consequently, children are learning a sense of space and move with growing confidence. Children use a selection of simple 'tools' and small equipment to develop their fine manipulative skills effectively. The quality of teaching and learning is very good in this area of learning and all children make very good progress and most will exceed the standards expected for their age by the time they go into Year 1.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- The children's imagination is developing very well.
- The children learn effectively through their senses.

Commentary

48. The outside area is used particularly effectively to develop the children's imagination. The environment is designed to encourage children to make up their own scenarios; they can act out the entire situation of going on holiday. In doing so, children expand their language, for example making up conversations on the phone. They learn to explore their senses; through very good adult support the children learn to compare the different sounds of the permanent musical instruments displayed. They create large constructions from boxes and bricks and make pictures from a variety of media. By giving the children interesting experiences, they are able to express their thoughts and feelings in various ways. The quality of teaching is very good. Children are likely to exceed the early learning goals and be working within the early stages of the National Curriculum by the time they leave the reception class.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

The provision for English is **very good**.

Main strengths and weaknesses

- All pupils make very good progress because of very good teaching.
- Very good leadership and management monitor and check teaching and learning.
- Appropriate action has raised standards in writing.
- Standards in reading are well above average because teachers make sure pupils have the necessary basic skills.
- Standards in speaking and listening are well above average. This is because pupils are enthusiastic in lessons and want to participate.
- Pupils have very good opportunities to develop and use their literacy skills across the curriculum.
- Pupils know what they have to do to improve their writing because of very good marking.

Commentary

49. All pupils make very good progress over time and the inspection evidence shows that standards in the present Year 2 and Year 6 are well above average. Unvalidated results of the 2004 national tests show that these high standards are being maintained. Standards in reading in Year 6 are well above average because of very good teaching of basic reading skills. Speaking and listening skills are also well above average because teachers provide enjoyable lessons with many opportunities for discussion. Standards of writing in Years 2 and 6 are above the national expectation. The school has taken action to gain the higher results in writing in the national tests through a careful focus on all aspects of writing and a very careful analysis of individual pupils' progress. Inspection evidence shows that the school is building very well on pupils' achievements as they go through the school through the application of the very good teaching and learning policy. Lower ability pupils achieve very well because teachers understand their needs and provide suitable work and support within lessons. Standards across the school are above those seen in the previous inspection.
50. Teaching is very good, with examples of excellence. In a very good Year 1 lesson pupils enthusiastically questioned and discussed words based on an earlier visit by a fire engine. The teacher skilfully used open-ended questions, making sure all pupils were involved. Because the pupils were interested they listened carefully and were able to make appropriate comments. They frequently asked unsolicited, relevant questions. This lesson exemplified the school's emphasis on the planned development of pupils' speaking and listening skills and why pupils achieve so well. This lesson also provided a context in which pupils could practise their writing skills. In an excellent Year 2 lesson pupils were engrossed as the class teacher

unveiled a text with mistakes. Pupils spotted immediately what was wrong; one boy said, "The irregular verbs are not in the correct tense." The ensuing discussion was rapid and focused on improvement and pupils were challenged throughout to put their words in a sentence. The lower ability pupils made equally good progress because they were well supported by the classroom assistant. Pupils with special educational needs, or with English as an additional language, are very well supported by a specialist teachers and teaching assistants. Pupils make good progress. A range of additional schemes helps pupils of lower attainment and those who are making insufficient progress at other levels.

51. All lessons are purposeful, well planned and based on the National Literacy Strategy. This was seen in a very good Year 5 lesson in which writing, reading and speaking and listening skills were all addressed. In a guided reading group, good questioning developed pupils' understanding of the text. A 'hot seating' session, based on the pupils' writing, developed speaking and listening skills. Very good and excellent Year 6 lessons on writing a journal illustrated the challenging teaching seen throughout the school. Focused questioning and well-led discussions gave pupils an understanding of the descriptive tools used in writing. Prompt cards on these skills and on editing supported pupils as they carefully evaluated their own and others' efforts and modified the text. The teachers constantly reminded the pupils of what they already knew and to use this knowledge in their work. Pupils therefore made very good progress in their use of similes, alliteration, and personification. They chose words imaginatively and precisely to convey meaning accurately.
52. Leadership and management in the subject are very good. The two co-ordinators have carefully analysed the school's performance in national tests and identified areas for development in writing. These are incorporated in the school improvement plan and action taken has contributed to raising standards in writing. Policies are in place that provide guidance on planning and marking. Work is marked regularly with positive comments and areas for development clearly identified. A tracking system identifies the needs of individuals or groups of pupils. Individual target sheets are in place and pupils fully understand what they need to do to improve the quality of their work. Pupils are also encouraged to set their own targets and to begin to take responsibility for their own learning. This is a powerful tool which is helping to raise standards in writing.

Language and literacy across the curriculum

53. There are very good opportunities for pupils to use their writing skills in all subjects. They create notes from research and tabulate results in their number and science work. They write geographical, historical and scientific reports. They are adept at organising and presenting their written work for different purposes. For example, Year 3 wrote letters in geography, whilst Year 5 pupils compared the differences between urban and rural life when making posters on rivers. Year 6 pupils wrote in the style of diarists to create Dorothy Wordsworth's Journal as a link with history. Pupils are particularly skilful in using their ICT skills for research purposes and in word processing. Teachers are adept in ensuring that pupils have very good opportunities to develop their speaking and listening skills in all lessons.

MATHEMATICS

The provision for mathematics is **very good**.

Main strengths and weaknesses

- Standards continue to rise because teaching is good.
- The National Numeracy Strategy is planned for very well and is followed closely.
- Leadership and management by the co-ordinator are strong. Assessments are very thorough and all pupils' progress is tracked with great care.
- Classroom organisation helps pupils of all abilities; all are fully included in learning.

- Teaching assistants give very good support to individuals and small groups.
- More could still be done in the planned use of mathematics in the wider curriculum.

Commentary

54. The results in national tests for both Year 2 and Year 6 pupils rose sharply in 2003 and the work seen during the inspection confirms standards continue to rise and are now well above average in both Years 2 and 6. The challenging targets set for improvement are being met well. This represents good progress since the last inspection because standards have risen for Year 2 pupils and teaching has improved.
55. Pupils begin school with average mathematical development and understanding. All pupils make good progress as they move through the school and achieve very well by the time they leave. Pupils with special educational needs achieve very well because of the very good provision and the skilful support of teaching assistants.
56. Classroom organisation is very good because work is always organised to help pupils of all abilities. Pupils from all classes work in 'sets', groups with pupils of similar ability. Each set is then divided into three further ability groups to challenge all pupils. Assessment procedures are very good; teachers know precisely the ability of all pupils and what each pupil is expected to achieve by the end of the year. Everyday progress is monitored very well by all teachers. The school is seeking to improve procedures even further by reviewing each unit of mathematical work in every class to make sure there are no gaps in learning. This attention to detail is paying dividends and raising standards. It ensures all pupils are fully included in all activities.
57. Pupils in Year 1 and Year 2 make very good progress in learning number facts and in identifying properties of a variety of two- and three-dimensional shapes, and are using this knowledge to solve everyday problems. They draw graphs, measure in centimetres and tackle 'money problems'. For example in two very lively, very well organised Year 2 lessons pupils worked out 'change' using a variety of methods. Year 6 pupils are very confident mathematicians. Number knowledge and that of shape, space and measures are very good. For example in one session the higher attaining set solved problems on perimeter and area, often using the formula $A = \frac{1}{2} (l \times h)$, whilst the lower attaining set drew acute and obtuse angles, using protractors confidently. ICT is used well in mathematics in data handling, in interactive work such as spreadsheets, and in grid work to create symmetrical patterns. However, most 'problem solving' is within numeracy lessons and more could still be done to plan it systematically into work in other subjects.
58. The quality of teaching is always good because it is always based very skilfully on the National Numeracy Strategy. The weekly plans are of very high quality, prepared with great thoroughness. Relationships are very good; all teachers are very adept in managing pupils, getting the best from them in a courteous, very pleasant but demanding way. As a result pupils work very hard and behave very well. Teachers give very good explanations to make sure pupils know what to do and how to do it. They question pupils in a well-chosen variety of ways to challenge their thinking and to find out what they know, or when they are uncertain. Teaching assistants are well trained and a valuable part of teaching teams. Resources are very good and always prepared in advance. A strong feature of all teaching is the use of the interactive whiteboards. Pupils respond to them with great enthusiasm. They are used best in Year 2 and Year 6 where some of the strongest teaching takes place. Some simple everyday resource could be used better in the junior classes. For example, the large classroom whiteboards and pupils' individual whiteboards are sometimes not used as well in learning as the ICT whiteboards, and opportunities to check pupils' understanding and to involve all pupils in learning are missed.
59. The co-ordinator leads the subject very well. Mathematics is now a strong subject and a successful part of the school's curriculum. The action plan shows she has identified the right

areas for improvement. The senior management team supports the developments in this subject very effectively.

Mathematics across the curriculum

60. Teachers give pupils some opportunities to apply their mathematical skills in other subjects, for example the use of time lines in history, graphs and charts in science, and measurement and shape in art and design and design and technology. However, this is an area for development so that pupils have more planned opportunities, especially to challenge the more able pupils in problem solving.

SCIENCE

The provision for science is **very good**.

Main strengths and weaknesses

- The pupils attain standards that are well above the national average.
- Very good teaching helps pupils to learn very well.
- The pupils' very good attitudes to the subject support their learning very well.
- The subject is well led and managed and this has a positive impact on the standards that pupils attain.

Commentary

61. The very good standards that pupils attain are seen in the understanding they have of a broad range of topics. Older pupils in Year 6 experiment with parachutes of different sizes. They explain that those with the largest surface area take the longest time to reach the ground because of resistance from the air. Pupils in Year 2 release toy cars down a ramp. They know what is meant by friction and understand that different surfaces affect the distance the cars travel. Pupils in Year 5 have a good grasp of key vocabulary and explain clearly what pollination and fertilisation mean. Achievement is very good now because standards are higher for younger pupils than at the last inspection and the very good standards for older pupils have been maintained.
62. Features of the very good teaching are the secure subject knowledge and very high expectations that teachers have of the pupils. These lead to very good standards. All aspects of the programmes of study are taught and learning is well supported by thorough assessment. There is a strong emphasis, that is very effective, on pupils carrying out investigations. These are recorded systematically and this supports their very good learning. Work in data handling in mathematics is furthered when pupils use graphs and tables to record what they have done. Very good use is made of ICT as all teachers and pupils use interactive whiteboards well to increase the pupils' understanding. Some lessons are too long for pupils to learn effectively throughout them.
63. The pupils' very good attitudes to the subject help their learning. This is seen in the care they take to present their work well and in the enthusiastic way they talk about what they do. They appreciate what they learn by carrying out investigations.
64. The leadership and management of the subject are good because the co-ordinator checks the pupils' progress by scrutinising their work and by analysing the results of national tests. He has begun to observe other teachers to help to raise standards further. The curriculum is enriched by a science day when a number of outside organisations work with pupils of all ages. Older pupils are prepared for secondary school by taking part in a topic that helps to bridge the gap to the next stage of their education.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Some aspects of the curriculum are covered less effectively than others and this affects the standards that pupils attain.
- Good teaching enables pupils to learn well.
- Very good resources have a positive impact on the pupils' learning.
- The pupils have very good attitudes to the subject and this supports their learning very well.

Commentary

65. Older and younger pupils attain standards that are in line with expectations. This is the same judgement as the last inspection and pupils' achievement over time is satisfactory. Older pupils create multi-media presentations confidently, have experience of spreadsheets and use the Internet for research. However, they have little experience of sending messages by e-mail or recording data using sensing equipment and this affects the overall standards that pupils attain.
66. Although there is variation in how effectively different parts of the curriculum are covered, teaching is good overall. Very good teaching is seen in the computer suite. In Year 5, for example, confident class management and very clear explanations helped pupils to understand how to write a program to control a traffic light. This built on previous experience of using a control program and a programmable toy. Throughout the lesson the pupils appreciated how computers are used in everyday life. Teaching assistants are used very well and this helps all pupils to be fully included in lessons.
67. Very good resources help the pupils' learning. Each classroom is equipped with an interactive whiteboard and very good use is made of them to support learning in all subjects. The school has firm plans to upgrade the computer suite and is aware of the need to monitor the impact of this on the standards the pupils attain.
68. Pupils have very good attitudes to the subject. They concentrate and co-operate very well with their partner on a computer. This helps their learning and contributes to their very good social development. Leadership and management of the subject are good as standards are rising as a result of investment in the ICT suite and interactive whiteboards. The expertise of the co-ordinator is well used to support the staff, so teachers are confident in teaching ICT skills. The way forward for the next year is clear with a detailed and realistic action plan.

ICT across the curriculum

69. Some good examples of ICT being used were seen. Pupils in Year 6 use the Internet to research topics in science. In Year 5 pupils design patterns in art and in Year 4 they employ *Logo* to design paper sculptures. Opportunities are missed for pupils to make extensive use of ICT to record work in science and to extend their learning, for instance by using composing software in music.

HUMANITIES

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils at the end of Year 6 show a good knowledge of aspects of religious education.
- The co-ordinator is enthusiastic and committed to leading the subject effectively.

Commentary

70. A judgement has been made on the standards being achieved throughout the school by analysing pupils' work, talking to children, looking at resources and displays of work around the school, and observing lessons. Indications show that achievement is good and most pupils are likely to exceed the standards expected by the locally agreed syllabus by the end of Year 6. By the age of seven pupils are achieving well as they are taught a range of Bible stories. They are introduced to different religions, such as Judaism, and are learning that religions have their own special artefacts, which have specific uses.
71. The standard of work by the pupils in Year 5 and 6 is good. The school has a strong sense of social values and is now developing close ties with the local church. The minister regularly visits the school and often joins lessons; consequently the pupils are able to relate religious education to their community. Pupils in Years 3 to 6 are taught about a range of religions, including Buddhism and Hinduism. The children in Year 5 benefited from the experience of learning about meditation and are able to express their feelings and ideas effectively.
72. It is not possible to make a judgement on the quality of teaching throughout the school as only three lessons were seen; however, the lessons seen were at least good and often better. Teachers use a range of techniques and methods to interest the pupils and provide an appropriate education for those pupils with special educational needs
73. The co-ordinator is new to the job, enthusiastic and well organised. She is aware of improvements that should take place, such as building on the work of the assessment working party to ensure that the agreed syllabus is firmly embedded in all teaching.

Geography and history

74. Work was sampled in **geography** and **history** but it is not possible to make an overall judgement of provision in either subject because insufficient lessons were seen during the inspection.
75. Geography is planned in line with national guidelines. By the age of seven, standards in geography are in line with national expectations. By the end of Year 2, pupils are learning well about features of an environment, such as bays, headlands and beach. In Year 1 pupils learn about their locality and the types of shops they see. Some very good teaching was seen in Year 2 to help the children distinguish between physical and human features of landscapes. Teachers use a range of techniques and methods to encourage and engage the pupils' interest; the use of interactive whiteboards was particularly effective. In the best lessons, teachers remind pupils of their earlier work, explain to pupils what they are going to do in that lesson and recap on what has been learnt at the end of the lesson. They select and use interesting and thought-provoking geographical or historical resources to enhance pupils' learning and check carefully that pupils understand what they are doing. The subject co-ordinator is experienced, very enthusiastic and demonstrates a very clear sense of educational direction. Her very good work in this subject has had a positive impact on the way all foundation subjects are now being led.

76. This work is extended as the children get older to develop their knowledge and understanding of places and environments but no teaching was seen in Years 3 to Year 6. Planning, and assessment of pupils, are in line with the school's good procedures. The co-ordinator is working hard to develop systems to monitor the effectiveness of teaching and learning to improve further the provision.
77. Standards in history by the end of Year 6 are above average. Staff have worked hard to develop the planning in the subject and they are developing a good system of assessment. The work is planned in line with national guidelines and the planning is now focused on learning skills. In order to improve provision of the subject teachers monitor the work in the school well. The school uses outside resources very well to supplement its own so the pupils do have appropriate resources available. The subject co-ordinator is experienced and enthusiastic and demonstrates a clear sense of educational direction. As a result leadership and management are good.
78. By Year 6 pupils have developed a good understanding of the comparison between the present and a specific time in the past. They are able to demonstrate factual knowledge of the life and work of the Beatles. The interactive whiteboards are used effectively and regularly to support the learning. By the end of Year 2 in history the children have learnt about the Great Fire of London. Year 1 children have good opportunities through photographs to explore what the seaside was like in the past and compare it to present-day seaside resorts. Pupils are given good opportunities to consolidate their understanding of times in the past. Presentation of the children's work is often good.
79. Overall, teaching in Year 3 to Year 6 is very good. Teachers match the work to pupils' individual needs and they plan lessons to provide very good support for pupils with special educational needs. They manage pupils' behaviour effectively and use appropriate methods to support the learning activities. Lessons have a good pace, which helps pupils to remain focused. Photographs are used well to support discussions and to focus the pupils' attention. Therefore they make good progress in using secondary evidence to interpret the past. Pupils' understanding of the difference between fictional and non-fictional characters is also developed as they compare the queen from Snow White to Queen Elizabeth I. The placing of different historical characters on a time line develops their chronological awareness. Through a study of the Victorians Year 1 and 2 pupils begin to appreciate the impact of events and conditions on individuals and how individuals influence events.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

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

Main strengths and weaknesses

- The quality of teaching and learning is good.
- Pupils enjoy art and this contributes to their good achievement.
- Planning is very good and resources are plentiful.
- Very good displays enhance the corridors and classrooms.
- Sketchbooks could be improved in the junior stage.

Commentary

80. Standards in art and design are well above those expected of pupils in Year 2 and above expectation in Year 6. All pupils make good progress and achieve well, but achievements are very good in Year 2. This is where the strongest teaching lies.

81. Pupils' work over time in sketchbooks and folders show good progress in the development of skills in drawing, painting and print making. They have good opportunities to record their ideas, feelings and observations using pencil, pastels and paint. Good links are made to the work of well-known artists such as Monet or Van Gogh and pupils use their own techniques in their work very well. This was seen in Year 2 lessons where pupils used a variety of marks to make self-portraits of a very high standard. Their smudging techniques, creating hair patterns and features, were excellent. The three-dimensional work in Year 1 using a variety of natural materials such as stones and feathers was of an excellent standard.
82. There are good opportunities for three-dimensional work with wood, linked well to design and technology in Year 3. Pupils use ICT in design; in Year 5 flood-fill techniques were used well and Year 4 used ICT to create 'Cornflowers' very effectively. Year 6 make paper sculptures linking colour, pattern, shape and form imaginatively. A group of talented pupils in Year 5 produced excellent patterns on glass. However, there is a difference in the quality and use of sketchbooks between, for example, Year 2 pupils, the talented pupils throughout the school, and other classes in the junior stage. Work is needed to improve the quality and content of sketchbooks to match those of the best, so that all pupils have the opportunity to practise their skills to the highest standard. Furthermore, time for the afternoon sessions is sometimes too long for these young pupils to keep on task for this subject and requires a re-examination if pupils are to make optimum progress.
83. Teaching is good throughout the school and very good in Year 2. Teachers are enthusiastic and very well organised. Planning is of high quality. Very good resources are always ready to hand. ICT is used very effectively to illustrate techniques in the best lessons so that pupils can see the artistic skills of famous artists in detail. Teaching assistants give very valuable support both in the preparation of lessons and in the support of pupils when they are working. Pupils behave very well and everyone works with enthusiasm and commitment. Visiting artists and Arts' Weeks enrich pupils' experiences well.
84. Leadership and management of the subject are good. The subject leader is knowledgeable and enthusiastic. The curriculum has been improved since the last inspection and standards have risen in Year 2. This represents good improvement overall since the last inspection.

Design and technology

The provision for design and technology is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good; it leads to good achievement.
- Planning is very detailed and effective.
- Pupils' attitudes to learning are very good.
- The time for the subject needs review.

Commentary

85. Standards in design and technology are above those expected of pupils in Year 2 and in Year 6. Pupils make good progress as they move through the school, and achieve well. Pupils with special educational needs make very good progress with the support of teaching assistants.
86. The co-ordinator has developed a new whole-school curriculum plan, which is still being evaluated. It is a very effective structure, which has been organised into very well planned individual lessons so that pupils learn the right skills in the right way for their age and experience. Year 2 pupils for example, experience three units: Joseph's Coat, Homes, and Vehicles. These give good opportunities for pupils to work with different materials and to understand their different properties. They make realistic plans, label their sketches and

designs and join the materials in different ways. They use running and back stitch with fabrics, and glue and staples with other materials. ICT is used well in their fabric work designs. They evaluate their work saying what they like about it. In the lessons seen Year 1 pupils were designing a fruit salad; the designs came out well. However, the amount of time and the way it is spent needs review for these young pupils as the lessons in the afternoons are often too long for them to be able to sustain their interest and concentration.

87. Pupils build on these early skills as they move through the school, again following three units of work each year. Thus by the time they reach Year 6 the designs are above average. Their slipper designs, for example, are very detailed, and carefully labelled, identifying materials and joining methods clearly. Each pupil makes a small booklet which includes an evaluation of the final 'product', whether the design worked and how it could be improved. The slippers are well made, finished attractively and strong enough to be used, indicating good learning in designing and making. They use switches and simple circuits to make working models. The use of ICT in design is variable.
88. Teaching is good. Planning is a strong feature; it is detailed, well set out and completed in a similar format for each unit for all classes. In lessons teachers manage pupils very well. Relationships are always very good because all teachers are calm and authoritative in their approach; they use praise and encouragement very skilfully so pupils are very keen to be involved and to do their best. Assistants are well trained and helpful. Pupils' work is always displayed with imagination so it adds to the appearance of the school considerably.
89. The co-ordinator has been caretaking the subject for a year. She has overseen the subject in a satisfactory way but she has had little opportunity to monitor teaching in the classrooms. She has re-organised the planning very well and has made a start on developing an effective assessment programme. Progress since the last report has been good because standards have risen, teaching is better and the curriculum plan now provides the detailed support, which was missing before.

Music

The provision for music is **good**.

Main strengths and weaknesses

- Standards in music are above the expected levels, especially by the time pupils leave the school.
- The opportunities for performance by pupils are good.
- The quality of extra-curricular activities, including peripatetic instrumental tuition, is very good.

Commentary

90. Pupils achieve well, attain above the standards expected for their age and enjoy the many music-making activities provided for them. This represents significant improvement since the last inspection. The tuition provided by the visiting instrumental teachers, in violin, viola, woodwind and guitar, adds a great deal to the good provision throughout the school. The school singing opportunities further enhance the provision for older pupils. This enables the more able pupils to achieve well.
91. Throughout the school pupils have many, good, musical opportunities and they achieve well. The many concerts that are arranged give pupils extensive opportunities for performing. The way Year 3 pupils responded to the effective teaching, relating music and sounds to the mood of a picture, was very good. They showed a good understanding of rhythm and were able to layer the sound and maintain the shape of the melody very well. Pupils in Year 5 were deeply absorbed in a very good lesson where they were reflecting on how music can be used to express a mood or conjure up an image – in this case 'Le reveil des oiseaux', a good link with

work in French. They showed a good understanding of music in its many forms and how it can be used. These two lessons clearly demonstrate the overall very good quality of the teaching of music. The care taken over providing good cross-curricular opportunities leads to exciting compositions like those remembered by pupils such as the 'peace' songs linked to personal, social and health education in Year 5 and a 'freedom' rap in Year 6.

92. The subject is well managed and monitored by the co-ordinator, who gives a great deal of her time to provide a range of performing opportunities. This enables her to monitor the progress and achievement of many pupils. The very good lesson in Year 1 during the inspection by the incoming music co-ordinator showed how words can describe sounds and there are different sources for sound. Her introduction of percussion instruments at exactly the right time led to a very good discussion and focus on rhythm that was a very good example for other teachers to follow.

Physical education

93. No judgement is made about provision in physical education as no lessons were seen during the inspection. The subject contributes to the very good enrichment of the curriculum that the school makes through the wide range of clubs that meets outside normal school hours. These include cross-country, dance, football, gymnastics, netball and short tennis. Some of the clubs are open to younger as well as older pupils. This reflects how inclusive the school is and how it responds to the concerns of parents who wanted more to be offered to younger pupils. Pupils in Year 6 use the nearby AT7 centre to practise adventurous activities like climbing and archery. A large majority of the pupils can swim 25 metres by the time they leave the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision is **very good**.

Main strengths and weaknesses

- There is a very good policy that is consistently well applied throughout the school.

Commentary

94. The positive care within classes and by teaching staff contributes very well to the security and welfare of all pupils and plays a strong part in their very positive attitudes to school and staff. All teachers are very aware of the needs of individual pupils and of how they can all be a part of the school. No pupil is left to feel alone or vulnerable but can report back directly to any adult in the school – and they are very aware of this.
95. The class discussion, known as circle time, in a Year 2 class seen during the inspection was typical of the care and thought being applied to this aspect of pupils' learning. The theme of "what is safe and how to cope with hazards in the home" was introduced with care and great enthusiasm. The way that staff generated a very supportive atmosphere to enable the more nervous pupils to speak when it came to their turn was impressive. The emphasis on working together was made, and carried out, with great success.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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