

INSPECTION REPORT

HARDWICK PRIMARY SCHOOL

Bury St Edmunds

LEA area: Suffolk

Unique reference number: 124561

Headteacher: Mr G Higginson

Lead inspector: Mr G Timms

Dates of inspection: 15 – 18 November 2004

Inspection number: 266955

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

© Crown copyright 2004

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: First
School category: Community
Age range of pupils: 3 - 9
Gender of pupils: Mixed
Number on roll: 198

School address: Steward Road
Bury St Edmunds
Suffolk
Postcode: IP33 2PW

Telephone number: 01284 755424
Fax number: 01284 765311
E-mail address: ht.hardwick.p@talk21.com

Appropriate authority: Governing Body

Name of chair of governors: Mr R Heavisides

Date of previous inspection: 1 March 1999

CHARACTERISTICS OF THE SCHOOL

Hardwick Primary School has 198 pupils on roll, from age three in the Nursery class to nine when they leave the school at the end of Year 4. They are organised into eight classes. There is also a 15 place speech and language unit which had 11 pupils on roll during the inspection. Overall, the attainment of most children when they enter the school is below that expected for their ages. There are 30 pupils on the register of special educational need and this is a below average proportion of the pupils. Thirteen of the pupils have a statement of special educational need entitling them to extra support. This is well above average when compared with schools nationally. The main needs are speech and language difficulties, moderate learning difficulties, social and emotional, behavioural problems and specific learning difficulties. The great majority of the pupils are from a white British background but there is a small proportion from a wide range of other backgrounds, 11 of whom receive extra support to help them learn English as an additional language. The proportion of parents who claim their entitlement to free school meals is below average. The proportion of pupils leaving or joining the school at times other than normal is above that found nationally.

The school achieved Investors in People status in 2002 and won School Achievement Awards in 2000 and 2001. It runs a Family Learning Programme for parents and is used by a local church on Sundays. It is a provider of Initial Teacher Training, working closely with Suffolk and Norfolk SCITT, Suffolk and Norfolk GTP, and Homerton College, Cambridge.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21038	Mr G Timms	Lead inspector	Foundation Stage Mathematics Information and communication technology Art and design Design and technology Physical education English as an additional language
1166	Mrs R Hussein	Lay inspector	
32475	Mr N Butt	Team inspector	English Religious education Music Special Educational Needs
22657	Mr M Madeley	Team inspector	Science Geography History Personal, social and health education
27243	Mr I Tatchell	Team inspector	The speech and language unit

The inspection contractor was:

PBM Brookbridge Bedford Ltd
PO Box 524
Cheadle
Staffordshire
ST10 4RN

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).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	
AREAS OF LEARNING IN THE FOUNDATION STAGE	18
SUBJECTS IN KEY STAGES 1 AND 2	21
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school where most pupils achieve well. The quality of teaching and learning is good. The pupils make good progress. The leadership of the headteacher is good. The governance of the school and the management are satisfactory. Overall, the school provides good value for money.

The school's main strengths and weaknesses are:

- standards are above average overall in mathematics, art and design and physical education;
- standards in information and communication technology are below average due to a lack of resources;
- the achievement of higher attaining pupils in writing, mathematics and science is unsatisfactory;
- the quality of the teaching is good;
- the associate staff are very capable, well-deployed and have a very positive impact on learning;
- the school offers all teachers time for planning, preparation and assessing pupils' progress;
- there is a very good level of care, welfare, health and safety for children; their induction when starting school is good;
- the school council enables the pupils' views to be listened to by the school staff and their social development is very good;
- pupils' attendance levels are below the national average.

Improvement since the last inspection has been satisfactory. There has been good improvement in the quality of teaching in Years 3 and 4 and this is resulting in higher standards in most of the core subjects. Standards in information and communication technology have not improved sufficiently due to a lack of resources although there have been improvements in some aspects; the school has an appropriate plan to deal with this issue. Progress in design and technology and physical education has improved. The teachers' lesson planning is detailed and useful although learning objectives are sometimes not clearly linked to the activities provided. The school has introduced a good system of performance management for all staff.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	B	D	C	E
writing	B	E	C	E
mathematics	B	C	D	E

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

Achievement is good. Attainment on entry to the school is below that normally found nationally. Children achieve well and make good progress through the Nursery and Reception classes. The table above shows that the downward trend in results in reading and writing has been arrested and standards have improved at the end of Year 2. When

compared to the results of schools with pupils from similar backgrounds results are well below average. However, this does not reflect the proportion of pupils with special educational needs or the overall capability of the cohort. In mathematics, there has been a downward trend for three years and the results in 2004 were below average when compared to schools nationally, and well below average when compared to schools with pupils from similar backgrounds. By the time pupils leave the school in Year 4, they have made good progress and are achieving standards that are above average. The speech and language unit provides very good support for the 11 pupils who have specific speech and language difficulties. These pupils achieve well. They make good progress and overcome many of their difficulties through the specialist teaching and the support provided. Current standards in reading are average in Year 2 and Year 4. In writing, current standards are likely to be broadly average in Year 2 and Year 4 by the end of the school year. In mathematics, current standards are broadly average in Years 1 and 2, below average in Year 3 and above average in Year 4. This variation is largely due to differences in the composition of the year groups with some having larger proportions of pupils with learning difficulties. Standards in information and communication technology are below average. In art and design, standards are above average. It is not possible to judge standards in other subjects as they were not a focus of the inspection. Pupils' attitudes towards school and their work are good. Their behaviour is good. Attendance is below average. **Pupils' personal development, including their spiritual and cultural, is good. Their social development is very good and their moral development is good.**

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good overall. This represents a very positive position given the long-term absences and need for a range of temporary teachers. In the best lessons, teachers have good relationships with pupils and a good knowledge of their needs. Lessons are well planned and resourced. A major strength of the school is the way the very good quality associate members of staff are deployed. Their work has a very positive impact on learning. Teachers insist on high standards of behaviour. The teaching of pupils with special educational needs, and of pupils with English as an additional language, is good. The school offers a satisfactory range of worthwhile curriculum opportunities. Children's learning is enriched by good extra-curricular activities and visits. Staffing, accommodation and resources are satisfactory but there are important shortages in information and communication technology and for pupils with English as an additional language. The school offers children a very good level of care, welfare, health and safety. The links with parents, the community and other schools are good.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are satisfactory. The leadership of the headteacher is good with a strong focus on high aspirations for the pupils and good strategic planning. The governance is satisfactory. The governors provide the school with a good level of support. The leadership of key staff is satisfactory but more opportunities need to be found for subject leaders to monitor, evaluate and act as consultant to support colleagues. The members of staff are very committed to inclusion and data is analysed to assess the progress of individual pupils. Management is largely satisfactory and finances are well monitored.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents have largely positive views of the work of the school. They say their children like school, the teaching is good and members of staff have high expectations. However, a significant proportion feel that although they see the headteacher and staff as very accessible, they do not get enough communication about how well their children are doing or how they can help their child at home. The inspection findings are that reports are good but other written communication could be more detailed and accessible for parents. Some parents felt that there was some bullying but there is little evidence of this and when it occurs it is dealt with well. Pupils' views of the school are positive and they are happy with the adult support they get and enjoy most subjects.

IMPROVEMENTS NEEDED

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

- raise standards for the higher attainers in pupils' writing, mathematics and science;
- improve provision in information and communication technology by giving pupils more opportunities to use computers;
- improve the quality of teaching and the curriculum by developing a stronger drive for improved standards from senior management and subject co-ordinators, and improving the consistency of the teaching.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

By the end of Year 4 standards are average in English and science, and above average in mathematics. Children enter the school with standards that are below average overall. This means achievement is good by the time they leave. They achieve well in the Foundation Stage but most enter Year 1 with standards that are still below the early learning goals for the areas of learning. Achievement is satisfactory in Years 1 and 2, with standards that are average in reading, writing, mathematics and science.

Main strengths and weaknesses

- Standards in reading and writing are rising after a period of decline.
- Teachers' expectations of more able pupils are not consistently high enough, especially in writing, mathematics and science.
- Pupils with special educational needs and those who speak English as an additional language benefit from good support.
- Standards in information and communication technology are below average throughout the school.

Commentary

1. Results of Year 2 tests in 2004 were average in reading and writing compared to all schools and below average in mathematics. This represents an improvement in reading and writing from previous years. The school has worked hard with pupils to help them achieve better in Years 1 and 2. Inspection evidence shows rising standards in mathematics and the present Year 2 are likely to meet the national average in 2005. Compared to similar schools, results in 2004 were well below average in all three subjects taking average points scores into account. This is because relatively few pupils attained the higher levels, especially in writing and mathematics. There was a similar picture in science, with 91 per cent of pupils reaching the expected level but only two per cent gaining the higher levels. This has the effect of lowering the overall average points score. Teachers' expectations of the more able pupils are not high enough, and this means they do not always achieve as well as they could. Because of this, in Years 1 and 2, the school's improvement is below the national trend.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	15.9 (15.1)	15.8 (15.7)
writing	14.5 (13.3)	14.6 (14.6)
mathematics	15.5 (16.3)	16.2 (16.3)

There were 45 pupils in the year group. Figures in brackets are for the previous year

2. In Years 3 and 4, pupils achieve well because teaching is good and a higher proportion of pupils are attaining or exceeding expected levels. This is particularly true in mathematics, where standards overall are above average, and in reading, where standards are average. Attainment is weaker in writing, a whole school focus for improvement. Standards of handwriting are below what is usually found.
3. Standards in information and communication technology are below average in all year groups because pupils do not get to use computers enough. The introduction of interactive whiteboards to every class has brought new opportunities but, at present, this ties up classroom computers and restricts access. Plans for a designated computer suite are a matter of urgency. In art and design and in physical education standards are above average. This shows considerable improvement in physical education since the last inspection. Standards in religious education are in line with the locally agreed syllabus throughout the school. Standards in history are average. There was not enough evidence to judge standards in geography, design and technology and music.
4. The Speech and Language Unit provides very good support for the 11 pupils who have specific speech and language difficulties. These pupils achieve well. Each pupil has an individual education plan, which includes sessions with the speech and language therapist who works closely with specialist staff. Pupils with special educational needs in the unit often have average skills in reading, spelling and mathematics by the time they are ready to transfer to local schools. They enjoy listening to stories and taking part in reading sessions. They take discussion seriously and enjoy the challenge of asking questions and completing work alongside their mainstream friends. Most of the individual targets set are achieved with the support of teacher, support staff and therapists. This represents good achievement and progress. There is successful integration of these pupils into mainstream classes. Teachers and members of the support staff ensure that they receive the help that they need to succeed. They work as a class, in small groups and individual settings as appropriate. The pupils are very much a part of school life, joining whole school assemblies, playtimes and lunchtimes.
5. Pupils with special educational needs and those who speak English as an additional language receive good support, especially in groups from associate staff. Many of these pupils, especially in Years 3 and 4, make good progress. In Years 1 and 2 a mixed-age class caters for most of the pupils with particular needs. The focus of support and expertise for these pupils is helping them to improve. Changes of teacher are unsettling for Year 1 pupils, who have as many as three different teachers in a single day.
6. The school has successfully addressed some underachievement by boys. Strategies have included purchasing books that will appeal to them and investing in personal word-processors. There is no difference between the current achievement of boys and girls. There is also no difference between pupils from different ethnic backgrounds or those whose home language is not English.

Pupils' attitudes, values and other personal qualities

The attitudes and behaviour of the pupils are good. Attendance is unsatisfactory. Pupils' personal development, including their spiritual and moral development is good overall. Their cultural development is satisfactory, while their social development is very good.

Main strengths and weaknesses

- The school effectively promotes racial harmony and good attitudes towards learning.
- The school council offers a very effective opportunity for very good social development.
- Pupils' knowledge and appreciation of cultures other than their own is limited.
- Attendance is below average compared to similar schools nationally.

Commentary

7. Pupils' attitudes towards school have a positive impact on their learning. They are usually enthusiastic when set tasks and take part in lessons with interest and enjoyment. When asked, they are clear about the aspects of the curriculum they like most. A good number of pupils take part in the extra-curricular and enrichment activities the school provides. Their behaviour is largely good and this supports learning. There have been no exclusions from the school. Where pupils have difficulties with conforming to class or school routines, the support of teachers and teaching assistants is very positive and it enables them to take a full part in school life.
8. The behaviour of children with special educational needs is good. Support staff work effectively with them in groups inside and outside the classroom, so that they are fully involved. Their attitudes to learning are positive. Pupils in the Speech and Language Unit have a positive attitude to learning. When working individually or in a small group with the support of a teacher or learning assistant they show an improved level of confidence. They persevere with challenging tasks and enjoy the sessions in the unit, with the speech therapist and in mainstream classes working alongside other pupils.
9. The pupils' spiritual and moral development is supported through assemblies, acts of worship and opportunities in lessons to appreciate the beauty of nature, or to take part in class discussions about issues of interest or concern to the pupils. Social development is very well supported through the work of the school council, and the involvement of pupils and their families in a range of charity work. Although the school supports learning about different cultures through the curriculum, opportunities are missed to celebrate and learn about the home cultures of pupils in the school, or to extend the pupils' learning about art and music from a range of cultures.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.3
National data	5.1

Unauthorised absence	
School data	0.0
National data	0.4

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

- Attendance was below the national average last year but is improving because of more rigorous and effective monitoring and better promotion of attendance. Monitoring is more effective because the school has introduced first day calling when pupils are absent. Also, although registers are taken manually, data is recorded electronically so that the evaluation of attendance figures is more efficient. There is better promotion of good attendance because the school now gives rewards linked to attendance. Parents are aware that expectations have risen because they are no longer automatically given permission to take their children out of school during term time. Punctuality is good for all but a handful of pupils who are occasionally late but most parents now respond well to reminders that pupils should arrive on time.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. The teaching is good, overall. The curriculum provided is satisfactory. The pupils' welfare, health and safety are very good, while the links with parents and the community are good.

Teaching and learning

Teaching and learning are **good**. Assessment is used well to raise standards in English and mathematics and makes a useful contribution to standards in other subjects.

Main strengths and weaknesses

- The quality of teaching has improved well since the last inspection.
- Teachers work very effectively with the good quality associate staff.
- Some lessons do not fully take into account the needs of the more able pupils.
- Some planning focuses too much on what pupils will do rather than on what they will learn.

Commentary

Summary of teaching observed during the inspection in 42 lessons:

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3 (7%)	23 (55%)	16 (38%)	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.

11. There are many good features to the teaching. The majority of lessons effectively engage and motivate pupils so that they learn and achieve well. The teaching has improved significantly since the previous inspection and no unsatisfactory teaching was observed. This improvement is most marked in Years 3 and 4.
12. Almost two thirds of lessons are good or better. In these lessons, teachers understand the needs of all the pupils and plan well to meet them. They use strategies that appeal to pupils and which gain their interest. In particular, this year the introduction of interactive whiteboards has led to some imaginative work with the whole class. For example, in a geography lesson in Year 1, the teacher invited pupils to drag captions across the screen to identify photographs of different types of houses. Such lessons are taught with confidence and at a brisk pace. Very high expectations of pupils' behaviour ensure that learning takes place in a calm working atmosphere.
13. Teaching and learning in the Foundation Stage are good. Effective planning ensures that children experience a wide and appropriate range of activities in all areas of learning. Teachers and support staff work very closely together to share expertise and fire children's enthusiasm. Progress and achievement are good. A particular strength is the way adults engage pupils in conversation, introducing new vocabulary and extending their learning. A high level of challenge is maintained throughout.
14. Relationships are often very good, resulting in positive attitudes to learning by pupils and a desire to work hard. Teachers' good subject knowledge in literacy and numeracy is helping standards to rise, especially in mathematics in Years 3 and 4. Careful assessment of pupils' day-to-day and longer-term progress ensures that work is generally well matched to pupils' abilities.
15. Pupils with special educational needs are well supported in lessons and in small groups by the dedicated and experienced team of associate staff. Teaching for these pupils tends to be satisfactory because teachers are insufficiently involved in drawing up and agreeing targets for improvement, with review dates being delayed. In Years 1 and 2 several changes of teacher, even within a single day, is unsettling and means that pupils become more restless and less focused on activities.

16. Within the speech and language unit, the quality of teaching and learning is good, the most important factor in the good progress made by pupils. The unit pupils all spend some time integrated into the main school working alongside their peers. A key strength of the teaching is the commitment to ensuring that all the pupils are confident, enthusiastic learners who are helped to reach their full potential. When pupils are given appropriate support within well-planned lessons much is achieved. In classes or ability sets, pupils with speech and language difficulties who receive additional support and work related to their ability make good progress. The teachers and support staff involved build up a good relationship with these pupils and by gentle encouragement they take every opportunity to extend their knowledge and understanding.
17. In the satisfactory lessons, the emphasis tends to be more on what pupils will do rather on what they will learn. Teachers seem unclear sometimes about the specific thing they want pupils to learn. On other occasions, they do not use time effectively at the ends of lessons to find out if pupils have grasped the objectives for that lesson. This lack of rigour can affect progress so that, for example, more able pupils are not always sufficiently challenged.
18. Assessment data is gathered regularly from national and other tests. An assessment calendar spreads the work over the year in manageable chunks. This means that pupils' progress is monitored closely, and those at risk of underachieving can be identified promptly. Effective phonic programmes are helping such pupils to achieve their potential, and this accounts for the improvement in standards in reading and writing in Years 1 and 2. Staff meetings are used to agree standards in all subjects on a rolling programme, with examples of work shared between colleagues. This enables teachers to assess how well pupils are doing in the non-core subjects more accurately. There is variation in how effectively the data provided for teachers is translated into improved planning and specific targets for pupils. Pupils in some classes are more aware of what they have to do to improve than in others. Analysis of work shows that this is also the case with marking, an area the school is currently developing.

The curriculum

The school offers a **satisfactory** range of worthwhile curriculum opportunities. Children's learning is enriched by **good** extra-curricular activities and visits. Staffing, accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- The length of the school day is below the recommended minimum for the junior pupils.
- Associate members of staff are deployed well, highly motivated and very effective.
- Although overall provision is good, the individual education plans for pupils in the speech and language unit need to be improved.
- Pupils enjoy the good range of clubs.

Commentary

19. The curriculum as planned meets statutory requirements and the needs of the pupils. An act of collective worship takes place daily. The school teaches religious education and makes good use of the locally agreed syllabus. The school day is shorter than that recommended and this has a negative impact on pupils' learning in science and their depth of study in history and geography. There is an emphasis on improving skills in numeracy and literacy. In some classes, lessons are too long and in others, too much time is set aside for additional literacy activities without assessing its impact on standards.
20. Children with special educational needs are given full access to the curriculum. Work is usually well matched to their abilities. Programmes are carefully designed to support their learning in literacy and numeracy. The innovative "Gym Trail" helps those pupils who have coordination difficulties with movement, and benefits their concentration generally.
21. Together with support staff, teachers of the pupils in the speech and language unit successfully create a learning environment that is warm and caring, offering pupils a good quality curriculum with a full range of activities matched to their needs. The curricular needs of pupils in the unit as outlined in their statement and in annual review recommendations become part of the pupils' individual educational plans, which are discussed and agreed with pupils and parents. However, the presentation of pupils' individual education plans need revising to comply with the recommendations of the national Code of Practice to provide all concerned with the relevant information needed to enable these pupils to meet their agreed targets. Mainstream teachers welcome unit pupils into their classes as part of a successful programme of inclusion¹.
22. The governing body have elected not to teach sex education formally. Members of staff talk to pupils about any of their concerns which arise naturally or from the science topics on 'growth' and 'healthy living'. Pupils are well prepared for the next stage of learning. Children leaving the Foundation Stage are inquisitive and have strong communication skills. Those in Year 4 have good study habits, satisfactory basic skills and a desire to learn.
23. Pupils flock to join the good range of clubs. They enjoy French, sports, science and chess clubs all of which extend their learning. The school is very involved in inter-school sports and has met significant success in soccer. Visiting theatre and puppet groups, artists and musicians further enhance the provision. The before and after school club provides a valuable service to working parents by extending the school day with a range of worthwhile activities. Visits are carefully chosen to complement current topics.
24. The associate members of staff make a very positive contribution to the life and work of the school. In the Foundation Stage, they are highly skilled and use questioning particularly well to encourage children to talk freely about their play. In other classes, they encourage pupils' to contribute to teachers' questioning sessions, explain words and concepts to pupils with English as an additional language in more detail and help pupils complete their tasks.

¹ Inclusion refers to the arrangements to meet the educational needs of all pupils, whatever their gender, ability or background.

25. The use of accommodation is good in the Foundation Stage. In some other classes, the small size of the room restricts pupils' mobility and the chance for the teachers to use different learning methods with their classes. The ample resources in most subjects are used well by teachers. However, some resources, such as some of those in the Foundation Stage, are out of date and worn, and their storage in open areas creates an untidy impression in many classrooms and practical areas. The new 'interactive white boards' are having a positive impact on pupils' learning. The school knows that there are currently too few computers to teach effectively the curriculum and has plans in place to remedy this quickly. The resources for teaching pupils who have English as an additional language are also in need of improvement.

Care, guidance and support

The school offers its pupils very good care, in a safe, trusting environment. Pupils are guided and supported well. Monitoring of pupils' personal development and academic achievement is good. Inclusion is a major strength of the school. The school seeks pupils' views very well.

Main strengths and weaknesses

- Care, welfare, health and safety are of a high standard.
- Pupils enjoy very good relationships with the staff.
- Pupils know their views are valued.
- Induction² procedures and provision for 'wrap around' child-care are very good.
- Inclusion is good.

² Induction refers to the arrangements to receive pupils who are new to the school, helping them to settle into school routines and make friends.

Commentary

26. The school is a secure and happy environment because it is supported by effective procedures on health and safety, child protection and pupils' welfare. Several members of staff are trained in these areas and training is regularly updated so that they are aware of their responsibilities. Pastoral support and guidance are a major strength of the school because the leadership of the headteacher is strong in this area. The provision of extra support outside the school day through the 'Before and After School Club' is very much appreciated by pupils and parents. They value it because not only does it offer good quality child care, but also a variety of opportunities for pupils to increase their breadth of learning in a way that is fun.
27. Parents and pupils are very positive about the strong relationships developed between pupils and staff because teachers know their pupils very well and pupils feel confident that they have someone they trust to talk to. Good relationships are established early with a very good induction system in the Nursery and further induction programmes as pupils progress to each new stage of their schooling. Inclusion is an important strength because it is endemic in the school culture and pupils in the speech and language unit are integrated well into the life of the school. Pupils with English as an additional language enjoy particularly strong and supportive relationships with the staff concerned.
28. Support for personal development and academic achievement through monitoring is good because the systems are well developed. There are established and effective procedures for inducting children in to the school and, once settled, there are good assessment procedures for tracking pupils' progress.
29. Support for pupils who have special educational needs is satisfactory overall, with some good elements. The contribution made by non-teaching staff in their day-to-day contact with pupils is a strength. Not all pupils who have difficulties are listed on the register, and while the school tries to provide for them, their support is not confirmed in individual education plans. These education plans for the pupils who are on the register have not yet been revised this term and many of them date back to May. This means that a proper review of progress has not been carried out or new targets set. While there are circumstances to explain this temporary situation, it is not satisfactory and is affecting pupils' provision. The views of pupils and parents are sought appropriately when reviews take place.
30. Pupils with speech and language difficulties generally receive good support within the school, from teachers, therapists, support staff and pupils. Systems are in place to enable pupils to cope with difficult situations. The national Code of Practice is met in the identification and assessment of pupils' special educational needs and continuing assessment is good. Their progress is monitored and specialist support from a variety of external agencies is sought when needed and used effectively. Pupils also participate in the annual reviews of progress with their parents or carers.
31. Pupils know their views are important and respected because of the effective school council, which meets every fortnight and has tackled a variety of issues successfully. The council's powers are to be extended with their own budget because pupils take their responsibilities as representatives seriously and carry out roles such as chairing

the meetings with maturity beyond their years. Pupils are encouraged to play their part in the school community by their involvement in the drawing up of class rules and activities for free time used as a reward, and they are given many opportunities to make their views known in circle time.

Partnership with parents, other schools and the community

Overall links with parents are good and parent's views are largely positive. The very good regular contact between staff and parents, and in particular those parents with children in the speech and language unit, support these links. Parents' involvement in the school and their children's learning is good. Information for parents is satisfactory overall; it is good in respect of information about pupils' progress but general information about events and the curriculum is unsatisfactory. Links with other schools and with the local community are good.

Main strengths and weaknesses

- The partnership with parents is good and most parents are very supportive of the school.
- Links with parents of children in the speech and language unit are very good.
- Information through reports and regular contact keep parents well informed about their children's progress. General information needs to be made more user-friendly.
- The school has good links with the local community and with local schools and very good links with schools abroad.

Commentary

32. Overall, links with parents are good because the school is committed to establishing a strong partnership with parents. Several parents are old pupils, some of whom have moved to the area so that their children can attend their old school. The school's open door policy works well because the headteacher and his staff are freely available for informal conversations before and after school. Parents' views and wishes are valued because they are canvassed through annual questionnaires and the school acts on suggestions, for example, for the provision of the Before and After School Club and the new format for annual reports. As a result, parents on the whole are very supportive. There is a thriving Parent-Teacher Association, which raises substantial funds for school projects, and several parents help regularly in school. Most parents support their children's work at home very well as is shown by their generosity in providing artefacts for projects and their interest in pupils' homework. Parents also value the support given through the literacy group, which helps them to help their children.
33. Information for parents overall is satisfactory. Parents are well informed about their children's progress because the annual reports are very informative. More information is given at parent consultation meetings each term and through regular daily contact. Links with parents of children in the speech and language unit are very good because they are invited to attend parents' days regularly when they accompany their children for the school day and are teamed with other parents or ex-parents for additional support. Parents are involved and informed at all stages of a pupil's assessment and review; contact is maintained at other times on an informal basis

through regular invitations to events such as informal coffee mornings. Parents also have access to the speech therapist.

34. The home-school books are also used each day to record pupils' progress in the unit and to exchange information. Their use is less consistent in other classes so parents who do not bring their children to school or collect them feel less well informed than those who do. The quality of information contained in the school brochure and newsletters is unsatisfactory because it is not written in a user-friendly way, does not reflect the ethos of the school or celebrate its pupils and their achievements, and curriculum information is not sufficiently detailed.
35. Community links are strong because the school has several contacts with local institutions for visits and visitors to the school that enrich the pupils' experience and the curriculum. People from the local community are also very supportive of school events. Links with other schools are good because Hardwick School belongs to a local pyramid of schools and there is close liaison with the local middle school for pupils transferring there. Links with schools in Europe are very strong because of the school's involvement in the Comenius Project funded by the British Council as part of the European Integration Programme. Hardwick is unusual in that it is currently on its third funded programme. Pupils have benefited through shared projects with schools in several countries, which have helped to broaden their experience of life in those countries and the school continues to maintain these links through the exchange of Christmas cards and information.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The headteacher provides good leadership and has clear aspirations for the school. The governance is satisfactory.

Main strengths and weaknesses

- The headteacher provides very caring and inclusive leadership.
- The leadership throughout the school is insufficiently focused on rigorous evaluation and taking action.
- The school has introduced time for teachers to plan, prepare and assess during the school day.
- Subject leaders do not have responsibility for a budget or sufficient time to fulfil their roles.

Commentary

36. The headteacher has led the school well through some difficult times resulting from changes to staffing and long-term illnesses. This has been done effectively, alongside the senior management team, to minimise any impact on pupils' learning. He has created a positive and supportive ethos in the school, and demonstrates a caring and inclusive leadership. This has resulted in a school in which poor behaviour and bullying are largely non-existent. Pupils are prepared well for the next stage in their learning.

37. The school has introduced a significant amount of non-teaching time for teachers ahead of its planned introduction nationally at the start of the next academic year. This enables teachers to have time in school to plan and prepare lessons, and to assess and record pupils' work. However, staff absences and the introduction of a number of part time teachers, alongside the temporary staff and students, has resulted in some classes having too many changes of teacher, and a lack of continuity and consistency in the provision. This is also a concern of some parents.
38. Staffing changes have disrupted the co-ordination of some subjects, and teachers need more opportunities to monitor and evaluate the work in their subjects. The lack of a clear budget for the different co-ordinators makes it difficult for them to plan the needed improvements to resources. However, the school's priorities are appropriate and the strategic planning is good. The school has recognised areas needing improvement, including the raising of levels of achievement. Development planning is used well to prioritise these and to identify success criteria for judging the improvements made. The governors monitor the improvement planning effectively through their meetings and the headteacher's reports to governors.
39. The governing body provide satisfactory leadership. They have a satisfactory understanding of the schools' strengths and weaknesses, and are very supportive of the work of the school. However, along with subject co-ordinators, governors need to be more rigorous at challenging practice in the school, and to develop better monitoring systems so that they do not rely too heavily on the headteacher. Performance management systems are appropriately in place for associate staff as well as teachers. This has led to appropriate training for staff and improvements to practice in some classes.
40. The leadership and management of the provision for pupils with special educational needs are satisfactory overall, with an experienced co-ordinator in post. She manages and deploys a highly motivated team of associate staff effectively. While release time is provided to enable administration to take place, this is not used efficiently because too little is expected of teachers. In particular, their involvement in reviewing individual education plans and setting targets is insufficient, and too heavy a burden falls on the co-ordinator. This means time cannot be used to monitor the effectiveness of provision, or to support teachers in their work. The everyday work in classes pays insufficient regard to the targets set. Spending on special educational needs has increased and this has enabled support hours to be increased.
41. The teacher in charge of the Speech and Language unit provides satisfactory leadership and gives the unit a positive identity and purpose. Any pupil who is giving cause for concern is assessed and suitable action taken if necessary. All assessments and reviews are carried out accurately and regularly. The teacher in charge, with the headteacher, administers the day to day organisation of pupils with the support staff. They check that targets set in pupils' individual education plans and programmes of study are clearly linked to pupils' needs and shared with therapists and learning support assistants. The governing body supports and monitors the provision for pupils with special educational needs, including those in the Speech and Language unit, and reports the school's provision for these pupils in its annual report to parents. Since the last inspection, the school has developed and maintained provision for pupils in the Speech and Language unit.

42. The leadership and management of the provision for pupils with English as an additional language are satisfactory. The school has pupils from a wide range of minority ethnic backgrounds. The funding for pupils at an early stage of learning English is largely used for staffing to provide them with extra support. This is effective and members of staff have had training to help them in their work. However, the resources available for staff are insufficient. The school has recognised a need to try and get the parents of pupils with English as an additional language more involved in their children's education, and ways to do this are being investigated. The school records pupils' progress in a detailed and useful way.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	557,671	Balance from previous year	40,042
Total expenditure	558,005	Balance carried forward to the next	39,708
Expenditure per pupil	2,818		

43. The expenditure per pupil is below average for schools of this type. The bursar works hard to support the governing body and senior management team to ensure that the budget is set appropriately and monitored effectively during the year. The school does not delegate budgets to subject co-ordinators at present. The parent teacher association supports the school budget very effectively by raising money and purchasing a wide range of extra equipment and resources. The school seeks best value in all aspects of its work.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

44. Children enter the Nursery class in the term after their third birthday and attend on a part-time basis. They enter the Reception class the term after their fourth birthday and the majority attend full-time. This means all children have three terms in the Nursery class but some have only one or two terms in the Reception class. The induction arrangements are good and parents are, in relation to this aspect, provided with a good level of information before their child starts school.
45. Attainment on entry varies from cohort to cohort but is considerably below that found at the time of the last inspection. The proportion of pupils with English as an additional language has grown, as has the proportion of pupils with special educational needs. The provision found in the Nursery and Reception classes has been affected by staff changes and absences but the overall provision has improved through the better outdoor facilities now available for children. These are also shared with the local playgroup in a good community link. Planning is in line with national guidance and assessment is thorough. Teachers track children's progress throughout the year and assess against the expected, nationally agreed early learning goals. Children have opportunities to take part in a range of teacher-led and self-chosen activities that address all areas of learning. Teachers and associate staff work well together, and this has a very positive impact on pupils' learning. Leadership is good. Parents have good opportunities to meet with staff to discuss their children at the start and end of sessions.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teachers and associate staff have a good understanding of children's needs.
- Children learn to behave well and to follow school rules and routines.
- Procedures for settling pupils into school are good.

Commentary

46. Teaching is good in the Nursery and Reception classes. Teachers have a good knowledge and understanding of individual children's needs. The systems for settling pupils into school are good and good communication with parents is maintained throughout the Nursery and Reception years. Achievement is good and pupils are on line to achieve the expected early learning goals by the end of the Reception year as a result of the good provision. In the Nursery class, children are at an early stage of learning to co-operate and often take part in activities independently of others. They show some curiosity in having a strange adult with them. The best teaching reinforces the classroom rules and routines very effectively. Opportunities to role play as policemen develops into an emerging writing activity as they write 'tickets' and reports on their captives.

47. In the Reception class, children are good at dressing and undressing for physical education sessions. The work in these lessons offers good opportunities to develop the skills of following instructions and working safely. Children are beginning to develop more co-operative activities and are more willing to share resources and work together.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children achieve well and make good progress in reading and writing.
- Speaking and listening skills are below those expected.

Commentary

48. Achievement is good due to the good teaching pupils receive. Even so, standards are still below those expected by the end of the Reception year. The speech and language use of a significant proportion of the children is immature and not as well developed as expected for their ages. The school addresses this by providing lots of opportunities for children to work in small groups with an adult, creating times when the conversation is as important as the main activity. Teachers in the Nursery tell stories well, using toys as a good prop to help keep children's interest. However, a significant proportion has below average listening skills. Children at an early stage of learning English are well provided for, as the teacher targets specific questions towards them to help them develop their understanding of the story. Children learn to recognise their names through day-to-day routines and registration times. Role play opportunities are well provided for in a variety of activities.
49. In the Reception class, children are able to create a folding book, using emergent writing skills to label pictures and write their names. Phonic skills are reinforced at every opportunity. In one session based on a story book the teacher had created a resource of a toy box like the one in the story. Children selected items using their initial sounds. Role-play opportunities are used to create speaking and listening activities. In the post office area, children worked together well to produce and post letters and parcels, using their developing skills of negotiation and discussion.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Good practical methods are used to teach the subject.
- Standards remain below those expected by the end of the Reception year.

Commentary

50. The teaching is satisfactory overall but most children remain slightly below the level expected by the end of the Reception year, although they make satisfactory progress from a below average level of attainment on entry to the school. Achievement is satisfactory. In the Nursery class, children have a wide range of opportunities to take part in activities intended to develop their counting and number recognition skills.

51. In the Reception class, number work is taught with a good emphasis on the use of practical apparatus and physical methods to reinforce concepts. For example, in one good session in the school hall, children learned about directions and positional language, moving forwards, backwards and sideways. This makes very good use of the associate staff member's expertise.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children have good opportunities to learn about celebrations from a range of cultures and faiths.
- Children use computers and other equipment confidently.
- The associate members of staff offer teachers a very high quality level of support in both classes.

Commentary

52. The teaching is good, overall, and children achieve well in this area of learning. In one activity observed, for example, children made good sponge cakes. Children have good opportunities to use computers, for example, for activities designed to develop their reading skills. These include using software providing activities for learning key words and characters from the main school reading scheme. The recently installed interactive whiteboard in the Reception class is a source of much excitement when used by the teacher, but also offers children a good opportunity to experiment with art and other creative software to make up pictures and patterns. In the Reception year, children have regular access to an electronic keyboard.
53. One member of the associate staff led a very good session with a small group creating a traffic system from small world toys. Roads, turnings, buildings and toy cars were used very effectively to create a model of a postman's route. The discussion between the staff member and the children was of very high quality, and helped develop their understanding of the world very effectively. Children learn about festivals such as Diwali and the teacher made good teaching points about the Mendhi patterns. Even with the good provision, standards by the end of the Reception year are below those normally found.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Good use of outside expertise has been made in gymnastics.

- Good opportunities to develop children's skills with writing, colouring and cutting tools are provided.

Commentary

54. Most children achieve the expected level by the end of the Reception year due to the good teaching they receive. Children in the Nursery and Reception classes have access to a range of wheeled toys and other equipment for their outdoor play. They are learning to play together well but much of the time children play alone or only indirectly with others. Teaching is good and children make good progress in developing their physical skills. Achievement is good in both classes. The school has made good use of an early years gymnastic specialist teacher to give staff and children ideas for lessons and to illustrate good practice. Children's movements in a dance lesson using ribbons are broadly appropriate for their ages.
55. In the Reception year, they learn to control large balls in small group activities, showing a satisfactory range of attainment. They are enthusiastic and enjoy working in the hall. There are a range of opportunities to use small tools with care and growing skill when, for example, cutting out shapes or gluing materials on a collage.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children experience a good range of materials and media.
- They learn about a range of art styles from different cultures.

Commentary

56. Pupils in both classes achieve well due to the good teaching they receive. In the Nursery, children know a range of songs and rhymes such as 'The wheels on the bus'. These they sing with enthusiasm and appropriate actions. They learn about Mendhi patterns and produce effective patterns using paper weaving.
57. Children in the Reception year use shapes to print patterns on paper. They make careful choices about the shapes they want and the colours they will use. Different materials are used to create good collages of animals. Children have made good models of houses from a paper template and collage materials. The artwork of different cultures is evident in displays and during the inspection children made Diwali lamps from clay, which they decorated appropriately with sequins and beads. By the end of the Reception year most children are reaching the levels expected of them.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in reading are improving as a result of targeted support.
- Interactive whiteboards are making teaching more lively.
- Handwriting remains a weakness throughout the school.
- Some teaching, especially in Years 1 and 2, lacks rigour.

Commentary

58. Standards are average overall, but better in reading than in writing. In the 2004 national tests, the results matched the national average in reading and writing compared to all schools, with a better than average proportion of the pupils reaching the higher levels in reading. These standards are an improvement on previous years, when results were falling year on year. In Year 4, standards are average in reading. They are currently below average in writing but progress is good because of generally good teaching and they are likely to be close to average by the time pupils leave in 2005. In general, pupils achieve well in Years 3 and 4, and make satisfactory progress in Years 1 and 2. Attainment on entry is below average.
59. Skills in speaking and listening are broadly average. Pupils are enthusiastic about their learning and listen well as a whole class. Year 2 pupils were asked to select their favourite parts from other classmates' autumn poems to appraise at the end of the lesson. There are opportunities to develop their skills in class assemblies and school productions which are a regular feature and highlight of school life.
60. Reading is well taught throughout the school. Analysis of test results shows that nine out of ten pupils made at least the expected progress in Years 3 and 4; more than a third did even better. There is a good range of reading material available, some specifically tailored to appeal to boys. Specific programmes of work, including learning about letter sounds, support those pupils who struggle with reading.
61. The standard of writing falls behind reading, and this is a focus for school improvement. More able pupils are not always challenged sufficiently. The proportion of pupils reaching the higher levels in writing in 2004 was below the national average. Writing skills are not systematically taught in all classes and expectations vary. The two Year 3 classes do not plan together so that provision is inconsistent. In Year 4, there is evidence of good, thorough attention to grammar and spelling, but this is not always the case for younger pupils. Handwriting is a weakness throughout the school, and a new scheme has been introduced to remedy this.
62. Teaching is good overall. The new interactive whiteboards present exciting opportunities to present information in stimulating ways. In the Year 1 and 2 class the teacher made use of an appropriate website to share enjoyable poems with pupils and ideas for rhymes. Often interesting activities are well matched to pupils' abilities, teaching is enthusiastic and pace is slick. During these lessons, pupils are motivated and achieve well. In Years 1 and 2, while teaching is mainly good, there are occasions when lessons lack focus and the learning objective is not taught with sufficient rigour. Opportunities to extend learning are then missed.

63. Leadership and management are satisfactory. The role of coordinator has not been a priority in the past and monitoring systems have been allowed to lapse. These are now being picked up by the headteacher, who has drawn up an effective action plan for improvement. This includes regular moderation of work by teaching staff. Assessment is good, and pupils' progress is tracked over time and results analysed for strengths and weaknesses to inform planning.

Language and literacy across the curriculum

64. This is satisfactory. There are growing links with other subjects, especially in history, art and music. For example, Year 3 pupils have drawn up informative booklets on Roman Britain using a range of research material. Teachers read to Year 2 pupils to inspire them as they painted, and played them music to stimulate poems about autumn. There is little use of information and communication technology to develop literacy skills, except through personal word processors, which are helping some boys with their writing.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Although standards have fallen since the last inspection, achievement is good overall and pupils make good progress from Year 2 to Year 4.
- The quality of teaching is good throughout the school.
- The subject co-ordinator needs more time to focus on monitoring and resources.

Commentary

65. Pupils' skills when they start in Year 1 are below average, especially with regard to their calculation skills. They make satisfactory progress through Years 1 and 2. However, in Years 3 and 4 their progress is good, pupils achieve well and by the time the current Year 4 pupils leave the school almost all will achieve the expected levels and a good proportion will achieve a higher than expected level. This is supported by analysis of the progress made by the last Year 4 pupils who left in 2004. Although their results were below average nationally, and well below average when compared to similar schools, 80 per cent made the expected or better progress. This judgement is also supported by the current pupils' work. This good achievement is due to good, well-planned teaching that is focused on basic skills.
66. The teaching is good in both key stages. A major strength is the quality and deployment of associate staff, especially with the lower attaining pupils, and with those who are at an early stage of learning English. Specifically targeted groups of pupils are provided with more directly focused basic skills teaching, often with associate staff, to help develop and boost their test results. This work usually has a positive impact on their learning and the standards achieved. Recognised weaknesses in results have also resulted in more support for pupils in mixed age classes, and to boost the proportion of pupils reaching the higher level at the end of Year 2.

67. Teachers make their explanations of new work very clear to pupils and the teachers have good relationships with children. This encourages all pupils to take a full part in question and answer, and mental arithmetic sessions. However, the scrutiny of pupils' work shows that there are inconsistencies between teachers in marking work, planning within the same year group for two classes, and in setting individual or group targets. Where the teaching remains satisfactory, learning objectives are unclear about exactly what pupils are expected to learn rather than do, and there is insufficient challenge in some of the work for the higher attaining pupils.
68. Leadership and management are satisfactory. The school has a knowledgeable and enthusiastic subject co-ordinator who is capable of over-seeing the necessary improvements in standards. However, she needs more time to monitor and evaluate teaching and learning, and to act as a consultant for her colleagues. Resources need to be fully audited and the co-ordinator given an appropriate budget to address any shortcomings. Members of staff have improved their assessment skills by moderating examples of work and agreeing the levels achieved.

Mathematics across the curriculum

69. The use of mathematical skills in other subjects is satisfactory. In science and geographical work, data handling skills are used to collect data and produce and interpret graphs. Data handling in information and communication technology supports these skills when pupils learn to use software that presents data in different ways. This has been supported by the introduction of interactive whiteboards.

SCIENCE

The quality of provision is **satisfactory**.

Main strengths and weaknesses

- The thinking of higher attaining pupils in some classes is not challenged.
- Resources are used well to make the subject interesting for pupils.
- A science club extends pupils' experience of practical science.

Commentary

70. In the teacher assessments for Year 2 in 2004, an average proportion of the pupils' reached the expected levels but a well below average proportion reached the higher level. When compared to similar schools, pupils' attainment was well below average for both grades. These results are not as good as those in 2003, but this is due to differences in the cohorts of pupils. Inspection evidence indicates that current pupils' attainment in Year 2 and Year 4 is average. Pupils of all ages and abilities achieve satisfactorily from their different starting points and most achieve the standards of which they are capable.
71. Teaching and learning are satisfactory. Teachers plan interesting tasks and use resources well. For example, in one lesson, ice cubes were made from coloured water so pupils could easily see the level when they started to melt. Both of these factors coupled with teachers' good behaviour management skills contributed to pupils'

positive attitudes towards science activities. A well-organised Year 3 lesson on testing the absorbency of different papers gave pupils the chance to plan the outline of their own test. They knew to try to keep it fair. The concept of 'fair testing' was built on quite well in Year 4 but the experiment on insulation was too teacher-directed. The pupils did very little thinking for themselves. This led to pupils making mistakes in their method, like wrapping the potato up more than twice. Teachers' subject knowledge was sometimes inadequate to challenge the most able pupils. Pupils are assessed at the end of each topic and their attainment is logged. This information is used well by staff to identify pupils who need more help. Pupils' work is marked but there were few informative and helpful written comments to help them improve.

72. Leadership and management are satisfactory. The coordinator is knowledgeable about the subject and provides good support for colleagues. She has a good understanding of pupils' attainment and progress through her review of teacher assessment and informal discussions with colleagues. She has yet to pursue the reasons for the lack of higher grades in the 2004 teacher assessment. The school realises that too little time is allocated for science in Years 3 and 4. This causes teachers to use over-directed methods in lessons in order to cover the programme quickly and restricts pupils' chances to plan their own experiments. The Year 2 science club is a valuable addition to the provision and is considerably enjoyed by the pupils who attend. There has been satisfactory improvement since the last inspection. Standards have been maintained, despite a fall in pupils' attainment in entry, and teaching and pupils' progress in Years 3 and 4 have been improved.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **unsatisfactory** due to a temporary lack of access to computers.

Main strengths and weaknesses

- The introduction of interactive whiteboards in all classrooms is a very positive move.
- The pupils have insufficient opportunities to use computers regularly but the school has plans to address this in the near future.
- The use of information and communication technology in other subjects is good.

Commentary

73. The introduction of the interactive whiteboards was a decision that had to be made quickly due to funding requirements. Although this meant that a lot of the computers available had to be attached to the boards, and although the funding for the planned computer suite had to be delayed, this will be of benefit to the school in the long term. Teachers have only received the very basic first training in the use of the boards, but even so, their use is having a positive impact on pupils' learning and on their attitudes to learning.
74. Teachers make good use of information and communication technology in their planning and record keeping. Little direct teaching was observed but the overall picture of the quality of teaching is satisfactory. The curriculum is planned to ensure all statutory requirements are met. Pupils have opportunities to program robots and

toys, and to learn to use a range of software for word processing, art, composing and data handling. In addition, programs are used to support pupils learning of basic skills in numeracy and literacy.

75. Pupils get some opportunities to use email. In Years 1 and 2 they take part in a local geography project. In Year 3 design and technology project on packaging, a very good link to information and communication technology in the real world was made. Pupils evaluated packaging to learn how different font styles, colours, sizes and readability had an impact on the objects.
76. The subject leadership is satisfactory. The co-ordinator is very experienced, but also has some other important responsibilities that limit the time available for developing work in this subject. A governor with responsibility for the subject has met with the co-ordinator and recently visited lessons to observe the interactive whiteboards in use.

Information and communication technology across the curriculum

77. The teachers make good use of information and communication in a range of subjects. For example, most classes have permanent access to an electronic keyboard. In Year 3 a video is used for dance and to record and evaluate performances. The use of the Internet as a resource is growing, and providing materials for teachers and pupils in history, science and religious education.

HUMANITIES

78. **Geography** was not a focus for the inspection and only one lesson was seen, so no overall judgement on provision can be securely made. A scrutiny of teachers' planning shows that National Curriculum requirements are met and taught in full. There are indications that the subject does not have the recommended proportion of the teaching week, due to the length of the taught week.
79. No secure judgement about provision in **history** can be made because no lessons were seen during the inspection. Pupils' work indicates that standards are broadly average in both Year 2 and Year 4. They start Year 1 talking about the past and gradually develop an understanding of how to interpret evidence. The curriculum meets the requirements of the National Curriculum but there are indications that in some years the recommended proportion of time is not spent on history. Pupils have visited local places of interest and some use has been made of the Internet to find out about the Anglo-Saxons.

Religious education

Provision is **satisfactory**.

Main strengths and weaknesses

- The well organised coordinator provides strong leadership;
- Adults support small groups of pupils well;
- The same work is often given to all despite pupils' differing abilities;

- Very little work is on display in classrooms or around the school.

Commentary

80. Standards in religious education are in line with those expected of the locally agreed syllabus. Achievement is satisfactory overall. This is a similar picture to that noted at the last inspection. Statutory requirements are fully met. Collective worship is a main strength, with opportunities for pupils to grow spiritually.
81. Only two lessons were observed during the inspection, but planning was examined and work studied, and discussions held with pupils and staff. Teaching overall is satisfactory. Introductions make good use of resources, including the new interactive whiteboards. For example Year 1 pupils were able to compare photographs of local places of Christian worship downloaded from a community website. Often the same work is given to all pupils in the class, even though they are of mixed ability. While adults provide effective support to groups of pupils they would not need so much support if the task were more appropriately matched to pupils' needs.
82. Work in books reveals a good range of coverage, and some extended writing, especially expressing an opinion, such as for or against school uniform. Marking does not tend to show pupils how they can improve.
83. The coordinator is very experienced and provides effective leadership. Teachers are given clear guidance and support in implementing the scheme, and an impressive range of resources has been built up. Lessons are observed and standards assessed with other members of staff. Despite much searching only one display was evident in the entire school, about a Muslim wedding. No work relating to the subject was displayed in classrooms, which is a missed opportunity to celebrate pupils' understanding and achievement.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

84. No lessons in **art and design** were observed, as it was not a focus for inspection. Although it is not possible to make secure judgements about provision, from the work displayed around the school, and in pupils' sketchbooks and folders, it is clear that standards are above those expected in many cases. Pupils have good opportunities to experience a range of media and materials. Very good use is made of other artists work, including some less well-known modern artists. This is particularly true in Year 3 where work based on blocks of colour resulted from looking at the work of Sean Scully and William Scott. There are examples of painting, printing, collage and more three-dimensional work using a range of papers and soft materials. Art from other cultures and times also provides a basis for much work, such as very effective patterns in the style of Aboriginal paintings. Pupils in the speech and language unit have produced some very effective observational portraits.
85. In **design and technology**, there is insufficient evidence to provide a judgement on provision, teaching or standards. Pupils in Year 3 are studying packaging by taking examples apart and creating nets of their own to build into packages for mince pies. During this work, a very good link to information and communication technology is made, as they study the impact of the font styles and colours used. Younger pupils

are able to make bears with moving limbs. By Year 2, they can design and make a salad from a range of food items. In a good lesson in Year 4, pupils designed a picture book with a range of moving parts, using pop-ups, sliding or turning mechanisms.

86. **Music** was not a focus for the inspection, so there are no judgements on standards, teaching or provision. One lesson was observed; singing and performances were seen in assemblies; and a hymn practice and music club were attended. The school benefits from the work of specialist musicians on the teaching staff. Singing is of a high quality; better than is normally experienced in primary schools. It is tuneful and the diction is clear. Pupils are very well accompanied on the piano, and inspired by members of staff. Worship in assembly contributes significantly to pupils' spiritual development. The music club is very popular, with forty regular members made up evenly of boys and girls. They sing with enthusiasm and confidence from memory songs which, while popular, are technically difficult, such as "Over the Rainbow". In the lesson seen Year 3 pupils were performing a rhythm to a steady beat with some accomplishment. A commercial scheme is followed but adapted to suit the needs of the school. All Year 4 pupils learn the descant recorder, and performed well in assembly, keeping in tune and together. Links were observed in an English lesson when Vivaldi's "Four Seasons" was used as a stimulus for autumn poetry, and music played in the background while pupils worked.

Physical education

Provision is **good**.

Main strengths and weaknesses

- The quality of the teaching is good.
- Lessons and activities are well-planned.
- There are good opportunities to take part in extra-curricular clubs or team sports.

Commentary

87. Pupils achieve well due to the good quality teaching and support they get, and the very enthusiastic attitudes they have towards their work. This is shown by the good proportion taking a keen part in after school and lunchtime clubs and school teams. Standards in most lessons were above those expected given the pupils' ages, and this includes those with special educational needs or those with English as an additional language. Children from the speech and language unit are very effectively integrated into some lessons and this has a very positive impact on their developing skills. In addition, a special early morning session, taken by two very good and well-trained associate staff, helps some identified pupils with their co-ordination skills and this has a knock-on impact on their learning in other subjects.
88. Three lessons were observed during the inspection. The teaching was good or very good in all of them, and this resulted in good progress being made by all pupils. Year 2 pupils are able to create a good range of body shapes by stretching and curling. In one Year 3 lesson the work was well matched to different pupils' abilities and this ensured that all made good progress with bat and ball skills. In another Year 3 lesson, very good teaching led to good standards of movement creating a dance on the theme of the weather. Teachers ensure warm-ups are appropriate and children understand the benefits of exercise.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

89. The school makes adequate provision for pupils personal, social and health education. Every class has a lesson each week, often called 'circle time', in which they discuss issues like friendship, right and wrong and a healthy life style. Routines, such as only the person holding the teddy being allowed to speak, are well established. Teaching is very supportive and encourages most pupils to speak and express their views confidently and to listen to others. For the youngest pupils these lessons sometimes ask too much of their concentration because they are too long.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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