

# INSPECTION REPORT

**ROBERT BAKEWELL PRIMARY SCHOOL  
AND COMMUNITY CENTRE**

Loughborough

LEA area: Leicestershire

Unique reference number: 119992

Headteacher: Mr T Mason

Lead inspector: Mr M Newell

Dates of inspection: 10<sup>th</sup> – 13<sup>th</sup> November 2003

Inspection number: 261419

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

© Crown copyright 2003

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

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

## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 -11
Gender of pupils:	Mixed
Number on roll:	208
School address:	Barsby Drive Loughborough Leicestershire
Postcode:	LE11 OUJ
Telephone number:	01509 231646
Fax number:	01509 26230
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr K Brailsford
Date of previous inspection:	November 1998

## **CHARACTERISTICS OF THE SCHOOL**

The school is about the same size as other primary schools, with 208 pupils on roll. The school is situated about 4 miles from the centre of Loughborough and is a designated community school. The school received a School Achievement Award from the government in 2002. The percentage of pupils eligible for free school meals is broadly in line with the national average. The percentage of pupils with special educational needs and pupils with a statement of special educational need is broadly in line with the national average. The percentage of pupils whose first language is not English is very high. Children's ability when they start school covers the full ability range and is below average overall.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10638	Martin Newell	Lead inspector	Inclusion Special educational needs Mathematics Information and communication technology Personal, social and health education and citizenship
31729	Bernard Harrington	Lay inspector	
31807	David Carpenter	Team inspector	English Art and design Design and technology Music Physical education
8263	Margaret Forsman	Team inspector	Foundation Stage Science Religious education Geography History
2758	Ian Jones	Team inspector	English as an additional language

The inspection contractor was:

Altecq Education Limited

102 Bath Road  
Cheltenham  
Gloucestershire  
GL53 7JX

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

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>9</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>12</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>17</b>
<b>THE PROVISION FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE</b>	<b>18</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES</b>	<b>20</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 and 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>35</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a satisfactory and improving school where the strengths outweigh the weaknesses.** Pupils achieve well in the Foundation Stage. In Years 1-6 pupils achieve well in English and mathematics. The headteacher provides clear educational direction for the improvement of the school and, together with the staff, has, for example, clearly identified the need to improve standards in science and to improve the use of computers across the curriculum. The school enriches pupils' learning well through a good range of activities outside of the formal curriculum. Most pupils have good attitudes to learning and behave well, although some pupils' learning is affected by erratic attendance. **The school provides satisfactory value for money.**

### The school's main strengths and weaknesses

- Pupils achieve well and at times very well in the Foundation Stage. Pupils in Years 1-6 achieve well in English, mathematics, music and art and design, with pupils in Year 1-2 achieving well in science.
- Teaching and learning are very good in the Foundation Stage, good in Years 1-2 and satisfactory with some good practice in Years 3-6.
- The headteacher has set a clear and accurate agenda for school improvement.
- Standards in science are not high enough at the end of Year 6.
- Good support and provision is made for pupils with special educational needs and for pupils whose first language is not English.
- Attendance is below the national average and adversely impacts on the learning and achievement of a small but significant number of pupils.
- Not enough use is made of computers to enhance pupils' learning across the curriculum.
- The school provides very good levels of care and guidance for all pupils.
- Pupils do not take enough initiative and responsibility for their own learning.

**The school has made satisfactory progress since the last inspection.** In terms of the key issues that were identified, there is more effective monitoring of teaching and learning in key subjects although there is still room for improvement in other subjects. The information gained from the analysis of test results and monitoring of teaching in English and mathematics is now used very well to set targets for improvement, with scope for further development in science. Homework that is set in Key Stage 2 is now at an appropriate level. In terms of the wider picture of improvement, standards have improved in English and mathematics, but there is still a need for greater improvement in science by the end of Year 6.

### STANDARDS ACHIEVED

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

Key: A\* - Very high; A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

**Pupils' achievement is satisfactory overall with some notable strengths in differing stages and subjects.** Standards overall have improved since 2000 and this was recognised with an achievement award from the government in 2002. Inspection findings show that by the end of Year 6 standards are above average in English and mathematics and pupils achieve well. Standards in science are unsatisfactory and pupils do not achieve as well as they could. Standards in art and design and music are above average and all pupils achieve well. Standards in all other inspected subjects are at an average level with pupils achieving satisfactorily. Although standards at the end of Years 2 and 6 in information and communication technology are at an average level, achievement could be enhanced if more use was made of computers to support pupils' learning across the curriculum.

Inspection findings show that in Years 1-2 pupils achieve well in English, mathematics and science and standards are above average. Pupils attain above average standards in art and design and music and all pupils achieve well. Standards in all other inspected subjects are at an average level and all pupils achieve satisfactorily.

Attainment when children start school is below average. In the Foundation Stage, children achieve well and at times very well and by the end of the Foundation Stage most children attain the early learning goals in communication, language and literacy, mathematical development, knowledge and understanding of the world and physical development. They exceed them in personal, social and emotional development and in creative development.

Pupils with special educational needs and pupils whose first language is not English benefit from good levels of support, provision and teaching that enable them to achieve at a similar rate to their classmates. Inspection evidence shows that there is no significant difference in attainment between boys and girls that cannot be explained by natural ability differences.

**The school makes good provision for pupils' spiritual, moral, social and cultural development.** Pupils' attitudes and behaviour are generally good, although not enough pupils take initiative and responsibility for their own learning. A small but significant number of pupils do not attend school regularly or are not punctual for school. This results in attendance for the school being unsatisfactory.

## **QUALITY OF EDUCATION**

The quality of education provided is **satisfactory** overall with some strong features. Although teaching and learning are satisfactory overall, there are some notable strengths. Teaching and learning are **very good** in the Foundation Stage, **good** in Years 1-2 and satisfactory with good features in Years 3-6. Teaching is at its best when it is challenging or for the younger children when they learn through exciting practical tasks alongside the direct teaching of key communication and mathematical skills. At times, in subjects such as science, teaching is simply not demanding or challenging enough. Throughout the school, teaching assistants make a powerful contribution to how well pupils learn. Very good procedures are in place for assessing and tracking pupils' progress in English and mathematics, and the school has recognised the need to improve assessment procedures in other subjects. The curriculum in the Foundation Stage is very good. The satisfactory curriculum in Years 1-6 is enhanced well by a good range of visits and visitors and a very good range of extra-curricular activities. The school is a very caring and supportive school where the views of pupils are listened to well. This adds to the good ethos of the school which is further enhanced by the good links with the local community.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **satisfactory** overall, with the headteacher providing **good leadership and management** and setting a clear and accurate agenda for school improvement. The subject leadership of English and mathematics are strengths and provide models of good practice for other subjects. The governors have become increasingly effective in the governance of the school and carry out their statutory duties well.

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

**Most parents are happy with the school** and the quality of education that it provides. Most parents feel that their children achieve well and make good progress. Although many parents are very supportive of their children's education and have established a strong working partnership with the school, there is a minority of parents who are not as supportive of their children's education as they could be.

**Pupils enjoy** coming to school and take part with enthusiasm in the activities that are provided for them both within and outside the formal curriculum. The pupils value the school council, know that their views will be listened to and know that should they have any worries or concerns they will be dealt with sensitively by any member of the teaching or non-teaching staff.

## **IMPROVEMENTS NEEDED.**

- Raise standards in science by the end of Year 6.
- Explore further ways of improving the attendance rate at the school
- Ensure that computers are used more effectively to support pupils' learning in different subjects of the curriculum.
- Put a greater expectation on pupils taking more responsibility and initiative for their own learning.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

**Achievement is satisfactory overall** and there are some notable strengths. Children achieve **well** in the Foundation Stage. Pupils throughout the school achieve **well** in English and mathematics and in science in by the end of Year 2. Pupils do **not achieve** as well as they could in science by the end of Year 6.

#### Main strengths and weaknesses.

- Children achieve well and at times very well in the Foundation Stage.
- Pupils achieve well in English and mathematics and standards are above average by the end of Years 2 and 6.
- Pupils achieve and attain well in science by the end of Year 2, but standards are below average by the end of Year 6 and pupils do not achieve as well as they should.
- Standards are above average in art and design and music by the end of Years 2 and 6 and all pupils achieve well.
- Not enough use is made of computers to support and enhance pupils' learning in different subjects of the curriculum, which prevents pupils' achievement from being better.

#### Commentary

1. Children get a good start to their education in the Foundation Stage. The quality of teaching and learning and curricular provision are very good and enable all children to make good progress and achieve well and at times very well. When children start school, attainment is below average, but by the time children start in Year 1 most attain the early learning goals in communication, language and literacy, mathematical development, knowledge and understanding of the world and physical development. They exceed them in personal, social and emotional development and in creative development.

#### KEY STAGE 1

2. On the basis of the 2003 National Curriculum tests for pupils in Year 2, results show that pupils' attainment is in line with the national average in reading and mathematics and below in writing. This picture is repeated when the school's results are compared to similar schools. Teachers' assessments in science show attainment to be above average. The school's trend of improvement has been above the national trend over the last three years and this is reflected in inspection findings, which show that standards are now above average in English, mathematics and science with all pupils achieving well in these subjects because of the continued and consistently good teaching.

#### Standards in national tests at the end of Year 2- average points score in 2002.

Standards in:	School results	National results
Reading	16.0(16.4)	15.7(15.8)
Writing	14.2(14.6)	14.6(14.4)
Mathematics	16.5(16.9)	16.3(16.5)

There were 23 pupils in the year group. Figures in brackets are for the previous year.

- By the end of Year 2, standards in art and design and music are above average and pupils achieve well. Standards in all other inspected subjects are at an average level and pupils' achievement is satisfactory.

## KEY STAGE 2

- On the basis of the 2003 National Curriculum tests, standards were above the national average in English, in line in mathematics and well below in science. A similar picture emerges when the school's performance is compared to similar schools on the basis of both prior attainment and free school meals. This is an improving school which is shown in the fact that the school's trend of improvement was above the national trend and also in the fact that the school gained an achievement award from the government in 2002. Writing standards have improved significantly over the last 3 years. Inspection findings show attainment in English and mathematics to be above average with all pupils achieving well because of the quality of teaching and learning, which is now more consistent. Standards in science on the other hand are below average and pupils are not achieving as well as they could because there is not enough challenge for some of the older pupils.

### Standards in national tests at the end of Year 6- average points score in 2002.

Standards in:	School results	National results
English	27.5 (25.8)	26.8 (27.0)
Mathematics	27.2 (27.1)	26.8 (26.7)
Science	27.5 (28.5)	28.6 (28.3)

There were 37pupils in the year group. Figures in brackets are for the previous year.

- Inspection findings show that attainment in art and design and music are above average, with all pupils achieving well. Standards in all other inspected subjects are at an average level with pupils' achievement being satisfactory. Although standards in information and communication technology are at an average level across the school, attainment and achievement could be better if more well-planned opportunities were provided for pupils to use computers to enhance their learning in different subjects of the curriculum.
- Pupils with special educational needs and pupils whose first language is not English benefit from good support and are fully included in all aspects of the curriculum. This enables these pupils to make similar progress to, and achieve as well as their classmates. Although the higher-attaining pupils are usually set challenging and demanding tasks, there are occasions when this is not the case, and when this happens, they do not achieve as well as they could. There is no significant evidence to indicate that boys and girls do not achieve equally well.

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

- Generally, pupils throughout the school have **good** attitudes to learning. Similarly, behaviour is generally **good** with a small number of older pupils proving to be the exception. **Good** overall provision is made for pupils' spiritual, moral, social and cultural development, although pupils do not take enough responsibility for their own learning. Attendance is **unsatisfactory**.

## Main strengths and weaknesses

- Behaviour is managed well throughout the school, and, overall, pupils' behaviour is good.
- Pupils are generally enthusiastic about coming to school.
- Pupils do not take enough initiative or responsibility for their own learning.
- The school makes good overall provision for pupils' spiritual, moral, social and cultural development, which makes an important contribution to pupils' personal development.
- Attendance is unsatisfactory.

## COMMENTARY

8. Pupils enjoy coming to school, and most have good attitudes to their work. Pupils show good levels of interest and enthusiasm for all that the school has to offer. Pupils respond well and actively engage in discussions and debates when lessons are challenging. Occasionally, when lessons lack a little sparkle, some pupils are not as attentive or involved as they should be. Pupils talk enthusiastically about what they have achieved, and most take pride in showing and discussing their work.
9. The standard of pupils' behaviour is good overall. The school has good and consistent routines for promoting good behaviour, and pupils have helped to generate the school and classroom rules. Most pupils adhere to these rules but there is a minority who behave inappropriately. Pupils are very polite when moving around the school, and, without prompting, go out of their way to hold doors open for their classmates, teachers and other adults. Pupils from different ethnic groups mix extremely well. Pupils with special educational needs are fully integrated into the life and work of the school, and are often well supported in class by their classmates. There have been no recent exclusions.

## Ethnic background of pupils

## Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	151	0	0
Mixed - any other White background	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	39	0	0
Asian or Asian British - Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	8	0	0
Black or Black British - African	1	0	0
Any other ethnic group	2	0	0
Information not obtained	3	0	0

10. The school makes good provision overall for pupils' spiritual, moral, social and cultural development. This results in most pupils having good social skills and a good sense of morality. Very good opportunities are provided for pupils to consider the views and

beliefs of others, and moments of spirituality are promoted, as and when they arise. There are good levels of racial harmony in the school, and plans are in hand to further enhance pupils' awareness of different cultures through the use of visits and visitors. Although pupils help in many ways around the school and carry out these tasks with a good level of maturity and responsibility, too few pupils are ready to take initiative and responsibility for their own learning.

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

Authorised absence		Unauthorised absence	
School data:	6.3	School data :	0.1
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.

- The table shows that attendance is below the national average for the period 2002/2003. The school has good procedures for recording lateness and absence, and encourages parents to ensure that their children attend regularly. Despite the efforts of the school and the educational welfare service, a number of parents do not send their children to school regularly, which impacts adversely on how well pupils achieve. Some parents fail to get their children to school on time.

### QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education with a number of strengths. Teaching and learning are **satisfactory** with some strong features. The **satisfactory** curriculum is enriched by a **very good** range of learning opportunities outside of the formal curriculum. The care and guidance provided for pupils are **very good** and the way in which the school gives pupils a voice is **good**. **Good** links have been established with the community.

#### Teaching and learning

The quality of teaching and learning are **satisfactory** overall with some notable strengths. Teaching is very good in the Foundation Stage, **good** with some **very good** features in Years 1-2, and **satisfactory** with some **good** features in Years 3-6. Assessment is **satisfactory**.

#### Main strengths and weaknesses

- Teaching is at its best in the Foundation Stage.
- Good teaching is a feature of many lessons in Years 1-2 and in some lessons in Years 3-6.
- Teaching sometimes lacks challenge and rigour.
- Teaching assistants make a powerful contribution to how well pupils learn.
- Teaching is good for pupils with special educational needs and for pupils whose first language is not English.
- Not enough use is made of computers to support and enhance pupils' learning across the curriculum.
- Very good procedures are in place to assess and track pupils' progress in English and mathematics, but procedures are not as effective in other subjects.

## Commentary

### Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	7 (16%)	23 (55%)	12 (29%)	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.

12. Teaching and learning in the Foundation Stage are very good. The teacher and the nursery nurse work together very well and are most effective in ensuring that the needs of all children are met through a range of activities that are both stimulating and exciting. A very good balance has been established where children learn through practical, hands-on activities as well as through the direct teaching of key skills. Relationships and the level of mutual respect between children and adults are high, as are expectations. The quality of assessment is very good and the information is then used very well to inform the next steps in children's learning.
13. English and mathematics are taught well across the school. Reading skills are taught and developed well throughout the school, and the systematic and rigorous manner in which writing skills are now taught has made an important contribution to the significant rise in writing standards by the time that pupils leave school. Teaching in mathematics has placed a greater emphasis on learning through investigative work and developing pupils' ability to solve problems. This has paid dividends in developing pupils' confidence to tackle problems presented in different formats, which in turn is helping to raise standards and how well pupils achieve. Teaching in science is good for pupils in Years 1-2 because it is challenging and because the investigations that are planned capture the interest of the pupils. Although teaching is satisfactory overall in Years 3-6, it is not consistently demanding in terms of quality or quantity of work, and there are instances where pupils' use of inappropriate and inadequate scientific vocabulary goes unchecked.
14. Teaching in music is good and at times very good. The school employs a music specialist to teach music across the school, and her knowledge, expertise and enthusiasm light up the room and fill the pupils with a desire to learn and perform well. Teaching in art and design is good because pupils are provided with a vibrant range of learning opportunities alongside the direct teaching of artistic skills and many introductions to the work of different artists. When teaching is good in other subjects, teachers use their subject knowledge to motivate the pupils. Although pupils are being directly taught key computer skills in timetabled lessons in the computer suite, teachers are not capitalising on opportunities to use computers in other subjects, which would enhance pupils' learning and achievements.
15. The inclusive nature of the school means that teachers and support staff strive hard to meet the needs of all pupils. Support staff make a significant and telling contribution to how well pupils achieve. They support pupils with special educational needs and pupils for whom English is not their first language well and, together with the teachers, ensure that tasks are both challenging yet sensitive to the needs of individual pupils. Work for the higher-attaining pupils is mostly demanding, but there are times when tasks set lack a cutting edge to really make pupils think or at times are just too easy.
16. The school has developed a comprehensive system of assessment and monitoring of teaching and learning for English and mathematics. Very good use is made of the

assessment information accrued through this system in planning for the next stages of learning in these subjects. The systematic collection and use of information is less well developed in science where the improvement in standards has not matched that in English and mathematics. The school is also planning to make more use of assessment information gained in the foundation subjects to guide and inform planning, but this process is at an early stage of development.

### **The curriculum**

The curriculum meets statutory requirements and is **good** in the Foundation Stage and in Years 1 and 2 and satisfactory in Years 3-6. A **good** range of learning opportunities is provided outside the formal curriculum to enrich pupils' learning, including a **very good** range of extra-curricular activities. Accommodation and resources are **very good**.

### **Main strengths and weaknesses**

- The formal curriculum is good in the Foundation Stage and in Years 1 and 2 and provides a good range of learning opportunities.
- The school makes good provision for pupils with special educational needs and pupils whose first language is not English and these pupils are included well.
- A very good, vibrant and varying range of activities is provided outside of the school day.
- The very good accommodation and resources impact significantly on the quality of pupils' learning.
- The curriculum coverage in science for the older pupils is not always consistent between classes.

### **COMMENTARY**

17. All subjects of the National Curriculum and religious education are taught regularly and for an appropriate amount of time. A good curriculum is provided in the Foundation Stage. The quality of the curriculum is a significant factor in the good achievement of the children in the Foundation Stage. Pupils make a smooth transfer into Key Stage 1 of the National Curriculum and a good curriculum is provided for pupils in Years 1 and 2 because of the good range of learning opportunities. The National Literacy Strategy and the National Numeracy Strategy are well supported through resources and the good quality teaching in Years 1-6. In science, there is more variability in curricular provision. It is good in Years 1 and 2. Older pupils, for example, in Years 4 and 5, are currently split between three classes and the curriculum experiences they receive are not always the same, and pupils of the same age do not receive equal access to the subject. There are also instances where the planned scheme of work is not followed. Information and communication technology is a growing priority in the school and standards are improving at a good rate. This would be further enhanced if opportunities were capitalised on to use computers more often to support and enhance pupils' learning across the curriculum.
18. This is an inclusive school where the school puts a good deal of effort and time into ensuring that the needs of individual pupils are met. Good provision is made for pupils with special educational needs. Individual education plans are of a good standard and challenging targets are set for pupils. The very good support provided by the special needs co-ordinator and teaching assistants makes a significant contribution to pupils' learning and achievements. Equally good support is provided for pupils whose first language is not English so that they have full access to all aspects of the curriculum and to all that the school has to offer.

19. Good opportunities are provided which enrich pupils' learning, such as visits to places of interest, residential visits and links with the local community. The school provides a very good range of extra-curricular activities, which are very well attended. Extra-curricular clubs cater for a wide range of interests, with girls and boys playing sports together. Younger pupils enjoy activities such as art club, and pupils from all ethnic backgrounds take part in the clubs. A very successful club is the steel pans, which pupils and adults thoroughly enjoy. Some clubs, such as the library, require pupils to accept responsibilities and to undertake training which is recognised through achievement awards. The breakfast club provides pupils with hot and cold breakfasts whilst they receive guidance on their homework and any other concerns they may have. Older pupils, from a variety of ethnic backgrounds, have learned Indian dance and have performed in a neighbouring school for pupils who have little experience of cultures other than their own.
20. Learning resources are plentiful and of high quality and fully meet the demands of the curriculum. They are managed efficiently. Accommodation is very good. The school building is roomy, and very good use is made of the common areas and halls to provide additional and extended activities during lessons. The grounds are generous with large grassed areas which are used well for lessons, recreation and extra-curricular activities. Quiet areas and environmental projects, such as the sensory zone, provide significant opportunities for teaching and learning, and the development of pupils' social skills.

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

The procedures for child protection and for ensuring the pupils' welfare, health and safety are **very good**. The school provides **good** levels of support and guidance for pupils of all abilities. The way in which the school seeks the views of pupils and involves them in its life and work is **good**.

### **Main strengths and weaknesses**

- Relationships between pupils and teachers are good, and pupils are confident about approaching adults for help and support.
- The procedures for child protection and ensuring pupils' health, safety and welfare are detailed and consistently and rigorously adhered to and followed by all staff.
- The school actively seeks the pupils' views through the school council.

### **Commentary**

21. Pupils are supported well by a committed staff who know them and their social needs well. Pupils are comfortable about approaching individual teachers or support staff for help or guidance. Relationships across the school are good, and staff are always keen to promote pupils' self-esteem and confidence.
22. The school council provides a good forum for pupils to discuss a diverse range of issues, and helps pupils to understand the need to take account of the views of others. Pupils genuinely feel that the school takes account of their suggestions, and believe that their views are valued both within the school council and in lessons. In the main, pupils are happy with school. They state that behaviour is good and are confident that their concerns about occasional incidents of bullying are dealt with effectively.
23. The school's procedures for ensuring the well-being and safety of the pupils are very good overall. The nominated person with responsibility for child protection has received appropriate training, and a good number of staff hold first-aid qualifications.

Staff are aware of those pupils with specific medical needs and have received appropriate training should the need for treatment arise. The school provides a safe and secure learning environment for pupils, and regular checks of the building and site are carried out by the site manager and the health and safety representative of the governing body. Appropriate risk assessments are made and written records maintained to show how identified issues have been resolved.

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

The school has established **satisfactory** links with the **parents**. The school's links with the **local community** are **good**. The school's partnership with **other schools** in the area is **good**.

### **Main strengths and weaknesses**

- The school keeps parents well informed about its life and work.
- There are generally high levels of parental satisfaction.
- The school has developed good links with the community, which impact positively on pupils' learning.
- Progress reports are of a good quality.
- Not all parents are as supportive of the school or their children's learning as they could be.

### **Commentary**

24. Parents receive regular, good-quality newsletters that give them notification of forthcoming events. The prospectus and annual report from the governing body meet statutory requirements and provide a good account of the daily routines and procedures. Reports of pupils' progress are good overall, and contain good detail about the pupils' personal and academic development and set targets for improvement.
25. There are generally high levels of satisfaction with the school. Staff are easily accessible to parents at the start and end of the school day, and parents appreciate these informal opportunities for dealing with minor problems or concerns. Parents are pleased with the quality of teaching and the progress their children make. Some parents think that the pupils receive too much homework, although inspection findings show this not to be the case. Whilst many parents are very supportive of their children's learning, there is a smaller number who are not as supportive as they could be. Few parents help in school and there is no parent-teacher association.
26. The school has a good partnership with the pre-school group on site and the main receiving secondary schools, enabling the smooth transfer of pupils. The school also works closely with a school in the north of the county, providing them with multi-racial experiences, such as the celebration of Diwali.
27. The school's links with the community are enhanced by the location of the community centre within the school buildings. A large number of children use the centre for social and cultural activities. These include religious services, social clubs, language groups, and music making. The Panda Club, based in the centre, provides extra-curricular activities for pupils such as Indian dance, and raises substantial amounts of money for the benefit of the school and its pupils. Recent financial contributions have, along with contributions from other sources, enabled work to commence on an ambitious sensory garden project.

## LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **satisfactory** overall, with the headteacher providing **good** leadership and management of the school with a **good** clarity of vision for school improvement. Governors carry out governance of the school effectively.

### Main strengths and weaknesses

- The headteacher provides good leadership and management of the school.
- Management of the Foundation Stage and leadership of English and mathematics are strengths of management, although leadership of other subjects is less well developed.
- Governors have a good grasp of the strengths and weaknesses of the school.
- Financial planning and monitoring are of a good standard.
- Better use could be made of data analysis in certain subjects.

### Commentary

28. The school is led and managed well by the headteacher who has set a clear and accurate vision for the improvement of the school. He ensures that the school is organised efficiently and managed reflectively. Procedures to manage the school are not unduly bureaucratic. All staff are clear about their roles and responsibilities within the school. The accurate agenda for school improvement, initiated by the headteacher and fully supported and implemented by all the staff, has made a major contribution to the rise in standards, particularly in English and mathematics. The staff at the school have a commitment to raising standards further.
29. The senior management team of the school work together in an effective manner, although not all members are as aware of the process of data analysis and its possible impact as they could be.
30. The headteacher, in partnership with some subject leaders, analyses test and assessment data in an effective manner and uses the information to set targets for school improvement and for guiding curricular planning. The analyses take account of factors such as gender, pupil mobility and how well pupils from different ethnic backgrounds perform. This strategy works very well in English and mathematics, where there is also good-quality monitoring of teaching and learning with formal feedback being given to teachers. It is these initiatives that have helped to raise standards in these subjects and are models of good practice that are not yet sufficiently replicated in other subjects of the curriculum, particularly in science where standards are not as high as they should be when pupils leave school. This is an area for improvement already identified by the school and clearly articulated in the school improvement plan.
31. The governors have a good grasp of the school's strengths and weaknesses and are very supportive of the work of the school. Governors fulfil their statutory aspects of governance well, and very good relationships have been established with the staff of the school. Most governors play an active role in holding the school to account for the quality of education that it provides and are always ready to question and challenge when necessary in fulfilling their role as 'critical friend' to the school.
32. Financial management and administration are good. The funds available to the school are put to good use and have an important impact on how well pupils achieve. Good procedures are in place to make sure that any major spending decisions, for example

on computers, are evaluated against their impact on the quality of provision and learning. Day-to-day financial management is efficient, and governors are provided with good-quality financial information which helps them to monitor spending accurately and also to guide the amount of money allocated to educational priorities that are clearly set out in the school improvement plan. There are several instances of the headteacher and the governors using the principles of best value to ensure that money and resources at the school's disposal are put to best use in helping to improve the quality of education provided by the school.

### Financial Information for the Year April 2002 to March 2003.

Income and expenditure (£)		Balances (£)	
Total income	480 898	Balance brought forward from the previous year	31 894
Total expenditure	454 159	Balance carried forward to the next	58 633*
Expenditure per pupil	1 908		

\*This figure includes monies already committed and the element of funding for the community centre

### What is the effectiveness of provision for pupils for whom English is not their first language?

Provision for English as an additional language is **good**.

#### Main strengths and weaknesses

- Pupils for whom English is an additional language make good progress and achieve well.
- The quality of teaching is good overall.
- The school receives very good support from the local authority's support service.
- Good procedures are in place to support the assessment, monitoring and recording of pupils' progress and achievements.

#### Commentary

33. Pupils for whom English is an additional language achieve well throughout the school. When pupils from ethnic minority groups first join the school, they are assessed with care to identify their level of competence in the English language and to gauge the additional support that they will need. Based on these initial assessments, learning targets are set for individual pupils. Measured against these targets, pupils are making good progress. Overall, there is no significant variation in the achievements of pupils from different ethnic or cultural backgrounds and the achievements of other pupils in school.
34. The quality of teaching for pupils for whom English is an additional language is good throughout the school. Teachers use pupils' individual targets and the information gained from their own day-to-day assessments effectively to plan what the pupils will learn next. This careful, well-focused planning helps to ensure that pupils make consistently good progress. Where appropriate, extra support is provided in lessons by teaching assistants and the local authority's support teachers. Some pupils are also withdrawn from lessons to receive individual or small-group teaching. This extra support helps the pupils to develop their command of the English language at a good pace, particularly their speaking, listening and reading skills.

35. Each pupil has full and proper access to the National Curriculum. The school makes sure that all pupils are fully included in all its activities, irrespective of their competence in English. Pupils who are at the early stages of learning to speak English receive good support from teaching assistants in lessons. This enables them to participate fully in all subjects and activities. Pupils have a good attitude towards their work and strive hard to achieve well. Within their own classes and when withdrawn for extra support, they work well together, are co-operative and polite.
  
36. The local education authority provides the school with very good support. Support teachers work in the school providing assistance for pupils, both in normal lessons and through withdrawal groups. When appropriate, additional first language support is provided. Currently, this is focused on Arabic-speaking pupils and is a key element in helping them to achieve well. With the help of the support service, the school has developed and implemented effective systems for assessing pupils' competence in English. In addition to the school's own monitoring systems, the local education authority's support service also monitors the progress of pupils attending the school. The findings gained from the monitoring are used to evaluate the effectiveness of the support that it provides and to make any necessary adjustments to this provision.

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

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

Provision in the Foundation Stage for children aged four and five is **very good** and constitutes a major strength of the school. Children are given a very good start to their education. The high level of provision identified at the last inspection has been maintained.

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

- Children achieve well and at times very well in the Foundation Stage.
- The quality of teaching and learning is very good.
- Children benefit from a well-planned curriculum and a stimulating environment.
- Leadership and management and assessment are very good.
- Children are very well prepared for the next stage of their education.

#### **Commentary**

37. Attainment on entry is below average overall, although attainment covers the full ability range. Pre-school experience is a significant factor to this variability. The reception class has very close links with the playgroup situated on the same site, and children coming from the playgroup demonstrate average attainment. A significant number of children joining the reception class with other or no pre-school experience do not demonstrate the same level of attainment on entry. Assessment on entry for the whole cohort shows that attainment in communication, language and literacy, mathematical development and knowledge and understanding of the world is below average.
38. All children achieve well, and at times very well, and make consistently good progress. By the end of the Foundation Stage, most children attain the early learning goals in communication, language and literacy, mathematical development, knowledge and understanding of the world and physical development. Children exceed the early learning goals in personal, social and emotional development and in creative development.
39. The quality of teaching and learning is very good. The quality of teamwork between the teacher and nursery nurse is very high, and both show a very good understanding of how young children learn. The frequent interaction between the reception class and the playgroup encourages the establishment of very good relationships which enable this group of children to settle very quickly into the Foundation Stage. Induction procedures for children from other pre-school settings are good but do not match the induction enjoyed by playgroup children.
40. The Foundation Stage provision is managed very well and the reception teacher has high expectations and clear vision for the development of the unit. The quality of assessment procedures is very good and ensures that all children's needs are met. There is early identification of possible special educational or language needs. There is active promotion of constructive relationships with parents and families. Staff are alert to the needs of children with English as an additional language and liaise with specialist support to ensure there is recognition of the children's mother tongue.

## **Personal, social and emotional development.**

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

### **Main strengths and weaknesses**

- All children make good progress, and some make very good progress, from a low starting point.
- Very good relationships help children develop a positive approach to learning.

### **Commentary**

41. Staff give a high priority to children's personal, social and emotional development and this helps to ensure that children develop a love of their learning. Children settle quickly into the routines of the class and soon show confidence in dealing with adults. They respond very well to the clear and high expectations of staff and take pride in their achievements. Children soon demonstrate a mature approach to work. When given a task, they set about it willingly and persevere until they feel it is complete. They co-operate well and learn to respect one other. By the end of the Foundation Stage, the majority of children exceed the early learning goals in this area. Teaching is very good.

## **Communication, language and literacy**

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

### **Main strengths and weaknesses**

- Children achieve well.
- There is good teaching of early reading and writing skills.
- Teachers' expertise promotes good progress in speaking and listening.

### **Commentary**

42. Good teaching in early writing enables children to develop flowing writing skills. They are given frequent opportunities to write for a purpose and for enjoyment. The good intervention and modelling by staff enable them to improve the clarity and formation of letters. The numerous and exciting reading activities that staff provide mean that children soon appreciate reading as a pleasure. Staff make links to other activities and this encourages children to recall stories, to remember the language used and to make good progress in developing their speaking and listening skills. By the end of the Foundation Stage, the vast majority of children attain the early learning goals. Teaching is good and sometimes very good.

## **Mathematical development**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children have frequent practice of early number skills and achieve well.
- Good opportunities are provided for children to learn through practical, hands-on activities.

## **Commentary**

43. Children's mathematical development is promoted through direct teaching and reinforced through a variety of practical and investigative activities which the children thoroughly enjoy. Skilled teaching in groups ensures that tasks are well matched to children's abilities. At the time of the inspection early in the school year, all children were counting to five and many were handling numbers up to twenty. Teaching capitalises on every opportunity to develop mathematical concepts. There is good teaching of techniques for number formation. By the end of the Foundation Stage, the vast majority of children attain the early learning goals. Teaching is good and sometimes very good.

## **Knowledge and understanding of the world**

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

## **Main strengths and weaknesses**

- Children achieve well and at times very well.
- Information and communication technology skills are promoted well.
- Children are provided with a good range of interesting and exciting learning opportunities.

## **Commentary**

44. Children benefit from the extensive school grounds and the special garden and play areas around the reception class which staff use to very good effect. Children learn from direct experience about plants, trees and wildlife. Teachers arrange frequent visits to extend children's understanding of the locality. Good curriculum provision ensures that children gain a good early understanding of Christianity and other faiths and cultures. Visitors include representatives of the ethnic groups in the community so that children enjoy experiences such as Asian dances for Diwali. Information and communication technology skills are promoted well through weekly sessions in the computer suite. By the end of the Foundation Stage, the vast majority of children attain the early learning goals. Teaching is good.

## **Physical development**

Provision in physical development is **good**.

## **Main strengths and weaknesses**

- Teaching is good and all children achieve well.
- Children's motor skills are consolidated through regular outdoor play.
- Fine motor skills are reinforced through continuous provision of appropriate activities.

## **Commentary**

45. Formal physical education lessons with good-quality teaching promote the development of specific physical skills such as catching and throwing. Children learn the language associated with physical education and their understanding is evident when they demonstrate good practice to their peers. Teachers make good use of creative activities to assess and record children's fine motor skills, such as the use of scissors. By the end of the Foundation Stage, the vast majority of children attain the early learning goals. Teaching is good.

## **Creative Development**

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

### **Main strengths and weaknesses**

- Teaching is very good overall, and children achieve well and at times very well.
- Children are beginning to appraise music well.
- Children are fully included in singing lessons with older pupils and perform well.
- Children engage with imaginative enthusiasm in role-play and are able to sustain role-play characters well.

### **Commentary**

46. Children enjoy well-planned, focused sessions which develop specific performance. They benefit from good-quality specialist teaching for singing and from the subject expertise of the reception staff. Children are already good at listening to and appraising music and respond and sing well when opportunities are provided for them to sing with the older pupils in school. Children are confident using a range of instruments and use them to accompany familiar stories. They readily join in role-play and show imagination in their responses. By the end of the Foundation Stage, the majority of children exceed the early learning goals in this area. Teaching is very good.

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

### **ENGLISH**

The provision in English is **good**.

### **Main strengths and weaknesses**

- Standards are above average by the end of Year 2 and Year 6 and all pupils achieve well.
- The quality of teaching throughout the school is good and on occasions better, and support staff make a significant contribution to pupils' learning.
- Leadership and management of the subject, including the monitoring of teaching and learning, are very good.
- Very good use is made of test and assessment data.
- The quality and use of resources are good.
- Not enough use is made of computers to support pupils' learning.

### **Commentary**

47. The school has put much emphasis on raising standards in English and has been successful, particularly in writing. Year 6 pupils' performance in English in 2003, on the basis of National Curriculum tests, was above the national average and above average when compared to similar schools. The 2003 National Curriculum test results for Year 2 pupils showed attainment to be in line with the national average in reading and below average in writing. Inspection findings show standards to be above average at the end of Year 2 and Year 6, and all pupils, including those with special educational needs and those whose first language is not English, are achieving well. There is no significant variation in achievement between boys and girls. Improvement since the last inspection has been good.

48. Teaching is good throughout the school and pupils benefit from this in the progress they make and in how well they achieve. Good, and often very good, support from teaching assistants and the special needs co-ordinator is offered to those pupils with special educational needs and English as an additional language, and these pupils achieve as well as their classmates. Lessons are planned well and take account of the differing needs of pupils in all classes. The good-quality teaching motivates pupils, who take pride in the presentation of their work. Good marking gives pupils a sense of what they need to do in order to improve the quality of their work, and targets are shared through means of inserts at the front of workbooks. The use of information and communication technology is presently underdeveloped, and insufficient opportunities are provided for pupils to edit or draft their work on screen.
49. In class, the vast majority of pupils listen attentively to their teachers and to one other, and lively exchanges take place when they are asked to express an opinion on the work they are doing. Amongst older pupils, there are some whose challenging behaviour warrants more learning support than is currently available.
50. Standards in reading have improved over time because of the way that reading skills are taught in a direct and systematic manner. Reading standards are above average by the end of Year 2 and Year 6 and many pupils are confident and expressive readers, with the oldest pupils in school able to locate information quickly and comprehend text well. They leave school as accomplished readers. Pupils have access to a well-stocked library in addition to the comprehensive reading scheme materials available to them. The quantity and quality of reading material heighten pupils' interest in literature and increase their motivation to read a variety of fiction and non-fiction books. Regular use of the library gives pupils an insight into the possibilities for independent learning, but they have insufficient opportunities for practising independent learning in the classroom, particularly through the use of information and communication technology. Individual pupils identify favourite books and authors, and many clearly find satisfaction in reading for pleasure, although they are, in the main, more inclined towards the work of modern authors rather than older classics.
51. In their written work throughout the school, pupils are provided with opportunities to write for a variety of audiences and purposes. Pupils tackle this wide range of writing tasks well, and by the end of Year 6 pupils adapt their style of writing to suit the different purposes. Older pupils, in particular, produce good examples of work in journalistic style or in the form of play scripts, and they enjoy sharing the outcomes with their classmates. The good quality of labelling of displays, particularly for the younger pupils, encourages pupils in the accurate use of language, and this is reflected in work in their literacy books.
52. Leadership and management in the subject are very good. The monitoring of teaching and learning is carried out on a regular and rigorous basis, and the information acquired assists in planning work for year groups and individual pupils. The subject co-ordinator has a very good understanding of the requirements of the National Curriculum and manages the subject very well and with confidence. She is a very good source of support to colleagues and has a strong sense of purpose for the continuing development of the subject and the further raising of standards. Assessment data is collected and analysed systematically and rigorously, and the results enable the very effective tracking of pupils' progress and the setting of targets for future improvement.

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

53. Evidence from the inspection indicates that increasing emphasis is being placed on the spread of literacy skills into other areas of the curriculum. A number of displays in

other subjects of the curriculum contain examples of the effective use of language in giving greater meaning to the work on display. Marking in workbooks also encourages pupils in the use of good English, and pupils take pride in the presentation of their work. In a few cases, the work done by individual pupils is marred by the use of inaccurate language in subjects such as science. There are some good examples of writing skills being enhanced through capitalising on opportunities that arise in different subjects, but this good practice is not as consistent as it could be.

## **MATHEMATICS**

### **Main strengths and weaknesses**

- Standards are above average by the end of Year 2 and Year 6 and all pupils achieve well.
- The quality of teaching is good across the school.
- The leadership and management of the subject are very good.
- Assessment and tracking of pupils' progress are very good.
- Not enough use is being made of computers to support pupils' learning.

### **Commentary**

54. Test and assessment data show that standards are rising and have been doing so since 2001. National Curriculum test results in 2003 show that Year 6 pupils' performance was in line with the national average and in line with that found in similar schools. The emphasis that the school has placed on raising standards in mathematics is further reflected in inspection findings which show that standards are above average at the end of Year 2 and Year 6. All pupils, including those with special educational needs and those whose first language is not English, achieve well. There is no significant evidence of differences in achievement between boys and girls. Improvement has been good since the last inspection.
55. The good-quality teaching in Years 1-2 ensures that pupils are given plenty of opportunity to learn through practical and meaningful mathematical activities alongside the direct teaching of new mathematical concepts. Pupils are encouraged to examine different ways of solving problems, and these are then shared with the rest of the class. Pupils have developed a good level of investigative skill in mathematics although at times some pupils find a little difficulty solving word problems. Pupils have good numeracy skills and recall number facts well. Many pupils have a good knowledge of shape and their properties. Pupils are becoming more proficient at handling data, although they find the interpretation of the data a little more difficult because the information is not always presented neatly.
56. The pupils continue to make good progress in Years 3-6 and by the time that pupils leave school they are proficient mathematicians. Pupils have good numeracy skills and transfer these skills well to problems that they are presented with, although, as with younger pupils, problems presented in different formats or wordings present more of a challenge for them. Pupils have developed good mental agility skills and are secure in their understanding of place value and manipulating large numbers. Their understanding of shape, weights, measures and time are good by the time that they leave school, and many pupils are becoming increasingly confident in work on probability. Data handling is satisfactory but again interpretation of data and findings is a little more problematic because of the way that they are presented. For example, pupils spend quite a lot of time constructing and colouring a graph by hand rather than

using a computer. The finished result is not always accurate and can be difficult to read which makes interpretation more difficult.

57. The quality of teaching and learning is good across the school, and this has contributed much to the improvement in standards over time. Work that is set is usually challenging and geared well to the individual needs of all pupils. The mental agility sessions at the start of lessons are often challenging, but fun, and capture the interest of the pupils. Plenty of opportunities are provided for investigative and problem-solving activities alongside the direct teaching of new mathematical skills. The best teaching sees the session at the end of the lesson being used to evaluate what has or has not been learnt and the information used to guide and inform what is to be taught next. Most teachers insist on the use of correct mathematical vocabulary. Occasionally, when lessons lack a little pace or are not demanding enough, some pupils' interest wanes and pupils are not as attentive as they should be. In most lessons, however, learning is fun and pupils put a good deal of effort into their work. Teaching assistants play a very important and significant role in ensuring that different groups of pupils achieve well. Marking of work is satisfactory overall and is most effective when it sets targets for improvement. The main area for development in teaching is to ensure that more use is made of computers to enhance pupils' learning, because at the moment too many opportunities are missed.
58. The leadership and management of the subject are very good. The co-ordinator is very knowledgeable and has carried out a rigorous programme of monitoring the quality of teaching and learning which has resulted in improvements in teaching which in turn have impacted positively on standards and how well pupils achieve. Very good procedures are also in place for data analysis and for tracking pupils' progress. The co-ordinator has rightly identified the need to refine the process further by more actively involving pupils in target setting and comparing how similar-aged pupils in different classes perform.

### **Mathematics across the curriculum**

59. The use of mathematics across the curriculum is satisfactory. Pupils put their skills to effective use in subjects such as science and design and technology, but the use of computers to help with recording findings in different formats would lead to pupils being more accurate and precise in their interpretations than they are at present.

## **SCIENCE**

Provision in science is **satisfactory** overall.

### **Main strengths and weaknesses**

- Standards at the end of Year 2 are above average and all pupils make good progress and achieve well.
- Teaching in Years 1 and 2 is good.
- Attainment at the end of Year 6 is below average and there is evidence of underachievement for some pupils in Years 3-6.
- There is little use of information and communication technology in the subject.

## Commentary

60. Teachers' assessments of Year 2 pupils' performance in science in 2003 showed attainment to be above average. The results of National Curriculum tests for Year 6 pupils in 2003 showed attainment to be well below the national average and well below that found in similar schools. Standards have improved in Key Stage 1 since the last inspection but declined in Key Stage 2.
61. At the end of Year 2, pupils have a good knowledge and understanding of scientific ideas and have well-developed investigative skills. Pupils are actively involved in investigations, suggest alternatives and reach plausible conclusions. At the time of the inspection, early in the school year, pupils were already attaining better than expected for their age in the investigation of forces. They have a good awareness of gravity as a force and give examples of its effects. Pupils acquire the proper scientific language because teachers persevere in its use and involve pupils in good-quality discussion. Pupils are familiar with a variety of graphs and charts and are developing good data-handling skills. Science activities are linked to pupils' experience of life, with pupils applying their study of food to special meals, such as the celebration of Diwali.
62. The good progress made in Years 1-2 is not sustained consistently throughout Years 3-6. Although work is broadly appropriate, the work for older pupils in mixed-aged classes is not always sufficiently challenging. As a result, the pace of progress in developing knowledge and skills sometimes slows as pupils move through the key stage. Unlike Key Stage 1, pupils learn in classes not year groups. At the end of Year 6, most pupils achieve levels which are broadly in line with what is expected for their age, but there are some higher-attaining pupils who do not achieve as well as they could. By the end of Year 6, most pupils understand what is meant by a fair test and have had some involvement in planning experiments. Their approach to recording lacks accurate terminology, but their observation and interpretation is sound. Pupils know how to create basic electrical circuits but do not easily use the appropriate vocabulary such as 'insulator' or 'conductor'. In some classes, pupils use data-handling techniques for the presentation of results and classification of types but in others the techniques are undemanding.
63. The quality of teaching and learning in Years 1-2 is consistently good. The decision by Key Stage 1 teachers to teach separately to each year group has resulted in pupils making good progress. Pupils are challenged to work at the level appropriate for their age and ability and respond well. Teachers plan well and devise activities which attract and sustain pupils' interest. The quality of teaching in Key Stage 2 is satisfactory overall. In some classes, teaching is good because work is challenging and a good balance is struck between developing pupils' scientific knowledge and vocabulary in a systematic manner alongside the development of their investigative skills. Evidence shows that teaching is not always at this level and work scrutiny evidence indicates there have been weaknesses over time. Although there is guidance as to what is to be covered and in what depth, pupils in Years 4 and 5 are currently split between three classes and the curriculum they experience differs. There are some diversions from the planned scheme of work. Work scrutiny shows that teachers do not always share consistent expectations about the quantity and quality of work or the level of challenge. In some classes, scientific vocabulary is not strenuously practised or employed. The quality of marking varies. In most classes, it is constructive and individual, but in some cases it does not help pupils understand how they can improve.
64. The management of the subject is broadly satisfactory. The co-ordinator has not held the position long and has a good commitment to improving standards. There has been a proper emphasis recently on extending pupils' understanding of investigation and

increasing opportunities for pupils' involvement in planning experiments. The school has recognised the need for closer monitoring of teaching and learning and a need for a more rigorous approach to assessment in science.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

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

- Although still at an average level, standards are improving.
- The teaching of direct skills is good
- Resources have improved since the time of the last inspection.
- Not enough use is being made of computers across the curriculum.

### **Commentary**

65. Standards are at an average level by the end of Year 2 and Year 6 and all pupils are achieving satisfactorily. Standards are improving because of the direct teaching of specific skills, improvements in resources and because all elements of the subject are being covered in sufficient depth, but there is still room for further improvement which should come about with teachers capitalising on opportunities to use computers to support and enhance pupils' learning in other subjects of the curriculum.
66. Pupils throughout the school enjoy using computers and work together well. By the end of Year 2, pupils have satisfactory keyboard skills, although at times some pupils take too long to key in information. Pupils know how to access programs, save and retrieve their work and how to write simple instructions for the computer to follow. They are less knowledgeable about the use of computers in the wider world. Progress is starting to accelerate more in Years 3-6 now that the computer suite is fully operational and used more regularly than in the past. By the time pupils leave school, they are competent computer users. Pupils are gaining confidence in completing spreadsheets. Many pupils merge graphics and text confidently, with the higher attainers talking about their work with a good level of technical vocabulary. Pupils are starting to use electronic mail and to access information from the Internet. Discussions with pupils show that not all pupils use an appropriate technical vocabulary, and pupils cannot recall having covered the use of sensors or graphical modelling.
67. The quality of teaching and learning is satisfactory, with some good features, and improving. Teaching and non-teaching staff have undertaken a good amount of training over the last two years, and this is impacting well on pupils' learning. Most teachers deal well with any problems that arise with the computers and this prevents there being any losses in time in the lesson. Specific skills are being taught well and lessons are organised well to enable pupils to have sustained and regular access to computers in the suite. Occasionally, there are times when the management of the pupils is not firm enough and some pupils are not working on task for quite long periods of time and achievement is affected.
68. The subject is led and managed in a satisfactory manner. The co-ordinator has strong subject knowledge and has played a pivotal role in improving resources and provision in the subject. The co-ordinator has a good grasp of the strengths and areas for development in the subject which rightly include the more rigorous monitoring of

teaching and learning, improving the use of computers across the curriculum and developing more formal assessment procedures.

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

69. The use of information and communication technology is unsatisfactory. The many opportunities that present themselves for computers to be used in other subjects are not capitalised upon, and this prevents pupils' attainment and achievement from being better as well as restricting pupils' opportunities to develop as independent learners. Little evidence was seen of pupils using computers to edit or draft their work or to undertake sustained research of different topics. Pupils often, for example, draw graphs and tables by hand, that not only take a long time, but at times are badly presented, rather than doing them using the computer.

### **HUMANITIES**

70. Work was sampled in **geography**, although insufficient teaching was observed to make a firm judgement about provision. Evidence indicates that standards are at an average level by the end of Year 2 and Year 6. The subject is taught regularly. Younger pupils have a satisfactory knowledge of their hometown and countries of the British Isles, and have developed satisfactory mapping skills. Older pupils use a range of different symbols well when constructing maps and have a satisfactory awareness of the similarities and differences between their home town and contrasting locations around the world. There is little evidence of the consistent use of computers to enhance learning or of independent study and research.

### **Religious Education**

Provision for religious education is **satisfactory**.

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

- Pupils have a good knowledge of major world faiths.
- More use could be made of computers to enhance pupils' learning.

#### **Commentary**

71. Standards are in line with the locally agreed syllabus by the end of both key stages and pupils achieve satisfactorily. Improvement since the last inspection has been satisfactory.
72. Pupils throughout the school demonstrate considerable awareness of world faiths, especially those represented in their community. The school's strong links with the local community provide frequent opportunities for pupils to gain understanding of beliefs and practices, and the subject makes a significant contribution to pupils' spiritual and cultural development.
73. Pupils in Years 1 and 2 are familiar with the concept of prayer and compose prayer for genuine reasons. Pupils have a good knowledge of important festivals from different religions, such as Passover and Ramadan, and respect the significance to their peers. Older pupils show understanding of religious symbolism, such as light, and offer satisfactory explanations for their use. Pupils' knowledge of different world religions remains strong, and pupils show good levels of respect for the traditions and beliefs of others.

74. The quality of teaching is satisfactory overall. Teachers use effective strategies which help younger pupils recall significant stories, such as Rama and Sita, and questioning is often incisive and effective in deepening pupils' understanding. Older pupils are not always adequately challenged and written work is sometimes undemanding. The subject is well-resourced and the many artefacts that the school has are used well by teachers to bring another dimension to the quality of pupils' learning and help to capture and maintain the interest of the pupils. Opportunities are missed for computers to be used for independent study and research
75. Management of the subject is satisfactory and the co-ordinator has good subject knowledge and a good awareness of priorities for development in the subject. These rightly include further and more rigorous monitoring of teaching and learning and the development of a more formal approach to assessment in the subject.

## History

Provision for history is **satisfactory**.

### Main strengths and weaknesses

- The subject is enhanced by the range of approaches used by teachers.
- Not enough opportunities are provided for pupils to undertake independent study and research or use computers to further enhance their learning.

## Commentary

76. Standards in history are at an average level by the end of Year 2 and Year 6. All pupils, including those with special educational needs and those whose first language is not English, achieve satisfactorily. Improvement has been satisfactory since the last inspection.
77. In Key Stage 1, teachers match work appropriately for the pupils in mixed-age classes and set a good level of challenge for older pupils. By the end of Year 2, pupils demonstrate a sound knowledge of famous people and make accurate and plausible comparisons between life now and different times in history. During Years 3-6, pupils' historical skills and knowledge are advanced in a satisfactory manner, and attainment, in terms of both knowledge of periods of history pupils have studied and the acquisition of key skills, remains at an average level by the end of Year 6. The oldest pupils demonstrate satisfactory skills of observation and interpretation, for example, in examining Egyptian wall paintings, and younger pupils explain the motives for historical events such as the Viking expansion.
78. The quality of teaching is satisfactory overall, and good where teachers' subject expertise and enthusiasm are evident and where teachers use a range of different teaching and learning approaches. This is more evident in Years 1 and 2. Good, relevant and meaningful links to art and design, design and technology and literacy provide good opportunities for a variety of activities, such as making newspapers, modelling and painting. Information and communication technology is not used enough to support learning, and opportunities are missed to encourage pupils to take greater initiative and responsibility for their learning through independent study and research.
79. The planning and coverage of the curriculum is sound and based on national guidelines. Management of the subject is satisfactory, but the direct monitoring of teaching and learning through lesson observation is at an early stage, although scrutiny of pupils' work and teachers' planning takes place to good effect. The school

has correctly identified the progression and development of historical skills as a priority for curriculum improvement.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

80. Work in design and technology was sampled but there was insufficient evidence to make a secure judgement on overall provision. A limited amount of work was available for sampling and this, and discussions with pupils in Year 6, indicate that standards achieved are in line with those expected of pupils of this age. A good range of resources supports the subject.

### **Art and design**

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

### **Main strengths and weaknesses**

- Achievement is good for all pupils, and standards are above average by the end of Year 2 and Year 6.
- The quality of teaching and learning is good and pupils have good attitudes to the subject.
- Pupils experience working with a good range of materials and methods in art and design.
- Art and design is used well to enhance the appearance of classrooms and work areas and to improve work in other subject areas.
- The role of the co-ordinator and use of assessment are underdeveloped.

### **Commentary**

81. Standards in art and design are above average by the end of Year 2 and Year 6 and all pupils, including those with special educational needs and those whose first language is not English, achieve well. Improvement since the last inspection has been good.
82. The teaching really taps into the abilities of pupils who have a particular artistic flair and for these pupils achievements are sometimes excellent. Pupils in Years 1 and 2 produce work of a particularly high standard, and the teaching assistant makes a significant contribution to the work being done. A notable feature is the extent to which even the youngest pupils are able to evaluate their work. The range of techniques used in, for example, observational drawing is impressive at Key Stage 1, and pupils make very good use of sketchbooks to refine their skills before committing themselves to the final outcomes. Older pupils make good use of preparatory stages before embarking on their finished work and again they use sketches and maquettes to good advantage. Older pupils express an opinion on the work of well-known artists and compare well the styles used by key figures at different times in the history of art. Pupils throughout the school really enjoy taking part in the subject and show great pride in the work that they produce.
83. Teaching is good and is used to establish links between art and design and other areas of the curriculum. Pupils in Years 5 and 6 have been able to relate their skills in art and design to their study of history, and learning in both subjects has benefited from the link. The strength of teaching is that it enables pupils to work with a wide range of media and materials in both two- and three-dimensional forms. Teachers

directly teach specific skills and techniques to pupils, who then put them to good use in their work, whether it be printing, painting or model-making. Throughout the school, pupils' work is displayed in an attractive manner and is juxtaposed with the work of well-known artists that has provided inspiration for that done in the classroom.

84. Leadership and management of the subject are satisfactory. The co-ordinator has a very good knowledge and understanding of the subject and could make a greater contribution to its development if provided with more opportunities to monitor the quality of teaching and learning across the school. Good use is, however, made of opportunities to scrutinise pupils' work. Although there are informal systems in place for assessing pupils' work, there is no formal programme of assessment to rigorously track pupils' progress.

## **Music**

Provision in music is **good**.

### **Main strengths and weaknesses**

- Standards are above average by the end of Year 2 and Year 6.
- Pupils achieve well, perform confidently and thoroughly enjoy the subject.
- The quality of teaching is good and at times very good.
- The quality of the resources for music education is very good.

### **Commentary**

85. Standards in music are above average by the end of Year 2 and Year 6 and all pupils, including those with special educational needs and those whose first language is not English, achieve well. Improvement since the last inspection has been good.
86. Teaching and learning are good overall, and some very good teaching was observed during the singing lessons for all pupils. Performance skills, and singing in particular, are well developed and of a high standard across the school. The good quality of teaching ensures that all aspects of the subject are covered in depth. This ensures that by the time that pupils leave the school they are confident performers, compose and appraise music well and have a secure knowledge of different composers. Pupils express a wide-ranging interest in and knowledge of different musical styles, and older pupils identify popular and classical music from the European tradition. Very good use is made of the school's dedicated music room, which is a significant resource for the teaching of music.
87. Younger pupils explore well the way in which music can be used to represent aspects of everyday experience, such as a garden in the rain. As confident performers, even the youngest pupils are able to convert their evaluation of music into their own compositions, which they perform well for their classmates. A notable feature of the response to the good-quality teaching in lessons for the older pupils is the willingness of pupils to make creative use of their own voices as musical instruments. In singing lessons that are associated with key stage assemblies, teaching is very good. Pupils reprise well-known songs, practise new ones and improve their technique as young musicians. All pupils respond well to the encouragement they are given in lessons and clearly enjoy participating in the social events of singing and composing together.
88. The resource support for music is very good, and pupils have access to a wide range of tuned and untuned instruments, including those for electronic music. Leadership and management of the subject are satisfactory. The fact that a music specialist

teaches much of the music across the school means that she has a very good awareness of the strengths and any weaknesses in provision. There are no formal procedures in place for tracking pupils' progress as they move through the school, although the music teacher has a good awareness of the musical talent of individual pupils.

## **Physical Education**

Provision for physical education is **satisfactory** overall.

### **Main strengths and weaknesses**

- The accommodation and resources are good and are used well to impact on pupils' learning.
- The school provides a wide and varied range of extra-curricular activities.
- Leadership and management in the subject are underdeveloped.

### **Commentary**

89. Standards are at an average level overall and all pupils achieve satisfactorily. Improvement has been satisfactory since the last inspection.
90. Standards for the younger pupils are satisfactory. Pupils have a secure awareness of space and recognise that physical education has a significant part to play in their overall health and growth. Pupils in Years 1 and 2 are developing a satisfactory range of different ball, throwing and catching skills, which they put to good use in small games activities. Pupils continue to acquire skills at a steady rate as they move through Years 3-6. By the time that pupils leave school, their skills are at an average level, with a smaller number of pupils being accomplished athletes. Pupils have developed skills, such as dodging and marking, and throw and hit balls with a reasonable degree of accuracy and often with a good level of power. Pupils have a satisfactory awareness of how the heart and pulse rates increase and then slow down after strenuous activity and pay due regard to health and safety issues in their lessons.
91. The quality of teaching and learning is satisfactory with some good practice observed in Years 1-2 during the inspection. Lessons are well planned and organised, and pupils listen attentively and act upon the instructions given. Teaching is most effective when pupils are directly taught specific skills and then given time to develop and refine these skills in a range of different and interesting activities. Teaching is also effective when exemplars of good practice are demonstrated by pupils, as this improves the performance of the whole class. Older pupils are receiving good coaching in basic skills for a range of ball games, athletics and field sports, and good links are made with skills common to all areas. Good use is made of the large and small school halls, and the extensive grassed areas, and the school possesses a good range of equipment for use indoors. Pupils also benefit from the very good range of extra-curricular activities that the school provides. Pupils enjoy these activities as well as their formal physical education lessons.
92. Leadership and management in physical education are satisfactory. The co-ordinator is knowledgeable and enthusiastic but has not been given enough opportunities to monitor the quality of teaching and learning across the school and the onus is on individual teachers to track the progress of pupils rather than a whole-school approach to assessment.

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

On the basis of what was observed, provision for this area of the curriculum is **good**.

93. Pupils are provided with good opportunities to express their views and opinions both in class discussions and through the more formal time that is allocated for the pupils' personal, social and health education. The school council provides a good way in which the views and opinions of pupils can be heard and acted upon. Pupils are encouraged to take responsibility for a range of tasks around the school, but pupils are not yet adept enough at taking initiative and responsibility for their own learning. Health education is dealt with well through the science curriculum. Discussions with pupils show that they feel that this is a school where their views are listened to and valued. They state that the school prepares them well for the next stage of their educational lives and for life in a culturally diverse society.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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