

# INSPECTION REPORT

## **KIMBERLEY PRIMARY SCHOOL**

Nottingham

LEA area: Nottinghamshire

Unique reference number: 122706

Headteacher: Rob Cook

Lead inspector: Barbara Crane

Dates of inspection: 31 January – 2 February 2005

Inspection number: 267138

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 – 11
Gender of pupils:	Mixed
Number on roll:	138
School address:	Swingate Kimberley Nottingham Nottinghamshire
Postcode:	NG16 2PG
Telephone number:	0115 9385050
Fax number:	0115 9385075
Appropriate authority:	Governing body
Name of chair of governors:	Mrs J Kirkland
Date of previous inspection:	March 2003

## CHARACTERISTICS OF THE SCHOOL

This is a small primary school, catering for boys and girls from aged three to eleven years, on the outskirts of Nottingham. It serves an area in which social and economic factors are slightly below average. There are 138 pupils altogether, including 27 pre-reception children who attend part-time. Children's attainment when they start school is below average. The school has a high level of mobility amongst its pupils. A quarter of last year's Year 6 pupils, for example, did not start at the school.

Nearly all of the pupils come from white British families, with just a few of dual ethnic heritage. All pupils speak English as their first language. A quarter of the pupils have special educational needs, which is more than in most schools. Pupils' special educational needs mainly involve learning and speech and language difficulties. There are no pupils with Statements of Special Educational Needs as the local authority makes alternative arrangements.

The school has had four headteachers in the last 18 months, two of whom were acting headteachers. The permanent headteacher was appointed at Easter 2004. The school has had a very significant turnover of staff in the last two years, with ten teachers leaving and nine joining the school. The staffing situation is now much more stable.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21227	Barbara Crane	Lead inspector	English, geography, history, religious education, special educational needs.
19426	Chris Farris	Lay inspector	
32827	Jacqueline Marshall	Team inspector	Mathematics, art and design, design and technology, music.
10144	Pamela Marriott	Team inspector	Science, information and communication technology, physical education, areas of learning in the Foundation Stage.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very effective school.** The excellent leadership by the headteacher has provided a clear vision that is reflected in the school's drive to provide the best for its pupils. Pupils in all parts of the school achieve very well because of the very good teaching. Standards are above average by the time the pupils leave. The school very successfully promotes pupils' personal development and good standards, as well as a very strong partnership with parents, because of its very good management. It provides very good value for money.

#### The school's main strengths and weaknesses are:

- Outstanding leadership by the headteacher has resulted in very good improvement and a community in which everyone is included and has a voice.
- Exciting and well-focused teaching, throughout the school, means that pupils of all ages and abilities achieve very well.
- Pupils' personal development is very well nurtured and the school provides them with excellent support, guidance and advice.
- The school's excellent partnership with parents means that they are fully involved in their child's learning, as well as in shaping the school's direction.
- There are some occasions when pupils do not sufficiently use their skills in writing in other subjects and when lower attaining pupils do not make the best possible progress in writing.

There has been very good improvement since the school was previously inspected in 2003. The serious weaknesses that were identified at that time have all been dealt with successfully. Standards are much higher and teaching has improved because the curriculum and use of assessment have been worked on and are much better than they were. The school's leadership and management have greatly improved.

### STANDARDS ACHIEVED

**Pupils' achievement is very good throughout the school.** This includes boys and girls and pupils of all abilities, including those who have special educational needs. Children in the Foundation Stage achieve very well. Most children are on track to reach the goals for their age in all areas of learning and exceed these in their personal, social and emotional development, by the time they start in Year 1. The trend in improvement in standards has been faster at this school than in most schools. Results for Year 6 pupils rose in 2004 from being well below average in the previous year to an overall average level. Compared to their results as seven year olds, pupils did better than expected in English, as well as expected in science and slightly below expectations in mathematics. Standards now are even better, being above average in English, mathematics and science in Year 6. Pupils of all abilities achieve very well. Standards have risen for Year 2 pupils at a similar rate and are now well above average in reading, writing and mathematics. Although pupils' achievement in English is very good, overall, there are times when lower attaining pupils throughout the school should be doing even better than they are in writing. Standards in information and communication technology (ICT) are rising rapidly and are good in Year 2 and average in Year 6. Pupils with special educational needs do very well because of very effective support.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004

English	E	E	C	B
Mathematics	D	E	D	D
Science	D	E	C	C

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

**Pupils’ personal development is very good.** Pupils’ social, moral and spiritual development is very good. Their cultural development is good but a few opportunities are missed to enhance pupils’ awareness of different cultures. Pupils’ behaviour, relationships and attitudes to learning are all very good and support their rapid progress. Pupils enjoy taking responsibility and being with their friends. Pupils show courtesy and respect for others. Attendance is satisfactory and punctuality is good.

## **QUALITY OF EDUCATION**

**The school provides a very good quality education. Teaching and learning are very good.** Teaching encourages and engages pupils very well. Right from the start, there are high expectations of behaviour and hard work. Relationships are very good and so pupils want to do well. Assessments are very well used to establish what pupils of all abilities need to work on next. As a result, pupils make very good progress. They know what to aim for because targets are set out clearly for them. Teaching assistants form a very effective part of the team and support for pupils with special educational needs is very good. Homework is very well organised and pupils complete it. There is a good quality curriculum that enables pupils to use and extend their skills in ICT, reading and numeracy very well in other subjects but pupils do not always use skills in writing as frequently as they should. Provision for personal, social and health education is very good. There is a very good range of activities outside normal lessons in which pupils are keen to get involved. The school takes very good care of pupils and gives them excellent support, advice and guidance, so that they know where to turn to if they have problems. There is an excellent partnership with parents and the school works hard to involve them in their children’s learning at home and school. There are good links with other schools and the community.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good.** The headteacher provides excellent leadership that has resulted in very good improvement. He ensures that everyone aims for the best in promoting both pupils’ achievement and their personal development. The staff form a hard-working team that knows where it is going and shares in the headteacher’s ambitious vision for the school. Key staff provide very good support in translating the vision into practice. They support and check initiatives, such as the very effective systems for assessing pupils’ progress and setting targets, and involving parents in children’s learning. The school knows what it needs to do next because it looks closely at data, analyses trends and checks on teaching and learning. The governance of the school is very good and all statutory requirements are met. Governors have a very good understanding of what happens in school and how successfully work is being undertaken to meet targets, because they keep in close touch with the school, check for themselves and ask the right questions. They make sure that money is spent wisely to support priorities for improvement and to promote inclusion.

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

Parents have a high level of trust and confidence in the school and feel that it has improved greatly in many aspects of its work since the previous inspection. They appreciate the ease with which they can approach staff, the frequent communication between home and school and the way that the school consults them about its future.

Pupils enjoy school and feel part of a thriving community. They say that they appreciate the way in which the school takes notice of their ideas and opinions and the staff's efforts to provide them with interesting activities.

### **IMPROVEMENTS NEEDED**

Improve the lower attaining pupils' achievement in writing and the opportunities for all pupils to write more frequently in different subjects.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils' achievement is very good in all parts of the school. Standards are above average by the end of Year 6 and well above average in Year 2.

#### Main strengths and weaknesses

- Achievement in the Foundation Stage is very good and children get a very good start to their education.
- Pupils achieve very well in Years 1 to 6 and by the end of Year 6 standards are above average in English, mathematics and science.
- Standards in ICT are above average by Year 2.
- Pupils with special educational needs make very good progress because of very effective support.
- Some lower achieving pupils do not always make the best possible progress in writing.

#### Commentary

1. There has been very good improvement in standards since the last inspection due to the school's work to raising pupils' achievement. The trend in the school's results has been better than the national trend. In 2004 standards rose overall with pupils at the end of Year 6 achieving average levels in national tests and above average by the end of Year 2. The school has built further upon this success and standards are now very good in Year 2 and good in Year 6.

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

Standards in:	School results	National results
Reading	16.7 (14.2)	15.8 (15.7)
Writing	14.7 (12.2)	14.6 (14.6)
Mathematics	18.6 (14.9)	16.2 (16.3)

*There were 20 pupils in the year group. Figures in brackets are for the previous year*

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

Standards in:	School results	National results
English	27.2 (23.8)	26.9 (26.8)
Mathematics	26.5 (25.2)	27.0 (26.8)
Science	28.8 (27.5)	28.6 (28.6)

*There were 26 pupils in the year group. Figures in brackets are for the previous year*

2. Children achieve very well in the Foundation Stage with most children reaching the goals set for their age in all the areas of learning and exceeding these in their reading and their personal, social and emotional development. This is the result of the school's very effective emphasis on developing these basic skills. The needs of children of all abilities are met very well because of the skilful teaching that makes full use of checks

made on children's progress. This very good start gives the children a positive basis to build on in the rest of the school.

3. Standards in English, mathematics and science are above average in Year 6. In reading, writing, mathematics and science, the current Year 2 pupils are achieving well above average standards. The difference in standards between Year 2 and Year 6 reflects the different profile of ability in the year groups and pupils in both are achieving very well. The school keeps very close checks on how well all pupils are doing and uses these to set very clear and precise targets for pupils, ensuring all make very good progress. These checks also enable the school to identify areas where standards are not as high as they should be and to act to change this. One instance is the school's current focus on raising standards in mental mathematics skills. Clear targets and direct teaching in groups are now being provided.
4. There is very good achievement across the school by more able and average pupils in writing. Lower attaining pupils in writing make good progress overall, but their achievement does not match that of other groups because they sometimes lack effective support for their writing, such as frameworks to support them in getting started.
5. Pupils throughout the school make very good progress in their knowledge and use of ICT. Recent initiatives, such as the completed ICT suite, the development of staff expertise and the increasing use of interactive whiteboards, have had a positive impact on standards. In Year 2 pupils' standards are above average, whilst in Year 6 pupils are achieving in line with the expectation for their age. Standards are better for Year 2 pupils because they have benefited from developments for a greater part of their school career.
6. Standards in religious education are in line with national expectations and pupils' achievement is satisfactory; no judgements were made about standards in any other subject areas.

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

Pupils' attitudes and behaviour are very good. Their personal development, including their spiritual, moral and social development, is very good. Cultural development is good. Punctuality is good and attendance is satisfactory.

### **Main strengths and weaknesses**

- Pupils are proud to be part of the school's drive for improvement.
- Children in the Foundation Stage get a very good start in establishing good work habits and attitudes to school.
- Pupils' very sensible behaviour and relationships help them support and learn from each other.
- A few opportunities are missed to fully promote pupils' awareness of different cultures.

### **Commentary**

7. Older pupils speak freely about how they see their daily life at school to be more interesting, orderly and inclusive because of the changes brought about by the school's leadership and management. Pupils feel part of a thriving community in which everyone's views are seen as important in shaping a better future. They want to get involved in the wide range of activities offered both in lessons and outside the normal school day.
8. Very good attitudes build from children's earliest time in the Foundation Stage, where children quickly learn that adults care about them and value their ideas. High

expectations of hard work, friendly support for others and sensible behaviour are the norm for the youngest children and are consistently reflected in all of the older classes. Pupils' social and moral development is very good. They show a very good understanding of the benefits of contributing to the harmony of the community by respecting others' needs and helping whenever possible. This is often apparent when pupils of all ages work with ICT and spontaneously help those experiencing difficulty. Pupils understand the school's rules and why these are necessary. The staff help them to think about the consequences of their actions in a sensitive way. Pupils' spiritual development is very good. Pupils' sense of fairness is well demonstrated when they play together. They talk about their feelings and experiences confidently, because they know others will listen to them. Assemblies and religious education lessons provide very good opportunities for pupils to reflect on the importance of beliefs and principles. Pupils develop a good awareness of different cultures, particularly through work in geography, music and religious education, but some opportunities are missed to fully promote their understanding of different cultures' contribution to art and design.

9. There were three fixed term exclusions last year, resulting from aggressive behaviour. The re-integration of pupils was swift and carefully supported.

## Attendance

Attendance figures for the last reporting year were very much better than those at the time of the previous inspection but were still below average. The school has acted effectively to further improve attendance and it is now at a satisfactory level. Punctuality at the start of the day has also improved and is now good.

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

Authorised absence		Unauthorised absence	
School data	5.8	School data	0
National data	5.1	National data	0.4

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

### Ethnic background of pupils

### Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	131	3	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	3	0	0
Mixed – any other mixed background	2	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a very good quality education. A stimulating curriculum motivates pupils to learn. Teaching and learning are very good and meet the needs of different groups of pupils very well. Pupils are very well cared for and the school has excellent links with parents.

## Teaching and learning

Teaching and learning are very good throughout the school, as is assessment.

### Main strengths and weaknesses

- High quality teaching across the school is very successfully supported through professional development.
- There is very effective use of assessment to set precise and challenging targets, which are closely followed up.
- Teaching assistants provide very good support.
- Teaching in the Foundation Stage lays a firm base of essential skills.
- Teaching catches pupils' interest very well and so pupils are keen to learn.
- Some lower attaining pupils do not always get exactly what they need to help them improve their writing.

### Commentary

10. A significant factor in the development of high quality teaching has been management's high priority on providing well-focused professional development for all staff, based on monitoring of what works well and where improvements are needed. Good examples are the very effective work to ensure that teaching provides high quality support for guided reading groups and mental mathematics, as well as engaging boys' interest in learning. Teaching assistants give valuable support and play a full part in the team because they work closely with teachers and know exactly what to do. This means that individuals, groups or the whole class benefit. Teachers maintain a very good level of communication with teaching assistants so that pupils' developing needs are carefully met through adaptations to work.
11. Teaching in the Foundation Stage is very good because it concentrates on building children's basic skills in an imaginative way. Children's personal, social and emotional development is very well supported so that children develop good work habits and try hard. Adults celebrate children's success so that they want to do well. Teaching maintains a very good balance between guiding children to gain skills through exciting activities and allowing children to use these independently when they have choice over what they do.
12. In English and mathematics there are similar characteristics to the high quality teaching and learning. Teachers have a very good understanding of the national strategies and how to adapt these for different groups of children. Very effective management has made sure that assessment is used as a natural part of teaching and learning. Teachers know where pupils are in their learning and set out the next steps clearly. Pupils know what they are aiming for and respond very well to teachers' high expectations. This is consistent across the school and pupils of all abilities, including those with special educational needs, make very good progress in their learning as a result. In writing, there are a few occasions when teaching does not enable lower attaining pupils to make the best possible progress. This is because there are times when these pupils have too few props to help them get started in setting down their ideas.
13. In lessons pupils are motivated and keen to learn; Year 6 pupils, for example, say that they very much appreciate the lengths teachers go to in order to make their work interesting. Teachers plan activities that are well matched and challenging with

purposeful links made to learning in other subjects. Pupils from Year 2, for example, in a design and technology lesson used what they had learnt in their science lesson on electricity to help them design a trap in the little pigs' house for catching the wolf. Very good use is made of a range of strategies to engage and enthuse pupils, with teachers planning a variety of activities to support pupils' different learning styles and to include boys and girls. Teaching exploits the use of ICT well to gain pupils' interest. Questioning is well used throughout the school to extend pupils' understanding further, keeping them both engaged and challenged whilst also providing an opportunity for the teacher to check how much each pupil understands.

**Summary of teaching observed during the inspection in 27 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2	14	9	2	0	0	0

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

**The curriculum**

The school provides a good curriculum for its pupils and there is very good enrichment through activities that extend pupils' experiences outside normal lessons. The school's accommodation is good and resources are satisfactory.

**Main strengths and weaknesses**

- The curriculum for children in the Foundation Stage is very good.
- There is very good provision for pupils with special educational needs.
- Very effective planning supports pupils' personal, social and health education.
- There is plenty going on to enrich the curriculum so that pupils are well motivated and keen to learn.
- There is good planning for pupils to use their skills in ICT, numeracy and reading across the curriculum, but some opportunities are missed for pupils to use their skills in writing.

**Commentary**

14. Effective management has ensured that there has been good improvement in the curriculum since the previous report. The emphasis has been on improving provision for literacy, numeracy and ICT and this has paid dividends in the better standards seen in these areas. The school teaches everything it should and there is guidance for all subjects to support teaching.
15. The curriculum in the Foundation Stage is very well planned to link together children's learning in each of the six areas of learning. This means that, whatever activity children are doing, their learning is using skills that have been previously taught. The curriculum also takes very good account of children's different ages and abilities and work is carefully adapted to meet their needs.
16. Very good management ensures that provision for pupils with special educational needs results in pupils making rapid progress. Pupils' needs are quickly and accurately identified and are supported through very good quality individual education plans that are closely followed by teachers and teaching assistants. Everyone knows what to do to support these pupils and the very effective emphasis on inclusion means that pupils benefit from the whole curriculum.

17. There is very good provision for pupils' personal, social and health education. Pupils say that they very much appreciate the work that staff put in to enrich the curriculum and that there is always plenty going on in the school in which they can take part. During the inspection, for example, pupils joined in a fact-finding competition that meant researching in books. Year 5 and 6 pupils have a residential visit to an outdoor activity centre. Visits and visitors support topic work very well; for example Year 3, 4 and 5 pupils visited Brackenhurst Hall and acted as evacuees as part of their work in the Second World War. There is a very wide range of activities for pupils to take part in at lunchtime or after school, in art, music and sport. Football coaching is organised by a local professional footballer.
18. The use of numeracy, reading and ICT is well planned to support pupils' learning in other subjects. This means that pupils use their skills in these areas in a range of different situations and so see the relevance of their learning. With writing, although there are times when pupils write for different purposes across the curriculum, there are some missed opportunities for them to fully extend their skills, particularly in geography and religious education.
19. The school's accommodation is good and it is brightened by displays of pupils' work. The ICT suite is well equipped and well used to support pupils' learning. The playground area has been developed and pupils appreciate the improvements. Resources have been built up, after careful checks on usefulness and relevance of existing resources, and are satisfactory.

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

The school takes very good care of its pupils. It provides excellent support, advice and guidance for pupils and involves them very well in its work and development.

### **Main strengths and weaknesses**

- Excellent advice, guidance and support help pupils to achieve very well in their work and personal development.
- Relationships between staff and pupils are very good and children get a warm welcome when they start school.
- Pupils make a very good contribution to the school's future plans and their views are valued.

## **Commentary**

20. There has been very good improvement in this aspect of the school's work. Pupils are very well looked after in the school. Staff provide a high level of care, enabling the pupils to feel safe and secure and to flourish in the friendly but purposeful environment. The very good relationships make it easy for pupils to share their worries with staff, knowing they will be listened to with a sympathetic ear. Such relationships help boost pupils' confidence and self-esteem and play an important part in maintaining the settled school environment.
21. The support, advice and guidance provided by teachers and other staff are excellent. The extremely effective use of checks on pupils' personal development and progress in their work leads to target setting that ensures that every pupil knows what to do to improve. Pupils say that they are confident that staff will give them the help they need to meet their targets.
22. Children joining the school enjoy a very smooth and confident start to their school career because of the special effort made by the staff to help them settle in. Very good support is also given to pupils who start part way through the year to enable them to integrate quickly. Year 6 pupils enjoy a good induction programme before moving to the secondary school.
23. Pupils are extremely positive about the school and feel that their views are heard and valued by staff. The pupils' opinions play a significant part in the school's forward thinking. The school council acts as a focal point for pupils' views and holds regular meetings to discuss issues affecting daily school life. Council members were involved in identifying the characteristics that they wanted from a headteacher, as part of the selection process for the current headteacher. Pupils also took part, along with staff, parents and governors, in the meetings about 'Building a Brilliant School' and gave their views about shaping the school's future.

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

The school has an excellent partnership with parents and good links with the community and other schools.

### **Main strengths and weaknesses**

- Parents express an extremely high level of confidence in the school.
- They receive excellent information about their children's progress and general school matters.
- The school seeks parents' views extensively and involves them closely in forward planning.
- Parents contribute very well to their children's learning at home and at school.

## **Commentary**

24. The school's partnership with parents is excellent. This is a very good improvement on the situation at the time of the previous inspection. Parents are extremely supportive of the school and are very happy with their children's quality of education. They view the staff as being friendly and easy to approach and a hard-working team that provides their children with plenty to do outside school hours. Parents respect the school's leadership and management and appreciate the quality of change brought about to benefit their children.
25. The relationship with parents works so well, to benefit pupils' learning, because the school involves parents extensively in making the school more effective and helps

parents to support their children's learning. Meetings organised to gather parents' views about how to create a successful school were very well attended by parents, governors and staff. Parents' ideas were acted upon, for example in widening the range of activities available to pupils outside normal lessons. Most recently, the school has consulted parents about how communication regarding special educational needs can be improved and a working party of parents is being set up to guide developments.

**An example of outstanding practice is seen in the school's involvement of parents in children's learning:**

The school provides parents with excellent information about their child's progress and other general matters. The cornerstone of this is the personal organiser that every pupil has, which tells parents how well their child is doing and clearly sets out individual targets to aim for in English and mathematics. Details of homework are included and there is guidance to help parents support their children with reading and spellings. These personal organisers provide a very effective link between home and school and are very well used by staff and parents to enable useful communication.

26. Many parents help in the classroom on a regular basis, for example with reading. Such help is well planned and closely monitored. The Friends' Association is active and raises funds from its programme of events that have been used to provide resources that benefit the pupils, such as playground equipment.
27. The school enjoys good links with the local community and uses these well to benefit the education of the children. Local clergy take assemblies and pupils sing carols and distribute harvest festival boxes within the local community. The school's summer fair included community involvement and the local area is widely used as a resource to support learning in several subjects. Good links also exist with other schools within the area, particularly for sport. There are curricular links with the secondary school, with 'bridging' activities in English and mathematics, which enable pupils to gain a smooth transition to secondary education.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are very good. The leadership of the headteacher is outstanding. Other key staff provide very good support. Management is very good. Governance is very good.

### **Main strengths and weaknesses**

- The outstanding leadership of the headteacher has led to very good improvement in teaching, achievement and standards.
- Key staff support and develop areas of the school's work very well and are helping to raise standards.
- Data is analysed very effectively and used to adapt teaching to ensure inclusion of different groups of pupils.
- Governors have a very good over-view of what is happening in the school because they check what is going on.

### **Commentary**

28. The dynamic headteacher inspires the school community to work together and to aim high; his inspirational leadership has been central to the school's very good improvement. He has involved parents, staff, and pupils very well in creating the guiding principles and vision for the school. This vision has been translated into practice very successfully, because everyone knows what they are aiming for and works hard to ensure that the school's targets will be achieved. The school's planning for improvement has been very successful in setting out the right priorities and supporting initiatives in a rigorous manner that has led to very rapid improvement. All of these factors have created a very positive environment for learning that is characterised by high ambitions for pupils' achievement and their personal development.

29. There is very good teamwork between all members of staff because they have received in-depth training which has helped them to understand what they have to do more clearly. The consistently high quality of management runs through the school and reflects the impact of training to develop management skills. Key staff perform their roles very well because they keep a close focus on finding out what is needed to raise standards and then setting in place measures to ensure that this happens. There is a very effective cycle of checking, planning for improvement and reviewing progress that is a major factor in the school's success. The very effective management of the Foundation Stage has meant that children now get a very good start to their school life. The very good improvement in standards in English, mathematics, science and ICT has resulted from high quality leadership and management in these areas. Very good management of provision underpins the very good progress of pupils with special educational needs.
30. There is a very clear insight into how well pupils are progressing across the school. This is because the school looks very closely at data to identify where individuals or groups of pupils could be doing even better. Management then moves swiftly to deal with it through identifying aspects of teaching that need to improve. Very effective professional development of staff has improved teaching and pupils' achievement in ICT, mental mathematics, reading and writing.
31. Governors play a full part in strategic planning and checking how well the school is doing. Governors know where the school has succeeded and where its next priorities lie. They are able to give very good support to the school because they are very well informed and have worked diligently to improve their skills in governance. All statutory requirements are met. Governors keep in close touch with the school's work through their links to subjects and other areas of the school's work. As a result, governors are in a very good position to ask challenging questions that help the school to reflect on its decisions. Financial planning is tied tightly to the school's priorities. The carry forward figure from last year has reduced considerably in the present year because of expenditure on resources for ICT.

## Financial information

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)	
Total income	527159
Total expenditure	545081
Expenditure per pupil	2703

Balances (£)	
Balance from previous year	75558
Balance carried forward to the next	57636

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

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

32. There is very good provision for children in the Nursery and Reception years, who are taught together in the 'Rainbow' class. The staff work very well together to ensure equality of opportunity for all children in a welcoming and stimulating environment. The attainment of the Nursery age children on entering the class is below average, but most are on track to meet the goals for their age in all areas of learning by the end of the Reception year. Most children are set to go beyond the targets in personal, social and emotional development and in reading. Children achieve very well. This is because the very good teaching makes very effective use of information gained from checks on children's learning to adapt work for different needs. There is a very good blend between activities initiated by the children and those that are led by teachers, all of which are appropriate to the age and stage of development of the children. The curriculum is very well planned to link together all areas of learning and gives children a very good start to school life. The provision is very well managed and the children's progress is carefully monitored. This represents very good improvement from the previous inspection and has been brought about by very effective leadership and management.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

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

- Relationships are very positive and so children feel secure and settle quickly.
- Adults provide very good role models to guide children's development of good manners and awareness of others' needs.
- Children respond very well to the very good opportunities to develop independence.

#### **Commentary**

33. Children achieve very well. The well-established routines and clear expectations of staff provide stability and security for the children. As a result of the very good teaching, most children are on track to exceed the goals set for them in this area of learning by the time they start in Year 1. They rapidly gain in confidence and feel comfortable in expressing their ideas and feelings. Children know that they must listen when someone is speaking. The adults are very good role models, listening closely to what young children have to say and showing that their contributions are valued. Children know and respect classroom rules and behave very well because they want to please the adults. As they work and play together children acquire a wide range of skills and begin to take responsibility for their own actions. They develop initiative and independence in selecting resources, tidying away and making choices in their work.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- Adults extend children's vocabulary and speech very well and encourage writing skills through play.
- Skills in reading are developed in exciting ways so that children achieve a good standard for their age.

## Commentary

34. Most children are on track to achieve the early learning goals by the time they leave the Reception. Their achievement is very good because very effective teaching puts an emphasis on clear speaking, recognition of the names and sounds of letters, and encourages children to want to read and write independently. Children frequently read and write in their play activities and often send messages to friends, for example when playing in the 'Rain Forest'. There is a very good range of books available for children to look at, enjoy and share with each other and adults. They talk about the characters in stories, for example 'The Bear Hunt', and try to re-tell the story using a tiger, instead of a bear. They quickly understand what they have to do and excitedly put in different pictures and words to represent the story. The development of reading skills has a high priority and is well supported by parents. Children learn to read from a very early age and are becoming confident in handling books; they delight in reading books and some more able children have already embarked on the reading scheme. Most children are on course to go beyond the expectations for their age in reading by the start of Year 1.

## MATHEMATICAL DEVELOPMENT

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

### Main strengths and weaknesses

- Teaching provides a wide range of practical activities to develop and strengthen children's knowledge of number and shape.
- Children quickly learn to use mathematical vocabulary.

## Commentary

35. Teaching and learning are very good and so children make rapid progress and achieve very well. Most children are on course to achieve the goals set for them by the end of the Reception year. Teaching develops children's understanding of number and shape through carefully planned practical activities that are often linked to other areas of learning, such as literacy. For example, children choose from a range of differently sized circles to make a caterpillar and use appropriate language such as 'bigger than' and 'smaller than' as they construct it. They learn to estimate the number of legs on each caterpillar and then reinforce their counting skills to match the number of legs to each circle, and say how many circles they have used. A strength in the teaching is the way in which teachers and teaching assistants use every opportunity to reinforce mathematical understanding and language through stories, rhymes, songs, games and imaginative play. Teachers make good use of computers to promote children's mathematical development. Children enjoy counting and identifying numbers using familiar programs, which helps them to make good progress in recognising and eventually combining numbers.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- There are plenty of activities through which children learn through doing and find things out for themselves.

- Computers are well used to extend children's learning.

### **Commentary**

36. Achievement is very good and most children are on course to reach the goals expected of them by the end of the Reception year. Achievement in this area of learning is very good. Teaching is very good and harnesses children's curiosity very well through practical activities. Children enjoyed, for example, looking at insects in the 'bug box' and tried to discover how many legs each had, using a range of magnifying glasses. They discovered what different insects look like, with help from adults, by using the Internet. They explored and investigated different kinds of bugs in the sand and water and used their senses to feel bugs in jelly. When posed the challenge to retrieve plastic insects from blocks of ice, a lively discussion ensued until one child remarked, "Why don't we let it melt?" All of these activities epitomise the very secure and exciting learning environment within the classroom. Skills in using computers are reinforced as children often use prepared programs on the classroom computer to support work in literacy and numeracy.

## **PHYSICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Good use is made of the indoor and outdoor learning areas to enable children to move with confidence and to show a developing awareness of space.
- Children's manipulative skills for handling tools are developed well through teaching.

### **Commentary**

37. Children achieve very well in this area of learning because of the very good teaching and so most are on course to achieve the early learning goals by the time they leave the Reception year. Teaching ensures that children have plenty of opportunities to cut materials using different tools and to join these in different ways, for example when they make caterpillars. Control over paintbrushes, pencils and other tools, develops well through good guidance and coaching by adults. Outside in their play area, children learn to co-ordinate their movement and to follow instructions through well-planned activities and warm encouragement. In addition, teaching ensures that children play imaginatively and explore space using their own ideas. In the hall, in more formal sessions, teaching emphasises the need for awareness of consideration and safety for others as children run, jump, hop and bounce and travel in different ways in a more confined space.

## **CREATIVE DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Children are given plenty of opportunities to express their ideas, which are extended through very effective teaching.
- Activities are planned to appeal to both boys and girls and so everyone joins in with acting out parts and developing language.

### **Commentary**

38. Children are on course to achieve the early learning goals in this area of development by the time they leave the Reception year, because teaching and learning are very good and staff promote children's creativity very well. Children's achievement is very good. In one session, Reception children talked to each other about their ideas, as they painted pictures of the 'Tiger Hunt', which they were going to use to make a new book. The teacher reading a story and guiding discussion to extend their thinking had very successfully fuelled their ideas. They mixed different colours to paint with and included detail such as a waterfall, which the tiger had to go through. Staff are careful to set up activities that are equally appealing to boys and girls and this attracts all children to play imaginatively, encourages co-operation with others and extends their language. Children happily engage in role-play as they play in the 'Rain Forest' inside the classroom and the 'Rain Forest Café' outside in the playground, because of the good resources and thoughtful planning that underpin these activities. Children join in enthusiastically with traditional rhymes and songs with actions, such as 'Five little speckled frogs' and they enjoy listening to music and respond well to different moods it creates.

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

### **ENGLISH**

Provision for English is **very good**.

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

- Very good leadership and management have supported very good improvement in standards, achievement and teaching.
- Teaching is lively and very well adapted to engage pupils' interest and involve them in aiming for targets.
- Pupils of all abilities achieve very well in reading and speaking and listening; nearly all pupils achieve very well in writing but lower attaining pupils should be doing even better.
- Very good support for pupils with special educational needs means that these pupils make rapid progress.
- While reading and speaking are used very well across the curriculum, there are a few missed opportunities to use writing in some subjects.

#### **Commentary**

39. There has been very good improvement in all aspects of the subject since the previous inspection. Teaching and learning are very good. Standards in reading and writing, speaking and listening are well above average in Year 2. Standards in reading, writing and listening are above average in Year 6 and speaking is average. Pupils' achievement is very good throughout the school and the difference in standards results from the different profile of ability in Year 2 and Year 6.
40. The situation is much better than at the previous inspection because very good leadership and management have ensured that the right things have been worked on and checks have been made to ensure that pupils' achievement has benefited from initiatives. Teaching aims high and pupils respond very well. Boys' achievement has been raised through broadening the range of resources available to teachers, as well as adopting teaching methods that more readily engage boys. Teachers use

assessments of pupils very well to adapt work to meet the needs of different ability groups. Pupils know exactly what their targets in reading and writing are and work hard to meet them. Teaching makes very good use of ICT to enliven lessons and support pupils' learning. In an excellent lesson in Year 6, pupils used extracts from advertisements in magazines and video clips to analyse elements of persuasive language. The fast pace of lessons and varied activities, for example talking to partners, working in groups or using the interactive whiteboards, mean that pupils are interested and involved. Homework is very well organised and pupils complete it because it is relevant and they get good feedback from teachers.

41. Pupils of all abilities do very well in reading. Initiatives to strengthen teaching in guided reading sessions have been very successful and questioning by adults probes pupils' understanding of what they read very well. Adults provide a good example when they speak, introduce a wide vocabulary and prompt pupils to use extended sentences. More able and average attaining pupils achieve very well in writing. Lower attaining pupils' achievement is good, but does not quite match the progress of other groups because there are times when these pupils lack support to get started with writing.
42. There is very good support for pupils with special educational needs. Pupils' needs are identified and supported rigorously and their progress is checked frequently. Teachers and teaching assistants use pupils' individual plans very effectively to ensure that support is well focused and that pupils are included in activities.

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

43. This is satisfactory, overall, and has some good features. Pupils extend their skills in reading and speaking and listening consistently very well across the curriculum because teaching ensures that opportunities for pupils to do so are identified and used. This is often the case for writing, with many good examples, as when Year 3 and 4 pupils, acting as evacuees, write letters home. However, there are times when teaching does not fully exploit opportunities for pupils to write for different purposes, particularly in geography and religious education.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Very effective leadership and management have led to better standards and achievement.
- High quality teaching ensures that all pupils achieve very well.
- Assessment and tracking are used very effectively to raise standards.
- The grouping of pupils of different abilities, across the school, to teach mental mathematics is giving a very good boost to pupils' learning

### **Commentary**

44. There has been very good improvement since the last inspection. This is a result of the school's focus on raising standards, the improved quality of teaching and the very effective use of assessments to adapt work for different abilities. Currently standards for Year 6 pupils are above average and standards are well above average in Year 2. Pupils in all year groups are achieving very well. The difference in standards between

the current Year 2 and 6 pupils results from the different ability levels of the year groups.

45. Leadership and management are very effective. The rigorous checking of pupils' performance and progress, linked with checks on the quality of teaching, ensures that any areas for development are identified effectively and that well-focused action is taken. One such focus has been on raising the standards of mental mathematics across the school. Training for teaching assistants was planned, assessment used to pinpoint exact levels for all pupils and groups created linked to pupils' abilities. Sessions for all pupils are led by the class teachers, teaching assistants and headteacher and enable pupils of different ages, but similar abilities, to receive very focused teaching weekly, raising standards further.
46. Throughout the school the quality of teaching and learning is very good because of the very successful use of the knowledge gained through assessing pupils' skills and its use to set targets that pinpoint what needs to be worked on next. Pupils know what their targets are and want to meet them. Work is challenging in lessons and teaching assistants provide very effective support in the class and also to further target small groups of pupils who need additional support, ensuring pupils of all abilities, including those with special educational needs, make very good progress. Teaching ensures that pupils use their literacy skills very well in recording explanations or developing ideas about how to solve problems.
47. Pupils enjoy mathematics and are keen to join in during lessons because teachers' planning includes a variety of strategies to motivate and engage them. Through very effective questioning, teachers provide pupils with opportunities to explain their answers and ideas using mathematical language, encouraging them to develop a deeper understanding of mathematical concepts and their everyday use. In a Year 6 lesson, for example, pupils were able to relate their learning on data handling to real life experiences, using the interactive whiteboard to demonstrate their understanding and then evaluating each other's ideas, offering ways their peers could improve.

### **Mathematics across the curriculum**

48. Opportunities for pupils to use their mathematical skills in other subjects are very well promoted and are identified in teachers' planning. Year 4 and 5 pupils, for example, used their knowledge of three-dimensional shapes during an art and design lesson, measuring accurately to create nets for their shapes, while in Year 2 the pupils were encouraged to use mathematical language in design and technology when selecting materials for their design.

### **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- There is a very good emphasis on scientific enquiry and pupils have very good attitudes to their work because of the practical nature of lessons.
- The subject manager leads by example and has a very good knowledge of what needs to be done.
- Pupils do not always present their findings from investigations in an organised and structured way.

## Commentary

49. There has been very good improvement in standards and teaching due to the very effective leadership and management of the subject. Standards are above average in Year 6 and well above average in Year 2. Teaching is very good and pupils of all abilities achieve very well.
50. Teachers provide pupils with many opportunities for practical exploration in lessons, reflecting the school's current focus on further improving pupils' investigational skills. Activities are well planned and structured so that pupils build on their knowledge, understanding and skills at a very good rate. This approach has a very positive effect on pupils' attitudes to science, which further enhance their performance. Pupils are highly motivated, work hard and show their enthusiasm for learning new things. Pupils' scientific thinking develops well. This was evident in Year 2 pupils' work on how and why electricity makes bulbs light up, where pupils recorded their predictions and gave reasons why they thought things would happen, drawing on their prior knowledge and observations. Pupils, in Year 6, continued to develop their scientific knowledge and skills as they planned and investigated lubrication in one lesson. Discussion skills were very well used as pupils decided which lubricants they were going to test and how they were going to test them. They showed that they fully understood the concept of a 'fair test' and this was built into their planning. The very good use of the interactive whiteboard helped pupils to understand their learning.
51. Teachers stress the correct use of scientific terms, when pupils talk about their ideas. A very good example of this occurred when pupils in Year 6 discussed different sources of lubricants and used these ideas to plan their own investigation. The quality of teachers' intervention skills is very good and stretches pupils' thinking skills very well. Pupils record how they carry out and what they find from investigations; however, they do not always learn how to organise their writing so that it presents a clear picture of their methods or conclusions, using a scientific style of presentation.
52. Leadership and management of the subject are very good. The co-ordinator leads by her own very good example in teaching and has checked provision across the school and identified areas for development. The present emphasis on developing pupils' investigative skills is having the desired effect and as a consequence pupils' achievement is very high.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

### Main strengths and weaknesses

- Very good leadership and management have improved resources and their use to raise pupils' achievement.
- The teachers' very good subject knowledge helps them to make effective use of interactive whiteboards and the computers.
- Pupils have very good basic skills and a good understanding of how ICT is used in everyday life.
- Effective use is made of ICT in other subjects.
- There is insufficient learning about control technology.

## Commentary

53. There has been very good improvement since the previous inspection, when standards were below average. Standards are now average in Year 6. However, in younger year groups, pupils are doing better than expected for their ages and standards are above average in Year 2. This is because pupils are benefiting from staff training, better resources and planning across the school. Pupils' achievement is very good because the right things have been worked on to support their learning.
54. Teaching is good. Teachers are knowledgeable and plan well-organised lessons. Very good use is made of interactive whiteboards to provide clear explanations and demonstrations. This gives pupils the necessary skills and confidence to consolidate and develop their knowledge and understanding in independent work. This was seen in a Year 1 lesson, in which pupils made very good progress in their ability to use a drawing program to create their own wallpaper to use in the houses they had made in design and technology. Similarly, in Year 6 pupils used their reasoning skills very well as they discussed how they were going to present information to different audiences. Pupils demonstrated their skills as they checked that they had considered whether the language was persuasive to their argument, and considered the background, font and overall style of the presentation, the inclusion of clip art and sound files. The resulting multi-media presentations were evaluated by the class, who showed a good understanding of how to improve them further.
55. Pupils enjoy their work in ICT and are very confident in accessing programs, in using tool bars and drop down menus and in retrieving and saving data. They are able to explain how computers are used in mobile phones, emails, and digital and video cameras. They are skilled in using the digital camera to record their investigations in science, for example when investigating friction. While there has been very rapid improvement in pupils' skills, there are still some weaknesses in the extent to which pupils gain an understanding of how to control events using ICT. Although they are able to explain how to use a programmable toy, overall their experience in using control and sensing is limited. The school recognises this and has plans in hand to remedy the situation.
56. Leadership and management are very good. Resources have been updated and staff have received effective training to improve teachers' knowledge and confidence and so raise standards. These factors have had a significant impact on pupils' achievement. Interactive whiteboards have made a very positive contribution to teaching and learning. Very effective use is made of ICT throughout the school, such as in the use of the school's tracking systems and assessment of pupils' learning.

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

57. The use of ICT across the curriculum is very good. Pupils benefit from plenty of opportunities to use their skills to help them in other subjects and this enables them to practise and improve their skills in ICT for real purposes in a range of contexts. Word processing is used well as is the organisation and presentation of information for different audiences. Pupils use their knowledge of ICT to present data in their numeracy work and as a research tool in history. Drawing programs are used well to further develop pupils' skills in art and design. ICT is used very well to support literacy. For example, in Year 6, pupils used the interactive whiteboard to look at a range of advertisements. They used their skills well in choosing an image from a menu, resizing it by using the drop-down menu on the tool bar, annotating the advertisement on screen using the writing tool, selecting colour for the added text and saving their annotation.

## HUMANITIES

### History

58. Only one lesson was seen in history, with Year 3 and 4 pupils, and the subject was sampled. Teachers' planning was scrutinised, pupils talked to inspectors about their work and previous work was examined. There was insufficient evidence to make overall judgements about pupils' standards and achievement or teaching. Drama is well used in history to extend pupils' awareness of how people might have felt in the past. Year 3 and 4 pupils, for example, acted out parts as evacuees during a visit to Brackenhurst Hall. In the lesson seen, drama was used effectively to enhance pupils' understanding of what was involved when the Celts tried to defend themselves against invading Romans. There is some good use of writing in history, as when Year 2 pupils write an account of the Great Fire of London, or Year 6 pupils write a journal from the viewpoint of Jamaican immigrants to Britain in 1953. There are also good links with other subjects, such as art and design.

### Geography

59. No lessons were seen and the subject was sampled through looking at pupils' previous work, talking to them and scrutinising teachers' planning. There was insufficient evidence to make firm judgements about standards, achievement or teaching. There is good use of the local area and visits further away to extend pupils' geographical understanding and skills. Year 6 pupils have a residential visit to the Peak District and learn orienteering. Year 2 pupils have surveyed the locality to find out about significant features such as the range of shops that serve the community. There is good use of ICT to present aerial photographs, maps, plans and diagrams. Too many opportunities are missed, however, for pupils to use their skills in writing to organise and present their work.

### Religious education

Provision for religious education is **satisfactory**.

### Main strengths and weaknesses

- There are good opportunities for pupils to reflect on how religious beliefs support people morally and spiritually.
- Pupils' use of specific vocabulary is limited because they do not record a great deal in the subject and their skills in writing are not used sufficiently.

### Commentary

60. Improvement since the previous inspection has been satisfactory. Standards are average and pupils' achievement is sound. Teaching and learning are satisfactory and there is effective support for pupils' moral and spiritual development through the subject. Pupils in Year 6 have recently looked at prayers from different religions and cultures and have a good understanding that prayer follows similar patterns in its purpose: for supplication, thanks or dedication. They have practised meditation techniques and talk about the sense of calm that these can create. Year 4 and 5 pupils have a clear grasp of the rules that followers of different religions have to keep. They explain that these rules are important to people in giving a direction for them to follow in times of difficulty.
61. While pupils talk animatedly about what they have learned, they often struggle to remember specific terms or vocabulary connected to topics they have covered. This was evident in discussions with Year 4 pupils, who became frustrated because they

were keen to explain what they knew about Hinduism but lacked the vocabulary. There is little recording of work in the subject that helps pupils to learn terms or practise writing them. In a good lesson with Year 1 pupils, however, the teacher labelled artefacts from different religions as they were introduced and because pupils referred to these as they worked, in drawing and writing, their learning was enhanced.

62. Leadership and management of the subject are satisfactory. The school's planning for the subject takes account of the locally agreed guidelines and this represents an improvement since the previous inspection. A good range of visits to places of worship, as well as visitors from different faiths, enhances pupils' learning.

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

63. No lessons were seen in design and technology and music. One lesson was seen in art and design, in Year 6. Only part of a lesson was seen in physical education, with Year 3 and 4 pupils. These subjects were sampled. Teachers' planning was scrutinised, pupils talked to inspectors about their work and previous work was examined. No overall judgements can be made about pupils' standards and achievement or teaching. In art and design and design and technology the curriculum is now planned to support pupils' learning across the school; this represents good improvement since the last inspection when there were weaknesses in the planning for both subjects.

### **Art and design**

64. Pupils enjoy art and design and speak enthusiastically about their work, which is attractively displayed around the school. Sketchbooks are used throughout the school and are beginning to be developed as a place where pupils can experiment and practise their skills. In lessons pupils are encouraged to evaluate their own and others' work, promoting speaking and listening skills. In a good lesson with Year 6 pupils, they studied the work of the environmental artist Andy Goldsworthy and incorporated ideas into their own designs for a group of pebbles. Pupils explained how they had arrived at their design, using terms such as texture and composition, before making a representation using clay. The curriculum is enriched very well through two popular after-school clubs that are open to pupils throughout the school. These provide opportunities to extend pupils' skills and learning and lead to some high quality work. Older pupils were tackling a silk painting project, at one session, whilst younger pupils used music very effectively as a stimulus to create pictures using different media. Although pupils have some awareness of art and design from different cultures, this aspect of their learning is not as tightly planned as it might be to broaden their understanding of how different cultures contribute to art and design.

### **Design and technology**

65. In design and technology it is evident that the work is varied and planning is now ensuring pupils build up the skills of designing, creating a design using set criteria and evaluating the finished product. In Year 2 examples of the pupils' designs at each stage of the process had been photographed and these then displayed on a washing line, effectively reminding pupils of each important step. Displays of pupils' work show a good standard of finish, with materials chosen with a concern for how they look and feel as well as their functionality. This was seen in a display of Year 6 slippers that pupils had designed and made. Teachers make good links to other subjects, reinforcing pupils' learning and allowing them to use other skills in design and

technology. Year 2 pupils used their knowledge of electrical circuits to design a trap for the wolf, using their mathematical language to decide on the right materials to use for the little pigs' house.

### **Music**

66. It was evident from talking to pupils about their past work and from their performance in assemblies that music is an enjoyable part of their school life. Singing is particularly well developed with pupils singing enthusiastically and tunefully in assemblies. It is used effectively in other lessons to support learning, for example in Year 2 where several songs were used to teach about place value in a mathematics lesson. Pupils also have the opportunity to join the well-attended after-school choir. Listening skills are promoted in all classes and during assemblies; pupils talk confidently about different styles of music, with older pupils recording elements such as the tempo, timbre and texture of pieces of work in their 'listening books'. The school widens the pupils' experience through providing opportunities for enrichment such as recent workshops on African drumming and salsa, part of a focus on music from around the world. Music makes a good contribution to pupils' spiritual, moral, social and cultural development.

### **Physical education**

67. Only a small part of one lesson with Year 3 and 4 pupils was seen. No overall judgement is made on teaching and learning, standards and achievement. However, from talking to pupils and looking at teachers' planning, it is evident that the school provides a full range of activities in which pupils enjoy taking part. Physical education makes a significant contribution to pupils' personal and social development through the wide range of activities on offer outside normal lessons and also through the sense of fairness and importance of co-operation gained through other experiences. This was evident in the brief observation of Year 3 and 4 pupils working together to create a dance sequence based on strong and controlled movements. Pupils were fully engrossed and achieved very good teamwork so that each other's performance was improved.

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

68. No specific lessons were seen, but it is clear from talking to pupils about their work in sessions that they take to heart the messages from teaching. Pupils' depth of understanding is reflected in pupils' awareness of the need and benefits of being fair, and sensitive to others and to keep to what they know is right. A comprehensive scheme of work provides clear guidance for teaching and there are times allocated in all classes when pupils consider important issues and focus on developing their ability to act responsibly, in a well-informed manner when faced with the pressures of growing up.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	1
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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