

INSPECTION REPORT

STENSON FIELDS COMMUNITY PRIMARY SCHOOL

Stenson Fields, Derby

LEA area: Derbyshire

Unique reference number: 112781

Headteacher: Mrs P Dickens

Lead inspector: Mr T R Gill

Dates of inspection: 5-8 July 2004

Inspection number: 258029

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: 5-11
Gender of pupils: Mixed
Number on roll: 287

School address: Heather Close
Stenson Fields
Sinfin
Derby
Derbyshire
Postcode: DE24 3BW

Telephone number: 01332 772452
Fax number: 01332 765129

Appropriate authority: Governing body
Name of chair of governors: Ms B Jackson

Date of previous inspection: 29 June – 3 July 1998

CHARACTERISTICS OF THE SCHOOL

Stenson Fields Primary School is larger than most other primary schools with 287 pupils aged 4 to 11. Currently about 12 per cent of pupils have free school meals which is similar to most other schools. The proportion of pupils with special educational needs is above what is usually found. Most of those pupils have learning difficulties but a significant few have behavioural problems. The percentage of pupils with a statement of special educational needs is above the national average. The school has 63 pupils for whom English is not the mother tongue and the proportion of pupils from minority ethnic groups is high. Most of those pupils come from Asian or Asian British families. Mobility of pupils in and out of the school, other than at the normal time of admission, is slightly above average. The socio-economic circumstances of the school are similar to elsewhere. The attainment of pupils on entry to the school is below average. The school has received the following awards: the Basic Skills Quality Mark, Healthy Schools Award, Investors in People, Football Association Charter Standard and the Sport England Activemark.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|---------------|----------------|--|
| 21398 | Mr T Gill | Lead inspector | Art and design Design and technology Foundation Stage Special Educational needs English as an additional language Music |
| 1930 | Mrs B Attaway | Lay inspector | |
| 27292 | Mr J Calvert | Team inspector | English Geography History Religious education |
| 19897 | Mr A Evans | Team inspector | Mathematics Science Information and communication technology Physical education |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school. Leadership and management are very good. The leadership of the headteacher is inspirational. The very good governing body supports the school very well. Teaching, learning and assessment are very good. Achievement is very good across the school and standards are above average in Years 2 and 6. **The school provides very good value for money.**

The school's main strengths and weaknesses are:

- the headteacher, together with the staff and governors are always examining ways of making the school more effective and they have been very successful;
- teaching is very good and is very well matched to the pupils' needs;
- assessment, monitoring and target setting are very good overall and the information is used very well to ensure the pupils achieve very well;
- the very good provision in the Reception classes ensures that the children are well prepared for starting the National Curriculum;
- the use of teaching assistants to support pupils' learning is excellent, and as a result, pupils with special educational needs and English as an additional language achieve very well;
- very good use is made of information and communication technology to support learning in many subjects;
- the school is fully inclusive and provides excellent equality of access to an extensive and varied range of interesting activities;
- the pupils' attitudes, behaviour and spiritual moral and cultural development are very good;
- pupils are very well cared for, listened to, and their views acted upon; and
- links with parents are very good and those with the community are excellent.

The school has made a good improvement since the last inspection. Although there were no key issues to address, improvements have taken place in the curriculum, the quality of teaching and learning and in the pupils' attainment in the non-core¹ subjects of the National Curriculum.

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 | B | C | D |
| mathematics | B | A | C | C |
| science | B | A | C | C |

*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.*

The table shows the results of the pupils in Year 6 in 2003. These results represent a significant dip in performance in comparison with recent years. The dip was due mainly to the

¹ The core subjects are English, mathematics and science. All other subjects are referred to as non-core subjects.

overall ability of the cohort being lower than usual, resulting in a significant drop in the number of pupils attaining the higher levels. **The achievement of all the pupils is very good;** in broad terms, the below average standards on entry to the Reception year rise to above average by Year 6. When children enter the Reception classes their attainment is below average in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. The attainment on entry of a small number of children is well below the standard that is typical for this age. The majority of children in the Reception year are on course to attain the national goals for early learning by the end of the year and many will exceed them in personal, social and emotional development. Despite very good teaching, a significant minority will not attain the expected goals in speaking, reading and writing. Progress in Years 1 to 6 is good and pupils generally do better than predicted by their attainment on entry. Current standards in Year 2 and Year 6, are above average in all subjects of the National Curriculum with the exception of music, where there was insufficient evidence to form a judgement. This represents a good improvement compared to the standards in 2003. **The pupils' personal qualities, including their spiritual, moral, social and cultural development are very good.** The pupils' behaviour and attitudes towards their work are very good. Attendance and punctuality are very good.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. The curriculum and the pupils' learning are very good because of the very effective quality of teaching and support provided by assistants. The teaching enables pupils of all abilities to develop the confidence and skills to further improve their learning. The use of teaching assistants to support pupils' learning is excellent and they make a valuable contribution. Assessment is used very effectively to set individual targets and to plan lessons which engage and challenge the pupils. Care, guidance and support are very good and this is reflected in the pupil's confidence, the very good relationships developed with the staff and the significant progress made by them. The school's partnership with the community is excellent and their partnership with parents is very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good and have kept the school on an upward path of improvement. The headteacher is very well supported by a very effective deputy headteacher and senior management team. The headteacher has built up an excellent team who are never content to rest on their successes and who are dedicated to doing the best for all pupils. Subject co-ordinators and the leaders of English as an additional language and special educational needs play a very significant role in developing and monitoring their areas of responsibility and are excellent role models. The governors are fully involved in all aspects of school life. They have a very good understanding of the strengths of the school, the areas which can be improved, and how this can be done. A very productive relationship exists between the chair of governors and the headteacher which is based on mutual respect and a determination to do the best for the pupils and the school's wider community. All statutory requirements are met. Financial management is prudent.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the quality of education provided by the school. They also appreciate the warm welcome they receive and the ease with which they can approach staff

and the headteacher. They rightly think that there is a very close partnership between home and school which helps their children to do better at school. The pupils enjoy coming to school and find their lessons interesting and stimulating. They rightly think that their views are valued and acted upon. The elected members of the School's Council say they have an important role in the school's development.

IMPROVEMENTS NEEDED

There are no significant shortcomings. The headteacher and governors should continue to give high priority to raising standards and to improving achievement even further by effectively implementing the school development plan.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement for nearly all pupils is very good. The majority of children in the Reception classes are on course to attain the expected goals in all the areas of learning and many will exceed them in personal, social and emotional development. However, a good third of the children, despite the very good teaching, are unlikely to attain the national goals for early learning in communication, language and literacy and creative development because of very limited language skills on entry. Progress is good and many pupils catch up with expectations during Years 1 to 6. Standards in Year 2 and Year 6 are above average.

Main strengths and weaknesses

- In Year 2 and Year 6, standards are above average in all subjects of the National Curriculum, with the exception of music, where there was insufficient evidence to form a judgement.
- There has been a good improvement in the standards achieved in the foundation subjects.

Commentary

1. When children enter the Reception class, their attainment is below average and for a few pupils it is well below average. The teaching is very good and, as a result, the children's achievement is very good and they are well prepared for the National Curriculum at the start of Year 1. Although the majority of children will attain the national goals for early learning, a significant minority will not do so in speaking, reading and writing because of their very low attainment on entry. The lack of these skills also affects their development in other subjects for a time in Years 1 to 6, though many of them eventually catch up.
2. The table below shows the results of the pupils in Year 2 in 2003. The figures show that the school's results were well above average in reading, writing and mathematics compared with all schools, a significant improvement on previous years. The school's

results when compared with similar schools were well above average in reading and writing and very high in mathematics. Standards in the current Year 2 are above average in reading, writing and mathematics. Standards in the other National Curriculum subjects, with the exception of music, where there was not enough evidence to form a judgement, are above average. This represents a good improvement since the last inspection.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 17.7 (15.1) | 15.7 (15.8) |
| writing | 16.3 (13.9) | 14.5 (14.4) |
| mathematics | 18.3 (15.9) | 16.3 (16.5) |

There were 35 pupils in the year group. Figures in brackets are for the previous year

- The table below shows the results of the pupils in Year 6, in 2003. The figures show that the school's results were average in English, mathematics and science when compared to all schools. When compared with similar schools, the results were below average in English and average in mathematics and science. This represented a significant dip in performance compared to recent years and was due mainly to the lower overall ability of the cohort; there was a drop in the number of pupils achieving the higher Level 5. Standards in the current Year 6 are above average in English, mathematics and science and above average in the other National Curriculum subjects, with the exception of music where there wasn't enough evidence to form a judgement. This is a very good improvement in standards in Year 6 since the last inspection.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 26.6 (28.0) | 26.8 (27.0) |
| mathematics | 27.0 (29.2) | 26.8 (6.7) |
| science | 29.2 (30.2) | 28.6 (28.3) |

There were 44 pupils in the year group. Figures in brackets are for the previous year

- The pupils with special educational needs achieve very well and parents are very pleased with the standards they attain. The pupils improve their reading, writing and number skills particularly well, benefiting from the very good support from teachers and teaching assistants. Those pupils with English as an additional language and the gifted and talented pupils achieve very well because of the effectiveness of targeted support.

Pupils' attitudes, values and other personal qualities

The pupils' attitudes, values and personal development are very good along with their spiritual, moral, social and cultural development.

Main strengths and weaknesses

- Attendance levels are well above the national average.
- There are many opportunities to promote the pupils' personal development.

- There has been a significant improvement in the pupils' spiritual development since the last inspection.

Commentary

5. This is a vibrant school where pupils experience a high level of enjoyment because lessons are stimulating and extra-curricular activities are wide ranging. The pupils are articulate and confident, and express their views of school with pride. Teachers expect high standards of behaviour and pupils respond by working hard in lessons; this promotes learning. The school has in place many of the requirements needed to achieve the local authority's initial anti-bullying award. Relationships throughout the school are very good because this is a fully inclusive school where pupils work and play very well in mixed ethnic and gender groups and staff act as very good role models. Pupils share and support each other well and recognise the achievements and successes of others.
6. The very good quality of personal development promotes confidence and maturity. The youngest pupils are beginning to develop early self-evaluation strategies as they assess the outcome of their work; this helps them to know how they can improve. Year 6 'buddies' are proud of their responsibilities, they support other pupils in the playground and the training they receive is very effective. Discussion of ethical issues, such as felling trees in rain forests, raises awareness of environmental issues. Following a visit from a minister of a Ugandan church, pupils asked if they could raise funds; as a result an orphanage was able to be completed.
7. Moral and social development are very good because the personal, social and health education curriculum is very effective. Pupils are taught how to become responsible for their own actions. Eight and nine-year-old pupils were able to recall many incidents of kindness by members of their class. Pupils' spiritual awareness has improved since the last inspection because of additional staff training, more opportunity for reflection in daily assemblies and increased emphasis in the curriculum and extra curricular activities. Pupils are exposed to a variety of cultures and this produces respect for those from other backgrounds. Pupils and parents from different cultures share their knowledge which is reinforced by external visits to religious buildings of different faiths. The use of music from South America and the opportunity to learn Irish and Bhangra dances adds richness to their education. The pupils enjoy coming to school and as a result attendance is well above the national average. Any absences are diligently followed up by the school.

Attendance

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 4.3 | 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 by the school is **high**. The curriculum is particularly effective and the pupils achieve very well because of the very good standard of teaching and support. Assessment information is used consistently to set individual targets and to plan lessons which

engage and challenge the pupils. Care is very good and guidance and support are good. The parents are very satisfied with the work of the school, and what it provides, and for this reason the school is full.

Teaching and learning

The quality of teaching and learning across the school is very good. The quality of assessment is very good.

Main strengths and weaknesses

- Pupils with special educational needs and English as an additional language are very well taught and supported.
- The contribution made by teaching assistants to pupils' learning is excellent.
- Very good use is made of information and communication technology to support learning in other subjects.
- The school's promotion of equal opportunities is excellent.
- Assessment is used very well to match work to the pupils' needs.

Commentary

Summary of teaching observed during the inspection in 46 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|----------|--------------|----------------|--------|-----------|
| 5 (11%) | 19 (41%) | 22 (48%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |

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

8. There has been a good improvement since the last inspection. Teaching is a major strength of the school and as a result, nearly all pupils achieve very well. All the lessons seen during the inspection were at least good, with over half being very good or excellent. The very good teaching enables pupils of all abilities to develop the confidence and skills to further improve their learning. Teaching assistants, who are positively valued by teachers, work closely with both adults and pupils to make a significant contribution to pupils' learning. This is a particularly strong feature of teaching. Very imaginative methods are employed to keep pupils motivated, interested and engaged in lessons and as a result learning is very good. One of the many commendable features is the very good use made of information and communication technology to support learning in many subjects, resulting in above average standards in mathematics, English and science. Information and communication technology is taught very well throughout the school, promoting above expected standards in the subject. Teachers utilise the interactive white boards very effectively to stimulate pupils' interest and enhance their learning in a range of subjects and communicate ideas and information very well.
9. Teachers' planning is very effective and the teachers work closely with each other and the other members of staff. They share expertise, experience and ideas in order to provide a rich curriculum, which links different subjects together very well. Teachers and teaching assistants involve the pupils fully in an interesting and challenging range of tasks and activities, which are closely matched to their needs because of the teachers' detailed subject knowledge. Homework is used constructively to enhance pupils' learning. Teachers manage the pupils very well, including those who are potentially challenging

because of good relationships, their detailed knowledge of the pupils, up-to-date records, and effective use of assessment information, All pupils are regularly provided with opportunities to discuss their ideas with a 'talk partner' and as a result know that their views and opinions are valued by adults. They are actively encouraged to develop speaking and listening skills in all subjects, and in subjects such as English, history, geography, science, design technology and religious education, are consistently provided with opportunities to develop their writing skills. As a result, teachers ensure that pupils of all abilities have equal access to the full curriculum, which is a particular strength. They acquire new skills, knowledge, and understanding rapidly, demonstrate very good attitudes and apply themselves positively to new learning. Pupils apply themselves conscientiously to their work, both independently, and with others.

The curriculum

Curricular provision is very good. The curriculum provides an extensive and varied range of interesting activities. Resources are good. Although accommodation is very good in the Foundation Stage, it is good overall, because the library area is used as a full-time teaching area.

Main strengths and weaknesses

- The curriculum is very well organised, is equally accessible to all pupils and meets their needs very well.
- Very good planning ensures effective links between subjects, which enables writing to be promoted across the curriculum.
- Provision for pupils with special educational needs and English as an additional language is very good and makes a real difference to their achievement.
- The match of support staff to the curriculum is very good.
- Support for pupils' learning outside the school day is very good and a wide range of extra curricular activities enriches the school curriculum.
- The school's library accommodation remains underused as reported at the last inspection.

Commentary

10. The curriculum is carefully planned to meet pupils' needs and parents are pleased with what the school offers. There is a strong emphasis on teaching literacy skills across the curriculum. Literacy permeates all subjects, and history and geography are very important to the themes chosen for cross-curricular study. The curriculum meets statutory requirements and gives sufficient time to all required subjects and activities. Extensive planning by teachers incorporates assessment of the pupils' achievements, provides full coverage of the National Curriculum, and meets the needs of all pupils in school. The use of information and communication technology to support and enhance the curriculum in other subjects is very good and this represents a significant development since the last inspection. Subject plans clearly indicate how teachers promote pupils' literacy and numeracy skills within different subjects. Thoughtful curricular planning ensures that pupils of all abilities are given the same opportunities to make very good progress. The school is rightly proud that all groups of pupils are fully included in all areas of the curriculum.
11. Teaching assistants work closely with the teachers to provide interesting and challenging work for pupils of all abilities. The assistants are well qualified, caring, hard working and

provide the teachers and pupils with excellent support. They work closely with pupils in order to offer realistic challenges to enable them to succeed. They make a significant contribution to the learning of those pupils identified for additional support by teachers, including those with special educational needs and English as an additional language.

12. There is an interesting range of planned opportunities for pupils to enrich their learning and development through educational visits and school clubs, which include gymnastics, sports, recorder, choir, Irish dancing, and Punjabi dancing. Year 6 pupils enjoy extra-curricular activities very much. Visits to places of interest are carefully chosen and integrated into the planning of subjects such as history, geography, science and religious education. Many visitors are invited into the school during the year to support teaching and learning. Opportunities for pupils to work with visiting specialists bring about new insights, helping them to make sense of their world. Older pupils experience a residential visit to the Isle of Wight, which provides much fun and opportunities for promoting their physical, moral, personal and social development.
13. The school offers very good accommodation and resources in the Foundation Stage. The main school building is also very attractive, well maintained and is a stimulating learning environment in which the staff make best use of the available accommodation. However, despite the on going efforts of the governing body and headteacher, the school has no current alternative but to use the library as a full-time teaching area. Although other contingency arrangements are in place, pupils are unable to have free access to the library. As a result, the potential to develop the pupils' research skills is restricted.

Care, guidance and support

Care, guidance and support are very good.

Main strengths and weaknesses

- The school is very good at listening to pupils' views.
- The pupils work and play in a healthy and safe environment.
- Induction² for pupils is very good in all year groups.

Commentary

14. The very good quality noted at the last inspection has been maintained. The care of pupils is highly effective because the pupils are valued for who they are. There are very trusting relationships at all levels and this supports pupils very well. Child protection procedures are firmly established amongst all staff.
15. Pupils know that their views are valued and that their ideas are heard; suggestions are often implemented through the school council. Elected representatives say they have an important role in the school's development; this promotes shared ownership. Ideas put in place include a football contract to make playtime safer for all pupils, a pagoda, and co-operative games at lunchtime.

² Induction refers to the arrangements the school has for receiving pupils who are new to the school, helping them become familiar with routines and make friends.

16. Those pupils who joined the school later than the Reception year speak appreciatively of the support they received, helping them to settle in quickly and make new friends. Those pupils in the early stages of learning English as an additional language when they join the school are successfully supported by staff and pupils who speak their mother tongue; this raises their self-esteem. Timetabled lessons for personal, health and social education provide well-targeted support for all pupils. There is space in pupils' annual reports for reflection on what they have enjoyed, what they have got better at and how they can improve during the next year; this self-assessment allows pupils to contribute to the monitoring of their progress. Pupils are very positive about the reward system which they value.
17. The school is proud of the Healthy Schools award it has received. The importance of establishing a healthy lifestyle is addressed effectively, not only through the curriculum, but also by healthy eating. First-aid training and records of medicines administered in school are very good. The school will meet the legal requirements of the Disability Act which comes into force in October 2004.

Partnership with parents, other schools and the community

The partnership between home and school is very good. Links with the community are excellent.

Main strengths and weaknesses

- The school's 'open door' policy makes an important contribution to the home school partnership.
- There are many links with the local community and these enhance the pupils' education.

Commentary

18. Well-managed procedures are enabling parents to be fully involved in school life. All members of staff are successfully contributing towards the creation of a very relaxed and welcoming ethos. Parents are positively encouraged into school with their children at the beginning and end of the day. This allows the headteacher, staff and parents to create relationships that support pupils' progress and enables problems to be resolved quickly.
19. Parents receive very good quality information through the monthly newsletters and workshops. Those parents with a limited command of the English language receive very good support from bi-lingual staff, for example, at parents' evenings; attendance at these events is 100 per cent. Parents' views are sought through questionnaires. Pupils' annual reports are good and similar to those found in many schools; they reflect the individual child. Targets are included, together with levels for English, mathematics and science. Many parents take up the offer to comment on the reports. The nucleus of helpers who run the Parent Association works hard to raise funds to buy items such as books and playground equipment; they make an invaluable contribution to the pupils' education.
20. Community links are excellent because the school has forged relationships with many external groups, whilst promoting a sense of belonging to the wider community. A local playgroup is run within the school premises and this close contact has enabled smooth curriculum links, benefiting these young pupils. Very good links with the local secondary school are enhanced by staff visits and the transition unit for Year 6 pupils. Ex-pupils

demonstrate musical skills gained at secondary school and work experience pupils are welcomed. Head teachers and staff within the cluster of schools meet regularly to share ideas. Development by outside agencies of pupils' dancing and sporting skills enables them to demonstrate their expertise in the local community. A local pastor is a regular visitor to school assemblies and runs the Bible club. There has been a good improvement in community links since the previous inspection.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good and have kept the school on an upward path of improvement. The leadership of the headteacher is excellent in all aspects and she is very well supported by the senior management team. The school is very well managed and organised. The contribution of the governing body is very good and all statutory requirements are fully met.

Main strengths and weaknesses

- The headteacher is committed to the highest possible standards in all areas of the school's work and together with the staff and governors, is always examining ways of making the school more effective.
- Very good assessment procedures are in place which enable the school to monitor pupils' progress very thoroughly and take any action necessary to ensure they achieve as well as they can.
- The very good leadership of subject co-ordinators is maintained by the very good support given to new co-ordinators.
- The school is committed to inclusion³ and puts its commitment fully into practice.
- The governors are confident, very well informed and are fully involved in strategic planning and policy making, basing decisions on both data and first hand observations.

Commentary

21. The headteacher is shrewd, confident and inspirational, sharing and articulating her vision for the school in an excellent manner. She is very well supported by the very good deputy headteacher and senior management team. Together, they are excellent role models for the other members of staff and pupils. The headteacher has built up an excellent and committed team who are never content to rest on their successes. They are dedicated to doing the best they can for all pupils and willing to alter current practice, after careful consideration, if it will benefit the pupils. This is clearly demonstrated by the very good achievement of all the pupils and the way the school recently introduced the 'Thinking Skills Project.' Arrangements for professional development are very good and all the members of staff rightly feel that the headteacher is very supportive of them. Parents are very appreciative of the way the headteacher has maintained the school's warm, open approach whilst ensuring that their children receive the best possible education.
22. Management is very good. All the members of staff are clear about their roles and discharge their responsibilities with a very high degree of professionalism. Arrangements for performance

³ Inclusion refers to the arrangements for meeting the needs of all pupils, whatever their gender, ability or background.

management⁴ are very good and are very well managed. The members of staff meet regularly to review the pupils' performance and curriculum development and this is one of the reasons why the pupils' achievement is very good.

23. Subject co-ordinators and the leaders of English as an additional language and special educational needs play a very significant role in developing and monitoring their areas of responsibility and in maintaining standards. They are excellent role models. A very good feature, ensuring that the high standards of leadership and management are maintained, is the way new co-ordinators are initially supported by the more experienced ones. Co-ordinators are very influential in raising standards in their subjects. They are fully involved in monitoring standards and teaching and learning, and use this information very effectively when contributing to the school's improvement plan.
24. Very good assessment and excellent monitoring procedures enable the headteacher, staff and governors to have a very clear picture of the pupils' achievement. If action is needed, it is taken. The pupils are equally valued and their achievements are celebrated, whatever their ability. The school is organised to ensure that support is given where it is needed.
25. This is a fully inclusive school and the staff work hard to meet the needs of all its pupils. This is clearly demonstrated by the way the school matches provision very well to the needs of the pupils with special educational needs and English as an additional language and copes very well with pupils who have behaviour problems.
26. The governors are fully involved in all aspects of school life. They have a good cross section of talent to draw on. The governors have a very good understanding of the strengths of their school and the areas for its improvement. They understand how the improvements can be achieved. They are very much active partners in the school's development. A very productive relationship exists between the chair of governors and the headteacher which is based on mutual respect and a determination to do the best for the pupils and the school's community. Governors regularly visit the school on an official basis and as helpers and report back to the governing body on teaching, standards and the use of resources. Governors receive regular reports from subject co-ordinators which enable them to have a better understanding of standards and trends, and where spending needs to be targeted to bring about improvement. Financial management is prudent. Careful financial management by the governors has ensured that the school is well resourced. The school provides very good value for money. The balances are being used for providing non-contact time for staff, re-grading of teaching assistants and the employment of additional teaching assistants,

Financial information

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | |
|----------------------------|---------|
| Total income | 626,044 |
| Total expenditure | 562,161 |
| Expenditure per pupil | 1,959 |

| Balances (£) | |
|-------------------------------------|--------|
| Balance from previous year | 63,141 |
| Balance carried forward to the next | 63,883 |

⁴ Performance management relates to the systems for monitoring, evaluating and improving the effectiveness and efficiency of teachers and other members of staff.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

27. The provision is very good and the children are very well prepared for Year 1. The accommodation is very good and very well resourced. The members of staff are skilled and very good practitioners. They meet the needs of the children very well. The children come into school with below average attainment in personal, social and emotional development, communication language and literacy, mathematical development, knowledge and understanding of the world and creative development, and a few of them are well below the standard expected for their age. This is mainly because a good third of the children are in the early stages of learning English as an additional language. The very good support provided by members of staff enables the children to settle in very well. Teaching and learning are very good and, as a result, the children's achievement, including those with special educational needs, is very good. All the areas of learning are developed very well because of very good curricular planning. There is a very good balance between adult-led activities and those selected by the children. As a result, they are provided with a very good variety of interesting and related experiences. Assessment is very good. Detailed records are kept of all learning areas, including the children's acquisition and understanding of English, and this helps the staff to match very challenging work for the children in systematic, small steps. The provision is very well led and managed by the Foundation Stage leader who has created a very good, successful team. Relationships between the staff, children and parents are very good. Consequently, the children are confident and this helps their learning. It is reflected in their very good achievement.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good induction arrangements ensure that the children settle in quickly and build up very good, trusting relationships with the members of staff and the other children.
- Children achieve very well because of the very good teaching and high expectations of them.
- There is very good encouragement from staff which enables the children to develop their social skills, to be polite and well mannered.

Commentary

28. Achievement is very good. All of the children are in line to meet the goals in this area of learning by the end of the Reception year and many will exceed them. This is much better than in the majority of schools. The skills of the bi-lingual speakers enable the Reception staff to quickly establish very good working relationship with the families. This helps the parents and carers to better support their children. It also leads to a good start to the children's learning. As a result, the children settle quickly into the classes. There are very good opportunities for the children to take responsibility and to become more independent. For example, very well developed classroom routines and high expectations encourage the children to come in before morning lessons, to choose an

activity and to get on with it calmly without any prompting from the staff. Children are able to change and dress after PE with minimal help. They are encouraged to behave well and they respond accordingly. They are very keen to learn and take full advantage of the experiences offered to them. They work and play co-operatively, for example, when building a waterway system. The members of staff are very good role models, and treat each other and the children with respect. The children treat the equipment with care and tend living things, such as the plants and vegetables growing in the out door area. Tolerance and understanding are encouraged. The children treat one other and adults with respect.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- A very high priority is given to developing the children's language skills through the creation of a language rich environment to develop children's language and communication skills.
- The children are making very good progress in their reading skills.
- A significant minority of pupils will fail to reach the early learning goals.

Commentary

29. Although attainment on entry is below average, and well below average for a few, especially in speaking and listening, effective teaching enables the children to make quick progress and to achieve very well. When the children start school a good third of the children have language problems and many are not confident in communicating their thoughts. The development of communication skills is a high priority and every opportunity is taken to encourage the children to talk and listen. For example, when discussing the date, the children are encouraged to use the words *today*, *tomorrow* and *yesterday*. This is having a positive affect. The majority are developing the confidence to speak to their fellow pupils and adults and they listen very well. Members of staff provide a language rich environment taking every opportunity to develop the children's vocabulary and speech in all lessons. A particularly good feature was the way one child took on the role of Cruncher, the shark, after having heard the story in class, and answered questions from other children about his exploits. However, a small number of children will fail to reach the standards expected by the end of the Foundation Stage.
30. On entry to the Reception year, many children have below average reading skills. The development of reading is a high priority and as a result the children make very good progress, and achieve very well. The children are developing a love of reading, including opportunities to listen to stories. The teaching of reading is very good because the children have access to a wide range of structured lessons and activities to develop their reading skills. Lessons are very well planned, often closely linked to the current topic. Most of the children are on line to reach the expected goals in reading by the end of the Foundation Stage, though a significant minority will not.
31. Developing early writing is given a high priority. For example, when the children come into class after dinner, they 'write' their name on the interactive white board. They develop good pencil control and early letter formation. The emphasis placed on teaching the

children to recognise letter shapes and sounds and to form letters correctly, ensures that they make very good progress in learning to write simple words. They achieve very well and most are on course to be able to write for a variety of purposes, communicating their ideas through phrases and simple sentences by the time they start Year 1. However, a significant minority, despite the best efforts of the teachers, will not be able to do so.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- A thorough and practical approach, with very good use of play, helps the children to achieve very well.
- Work in lessons is very well matched to the children's different needs.

Commentary

32. Standards are better than those typically found in most schools. Most of the children are in line to attain the early learning goals and a few will exceed them because of the very good teaching which ensures that activities are very well matched to the children's needs. For example, after an effective introduction to a lesson on recognizing coins using the interactive white board, the group work covered a wide range of challenging activities. The children's learning was reinforced very well later in the day when they sorted large, coin cushions in the outdoor area. In a very well taught lesson on doubling and halving, an even number of sweets was used to help the children develop an understanding that an even number can be halved to ensure equal shares. The more able children explained that sharing 10 between two people is the same as doubling 5.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Very good use is made of information and communication technology to support children's learning and they are making good progress in developing information and communication technology skills because of very good teaching.
- There are very good opportunities for learning about the natural world, other countries, and keeping healthy

Commentary

33. The children achieve very well and the majority are on course to attaining the early learning goals before they start Year 1. The children confidently use the interactive white board to write their name and to change the direction of an object forwards, backwards and sideways. They use the computer mouse to change the order of objects on the screen and many can use the mouse to select a program from a list that appears on the screen. Through visits such as to a Sea Life Centre and through growing flowers and vegetables in the out door area, the children are learning about how different plants and animals live and what is needed to ensure they thrive. In another lesson, there was very

good discussion about the importance of keeping safe in the sun and about how the children could protect themselves from sunburn. Pictures were used effectively to help the children demonstrate their understanding and to develop language skills by saying which people were sensibly dressed for the sunny day and those who were not. Very good use is made of the cultural diversity of the class when pupils discuss countries they have visited and their experiences.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- There is a good range of activities which are used to develop the children's dexterity.
- The outdoor area is a very good resource and enhances the children's learning very well.

Commentary

34. Achievement is very good. The children are working to their potential and the majority are in line to meet the expectations in this area of learning, and some will exceed them. Throughout all the areas of learning, very good opportunities are planned. These enable the children to develop good manipulative skills and dexterity, through cutting, making, writing in sand trays, and building using an appropriate variety of construction materials. The outdoor area provides a valuable facility in which children can work and play safely while extending their understanding of how they can control and use their bodies. There are very good, planned opportunities to use large wheeled toys to develop co-ordination. The children are learning to play safely as they negotiate space, adjusting the speed of their vehicles and changing direction to avoid obstacles. They move with developing confidence, imagination, control and co-ordination, and with an awareness of others. In a movement lesson, focussed on the re-telling of the story 'Penguin Small', the children used a range of very well controlled movements, showing a very good awareness of space. The teacher used this work well to develop the children's language skills by asking them to make a 'hovering' movement after discussing what the word meant.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- The members of staff provide a rich environment containing a wide range of activities to develop learning.
- A significant minority of the children find imaginative play difficult.

Commentary

35. Achievement is very good and most of the pupils are on course to meet the expected learning goals by the start of Year 1, though a significant minority will not because limited language skills and understanding affect aspects of their work in this area. The outdoor area offers a wealth of resources for creative development. Children used their imaginations well to assign characters and work out what to do next when building their

plane. With very good guidance and support, the children learn to use primary colours and to mix colours. They are developing their painting skills very well; they produced seascapes, which showed a high degree of care and attention to detail.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards are above average by the end of Year 2 and Year 6 and pupils achieve very well, which represents a good improvement since the last inspection.
- Leadership and management are very good and provide a rich curriculum.
- Assessment arrangements are very good and are used very well to respond to individual needs.
- Pupils' attitudes are very good.
- Teaching is very good across the school and the members of the support staff are used most efficiently.
- English is a major strength in the way it permeates all subjects.
- The library is under used as reported at the last inspection.
- Literacy skills are taught very well in other subjects.

Commentary

36. Achievement is very good when compared to the pupils' skills, knowledge and understanding upon entry to the school. Pupils make very good progress. Boys and girls attain equally well. This is a result of the very effective leadership and management and the very good teaching; standards are above average in reading and writing. At least 25 per cent of the current Year 6 pupils achieve the higher than expected level in English, which represents a good improvement compared to the previous year, 2003, when there was a dip in standards. There have been further improvements in the high standards of speaking and listening across the school. These skills are used very well in other subjects. Strategies have been introduced to overcome the difficulties pupils' encounter in writing. The recent good improvement in writing is a result of an interesting and stimulating approach to teaching all aspects of English to all pupils within a rich curriculum. The knowledgeable and experienced co-ordinator provides a very good role model for other staff and pupils, and has created a very effective team who work closely together. As a result, teachers consistently provide relevant opportunities for independent writing in other subjects.
37. Assessment arrangements are very good and the school uses information from a range of formal reading and writing assessments to identify areas for improvement and works systematically to address them. Pupils are actively encouraged to discuss their ideas with a 'talk partner', in small groups or in debate with the whole class. Pupils respond very well and enjoy their work because topics chosen are of real interest to the vast majority. Therefore, pupils are clearly motivated, recognise the purpose of their tasks and are very keen to learn. Speaking and listening skills are very well developed and the pupils' confidence and involvement in their own work is reflected in their willingness to transfer their ideas successfully into writing. Regular opportunities to extend thinking skills are

used effectively to enable pupils to organise their thoughts for writing far more systematically. Very effective monitoring of pupils' progress in English and good knowledge of their ability, enables teachers to set challenging targets, which have recently been exceeded across the school. Promotion of equal opportunities for pupils of all abilities is also particularly strong. All pupils have writing targets which they refer to constantly during their studies and within the simple, yet very effective, self-assessment at the end of each lesson. Pupils have a very good understanding of their own learning and clearly know what they have to do next to improve.

38. The quality of teaching is very good. Teachers communicate very well with colleagues and as a result they plan very effectively. Time and resources are used very efficiently and teachers use their enthusiasm and stimulating teaching methods to promote very good achievement. The positive relationships that exist between adults and pupils promote a purposeful atmosphere and learning environment in lessons. Knowledgeable teaching assistants are used excellently, which represents a particular strength. They are very experienced, caring and highly committed, and make an excellent contribution to teaching and learning. As a result, pupils with English as an additional language, special educational needs, and others identified for additional support, improve their reading and writing skills very well. All pupils are well supported in lessons and the work is matched carefully to their particular needs.
39. The designated library area cannot be fully utilised as a library because it is being used as a teaching area. As a result pupils do not have planned opportunities to acquire or improve library and research skills. However, the school makes alternative arrangements, which enable pupils to access as many books as possible in each of the classrooms.

Language and literacy across the curriculum

40. The use of language and literacy across the curriculum is very good. The enthusiastic and knowledgeable co-ordinator is committed to continually promoting and providing opportunities to develop pupils' literacy skills in other subjects. Teachers and pupils make very good use of these opportunities. This has a positive impact on the pupils' achievement in English and the progress they make in other subjects. Pupils respond very well and write reports and accounts in subjects such as history, geography, science and religious education, making good use of specific subject vocabulary.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are above average.
- Teaching is very good and this enables all pupils to achieve very well.
- A good feature is the differentiation of work within ability groups.
- There is good use of mathematics across the curriculum.
- Subject leadership is very good and is a significant factor in the very good provision and in the quality of teaching.

Commentary

41. By Year 2 and Year 6, all groups of pupils achieve very well. Current standards are above average. This is the result of very good teaching and the effective use of assessment information to plan future learning. Boys and girls attain equally well.
42. By Year 2, the pupils use quick mental recall of number facts. Basic numeracy skills are good. The pupils apply their knowledge effectively to solve simple, real life problems, such as buying items and calculating change. The pupils have a good understanding of the concepts of a half and a quarter. They recognise and name common two and three-dimensional shapes and are able to tell analogue and digital time accurately to the hour and half hour. They use a variety of graphs and diagrams to represent data accurately.
43. By Year 6, the pupils use all four number operations well to make quick mental calculations. They have a good understanding of basic numeracy, such as equivalent fractions and the relationship between decimals and percentages. Lower attaining pupils have some difficulties working with negative numbers. The pupils apply their mathematical skills well to solve problems involving money, ratio and proportion. The pupils successfully calculate the area and perimeter of compound shapes. They plot coordinates accurately in all four quadrants and have a good understanding of the effect of translation on a shape's position. They are able draw and measure angles accurately. They represent data accurately by means of graphs and diagrams, sometimes using computers, and they interpret the information provided graphically.
44. Teaching is very good and this enables all groups of pupils to achieve very well, including those with English as an additional language and special educational needs. There are examples of excellent teaching. The teachers plan their lessons very well and ensure that all groups of pupils are fully included in learning. They employ various strategies, such as fun games, to develop the pupils' mental calculation skills and this motivates the pupils. Clear explanations improve the pupils' understanding. Questions are used very well to help the pupils to think carefully and to reinforce their learning. The pupils are encouraged to explain their strategies, which helps them to see that there is often more than one way to solve a calculation. The teachers make very effective use of information and communication technology, particularly the interactive whiteboards, to enhance teaching and learning. In a Year 2 lesson, this assisted the pupils to use accurate bar charts to record favourite animals and it helped higher attaining pupils to test a hypothesis. In a lesson in Year 3/4, the interactive whiteboard was used to illustrate the use of Venn diagrams in sorting numbers and shapes. There is a strong emphasis on developing the pupils' problem solving skills. The teachers match work very well to the pupils' varying needs, including within ability sets. In a lesson in Year 5/6, the teacher presented higher attaining pupils with very challenging tasks as they investigated highest common factors and numbers whose factors are consecutive numbers. Teaching assistants are deployed excellently and they offer very effective support for pupils with English as an additional language and for lower attaining pupils, which helps them to achieve very well. The teachers use plenary sessions very effectively to consolidate learning, to assess progress and to set regular homework. They mark work positively, often offering the pupils useful ideas for improvement.
45. The co-ordinator has led training for colleagues, which has improved their expertise. He checks the quality of planning and teaching, with a view to ensuring consistently good practice. There are very good procedures for assessing and tracking the pupils'

progress. There is a useful collection of pupils' work at agreed National Curriculum levels of attainment, which helps in the accuracy and consistency of teachers' assessments. The teachers make very good use of information from these assessments to plan the next steps in learning and to set individual targets for further improvement. The co-ordinator analyses national test results carefully, in order to highlight areas of relative weakness which need to be addressed. He recognizes the need for more pupils to attain the higher Level 5 in national tests at the end of Year 6. There is a clear, good quality action plan, which seeks to raise standards further.

Mathematics across the curriculum

46. There are good opportunities for the pupils to use their mathematical skills effectively in other subjects. Pupils in Year 6, for example, draw accurate bar graphs to record the findings of their science investigation into friction and into which shoes have the best grip. In geography, they make accurate use of scales to measure distances in India, leading on to a study of different methods of transport. In a rain forest mathematics topic linked to science, pupils in Years 3/4 make good use of Venn diagrams to classify animals of the Amazon jungle. In design and technology work on forces, pupils in Year 2 carefully measure the distances travelled by toy vehicles on different surfaces. These pupils use their computer skills effectively to generate accurate block graphs of birthdays in the class.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are above average.
- Teaching is very good and this enables the pupils to achieve very well.
- Leadership is very good, which is a significant factor in provision for the subject and the pupils' success.

Commentary

47. By Year 2 and Year 6, pupils' achievement is very good, standards are above average. These standards are a result of very good teaching and very good use of assessment information to plan the next steps in learning.
48. By Year 2, the pupils have a good understanding of how human beings change as they grow older and of the need for exercise and a healthy diet. They name and locate the major parts of the human body and of a flowering plant. They distinguish living from non-living things. The pupils carry out practical investigations into topics such as forces, how a simple electrical circuit lights up a bulb, and the senses of sound, smell and taste. They are developing their ability to predict what might happen and learning how to carry out fair tests. They have a good understanding of how materials can be changed and they investigate the melting rate of ice cubes.
49. By Year 6, the pupils have a good understanding of the scientific principles of prediction, fair testing, careful observation and accurate recording as they investigate concepts such as magnetism, insulation, separating materials, gravity and air resistance. They know

how important a balanced diet is as part of a healthy lifestyle, and they are well aware of the dangers of alcohol and drugs misuse. The pupils have a good understanding of how animals are adapted to their environment. They make very good use of their literacy skills to write about endangered species and debate whether animals should be kept in zoos. In this way, the subject is making a good contribution to the pupils' moral development.

50. Teaching is very good and enables all groups of pupils to achieve very well, including those with English as an additional language and special educational needs. There are examples of excellent teaching. The teachers plan their lessons thoroughly, ensuring that all groups of pupils are fully included in the learning. There is a strong emphasis on developing the skills of practical scientific enquiry and this helps to develop the pupils' confidence and to deepen their understanding. There are good opportunities for the pupils to develop their speaking and listening skills, as they discuss ideas for organising investigations. The teachers make effective links with other subjects wherever possible. In lessons in Years 1/2, for example, the pupils took careful measurements of time and length as they investigated movement along ramps of differing heights. The teachers often steer the pupils into asking questions which can be checked and tested. In a lesson in Year 3/4, this helped the pupils in their observations of snails. The teachers make very effective use of resources, including the interactive whiteboards, to enhance teaching and learning. In a lesson in Year 5/6 on saturated solutions, the pupils were fascinated to see how the digital microscope displayed salt crystals very clearly. In a lesson in Year 3/4, the pupils made effective use of the interactive whiteboard and the computers to create spreadsheets in preparing bar charts to record information about minibeasts. Teaching assistants are deployed excellently and they offer very effective support for pupils with English as an additional language and lower attaining pupils, who achieve very well as a result. The teachers mark work regularly and positively, often offering useful guidance as to how the pupils might improve their work.
51. Subject leadership is very good and is a significant factor in the quality of the provision and in high standards overall. The co-ordinator checks the quality of planning and teaching, in order to ensure consistency of practice. She has developed a very clear action plan, which seeks to raise standards further. There are very good procedures for assessing and tracking the pupils' progress, for using information from these assessments and from a careful analysis of national test results to plan the next steps in learning. The co-ordinator has developed a very useful collection of pupils' work at agreed National Curriculum levels of attainment, which helps colleagues in the accuracy and consistency of their assessments. An innovative *Thinking Skills* programme in Years 3/ 4 is helping to develop learning further. The curriculum and pupils' learning are enriched by a science club for the oldest pupils and by worthwhile visits to places of scientific interest.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weakness

- Standards are rising and are now above average because of very good teaching.
- Information and communication technology is used well across the curriculum.
- Subject leadership is very good and is a significant factor in improved provision and in raising standards.

Commentary

52. By Year 2 and Year 6, all groups of pupils achieve very well. Standards are above average. This is an improvement since the previous inspection and is the result of greatly improved provision, very good teaching and very good subject leadership. Boys and girls attain equally well.
53. By Year 2, the pupils show good early keyboard skills and mouse control. They word process writing in a variety of font styles, sizes and colours. They save their work into a file and they retrieve it confidently. The pupils use art programs to generate imaginative pictures, using a variety of colours. They move images around the screen confidently, for example, when illustrating the story of Goldilocks. They open the pages on a CD Rom to find information on a number of topics and use hyperlinks effectively to find more information. They devised a set of accurate instructions to program a floor robot and confidently moved a screen turtle along route ways.
54. By Year 6, the pupils make effective use of the Internet to research information in a wide variety of subjects. They bookmark their favourite websites and use hyperlinks effectively to visit other sites for additional information. They have good word processing skills, and adjust size and style of font according to the audience. The pupils create effective multi-medial presentations on topics such as rivers, sport and animals. They are familiar with the widespread use of sensors in everyday life and they confidently program a sequence of instructions to operate model traffic lights. They monitor sound accurately by using sensors and a data logger. The pupils use spreadsheets accurately to enter, analyse and retrieve data. They combine text and graphics effectively, for example, in designing a ground plan for the summer fayre. The pupils communicate with different classes in the school by e-mail. They make effective use of digital cameras and a digital microscope.
55. Teaching is very good and has improved significantly since the previous inspection. This is enabling all groups of pupils to make very good progress. The teachers make effective use of information and communication technology, particularly the newly installed interactive whiteboards, to enhance teaching and learning across the curriculum. In a Year 1/2 mathematics lesson, for example, this helped the pupils in using bar charts to represent data quickly and effectively. In a geography lesson in Year 3/4, the pupils accessed the Internet confidently to find out about fauna in the Amazon jungle. In this lesson, very clear explanations by the teacher helped the pupils in their understanding of cut and paste and moving text and graphics around the screen to create an effective magazine page layout. It also helped in the pupils' ability to highlight text. There is a good balance between direct teaching of information and communication technology skills and providing opportunities for independent learning and this helps to develop the pupils' confidence. The teachers have high expectations and this offers real challenges, particularly for higher attaining pupils. In a lesson in Year 5/6, this helped the pupils to create a flow chart, incorporating a decision box, to program the light and foghorn of a lighthouse.
56. Subject leadership is very good and is a significant factor in improved provision and in rising standards. The co-ordinator has led training for teaching and non-teaching colleagues, which has developed their confidence and expertise with information and communication technology. She monitors planning and teaching, with a view to ensuring consistency in practice and to sharing ideas. There are very good procedures for

assessing and tracking the pupils' progress and for using information gained from assessments to inform future planning. The co-ordinator has developed a very useful collection of pupils' work at agreed National Curriculum levels of attainment, which is helpful in the accuracy and consistency of colleagues' assessments. There is a very clear development plan, which seeks to raise standards further. The curriculum is enriched by two weekly information and communication technology clubs, one for each key stage.

Information and communication technology across the curriculum

57. Very good use is made of information and communication technology across the curriculum to enhance the pupils' learning and to engage their interest and attention. The teachers are skilled in using the interactive white boards to add an extra dimension to the pupils' learning. For example, in an art and design lesson, the pupils were engrossed as they saw how simple changes of the appearance of the eyes and mouth could transform the appearance of the face to express emotions. In science, the use of a digital microscope enabled the pupils to closely examine a snail. In history, the pupils used the Internet confidently to find out information about the topics they are studying.

HUMANITIES

58. Religious education and geography were inspected in full and are reported in detail below. History was sampled as no lessons were seen. It is not possible to make a judgement on the overall provision of **history**. However, from talking to pupils, the subject co-ordinator and analysing work in pupils' books, it is evident that standards are above average in Year 2 and Year 6. This represents good improvement since the last inspection. Most of the Year 6 pupils, demonstrated some understanding of what it was like to be a child in Victorian times. . They understand a time line and explained how to place periods of history in the correct chronological order. There are very good links with other subjects and the history curriculum provides a wide range of opportunities for independent writing across the school. Pupils in Year 6 recognise the meaningful links made between history and geography topics and they really like to learn about what's happening around the world and how people's lives are different. They enjoy both subjects and recognise that they have lots of opportunities for writing and participating in drama and role-play situations. Information and communication technology is used very well to support teaching and learning, for example in the presentation of pupils' work and their research of topics. Leadership and management of the subject are very good and the co-ordinator is developing her relatively new role and the subject very well within the whole school curriculum. Very good assessment arrangements enable teachers to monitor pupils' progress and assessment is consistently well used to inform planning.

Geography

Provision in geography is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good, pupils achieve very well, and standards are above average.
- The curriculum is very good and stimulating and provides strong links with other subjects.
- Effective use of information and communication technology has a very good impact upon learning.

- Leadership and management are very good.

Commentary

59. The quality of teaching, range of learning opportunities and curriculum experiences have contributed markedly since the last inspection to the improvement made in standards in Year 2 and Year 6. Pupils with English as an additional language and special educational needs are very well supported and achieve very well. Very good assessment arrangements enable teachers to monitor pupils' progress and assessment is consistently, well used to inform planning. Visits and visitors are carefully planned into the subject's curriculum to increase pupils' geographical knowledge and understanding and to promote strong links with other subjects. Very good links with the community are fostered through visitors to the school, for example, to talk about and answer questions about the rain forest. Year 6 pupils have recently enjoyed a residential visit to the Isle of Wight, which enabled them to develop geographical and other skills, and to improve their knowledge and understanding of a place different to their own.
60. All studies across the school take the form of carefully chosen topics which promote and enhance other subject skills, knowledge and understanding, for example, in English, religious education, mathematics, science, art and history. Many purposeful links are made through joint curricular planning, such as opportunities to develop literacy skills and to apply them to research and report writing about environmental issues. Pupils are actively encouraged to discuss and share ideas and opinions with their 'talk partner'. They are able to reason and debate issues, while showing respect for the viewpoint of others. Pupils work well together to make very good progress because teachers are enthusiastic, knowledgeable and use interesting teaching methods and a good range of resources. Mapping skills are well developed and pupils have a growing awareness of their home location in relation to the UK, Europe and the wider world. Year 2 pupils, use maps and keys with confidence to compare and contrast a locality in Kenya. Year 1 and Year 2 pupils were fully involved in investigating African foods and in comparing them with the food we eat. Year 6 pupils empathised very well with Kesharpur villagers in India in a role-play of an important meeting to discuss the building of a proposed new road. There are several very good examples of display, which include pupils' work to demonstrate the strong links with other subjects. They include questions and information in order to extend pupils' thinking, develop enquiry skills and enhance their learning in the subject.
61. There is much evidence which shows how the use of information and communication technology is having a positive effect upon teaching and learning across the school. Pupils benefit in lessons from the teachers' effective use of the latest technology, including the interactive white board to stimulate interest and communicate ideas and information in an interesting way. Pupils use these and identify sources of information from websites on the Internet, which enable them to research efficiently.
62. Leadership and management of the subject are very good. The co-ordinator is developing the subject very well, has a very good understanding of the strengths of the subject, and about how improvements can be made.

Religious education

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

Main strengths and weaknesses

- Good teaching, which draws upon the range of cultures and religions in school, results standards which are higher than those identified in the Locally Agreed Syllabus.
- Religious education contributes very well to pupils' spiritual, personal and social development and pupils respect the values and beliefs of others.
- Within a very good curriculum, literacy skills are used widely to promote speaking, listening and writing.
- Leadership and management of the subject are very good.

Commentary

63. There has been much improvement since the last inspection. The quality of teaching and learning is good overall and sometimes very good and the pupils achieve very well. Teachers help all pupils to apply their understanding of religious education in a range of very well planned activities. The pupils have a very good awareness and understanding of different faiths and appreciate how people's religious beliefs affect their lives. Pupils learn that a place of worship can be very important to people of all religions. In each lesson there were strong links with pupils' spiritual, personal and social development. The pupils were eager to contribute and a range of very good strategies enabled them to share their opinions and thoughts with 'talk partners', in small groups or with the whole class. Pupils with English as an additional language, special educational needs and more able pupils are fully involved and achieve as well as others. Speaking and listening skills are promoted consistently well and pupils positively value the opinions and contributions of others. Pupils show respect for the values and beliefs of others and this is reflected consistently in the displays around the school. Collective worship meets statutory requirements and whole school assemblies are used very effectively to support the religious education curriculum.
64. The quality of leadership and management is very good. The relatively new co-ordinator has prepared very well to meet the requirements of the Locally Agreed Syllabus. In their joint planning, teachers respond positively to the guidelines produced nationally and by the local education authority. Teachers' planning incorporates religious education very effectively into a well thought out cross-curricular approach which enables pupils to experience a well-designed curriculum. There are very good assessment arrangements for religious education. Formal assessments, which measure the pupils' progress, are closely matched to the Agreed Syllabus and are used very effectively to inform curricular planning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

65. Art, design, and physical education were inspected in full and are reported in detail below. Design and technology, and music, were sampled. Only one lesson of **design and technology** was seen during the inspection. A scrutiny of teachers' records and pupils' previous work indicates that the subject is being covered very well and that standards are above average. In a good lesson in Year 2, the teacher used the interactive white board to display digital photographs of the playgrounds the pupils had designed and made. This resulted in good discussion about what were the best features and how improvements could be made. Excellent support from the learning support assistant enabled those pupils whose literacy skills were not as good as the rest of the

class to be fully involved in the lesson. A very good feature of the work is the quality of the evaluations made by the pupils and the emphasis placed on how the designs could be improved. The very knowledgeable co-ordinator is providing very good leadership. As a result there has been a good improvement in the subject since the last inspection.

66. Only two lessons were seen in **music**. The teaching was good and the pupils achieved well. In a lesson in Year 3/4, the pupils had developed their own score to convey what it would be like in a rain forest. The pupils had to concentrate hard as they developed the layers of sound. The pupils co-operated well, had fun, and the final performance was accomplished. A good range of instruments is available for the pupils' use. The curriculum is enriched by the school's involvement in the Sinfin Project which has resulted in the older pupils receiving expert tuition in drumming, jazz and taking part in a song-writing workshop. Music makes a very good contribution to the pupils' cultural development. A wide range of music is played in assemblies. The co-ordinator, a teaching assistant, provides very good leadership. She provides very good support to staff and has had a very good influence on the development of the rich curriculum available to pupils.

Art and design

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

Main strengths and weaknesses

- Standards are above average.
- Teaching and learning are very good.
- The subject makes a good contribution to the pupils' cultural development.
- The leadership of the subject is very good.

Commentary

67. Standards by Year 2 and Year 6 are above average and the pupils achieve very well. This is an improvement since the previous inspection and is the result of greatly improved provision, very good teaching and very good subject leadership.
68. Lessons are very well planned and managed. Well-established class routines and very good relationships ensure that the available time is used productively. Very good use is made of information and communication technology to enhance the pupils' learning. In a Year 6 lesson, very good teaching, which involved using the interactive white board, concentrated the pupils' attention on how facial expression could be easily changed by alterations to the face and the mouth and then further enhanced by the use of a single colour. The high standard of work demonstrated the very good learning that had taken place. In a Year 2 lesson, involving the creation of natural sculptures, very good teaching and support enabled the pupils to produce work of a very good standard. A very good feature of both the lessons was the mature and constructive way in which the pupils appraised each other's work. The use of visiting artists, such as visit by an Indian artist, not only shows how the school values the cultural heritage of many of its pupils but also enables all pupils to appreciate the richness of art from other cultures.
69. Subject leadership is very good and is a significant factor in the quality of the provision and in the attainment of the above average standards. The co-ordinator checks the

quality of planning and teaching, in order to ensure consistency of good practice across the school. He is keen to raise standards further and has developed a very good action plan.

Physical education

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

Main strengths and weaknesses

- Standards are above average.
- The school has recently gained national awards for the quality of its physical education provision.
- Teaching and learning are very good, which enable the pupils to achieve very well.
- The curriculum is enriched by a wide variety of dance and sports clubs.
- Accommodation for physical education is very good.

Commentary

70. There has been a good improvement since the last inspection. Standards in swimming are good. By the time they leave the school, almost all the pupils can swim at least 25 metres unaided and with good technique. By Year 2, the pupils show good ball control skills. They devise small games, with rules and scoring systems, and explain these confidently to other pupils. By Year 6, these ball skills are developed further. The pupils throw, catch and bounce balls, both individually and with a partner, with increased accuracy and confidence. It was not possible to observe any gymnastics or dance lessons during the inspection. However, observation of a lunchtime Bhangra club indicated good standards in dance.
71. Teaching is very good and this enables all groups of pupils to achieve very well. The teachers manage changing sessions very well. Their subject knowledge is very secure. They pay due attention to safety and they ensure that the pupils know why warm-up and cool-down sessions are important parts of physical education. Very good teaching of specific skills enables the pupils to make very good progress. The teachers provide opportunities for the pupils to observe the performance of others and this helps them to develop ideas of their own for improvement. They also provide plenty of opportunities for the development of speaking and listening skills, as the pupils talk about the games which they have devised. The teachers make tasks increasingly more difficult and this ensures good development of skills. In a lesson in Year 3/4, this enabled the pupils to improve their ball control skills.
72. Subject leadership is very good and is a significant factor in improved provision. The school has recently gained the Football Association Charter Standard and the Activemark for the quality of this provision. The co-ordinator monitors the planning and teaching with a view to ensuring consistency and to sharing good practice. She has built up an impressive photographic portfolio, which shows that the requirements of the National Curriculum are fully met. There are very good procedures for assessing the pupils' progress and for using this information to plan future work. Older pupils engage in outdoor activities, in the form of orienteering, in the school grounds. Accommodation for physical education is very good, which includes a good-sized hall, a girls' changing room, large playgrounds and an extensive field. The curriculum is enriched by a wide variety of

clubs, including football, cross-country running, gymnastics, Irish dancing, Bhangra, Kwik cricket and keep fit. The pupils have benefited from visiting specialists who led skipping and dance workshops.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

73. There is very good programme for personal, social and health education which is reflected in the very positive attitudes, relationships and behaviour of the pupils. There are very good opportunities for the pupils to develop social skills and self-esteem in weekly 'circle time' sessions and in other lessons. They discuss issues which are of concern to them, such as making choices, the need for rules, anti-social behaviour, environmental concern, changes and new experiences. There are further opportunities for the pupils to develop social skills in school assemblies, school productions and clubs and during school visits. Older pupils are given responsibilities around the school and some of them have the opportunity to participate in decision making as members of the school council. The pupils support a good number of charities and they helped to send books to schools in Zambia. The pupils learn about the need for a balanced diet as part of a healthy lifestyle. The school possesses the Healthy Schools Award and it participates in the National Fruit Scheme. The pupils learn about the dangers of drugs and alcohol abuse and local police make a valuable contribution. The pupils are taught about human growth, development, and relationships from Reception onwards. There is formal sex education for the older pupils.

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 | 1 |
| How the school's effectiveness has changed since its last inspection | 3 |
| Value for money provided by the school | 2 |
| Overall standards achieved | 2 |
| Pupils' achievement | 2 |
| Pupils' attitudes, values and other personal qualities | 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 | 2 |
| 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 | 2 |
| The effectiveness of the school's links with parents | 2 |
| The quality of the school's links with the community | 1 |
| The school's links with other schools and colleges | 2 |
| 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).