

INSPECTION REPORT

HIGHFIELDS PRIMARY SCHOOL

Doncaster

LEA: Doncaster

Unique reference number: 106668

Headteacher: Mr B Stevens

Lead inspector: Robin Wonnacott

Dates of inspection: 25 & 26 April 2005

Inspection number: 267015

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	132
School address:	Market Street Highfields Doncaster
Postcode:	DN6 7JE
Telephone number:	01302 722216
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Appropriate authority:	The governing body
Name of chair of governors:	Mr J Coleman
Date of previous inspection:	April 1999

CHARACTERISTICS OF THE SCHOOL

Highfields Primary School is situated in the Highfields area of Doncaster, five miles north of Doncaster centre. There are 132 full-time pupils on roll, aged from three to eleven; this makes it a smaller than average size primary school. The Nursery provides education for the equivalent of 9 full-time places for three-year-olds, in the mornings only. The majority of pupils come from the immediate area. Overall, pupils come from homes of below average socio-economic background. The percentage of pupils entitled to free school meals (41 per cent) is above the national average. The percentage of pupils with special educational needs (26.1 per cent) is above the national average. The percentage of pupils who have a statement of special educational need (3.7 per cent) is also above the national average. The pupils' special educational needs are wide-ranging, but the majority relate to learning difficulties. The overwhelming majority of pupils are of white British heritage. Seven pupils are refugees or asylum seekers. The percentage of pupils whose first language is not English (6.7 per cent) is above the national average. When children join the school at the age of three, their levels of attainment are well below those typical of those found nationally for the age group. Since September 2004 five new staff have joined the school, including a new deputy headteacher. The headteacher was appointed from September 2004. The school received an Achievement Award in 2001 and 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2787	Robin Wonnacott	<i>Lead inspector</i>	Mathematics, information and communication technology, design and technology and physical education
13762	Norman Shelly	<i>Lay inspector</i>	
18709	Nina Bee	<i>Team inspector</i>	Foundation Stage, science, music, religious education, citizenship, special educational needs and English as an additional language
22197	Martin Mayhew	<i>Team inspector</i>	English, art and design, geography and history

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	3
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	6
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	10
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	12
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	23

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Highfields is a good school that is improving rapidly. The school provides pupils with a good quality education. Overall, teaching and learning are good. Pupils' attitudes are good; their behaviour is good. The headteacher is providing the school with very good leadership. The school provides good value for money.

The school's main strengths and weaknesses are:

- Although standards in English and mathematics were below the national average in the 2004 tests for eleven-year-olds, inspection evidence indicates that they are improving.
- When children join the Nursery their speaking and listening skills are well below those typically seen for the age group.
- Teaching is good and leads to good achievement by pupils, overall. Teachers, and other staff, know the pupils well.
- Where teachers' marking is good, it helps pupils understand how they can improve their work. However, this approach is not consistent throughout the school.
- The headteacher provides the school with very good leadership; he has a clear vision for the school's future. The governors work well to enable them to hold the school to account for its actions.
- Overall, the work of subject co-ordinators is good.
- There is good provision for pupils who have special educational needs (SEN).
- Attendance levels are low, and this has an impact on standards.

Good improvement has been made since the last inspection. All the issues identified by the inspection have been successfully overcome. Standards are improving; provision for information and communication technology (ICT) is now very good. Strategies for checking teaching and learning are well developed. The school is in a very secure position to make further significant improvements.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2002	2003	2004	2004
English	E	D	E	C
Mathematics	E	C	E	C
Science	E	C	E	B

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

Pupils' achievement is good. In 2004, the school's results for eleven-year-olds were well below the national average. However, this group of pupils showed low levels of attainment when they were assessed as seven-year-olds. During their time in the school they made satisfactory progress. Children enter the school as three-year-olds with standards well below those generally found for the age group. In the Nursery and Reception class they achieve well, but do not attain the level expected for five-year-olds. The well below average levels of pupils' language skills have a significant impact on the overall standards being attained by the school. The standards being attained by the present Year 2 pupils are below those expected for the age group in reading, writing and mathematics. Work in the books of the Year 6 pupils shows variation in standards across subjects. Work in the science books is generally in line with the expected standard. Work in the English and mathematics books is below the expected standard.

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils are happy at school; they have positive attitudes towards learning. Behaviour throughout the school is good. Attendance levels for the last school year were well below average. Nevertheless, the school has good procedures in place to help improve attendance levels. The ethos of the school is good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Overall, the quality of teaching and learning is good. In the best lessons, teachers' expectations are high. They use very good questioning techniques that help pupils develop their ideas. As a result, pupils make good progress in learning. The school has a good range of assessment procedures in place, and valuable information about pupils' levels of attainment is available to help staff plan future work. The school has a good curriculum in place. A good range of clubs and other activities enrich the experiences for pupils. Teachers and other staff know the pupils well; the care they offer pupils is very good. Provision for pupils who have SEN is good. The school works well with the parents; it has good links with the community and other schools. All pupils are included in all aspects of the school's work.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher is a very good leader. In the short time he has been at the school he has undertaken a thorough analysis of the school's strengths and weaknesses and is making very good use of the information to plan the school's development; this is having a positive impact on standards. The headteacher has the full support of all those connected with the school. Subject co-ordinators for English, mathematics and science have a good understanding of the strengths and weaknesses in these subjects. The work of the governors is good, and they ensure that all statutory requirements are fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with the school; they regard teachers as very approachable. Pupils feel that the school is good and they are positive in their attitudes towards the staff.

IMPROVEMENTS NEEDED

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

- Continue to work to raise standards in the key skills of English and mathematics.
- Develop teachers' marking of work so that more constructive marking helps pupils understand how they can improve their work.
- Develop the procedures that are in place to improve levels of attendance.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is **good**. Overall, standards attained in the national tests are **well below average**. Standards in the pupils' English and mathematics books are below average; standards in the science books are average. Standards on entry to the school are well below average, and pupils have made good progress to reach the standards they do. Standards in the present Year 6 books are below the average for the age group. Nevertheless, this indicates an improvement from the well below standards in last year's tests for eleven-year-olds.

Main strengths and weaknesses

- Standards in English and mathematics are low.
- Standards in speaking and listening are very low. The majority of pupils have very limited vocabulary.
- From very low levels of attainment at the age of three, pupils achieve well as they move through the school, but they still have levels of attainment below the national average at age eleven.
- Standards in ICT are generally average.

Commentary

1. From well below average standards when they join the school, children in the Nursery and Reception classes do well, but they do not reach the expected standard for five-year-olds in any of the six areas of development identified for young children. Their communication skills are significantly lower than those expected at this age. Nevertheless, their achievement is good in all areas because of the good teaching they receive. Teachers know the children well and plan practical activities which get the best out of them. The children find learning fun.

2. An examination of the work of the present Year 1 pupils indicates that when they join the Year 1 class their levels of attainment are much lower than are found typically, particularly in language and communication. In the Year 1 and 2 classes pupils continue to achieve well. Teaching is good, and pupils are helped to build on their earlier development. However, by the age of seven they do not reach the expected standard in reading, writing and mathematics. Results for the 2004 assessment tests are shown in the following table.

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

Standards in:	School results	National results
Reading	12.7 (11.1)	15.8(15.7)
Writing	12.0 (12.2)	14.6 (14.6)
Mathematics	15.3 (14.6)	16.2 (16.3)

There were 18 pupils in the year group. Figures in brackets are for the previous year.

3. The school's results in assessments for seven-year-olds are well below the national average. The pupils' very low language skills play a significant part in the low test results. Pupils' vocabulary is very limited, and their ability to articulate responses to questions is very restricted.

4. As pupils move through the school from Year 3 to Year 6, their achievement is good. Pupils who start school with very limited vocabulary gain in confidence in using language. Results from the 2004 assessments for eleven-year-olds are set out in the following table.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	23.6 (25.8)	26.9 (26.8)
Mathematics	23.8 (27.0)	27.0 (26.8)
Science	26.6 (28.5)	28.6 (28.6)

There were 15 pupils in the year group. Figures in brackets are for the previous year.

5. In 2004 the results for eleven-year-olds were well below the national average. Over half of the pupils who were involved in these tests had joined the school after their Year 2 assessments had been completed. The pupils who were assessed by the school at the age of seven made good or very good progress. In addition, close to 25 per cent of the group were on the school's SEN register. These two factors had a negative impact on the school's results when compared with the national picture. On the other hand, when the school's results are compared with those of similar schools, that is schools which had similar Key Stage 1 results in 2001, then Highfields' results in English and mathematics were average; in science they were above average.

6. Inspection evidence, particularly work in the books of Year 6 pupils, shows variation in standards. Work in the majority of English and mathematics books indicates below average standards. This evidence shows that more pupils are on track to reach the expected Level 4 in the 2005 tests and, as a result, the school's overall performance will be better. Work in the science books indicates average standards. Standards in ICT are broadly average. Pupils' attainment in other subjects is in line with the national average. Attainment in religious education is below that set out in the locally Agreed Syllabus for the subject. In no subject is there a significant difference between the attainment of boys and girls.

7. Pupils with SEN, and those who speak English as an additional language, achieve well. The school invests a lot of time, energy and finances into effectively meeting the needs of the large number of pupils with SEN; most of these pupils have difficulties in the key skills of communication and language. These pupils all make significant gains in the key skills of speaking, listening, reading, writing, number and ICT. Nevertheless, their attainment remains well below average, particularly in English and mathematics. Their difficulties with speaking, reading and writing, and their slow acquisition of new vocabulary, are barriers to their learning in most other subjects, although this is less marked in art and design and physical education. The school is having a significant impact on trying to overcome these barriers.

8. The opportunities provided for pupils to apply their literacy and numeracy skills in other subjects are satisfactory, and at times good. When they are given opportunities, pupils show satisfactory levels of understanding. For example, in a Year 6 ICT lesson, pupils showed a good understanding of ways in which they could use skills acquired in English lessons to enhance a presentation about the life of Queen Victoria.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Provision for pupils' spiritual, moral, social and cultural development is good. Last year attendance was well below the national average; although it has improved in the current academic year, it is still low.

Main strengths and weaknesses

- Pupils like school and enjoy the lessons and activities.
- Behaviour is good.
- Pupils' spiritual, moral, social and cultural development is good.
- Attendance is poor.

Commentary

9. Pupils talk positively about their lessons; they say how much they enjoy them and they relate with enthusiasm the experiences they have had on trips. They like their teachers and say that their school is a good place to learn. They take the special tasks they are given in the school seriously. Participation in the various activities of the school is good. Pupils' confidence and self-esteem are good and they have a conscientious attitude to their work.

10. Standards of behaviour are good and contribute well to learning, because scarcely any time is lost because of misbehaviour. Pupils who speak English as an additional language and those with SEN behave well and are positive learners. As a result, they respond well to lessons and to the extra support which they receive. Conduct about the school is orderly, and pupils are polite and considerate. Relationships between pupils are good. They are friendly and mutually supportive. Incidents of bullying are rare. One pupil caused the three temporary exclusions last year.

School's basic characteristics: ethnicity

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Mixed – White and Asian
Any other ethnic group
Total

No of pupils on roll
133
1
7
141

Exclusions in the last school year

Number of fixed period exclusions		Number of permanent exclusions	
Boys	Girls	Boys	Girls
3	0	0	0
0	0	0	0
0	0	0	0
3	0	0	0

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

Attendance

11. Attendance is well below the average for primary schools; this has a negative impact on the school's test results. The main reasons are higher levels of absence owing to illness and a significant number of parents who condone absence or make insufficient attempts to ensure their child's attendance. The school has recently introduced efforts to improve attendance, through home contact with parents of absentees and by offering incentives for attendance. These approaches are showing modest signs of success so far. Further strategies are being put in place to improve attendance rates. Most pupils arrive on time for the start of the school day.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.9
National data	5.1

Unauthorised absence	
School data	1.6
National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

12. Overall, the quality of education provided by the school is **good**. From very low levels of attainment when they enter the school, pupils make **good** gains in learning as they move through the school to attain standards that are generally below the national average in Year 6. Pupils' behaviour is **good**, and this has a positive effect on their learning. Staff use the **very good** accommodation well.

Teaching and learning

13. Teaching in the school is **good**. In all but one of the 20 lessons observed, teaching was very good or good. In the one remaining lesson teaching was satisfactory. Overall, teachers make good use of assessment data. However, not enough thought is always given to the way in which assessments should influence the planning of future lessons. Teaching assistants are used in a very positive way to help pupils learn. Pupils with SEN, and those who speak English as an additional language, are provided with good support; this enables them to learn well.

Main strengths and weaknesses

- Teachers use effective techniques when they question pupils.
- Very good relationships exist between staff and pupils.
- Behaviour in lessons is good, and this is having a positive influence on pupils' learning.
- Teaching assistants are used to good effect and they support individual pupils well.
- Assessment data is not always used to maximum effect when lessons are planned.

Commentary

14. During the inspection, the quality of teaching observed was good. In 95 per cent of the lessons teaching was good or very good. No unsatisfactory teaching was seen. Teaching has improved since the time of the last inspection and this is beginning to help pupils improve the standard of their work. There is no significant difference in the quality of teaching in the different classes in the school. Evidence gathered through scrutinising pupils' work and holding discussions with pupils indicates that the teaching observed during the inspection is typical of that found normally in the school.

Summary of teaching observed during the inspection in 20 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	6	13	1	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

15. In the very good lessons, teachers' good questioning techniques make sure that pupils have understood the work. The teacher asks the same question in a number of different ways in order to check pupils' understanding. This was the case in a Year 6 ICT and technology lesson where pupils were using computers to prepare a project on Queen Victoria. The lesson started in the classroom and the teacher used the interactive whiteboard to help pupils understand what they would do when they went to the computer room. The follow-up work in the computer room showed that all pupils were fully conversant with the program they were using; they made very good progress in the lesson.

16. Teaching in English lessons is good. Teachers make good use of the national guidance for literacy; they plan lessons to take account of the needs of different groups of pupils. Good teaching also occurs in mathematics lessons. Teachers make good use of the national guidance for developing pupils' numeracy skills. In lessons in both subjects, good use is made of ICT to support learning. The materials provided for pupils are stimulating and hold the pupils' interest. In a Year 4

and 5 lesson where pupils were exploring the use of timetables, the teacher introduced a cinema timetable giving the times of showing of 'Star Wars'. The pupils were keen to explore when they would be able to see the film, and they could work out how long they would be at the cinema. The lesson went with a swing.

17. Teaching assistants are used well throughout the school. In the best lessons, their work is very good. They are clear about what individual pupils are expected to learn. They are fully committed to helping individual pupils, and the pupils respond in a very positive way, learning well. The teaching for the pupils who speak English as an additional language is good. The teachers and the bilingual assistant work well together, so that pupils who speak English as an additional language are able to take part fully in lessons. They focus well on the development of language. There are detailed records of pupils' progress in terms of their levels of language acquisition. All adults who are involved in the pupils' learning make a good contribution to their overall good achievement.

18. Teaching and learning of pupils with SEN are good throughout the school, from Nursery to Year 6. Staff who frequently work with pupils with SEN in small groups, or on a one-to-one basis, have good knowledge of the pupils' needs and effectively promote the development of key literacy skills.

19. Overall, assessment procedures are good. The school has started to analyse the nationally provided test results to identify pupils who will need help if they are going to reach the expected standards for seven- and eleven-year-olds. The school keeps good records on pupils' attainment in English, mathematics, science and ICT. Because the records have been well thought through, they are effective and do not take too much of teachers' time to complete. In the best lessons, teachers make good use of on-the-spot assessments. Pupils write answers on their own whiteboards and teachers use the outcomes to refocus their teaching. Pupils' books are regularly marked. The best marking helps pupils understand ways in which they could improve their work. However, this approach to marking is not consistent in all classes, and it needs to be developed.

The curriculum

The curriculum is **good** and is enriched by good provision for extra-curricular activities in the arts and sports. The accommodation is very good and resources for learning are satisfactory.

Main strengths and weaknesses

- The curriculum is matched well to pupils' individual learning needs.
- There is good provision for pupils with SEN and those whose first language is not English.
- The good range of clubs and activities appeal to a high proportion of pupils and help to enhance their academic, physical and social development.
- The accommodation is spacious and efficiently organised.
- Resources in some areas are good, but are lacking in others.

Commentary

20. Judgements about the curriculum and accommodation broadly match those made at the previous inspection, although there have been considerable changes to the organisation of both. The formal curriculum meets requirements and is well planned, so that pupils make good progress from year to year and are well prepared to move on to the next stage in their education. In this school of almost entirely recently appointed teachers, some subjects are not fully developed, such as art and design, because the focus has been on the core literacy and numeracy aspects of the curriculum. Indeed, opportunities for pupils to use and develop their literacy and numeracy skills across subjects are good and are well planned.

21. Good care is taken to ensure that all pupils have equal access to the curriculum. Because the teachers and their assistants know the pupils well, including their levels of attainment, the work they give pupils to do is suitably challenging and interesting. Planning for lessons is detailed and takes careful account of pupils at all levels of ability, including those classes that have pupils of mixed ages. As a result, pupils are keen to learn and they achieve well.

22. There is a good programme for personal, social and health education (PSHE) and for citizenship, taught partly as a separate subject though well integrated into other subjects and the wider life of the school. For example, assemblies often offer pupils the facility of showing and discussing their work with the whole school. This approach helps to develop pupils' confidence and their social awareness. Staff place great emphasis on encouraging pupils to offer opinions and to take part in discussions, using strategies that have a very positive impact on pupils' communication and thinking skills.

23. There is good provision for pupils with SEN and for those whose first language is not English. Good support through adult assistants and carefully planned programmes of work is offered to the former pupils. The latter group of pupils achieve well in line with their peers because of the good way in which they are included in whole-class activities. For example, one pupil who speaks very little English has the good support of an adult translator. This ensures that he misses out on nothing that is available to his classmates, that his understanding and use of English is already developing well, and that he makes good progress in his learning.

24. The school is well staffed with teachers and teaching assistants. Teaching assistants work well with teachers as teams and give good support, mainly to pupils of lower attainment, during lessons and through the school day.

25. The good range of clubs and activities is popular and caters for the interests of boys and girls of all ages. This boosts pupils' interests and competencies in sports, music, and subjects such as French and art. The chess club, of which a session was seen during the inspection, is well attended and promotes much thought and enjoyment.

26. The recently internally decorated accommodation is spacious and very good and lends itself well to learning. Rooms are of good size and sufficient to allow groups of pupils to work with teaching assistants as required. Though resources for learning are adequate overall, resources for ICT are very good. The computer suite is well equipped and used regularly, and pupils use the classroom computers as a matter of course. The school is aware that resources in art and design, and the library, are insufficient. The school plans specify that improvements are necessary in these areas. Indeed, development of the library facility has already begun.

Care, guidance and support

The quality of care is very good. Pupils receive good guidance and support.

Main strengths and weaknesses

- Very good relationships between teachers, helpers and pupils promote a positive ethos for pupils' learning.
- There are good procedures to ensure that pupils work in a healthy and safe environment.
- There are a number of good opportunities for pupils to be involved in the general running of the school.
- Pupils receive good guidance and support.

Commentary

27. Pupils feel safe, valued and supported by the way they are treated. They trust and respect their teachers and have no hesitation about confiding in them and asking for help. Pupils have positive attitudes towards learning, and relationships between adults and pupils are very good. This is creating an encouraging atmosphere for pupils and, as a result, they are able to learn.

28. The procedures for health, safety, child protection and children in care are very well implemented. Specialist agencies provide relevant services to meet pupils' needs. The arrangements for settling pupils into the school, at whatever stage they join, are good; in July, pupils spend a day with the teacher they will have the next year. The school nurse provides good support for pupils. She helps in the school's good programme for sex education and in the programme that gives pupils an understanding of the way drugs could affect their health.

29. There is good involvement of pupils in the life of the school. Older pupils act as 'playground buddies'. They take this responsibility seriously and are able to arbitrate when minor disturbances occur at playtimes. The school council has its own budget so that it can really make a difference to pupils' lives in the school. In lessons, pupils give each other mutual support and evaluation of their work; this approach is developing well.

30. Teachers' assessments are used well to help pupils to improve. Good use is made of pupils' target cards, which remind pupils of what they are expected to learn next. Overall, teachers' marking of pupils' work is not fully developed. In a minority of books there are comments that would help pupils improve their work. However, this approach is not consistent across the school; too often, work is marked only with either a tick or a cross. Children with SEN are provided with good support by learning support assistants and the learning mentor.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Parents think well of the school and have confidence in it.
- The parents' and teachers' association works very hard to support the school.
- Curricular and transition arrangements with the partner secondary school are good.
- The on-site community centre provides good support for the school.

Commentary

31. Parents are pleased with the quality of education and care that is provided for their children. The school arranges termly consultation meetings to discuss pupils' progress, and these are well attended. All parents of pupils who have SEN attend the periodic reviews. Parents feel that they are kept well informed about their children's work.

32. The parents' and teachers' association is very active, raising considerable sums for charities and to assist the school. It is a useful sounding board for the school's proposals, and meetings are called to consult parents about particularly important developments. Several courses have been organised for parents, but not enough has been done to help parents to understand how they can help their children at home. Parents help with transport and dramatic productions.

33. The information provided for parents is satisfactory. Annual school reports give much detail about what pupils can and cannot do, but the reports do not explain in parent-friendly language how well children are attaining. Although the prospectus is satisfactory, it does not fully reflect the improving ethos created by the relatively new teaching team.

34. The school works closely with its neighbouring schools. Good arrangements are in place with the partner secondary school for transition purposes, the teaching of modern foreign languages, and support for gifted and talented pupils. Visits to places of interest and visitors to the school, such as public service representatives and theatre companies, augment pupils' learning.

35. Good relationships exist between the school and the neighbouring community centre. A number of important joint ventures are in place, including the provision of refurbished computers for all Year 6 pupils at the school.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides very good leadership. The contributions of other staff to leadership and management are good. Governance is good.

Main strengths and weaknesses

- The development of higher standards is the focus for the school's leadership and management.
- The school is inclusive and has a strong ethos, which is based on mutual respect.
- The headteacher, with strong support from the deputy headteacher, has successfully integrated the new staff to form a very strong team.
- The work of the school governors is good. They have clear procedures in place than enable them to hold the school to account for its actions.
- Parents are very positive about the headteacher's leadership.

Commentary

36. The leadership and management of the headteacher are very good. In the short time he has been at the school he has undertaken a thorough analysis of the school's results in national and other tests. He is using this information to very good effect to plan the future development of the school. The headteacher uses written communication very effectively. For example, the headteacher's report to the school governors is of a very high quality. The report provides governors with a clear analysis of the school's position and helps them make strategic decisions about the future.

37. There is a strong sense of teamwork and shared values in the school. Communication is open and the headteacher is readily accessible. A very effective environment for learning has been quickly created; all areas of the school are scrupulously clean, and this adds to the quality of the environment. In a short period of time the headteacher and deputy have developed a very effective teaching team; the staff have a common vision for the school and are all working very hard to improve standards.

38. Management of different aspects of the school's work is good. There are good procedures for monitoring and evaluating the school's work. Subject leaders are aware of strengths and weaknesses and they use this information to plan the school's future development. The school improvement plan is very detailed and provides a clear picture of the short-, medium- and long-term developments in the school.

39. The leadership and management of SEN are good. The experienced, newly appointed co-ordinator (SENCO) has worked hard at identifying what is needed to improve the provision further. She has reviewed the SEN policy and worked hard with teachers to develop the quality of individual education plans (IEPs). She is aware that the next step is to develop an effective monitoring system to show how well pupils with SEN achieve in all areas of the curriculum. There are clear systems in place to support pupils with English as an additional language. The specialist teacher visits weekly and assists both the teachers and the pupils well.

40. Governance is good. The governing body is very supportive of the school and ensures that its work meets all statutory requirements. There is a very good relationship between the governing body and the school's senior leadership, but the relationship is not a cosy one. The governing body is involved in setting the strategic direction of the school by its review and its effective working parties. There are designated governors for key aspects of the school's work, such as literacy, numeracy and SEN. Governors monitor standards and hold the school's managers to account for their actions.

41. The school's financial procedures are good. Financial management by the governors, headteacher and office staff is effective. Funding is used very well to meet the needs of the pupils. Specific grants are spent appropriately, and this is making a difference to pupils with SEN. The school has good procedures to ensure that it applies the principles of best value.

42. The school has a relatively large carry-forward in its budget. However, the governors are clear about the way the money is to be used. This includes the funding of an extra teacher to cover the changes in working practices for teachers, due to come into force in September 2005. Funding for the school is slightly higher than the national average; standards are low, but pupils' achievement is good. Teaching is good. Management is good. When all these factors are taken into consideration, the school gives good value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	490,385
Total expenditure	492,750
Expenditure per pupil	3,677

Balances (£)	
Balance from previous year	73,390
Balance carried forward to the next	71,025

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision in the Foundation Stage is **good**.

43. Two classes make up this area of the school's work, a Nursery and a Reception class. Both classes benefit from the support of either a Nursery nurse or a learning support assistant. In addition, parent volunteers come in regularly and give good assistance to teachers and children. Exciting activities are well planned to develop learning in all areas. Information collected when the children enter the Nursery shows that most children are well below the expected levels of attainment for their age. Assessment procedures are good and enable the adults to collect information on the children and use this when they plan lessons. This information is then fed into individual profiles which track how well each child is doing. Some aspects of the development of language skills and personal and social skills are low. On entry to Reception, the majority of children are still well below the expected levels for their age in the important aspect of language. In relation to their low starting point, achievement is satisfactory. Induction procedures are good and, as a result, the children quickly settle into school. Parents are pleased with the information they are given before their children start school. Learning resources are satisfactory and are used well. The outdoor area is used well by both classes, and this helps children's learning. There are a small number of children identified as having SEN and a few who speak English as an additional language. Teaching is good and these children are well supported.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching is very good, and this area is very well promoted in all activities.
- The children develop good relationships with each other and very good relationships with the adults who work with them.
- Attitudes to learning, and children's behaviour, are good.
- Achievement is good.

Commentary

44. The majority of children are unlikely to reach the expected levels by the end of their time in Reception. However, in relation to their low starting point, most children achieve well. This is because all adults have very high expectations of children's response to each other and to adults. In both classes, adults develop very good relationships with the children and from an early age most children quickly begin to develop an idea of what is expected of them. As a result, behaviour is generally good. As they get older, the children begin to choose activities sensibly and maturely and work happily on activities that have been selected for them. Teaching is very good because this area is very well promoted in all activities. Both teachers plan interesting activities which suit the children's individual needs. This has a good effect on the children's attitudes to learning. By the end of Reception, most children work well together and begin to develop the skills necessary to work independently. They are enthusiastic, but limited language inhibits many from asking questions to find out more. Personal independence is very well promoted in all activities. For example, when the children paint or go out to play they are encouraged to 'have a go' when putting on aprons and coats. However, adults are sensitive and help is always available if they need it. The children begin to develop an idea that people have different cultures and beliefs, through listening to simple stories of how Christians celebrate Christmas and Hindus celebrate Diwali.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching is good.
- Teachers develop well the children's speaking and listening skills, and their vocabulary, in all activities.
- Adults support the children well, enabling all to achieve well.
- The children develop positive attitudes to reading.

Commentary

45. Teaching is good. In both classes, there are well-planned opportunities for children to develop the correct way to write letters and work independently in the designated writing areas. In the Nursery, the children were seen using paint to develop an idea of how to write letters. Vocabulary related to colours was reinforced well by the Nursery nurse during this activity. In both classes the children have good opportunities to copy or attempt to write their name when completing writing, painting or drawing activities. A few higher attaining children in both classes confidently attempt to write their names unaided and begin to form words when writing. However, although many children in Reception attempt to write, little of this writing shows any recognisable letters. A few children are beginning to copy their names satisfactorily.

46. Reading books are regularly sent home and parents are encouraged to help with reading. In the Nursery, basic book awareness is developed effectively, which results in most children picking up books with confidence and enthusiasm. In Reception, most children are aware that print conveys meaning and they happily tell the story by looking at the pictures. A few higher attaining children read simple texts and clearly identify the difference between the words and the letters on a page.

47. The children have many daily opportunities to develop speaking skills. All adults value what they say and, as a result, even the youngest children begin to speak out in class discussions. The teachers have very high expectations regarding listening carefully. As a result, most children listen attentively. Most children are unlikely to reach the expected levels by the time they start in Year 1. However, in relation to their prior attainment when they started in the Nursery they have achieved well.

MATHEMATICAL DEVELOPMENT

The provision for mathematical development is **good**.

Main strengths and weaknesses

- The children respond positively to lessons because resources are used well to reinforce learning
- Activities are well planned and promote the vocabulary associated with this area well.
- Teaching is good.

Commentary

48. In the Nursery, children are given many opportunities to develop basic counting skills. They count how many children there are in the class and enthusiastically count as they build towers from large bricks. Resources, such as brightly coloured number lines, are used well to reinforce and promote learning. In both classes there are areas that clearly assist learning in mathematical development. However, in Reception, although children begin to recognise the names of numbers,

many of them have great difficulty in identifying, ordering and sequencing numbers up to 10. In the Nursery, children begin to identify simple shapes such as circles. They make caterpillars from tissue paper circles and then count the circles. As they get older, this idea is built on as they begin to develop an awareness of three-dimensional shapes. For example, the children identify which group they are in by pointing to a picture of a solid shape such as a cone or sphere, but most children cannot recall these names. In both classes teachers use every opportunity to reinforce mathematical understanding, together with basic mathematical vocabulary such as 'more than'. Most children are unlikely to reach the expected levels by the end of their time in Reception. However, because of good teaching and well-planned lessons, most children achieve well from a low starting point.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The children have good opportunities to develop computer skills.
- The children respond well to the good teaching, listen and concentrate hard.

Commentary

49. Little direct teaching was seen, but discussions with children and a scrutiny of what they have previously done indicate that teaching is good. This area is well planned for in both classes. The children are currently learning about mini beasts. In the Nursery, the children have looked at caterpillars and then carefully moulded clay to make caterpillar models. As a result, these youngest children in the school are beginning to identify the names of mini beasts such as butterflies and caterpillars. In Reception, the children were seen confidently using spades in the outside area as they dug for worms. They were well supported by the teacher, who reinforced social skills well when one child had difficulty sharing the spades. Good attention was given to the need to be kind to living things and the children listened well and responded properly. In both classes, children have good opportunities to use construction toys to build and balance. Children in the Nursery were seen working well together with the teacher as they built towers. Social skills were well promoted during this activity. In Reception, children were seen using the computers confidently and very enthusiastically. They moved the cursor satisfactorily around the screen and used the mouse to click and drag buildings to make towns. There are regular opportunities, in both classes, to cook and to develop an idea of the need to be safe in the kitchen and learn about basic food technology. For example, in Reception, when they learnt about Easter, the children made Easter cakes. In both classes, many children have difficulty explaining what they are doing because of limited language, and, as a result, most are unlikely to reach the expected levels by the start of Year 1. For example, many children in Reception have reached expected levels in relation to using the computers, but they have difficulty explaining what they are doing. Achievement is good overall.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- Teachers' planning is good.

Commentary

50. Little direct teaching was seen in this area. However, children's physical development is well planned. The outside area is used well each day for promoting physical development. The children in the Nursery and the Reception classes were seen climbing, balancing and using small apparatus, such as balls, with confidence. All children have good opportunities to ride wheeled vehicles such as bicycles, and they push dolls' prams. During these times, social skills are well encouraged when children have difficulty sharing. Planning indicates that children in Reception have regular opportunities to use the hall for physical development. All children learn to handle tools such as pencils, pens and scissors safely and have many opportunities to use soft materials such as dough and clay to cut, roll and mould shapes. Resources to promote this area are satisfactory but the school acknowledges a need to develop the outside area. Children are on track to reach the expected standards in this area of their development.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- Planning for learning is good.

Commentary

51. Although little teaching was seen in this area of children's development, teachers' planning is good. Children were seen mixing their own colours when painting in the Nursery and they used paintbrushes safely and with satisfactory control. However, many children had difficulty in naming colours. No teaching of the music element of this area was seen, but there were musical instruments for children to play during child-initiated activities. Areas for imaginative play are satisfactorily resourced in both classes. In the Nursery, the teacher has created a 'Garden Centre' and in Reception a 'Red Riding Hood's Cottage' has been developed. Teacher's planning and children's previous work show that in Reception the children are making fruits by joining fabrics together by sewing. In the Nursery, children have used a computer program to paint pictures, showing satisfactory control of the mouse. In the very short sessions in the Nursery when children were seen painting they were well supported by the teacher and the Nursery nurse.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- From a well below average starting point on entry, pupils achieve well over their time in the school.
- Though improving, standards are still below average overall by the time pupils leave at age eleven.
- The good teaching has a marked impact on the rate that pupils learn because lessons are interesting and well matched to pupils' learning needs.
- Assessment is used very well to plan work that challenges pupils according to their individual levels of capability.
- The leadership and management of the subject are good.

Commentary

52. The results of the national tests taken by Year 2 pupils in 2004 were well below average in both reading and writing in comparison with those of all schools. Results in Year 6 were also well below average in the subject overall. However, the Year 6 results were average when compared with those of similar schools – as measured on the basis of the pupils' prior attainment – and this showed that pupils achieved satisfactorily. Inspection evidence indicates that most pupils by the end of Year 2 do not attain the expected level in either reading or writing, although they make good progress towards doing so. The current Year 6 pupils have made good progress and achieved well to reach standards which are still slightly below average overall, but better than they have been in previous years. A higher proportion than was the norm are attaining the expected Level 4 in English, and some are likely to reach the higher than expected Level 5 by the time they leave the school. No pupils attained this level in the 2004 national tests. Evidence shows that, throughout the school, pupils of all levels of capability achieve well, including pupils with SEN and those whose first language is not English. This is because of the good teaching and close attention given to the needs of all pupils, not just from teachers but also from skilled and efficient classroom assistants, who work with teachers as a team. None of the teaching seen in the inspection fell below a good standard.

53. Attainment in speaking and listening and reading is well below that expected of three-year-olds when children start at the school and, despite making good progress, the children's attainment is still below expectations when they enter Year 1. Teachers and their assistants work hard and successfully in Years 1 and 2 to improve pupils' speaking and listening skills, but many pupils lack the confidence and experience of language to reach expected levels by the time they enter Year 3. These skills develop well in Years 3 to 6 as teachers use an increasing variety of teaching strategies well and to good effect.

54. Pupils' reading and writing skills progress well in Years 1 and 2 because they receive good guidance, and the teacher has high expectations of what they can achieve. A few more able pupils write interesting pieces independently and use to good effect the skills they have learnt in lessons. Similarly, in Years 3 to 6, the staff work hard and competently to instil confidence in pupils to express themselves both orally and in writing, with considerable success. Indeed, recently introduced strategies across the school are having a marked effect on the rate at which pupils learn. Techniques such as 'hot seating' and using small-group discussion visibly enhance pupils' confidence to express their thoughts sequentially and with improving clarity. For example, teachers take care to draw as many pupils as possible into whole-class discussions, not only in English but also in other subject lessons, such as in history when discussing Victorian school life.

55. Teaching in English is good. Teachers have high expectations of pupils to produce good quality writing. The use of 'drafting' books is effective because, as a result, most finished written pieces are neatly presented. The majority of pupils go to great pains to spell correctly, and the content of the writing is often fascinating and evocative. Recently created play scripts by Year 6 pupils, based on 'A Midsummer Night's Dream', illustrate this well.

56. The work that teachers and classroom assistants give pupils to do nearly always meets their needs. This is because the staff know the pupils well, firstly because they work so closely with them, with mutual respect, and secondly because they regularly assess pupils' levels of attainment and measure the progress they have made. These results are generally accurate and are used well to help staff plan the work they want their pupils to do. As a result, pupils do work that is challenging, yet within their capability. They respond by trying to do well, and so they achieve well. Marking is generally useful in that it includes guidance on what pupils need to do to improve. The targets which the pupils write and regularly refer to are clearly effective in promoting their knowledge and involving them in their own learning and improvement.

57. The newly appointed subject co-ordinator leads and manages the subject well. She is a skilled classroom practitioner and is well placed to work alongside her colleagues and further raise standards. She has undertaken thorough regular monitoring of pupils' work and teachers' planning and has observed English lessons across the school. By this means, strengths of the teaching are shared with colleagues, and good quality teaching and learning are consistently maintained. The co-ordinator and most of her colleagues took up their teaching posts at the school only at the beginning of this school year, but they have ensured that standards are already rising. As a result, provision has improved since the school's previous inspection. Teaching had improved and the school is now well placed to see a significant improvement in standards. Book resources, however, are too limited. The school is aware of this and is taking definite steps to acquire more, with specific attention to be given to improving the range and quantity of books in the library.

Language and literacy across the curriculum

58. English and the rest of the curriculum support each other well. Pupils use their speaking and writing skills independently and sometimes adventurously to develop their learning in subjects such as ICT, science and geography. Links with ICT are developing very well, because older pupils have easy access to computers and most use them to write with as easily as they would use a pen or pencil. Interesting history topics in Year 6, such as the First World War, and in Year 2, such as the Fire of London, often enrich pupils' reading and writing opportunities. For example, pupils had written some moving poems and letters, as if by soldiers about to go into battle.

MATHEMATICS

Overall, the provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are below the national averages by the ages of seven and eleven, but are improving.
- The quality of teaching is good across the school. Information and communication technology (ICT) is used to good effect to support teaching and learning
- The National Numeracy Strategy is well embedded in all lessons.
- Leadership and management of the subject are good.

Commentary

59. When pupils enter the school in Year 1 their understanding of mathematical ideas is very low in comparison with national expectations. Results in the 2004 national tests for seven-year-olds were well below the national average, and for eleven-year-olds they were also well below the

national average. An analysis of the test results of last year's eleven-year-olds when they were seven shows that their attainment at age seven was very low. Many of the pupils in last year's Year 6 class were new to the school. Just over half had completed their full school life at Highfields; this group made good progress in Years 4 to 6.

60. Inspection evidence indicates that the national guidance for developing pupils' skills in numeracy is being used to good effect. Pupils are able to use a range of strategies when working out problems. For example, when asked to calculate 49 times 7, pupils multiplied 7 by 50 and subtracted 7. This approach shows a good understanding of the way numbers can be manipulated. The work seen in lessons and in pupils' workbooks is better than the national test results for 2004 indicate. Work in books shows good progress from the very low levels of attainment when pupils enter the school. Pupils' levels of achievement are good overall. Pupils with SEN receive good levels of support in the classes, as do those who have English as an additional language, and they all achieve well. There is no clear difference between the attainment of girls and boys.

61. The teaching of mathematics across the school is good. Management of pupils is good. The classrooms are attractive, and displays about mathematics add well to learning. Classroom space is well used for whole-class and small group activities. The 'starter' activities used in lessons capture pupils' attention and interest. Very effective use is made of interactive whiteboards and this holds the pupils' interest. Teachers question pupils effectively. Pupils behave well and most sustain their concentration. They work well together in pairs and in their ability groups.

62. The standard of work in the pupils' books is below that expected of primary age children. Nevertheless, the standard of work in the books of Year 6 pupils indicates an improvement in standards from last year. Work is generally well presented and teachers mark the books regularly, though sometimes the marking does not help pupils understand how they could improve their answers. There are specific mathematical targets for individuals to aim for; pupils know their targets and can talk about how well they are doing. Generally, while the majority of the curriculum is well addressed, pupils are still not spending enough time on investigating and applying mathematics.

63. Leadership and management of the subject are good. The co-ordinator has very good subject expertise and has a good awareness of the strengths and weaknesses in provision. Regular monitoring of teaching takes place, and the feedback given to teachers includes tips to improve teaching. Accommodation and resources are good and help to enhance provision.

64. Provision for mathematics has improved since the last inspection. Inspection evidence indicates that the school has the potential for significant further improvement over the next few years.

Mathematics across the curriculum

65. Pupils make satisfactory use of mathematics as part of their work in other subjects, aiding their understanding of its use in practice. For example, they use graphs and tables to record data in geography and science, or measure materials in design and technology. Interactive whiteboards are being used to good effect. However, the school has yet to identify all the opportunities for pupils to develop their mathematical skills in other subjects.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well in relation to their starting point.
- Educational visits enhance the science curriculum.
- On occasions, teachers' marking could be more helpful to pupils.

Commentary

66. Standards in science are average in Years 2 and 6. All pupils achieve well throughout the school in relation to their prior attainment.

67. During the inspection only two lessons were seen. As a result, no overall judgement can be made on teaching. In one lesson teaching was good and in the other satisfactory. During the lessons the interactive whiteboards were used well to develop scientific understanding. Good use was made of the technology to help pupils understand how they could record data using charts. When looking at pupils' previous work it is obvious that teachers have high expectations regarding the need to record neatly. All work is well presented. Occasionally, however, teachers do not match work to pupils' needs. Sometimes, lower attaining pupils are given activities that are too difficult for them. When this happens they do not do as well as they could do.

68. In discussion with pupils in Years 2 and 6, it was clear that they enjoy the subject, and most speak confidently and enthusiastically about what they have been doing recently. Pupils in Year 2 talked about the dangers associated with electricity and easily identified appliances in the home that need electricity in order to work. In addition, pupils confidently listed what you need to eat to keep healthy and they all recognised that exercise keeps the body healthy. In Year 6, pupils gave an accurate account of the experiments they have recently been working on to discover more about friction. They recalled facts and spoke accurately about previous investigations they have taken part in, in particular those concerning light and shadows. Most of the group confidently and accurately used scientific language such as 'transparent', 'translucent' and 'opaque'.

69. The subject is well led and managed by the subject co-ordinator. She has a clear idea of standards throughout the school and has begun to monitor the quality of teaching through lesson observations and by looking at pupils' previous work. Satisfactory assessment procedures have been established so that pupils' progress can be tracked. However, teachers' marking often does not give pupils enough information on how to improve. Well-planned educational visits, to places such as Austerfield Field Centre, reinforce and develop understanding. Visitors, such as the visitor from the Healthy Schools Project, extend learning in topics as they discuss with the pupils what is healthy to put in their lunch boxes.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Standards by Year 6 are in line with those found in other primary schools.
- Resources, in particular the number of computers, are good.
- Teachers are confident about using computers. Interactive whiteboards are used well in lessons.
- The subject is well managed.

Commentary

70. Standards in Year 6 are generally in line with national expectations. Discussion with Year 6 pupils and a scrutiny of their work indicate that standards in many aspects of ICT are average, for example in word-processing. Pupils have a satisfactory understanding of the way computers can be used to help in the production of spreadsheets. Teaching staff are confident when using the computers; this confidence is passed on to the pupils, who are equally at home when using the different programs available.

71. Teaching in ICT is good. In the two lessons observed the staff were very conversant with the computer program they were using. The lessons were well planned and pupils made progress in using the computers. For example, in a Year 6 lesson where pupils were using computers to develop a presentation about Victorians, they were able to use the complete range of options available to enhance the presentation and make it more interesting. They used the Internet to find more information about Victoria's reign and then added a spoken commentary to their presentation. The progress made by all pupils during this lesson was impressive. Pupils were keen to talk about their work and could explain how they had created their presentations. Pupils in Year 5 were equally at home in the computer suite. They were able to explain how they could give the computer simple instructions, 'so it moved around the screen'. There is no difference between the attainment of boys and girls. Pupils with SEN are fully involved in developing their ICT skills; they are well supported by learning assistants.

72. The work of the co-ordinator is good. He has a good understanding of the way in which ICT can be used to enhance pupils' learning across a range of subjects. The co-ordinator is clear about the strengths and weaknesses in the subject and provides colleagues with valuable support. The provision of resources for ICT is very good and the school has a well-equipped computer suite which is well used. Classrooms have interactive whiteboards; these are used well by staff and hold pupils' interest in lessons. There has been a significant improvement in provision and standards since the last inspection

Information and communication technology across the curriculum

73. Information and communication technology (ICT) is being used to support work in a number of subjects, including English, mathematics and history. The co-ordinator is aware of the need to extend this aspect of ICT provision to develop all aspects of pupils' learning.

HUMANITIES

74. Work in the humanities was not a focus for this inspection. **History** and **geography** were sampled by looking at displays around the school and pupils' work in books and folders, and by talking to a few pupils. From this evidence it is clear that pupils enjoy an appropriate range of learning opportunities in both subjects and that all aspects of both subjects are covered. The pupils study topics from each subject on a half-termly basis. This system promotes pupils' interest well. For example, pupils in Years 1 and 2 gain a good sense of direction and knowledge of the wider world from following the travels of 'Barnaby Bear' and studying the mythical island of Struay. Topics such as the Victorian era and life in Jamaica, studied by pupils in Years 3 to 6, contribute to the pupils' knowledge of place and sense of history and also promote their personal and social development and their desire to question well. Pupils compare their own lives and environment with those of children in the Second World War and in other places, such as Llandudno, and this gives them a feeling for individual differences in ways of life.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Marking does not consistently inform the pupils how well they are doing.
- Assessment procedures are underdeveloped.

Commentary

75. At the end of both Year 2 and Year 6, standards are below the expected levels set out in the locally Agreed Syllabus. Judgements on standards and teaching were determined from observing one lesson in Year 6, looking at pupils' previous work, and discussions with pupils. There is too little evidence to make an overall judgement on teaching, but in the lesson seen the quality of teaching and learning was very good. In this lesson, the pupils' learning was very good as they developed their understanding of Islam and the Qu'ran. The pupils listened respectfully and asked very sensible questions to develop their knowledge. In addition, books and other objects used in the Mosque helped pupils to widen their knowledge of the Muslim faith.

76. Discussions with pupils in Years 2 and 6 indicated that their limited language skills hinder basic understanding and, consequently, achievement. For example, though pupils in Year 2 spoke about Christianity, they were muddled about the stories they had heard about Jesus. Their idea of what a church might look like inside was very limited. Year 6 pupils were confused between the beliefs of Christians and Muslims. Their knowledge of Bible stories was again limited and muddled. Previous work indicates that all classes have covered a satisfactory amount of work, which is generally well presented. Marking is not always supportive and does not consistently inform the pupils how well they are doing.

77. The recently appointed co-ordinator has identified a clear action plan to improve the provision by updating the policy and planning for the subject. In addition, she is aware of the need to develop assessment procedures so that there are records to show clearly how well pupils are doing.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

This aspect of the school's work was not a focus of the inspection. Three lessons were observed in physical education. It is not possible to give a judgement on provision on individual subjects.

78. The very small amount of evidence available indicates that standards in **music** are in line with national expectations. On entry to assembly, the pupils listened quietly to music. During the assembly the singing was tuneful and the pupils maintained the rhythm accurately. The school ensures that all aspects of the curriculum are covered but as yet does not monitor the standards achieved by the pupils.

79. No lessons were seen during the inspection in **art and design**, and it is not possible to judge standards because very little finished work was available. From discussion with the co-ordinator and from looking at planning, it is clear that the art and design curriculum is in the early stages in this school. An almost entirely new teaching staff appointed from the beginning of the current school year has put its major efforts into improving the provision and standards of the core subjects, so art and design have had less attention than might be normally expected. Nevertheless, firm plans are in place to develop a full and exciting programme of art teaching and learning, which will include comparison and modelling based on the work of famous artists. Plans to develop this aspect of the school's provision include staff training and the purchase of a wider range of resources for pupils to use.

80. In **design and technology** standards in Year 2 and 6 are average. There is evidence of pupils in all year groups being involved in activities where they design and make artefacts; all these are of a satisfactory standard. Resources for design and technology are satisfactory. The ample space in the school enables pupils to engage in a range of activities related to designing and making. Prior to the inspection parents and pupils had been involved in an evening session for design and technology; the models made during the session were on display and they showed a good level of understanding of the design process.

81. Inspection evidence indicates that pupils achieve well in **physical education** and that standards are above the national expectations. In the three lessons seen, pupils showed a wide range of skills in movement; they were able to throw and catch balls and their movements were well co-ordinated. They worked well individually, in groups and in teams, and showed very good attitudes to the elements of competition, such as fairness, response to decisions, winning and losing, and supporting their peers. In all the lessons pupils were encouraged to evaluate each other's performance; they did this with sensitivity and care for each other's feelings. Pupils with SEN and those who have English as an additional language are fully included in lessons and they achieve well.

82. Teaching in physical education is good. Three lessons were observed and teaching was very good in one lesson and good in the other two. Teachers' expectations of pupils' achievements are high, and this has a positive impact on the pupils' attitudes, making them want to improve their skills.

83. The curriculum covers all aspects of the subject. The school has good facilities for physical education and uses them well, offering a wide range of opportunities for boys and girls alike. The school hall is well equipped and the hard play area is well marked to encourage physical activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Although no lessons were seen in this area of the school's work, other evidence indicates that provision is **good**. The attention the school gives to this aspect of its work is well rewarded.

84. The school sees pupils' personal development as an important part of its work. There is a good programme of activities, including work on diet, health, sex and relationships and drugs awareness. The school nurse visits the school to talk to the Year 6 pupils about the onset of puberty. She visits the school on a regular basis and is available to listen to pupils' problems. This approach helps pupils develop a safe and healthy lifestyle, gain confidence and interact with others. Pupils see the school council as an important way in which they can influence the work of the school, and it provides them with a good grounding in citizenship.

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	2
How the school's effectiveness has changed since the last inspection	3
Value for money provided by the school	3
Overall standards achieved	5
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
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	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	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of the management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7); not applicable (8).