

INSPECTION REPORT

ST LUKE'S PRIMARY SCHOOL

Canning Town, London

LEA area: Newham

Unique reference number: 102766

Headteacher: Mrs T Aanonson

Lead inspector: Tony Painter

Dates of inspection: 6th - 9th June 2005

Inspection number: 267851

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: Voluntary aided
Age range of pupils: 3-11
Gender of pupils: Mixed
Number on roll: 250

School address: Ruscoe Road
Canning Town
London
Postcode: E16 1JB

Telephone number: 0207 476 3559
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Appropriate authority: Governing body
Name of chair of governors: Ms Ellen Kemp

Date of previous inspection: June 1999

CHARACTERISTICS OF THE SCHOOL

This Church of England Voluntary Aided school is around the average size with 250 pupils currently on roll, including 45 part-time nursery children. This is similar to the time of the last inspection. The new school building was opened in 2000 and shares many facilities with the church. Around a quarter of the pupils are from white backgrounds with the others from a range of ethnic origins. The largest group is Black African, representing about a half of the pupils. The proportion of pupils for whom English is not their first language is very high, although many are bilingual. The most common home languages are Twi and Yoruba. The mobility of pupils is high in national terms, with many pupils leaving and joining the school in Years 3-6. Most pupils live in the urban area around the school, where socio-economic indicators are well below average overall. The proportion of pupils who are eligible for free school meals, at 40 per cent, is above the national average. Children joining the school have a wide range of attainment, although it is well below average overall for their age. Currently, 60 pupils (24 per cent and above the national average) have a wide range of identified special educational needs, including a high proportion with social, emotional and behavioural difficulties. Two pupils currently have statements of special educational need, which is below average.

The school has close links with the local Education Action Zone and this supports much work within the school. In particular, it has contributed to developing an extensive range of provision of Out of School Hours Learning, partnership work and provision.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21512	Tony Painter	Lead inspector	Mathematics Art and design Design and technology Music Physical education
9163	Geoffrey Humphrey	Lay inspector	
15015	Mike Wehrmeyer	Team inspector	Foundation Stage curriculum Special educational needs Science Information and communication technology (ICT)
15023	Ali Haouas	Team inspector	English English as an additional language Geography History Personal, social and health education and citizenship

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This school provides **good** education and **good** value for money.

The school's main strengths and weaknesses are:

- A very positive ethos establishes pupils' very good behaviour and attitudes, which support effective learning;
- Good teaching, well matched to pupils' levels of attainment, enables all pupils to achieve well through the school;
- The strong vision and high aspirations of the headteacher, supported by the senior team, steer the school well;
- Very good support staff ensure pupils' good achievement and full access to learning;
- The school ensures pupils' very good personal development and insight into other cultures;
- Very effective care is provided for all pupils, particularly those in vulnerable categories;
- Excellent accommodation and very good resources contribute to a very good range of learning experiences;
- A very wide range of opportunities out of school hours enriches and extends pupils' learning;
- Development planning often takes too broad a view to tackle the fine detail of improvements.

The school has taken good action on the issues identified in the last inspection. The consistency of good teaching has improved and a good assessment system has been introduced. Provision for pupils with special educational needs and children in the Foundation Stage has improved.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	E	B	D	B
mathematics	D	E	E	C
science	C	C	C	A

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.

All pupils achieve **well** through the school. Children's overall attainment is well below average when they start school. In particular, many have substantial weaknesses in their language and social development which are successfully addressed in the nursery and reception classes. However, children's standards are still below average by the time they begin Year 1. National test results in Years 2 and 6 have varied from year to year, reflecting the different levels of special educational needs in the groups of pupils involved. Additionally, the very high numbers of pupils who leave and join the school at different times of the year limit overall attainment. These factors make it difficult to raise the overall standards, but despite this, the overall trend of Year 6 results has been upwards. Those pupils who stay at the school do well and a high proportion reach the higher Level 5 by the age of 11. Test results compare favourably with results in similar schools. Current teaching continues to lead to good individual progress, but overall standards of attainment by the end of Years 2 and 6 remain below average. The very good curriculum helps pupils to reach average levels in many non-core subjects, although attainment of a number of pupils is restricted by their limited language skills.

Pupils' spiritual, moral, social and cultural development is very good overall and supports their very good attitudes and behaviour. It is reflected in pupils' attendance, which is well above average. Very good relationships ensure pupils from all different groups mix, play and work together well.

QUALITY OF EDUCATION

The overall quality of education is **good**. A good range of activities in the nursery and reception classes gets children off to a good start, although reception children have more limited time for imaginative play. The curriculum throughout the school is very good, enriched by a very extensive and well-targeted range of clubs and other activities. The overall quality of teaching is **good** with strengths in teachers' good relationships, organisation and management of their lessons. Good attention is paid to developing pupils' use of language in all subjects and areas of learning. Teachers make good use of assessment information to set tasks to challenge pupils at all ability levels, ensuring positive achievement for all. Although some improvements are still being established, marking is increasingly helping pupils to understand how well they are doing.

LEADERSHIP AND MANAGEMENT

The school's leadership and management are **good** overall. The headteacher has a very strong and clear understanding of the school's strengths and weaknesses and high aspirations for all. She is very well supported by senior staff who share her understanding. Other key staff are enthusiastic and make good efforts to contribute to the school's developments. Their action plans are based on good systems for monitoring and contribute well to overall strategies and good management. However, the focus of plans is sometimes not sufficiently precise to tackle the details of the needed improvements. Throughout the planning process, attention to identifying specific weaknesses and desired outcomes is not consistently sharp enough to support prioritising and steering developments. Governance is satisfactory overall and ensures that all statutory requirements are met. Some governors have good awareness of the school's strengths and weaknesses, but there are variations in governors' understandings of their roles. They have begun working to establish how they are best able to support the school and maximise their impact on school development.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views of the school. Most feel strongly that their children have good activities with good teaching helping their children to learn and mature. Pupils also express their strong positive feelings about school, referring to good relationships at every level and the good care and support they are given.

IMPROVEMENTS NEEDED

The school's development planning is extensive and addresses all the most important areas to raise standards, including minor weaknesses identified in the report. However, to aid prioritising and steer developments more clearly, the school should:

- Ensure a sharper focus on the analysis and evaluation of specific outcomes.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievements are **good**. Variations in attainment from year to year primarily relate to the different abilities of the groups of pupils involved. Standards of attainment at the end of Years 2 and 6 are **below average**, restricted by the high numbers of pupils who leave and join the school through the year.

Main strengths and weaknesses

- Good teaching ensures all pupils achieve well.
- Standards are restricted by many pupils' limited language skills and the high proportion of pupils who leave and join the school through each year.

Commentary

1. Children's overall standards on entry to the nursery are well below the national average and many pupils have very restricted language and social skills. They achieve well overall and standards improve with some pupils reaching the early learning goals in knowledge and understanding of the world. However, overall standards are still below average, often limited by pupils' weak language skills. Children's achievement in their personal and social development is particularly strong and children soon feel confident in school, which contributes to the very positive ethos.
2. Pupils' standards by the time they leave the school are currently below average, similar to those described in the last report. These standards are generally reflected in the school's most recent National Curriculum test results in Years 2 and 6. The results at both ages have varied from year to year, primarily reflecting different levels of special educational needs in each group. The limited language skills of many pupils often restrict overall attainment. The school's results in Year 2 tests consistently compare well with those of similar schools. The school is successful in getting most pupils to just reach the nationally expected Level 2. The relative weakness is in the proportion of pupils achieving the higher levels.

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

Standards in:	School results	National results
reading	14.5 (15.5)	15.8 (15.7)
writing	14.1 (15.1)	14.6 (14.6)
mathematics	16.0 (15.9)	16.2 (16.3)

There were 31 pupils in the year group. Figures in brackets are for the previous year.

3. Standards in Year 6 tests over time have been particularly restricted by the very high proportion of pupils who leave and join the school during Years 3-6. Pupils who stay with the school during that time often reach good standards. For example, all the pupils in line to achieve the higher Level 5 results in 2005 have been consistently in St Luke's, demonstrating particularly good achievement. Pupils who are identified as gifted and talented have well-targeted opportunities to extend their skills both in lessons and in extra-curricular activities. Results in Year 6 are improving at a rate that is above the national trend and compare well, overall, with those in similar schools.

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

Standards in:	School results	National results
English	26.0 (27.6)	26.9 (26.8)
mathematics	24.7 (25.5)	27.0 (26.8)
science	29.3 (28.5)	28.6 (28.6)

There were 29 pupils in the year group. Figures in brackets are for the previous year.

- Throughout the school, ICT standards are average, as found in the last inspection, although resources and approaches have been improved and improving standards are evident. The very good provision for other subjects means that pupils are often aided to reach average standards, although limited language skills often restrict pupils' expression of their skills, knowledge and understanding.
- The attainment level of pupils who have special educational needs is mostly very low. The school has invested a lot of its resources to support its special educational needs pupils. As a result, most of these pupils make consistently good progress, and many make very good progress. They achieve well. Overall, this is a distinct improvement since the previous inspection.
- Pupils with English as an additional language achieve well against their prior attainment. Their needs are effectively identified and they benefit from the good support provided. There is a good spread of skills among staff and effective leadership by the headteacher and other senior managers, which make a positive impact on pupils' achievement. The school has considered the needs of pupils who are in the early stages of learning English carefully and has deployed support to ensure their full access to all activities.

Pupils' attitudes, values and other personal qualities

Pupils have **very good** attitudes towards their learning and their behaviour is **very good**. Their spiritual, moral, social and cultural development is **very good**. Attendance and punctuality are **very good**.

Main strengths and weaknesses

- Strong spiritual and moral values aid pupils' personal development.
- Very good learning attitudes ensure pupils show interest and commitment to their work.
- Very good behaviour contributes to the high quality of relationships and racial harmony.
- Rigorous monitoring has established and maintained very good attendance.

Commentary

- A very well-established spiritual ethos in the school is reflected in pupils' very good attitudes and behaviour. It contributes to the positive way they explore their own values, feelings, beliefs and emotions through literacy, art, music and the humanities. The school provides a clear moral code and promotes equality of opportunity for all. This is a very inclusive school with a strong sense of community that encourages pupils to become confident and to respect and support each other. Through these qualities, the school achieves very good racial harmony. As they mature, pupils develop the ability to act according to their own principles and challenge such issues as aggression, injustice and discrimination. Their awareness of each other's cultural backgrounds and of the multicultural nature of the community in which they live is extremely well developed.
- Pupils show very good levels of interest in lessons and the many other school activities that are provided. There are good opportunities for pupils to work independently, in pairs and

larger groups. Because the work they are given is well matched to their learning needs, they sustain high levels of interest and commitment. Although lessons are sometimes noisy, the flexible working arrangements provide opportunities for pupils to show initiative, take responsibility, and enjoy their learning. Pupils with English as an additional language mix easily with their peers whatever their background and are very keen to participate fully in activities and school events. They are highly motivated and very keen to learn. This contributes significantly to the progress they make.

9. Attendance is very good and well above the national average. The school has maintained high attendance levels through rigorous monitoring, obtaining the full co-operation of parents and by providing pupils with a stimulating and enjoyable curriculum.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	3.5	School data :	0.4
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.

10. Behaviour is very good and the implementation of the school behaviour policy is consistent and successful. Pupils understand the school rules and consider them to be just and fair. Pupils say the school is a friendly and welcoming place and that they like their teachers and trust them. They show care and consideration for each other and are courteous and polite towards adults and welcoming towards visitors. The three fixed-period exclusions in the past year involved one pupil. Pupils' attitudes, behaviour and their spiritual, moral, social and cultural awareness have all improved significantly since the previous inspection.

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	52	3	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Black African	2	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British – any other Asian background	6	0	0
Black or Black British – Caribbean	10	0	0
Black or Black British – African	126	0	0
Black or Black British – any other Black background	16	0	0
Any other ethnic group	11	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 has a very positive ethos that underpins **good** quality education. Teaching and learning are good and the curriculum is very good. The school gives pupils very good care and guidance and has very good partnerships with parents and the wider community.

Teaching and learning

The overall quality of teaching and learning through the school is **good**. Assessment is **good**.

Main strengths and weaknesses

- Very good relationships and teachers' clear routines ensure positive atmospheres for learning in lessons.
- Teachers use good assessment information to plan tasks that challenge all pupils to achieve well.
- Good attention is paid to developing pupils' language skills across the curriculum.
- Teaching assistants support pupils' learning well.

Commentary

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10 (27%)	19 (51%)	8 (22%)	0	0	0

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

11. Good teaching throughout the school enables all pupils, of whatever ability and background, to achieve well. This has strengthened the position indicated in the last report. For example, teaching in all key stages was good and no unsatisfactory lessons were observed. Teachers plan interesting lessons, making good use of guidance from the very good curriculum and matching tasks well to pupils' needs. Their good explanations and effective use of resources help pupils to understand what they need to do and aid their learning well.
12. A major strength of lessons throughout the school is teachers' very good relationships with pupils. These create a very positive approach and an effective environment for learning that captures pupils' interest and encourages them to do their best. Teachers generally organise and manage their lessons well, with well-understood routines. They have high expectations of pupils' behaviour which ensure little time is lost. Their positive behaviour strategies help most lessons to have good pace, although some long sessions detract from pupils' full attention. Some teachers allow pupils to be relatively noisy as they work, as noted in the last report. However, the pupils maintain attention to their learning and are often keen to show their understanding by correctly answering questions and expressing opinions.
13. The school has introduced good measures to assess and track pupils' progress through the school. These procedures are effectively used to identify development areas and increasingly to establish targets. Teachers clearly identify in their good lesson planning what pupils will learn, which successfully steers lessons and helps teachers judge success. In most lessons, teachers make good use of assessments and their personal knowledge of pupils to plan tasks that are sharply matched to the needs of pupils of different abilities. Work accurately builds on earlier learning and contributes substantially to pupils' achievement. As a result, groups of pupils are given activities with the right levels of challenge for them to make good progress. Teachers' questioning is also well targeted to help pupils of different abilities to think hard and encourages good learning. Recent successful action has improved marking throughout the school, although the developments are still being established. Further action is still being taken, particularly in English, where marking is sometimes less good at identifying what pupils

need to do next. Very promising new strategies that involve pupils in assessing their own successes are having a very good impact on pupils' understanding of their own learning.

14. A strong feature of most lessons is the good attention teachers pay to developing pupils' language skills. Teachers are conscious of the vocabulary that pupils need to learn in the lesson and introduce it carefully. A good range of strategies, including good opportunities to share ideas with partners, discussions and role-play, contribute well to pupils' learning. This is very effective when used to develop pupils' skills in understanding and using specialist vocabulary in subjects such as science and mathematics. The emphasis placed on speaking and listening across the curriculum particularly helps pupils with English as an additional language and is often reflected in their willingness to have a go and respond with confidence.
15. Teaching of pupils with English as an additional language is good because assessment is used effectively to analyse needs and build carefully on prior learning. Pupils in the early stages of acquiring English are well targeted and have good access to learning in and outside the classroom. In the best lessons seen, pupils are well supported by effective teaching assistants and strategies are carefully identified to maximise learning. Support is occasionally less effective when strategies are not sufficiently explicit in planning.
16. The teaching of pupils who have special educational needs is good and has improved from the time of the last report. Teachers plan good activities, closely matched to the pupils' abilities and needs, to link with the targets on the pupils' individual plans. The support and encouragement from the well-prepared teaching assistants are particularly valuable in helping pupils to learn in all stages of the lessons. Strong relationships between teachers and pupils give the pupils confidence to attempt challenging work. They persevere as well as their peers, and sometimes better, and teachers ensure that their successes are recognised.
17. Teaching and learning in the Foundation Stage are good overall and more consistent in quality than in the last report. Some very good teaching in language and social development successfully redresses the weaknesses in children's attainment on entry to the school. The assessment of children's attainment and the tracking of their progress are very good. They contribute very positively to all children's learning because tasks and activities are matched closely to children's needs.

The curriculum

The **very good** curriculum is supplemented by **very good** enrichment opportunities. Resources and accommodation are **very good** overall.

Main strengths and weaknesses

- The overall curriculum is carefully organised and planned to meet the diverse needs of pupils, providing good access for pupils of all abilities or backgrounds.
- A very wide range of additional activities enhance learning opportunities and motivate pupils.
- The arts curriculum provides a stimulating experience that promotes creativity for all pupils.
- Excellent accommodation and very good resources facilitate teaching in all subjects.

Commentary

18. The curriculum is carefully and imaginatively planned to meet pupils' needs. The systems for curriculum development are secure and the school is good at identifying where improvements are needed and taking action. Minor weaknesses, such as in planning learning in the reception class, are being tackled well. Currently, good attention is being paid to extending and clarifying the use of ICT in other subjects. All subjects are carefully planned to fully meet the requirements of the National Curriculum. A very effective programme for the development of personal skills and social responsibility is planned and delivered through a number of subjects. One of the distinctive features of the curriculum is the careful and effective way in which it meets the interests, aptitudes and particular needs of the pupils. It gives effective

emphasis to the use and development of speaking and listening skills as a tool for learning in other subjects. The overall quality and its impact have substantially improved since the last inspection.

19. Opportunities are very carefully planned and harnessed both in a number of subjects and also outside the taught curriculum to celebrate and enhance cultural and linguistic diversity. As a result, pupils feel pride in their identities and are predisposed to explore other cultures openly and spontaneously. Pupils freely share information about their languages and cultures with adults and each other. Resources and displays strongly reflect pupils' diverse backgrounds and create a very positive learning environment.
20. Since the previous inspection, the school has worked successfully to maintain and substantially extend opportunities for learning out of school hours. These activities are carefully targeted at pupils' needs and have a firm foundation in their contribution to the improvement of core skills. A very wide range of additional activities, trips and clubs cater for every taste. The school has invested wisely in this area and consequently pupils' motivation is very high. In line with the school's philosophy to link learning with the outside world, many visits give pupils first-hand experiences that contribute to their learning in many subjects. The emphasis of making the curriculum practical has been clearly intended as a way of enhancing access to learning and caters for the social and personal needs of all pupils.
21. Opportunities for participating in arts activities are very good and are clearly reflected in the stimulating and impressive displays around the school. Pupils benefit from artists visiting the school, with a wide range of work in different forms of artistic expression. A project on masks celebrated African culture and was particularly relevant as many pupils come from an African heritage. Other activities include work with visiting authors and poets as well as tuition in a range of instruments, and a choir. Pupils have regular opportunities of visiting theatres and performing or attending concerts.
22. The modern school building has been very well designed and is cleaned and maintained to an exceptionally high standard. It therefore provides excellent accommodation and an environment which facilitates the delivery of a well-developed curriculum and encourages good teaching and learning. The school hall, purpose-built chapel and community room are shared with the Anglican Church who have access on Sundays and out of school hours. The quality and range of teaching and learning resources are very good. The school site is very well landscaped to provide hard surfaced and grassed areas for physical education, sports and leisure pursuits. A conservation area provides opportunities for scientific investigation and after-school gardening clubs.

Care, guidance and support

Pupils are **very well** cared for and provided with **very good** advice and guidance. Pupils' views and opinions are valued and the school responds to them **very well**.

Main strengths and weaknesses

- Very good welfare support and pastoral care ensure pupils' health and safety.
- Strong relationships throughout the school build very good trust and respect between pupils and staff.

Commentary

23. The welfare support and pastoral care provided by the school are very good and well maintained since the previous inspection. Staff know their pupils very well, are sensitive to their personal needs and create an environment within which everyone is encouraged to work hard and do their best. Staff provide pupils with very good advice and guidance because they have access to high-quality monitoring and assessment information. There is a very good awareness of the needs of vulnerable pupils and their families and the arrangements for child

protection are very good. The headteacher is the member of staff with designated child-protection responsibility and all other members of staff are well trained and vigilant. The school draws on the support and advice of social services and other relevant outside agencies when it becomes necessary. The learning mentor funded by the Excellence in Cities and the children's counsellor provide extensive and effective support for individual pupils that makes a significant contribution to the caring atmosphere.

24. There are very good arrangements for ensuring that the school environment is healthy and safe. A health and safety team, comprising the deputy head, the site manager and the headteacher, monitor the implementation of the school's health and safety policy. There is good advice and support available from the local authority when it is required. The school building and grounds are fully accessible to all pupils and adults with a physical disability. There is very good provision for first aid. Pupils are well supervised and taught to use school equipment safely and to observe high standards of hygiene. The personal, social and health education programme ensures that pupils have a very good awareness of the benefits of pursuing a healthy lifestyle. There is a commitment towards the achievement of accreditation as a healthy school. The school is cleaned and maintained to a very high standard.
25. The relationships and mutual trust between pupils and between pupils and staff are very good. Pupils say that when they have concerns or need to seek help they have every confidence that staff will listen and respond to their need. The school council provides a very good consultative link between pupils and school management. In addition, the school undertakes regular surveys of pupil opinion. The induction arrangements when pupils enter the nursery are very thorough and ensure that children are well supported and their families understand the learning objectives of the Foundation Stage curriculum. The large numbers of pupils entering the school mid phase are also extremely well supported by both staff and their fellow pupils. Pupils with English as an additional language, for example, are given good support to help them settle quickly and integrate fully.

Partnership with parents, other schools and the community

The school works hard to achieve a **good** partnership with parents and to involve them in their children's learning. The engagement of the school with other schools and colleges and the wider community is **very good**.

Main strengths and weaknesses

- Good information aids parents' knowledge and understanding of the curriculum and their support of their children.
- Links with other schools and the wider community support pupils' learning very well.

Commentary

26. Overall, the partnership with parents has been well maintained since the previous inspection and the links with the wider community and other schools have been substantially enhanced. The school has achieved a good working partnership with parents. Parents express high levels of satisfaction with the quality of education and care provided. Effective two-way communication, including annual surveys of parental opinion, ensures that their views are noted and any concerns are dealt with quickly and effectively. Good information is provided about the curriculum and related topic work. Parents are encouraged to support their children's learning and do so. Workshops and open days provide opportunities for parents to familiarise themselves with modern teaching and learning methods and curriculum content.
27. Annual progress reports provide a good overview of curriculum coverage with a clear indication of progress and personal development. National Curriculum levels of attainment are provided for each pupil with a comparison to the national average and predicted attainment targets for future development. Summary reports are also provided at the end of every term.

Termly consultation meetings give parents good opportunities to discuss the progress their children are making and ways in which they can help them with their learning.

28. Parents support the school well. There is no formal parent teacher organisation, but attendance at organised social, fundraising and wider community events is good. There is a very close relationship with the Anglican community that worships in the school hall every Sunday and uses the purpose-built chapel and community room on the school premises. The parish priest and his team of community workers regularly visit the school, lead assemblies and participate in other events and activities. Church ministers from other ethnic groups also lead assemblies on a regular basis. Through these and other contacts, the school has developed very good links with the wider community. A number of local businesses have been very supportive and over time have contributed significant funds towards specific school projects.
29. There are very good links with other schools and colleges. There are regular professional exchanges between schools in the local cluster which include sharing good practice, engaging in joint initiatives and planning shared professional development programmes. There are very good arrangements for supporting the transfer of pupils to their next school, even though a number of pupils do not chose to attend the local secondary school.

LEADERSHIP AND MANAGEMENT

The school's leadership and management are **good**. The headteacher's leadership is **very good**, while leadership of other key staff is **good** overall. The governance of the school is **satisfactory**.

Main strengths and weaknesses

- The headteacher's very good leadership, very well supported by the senior leadership team, creates very good role-models for staff and pupils.
- A very positive atmosphere for learning reflects outstanding commitment and concern for the needs of individual pupils.
- Very effective performance management, linked to a comprehensive training, is focused well on raising standards.
- Good self-evaluation and monitoring systems do not always identify the detail for improvements.
- Governors have a good awareness of strengths and weaknesses, but not quite as clear a picture of their roles in support of the school.

Commentary

30. The headteacher has a particularly clear vision of creating a school that fully provides for the needs of all pupils and works very effectively towards it. She is very well supported by members of the senior leadership team, who share her high aspirations. With the enthusiastic co-operation of other key leaders, the staff have an outstanding commitment to, and concern for, the needs of individuals. This is reflected in the very wide range of provision and the very positive ethos for learning within the school.
31. The school has clear procedures for monitoring and analysing pupils' progress, successfully used to ensure good deployment of resources and support. Good leadership of special educational needs provision has established the staff's sense of commitment and teamwork. The head as co-ordinator, working with the senior leadership team, has developed strong provision based on very good communication. This is a good improvement since the previous inspection. The co-ordinator for English as an additional language, effectively supported by the headteacher, is fully committed to raising pupils' achievement. The school has invested in staff development and this is clearly having a positive impact on pupils' achievement. Good leadership and management of the Foundation Stage have enabled it to settle well into its new quarters after a period of some turbulence. The action plan focuses well on aspects of assessment, resources and the monitoring of teaching.

32. The delegation of responsibilities to co-ordinators to monitor progress in their subjects has been supported by strong and well-targeted training. The process has been successful and leadership and management of subjects is good overall. Action plans are based on good systems for monitoring and self-evaluation, embedded in the school's practice at all levels. However, the focus of individual action plans and of school development planning overall is not always precise enough to tackle the finer detail of needed improvements. They do not always set or answer the question, 'is this provision good enough?' or state success criteria in terms of measurable pupil outcomes. Sharper attention to identifying specific weaknesses and desired outcomes would give greater effect to prioritising and steering developments.
33. The senior leadership is concerned to put the school "ahead of the game" in the organisation of roles and responsibilities of all staff. This is based on a very strong programme of performance management and professional development. Teachers, teaching assistants and administration staff are engaged in a continuous process of upgrading expertise. This is linked to raising standards through the mechanism of rigorous staff appraisal, with measurable targets in terms of pupils' attainment levels.
34. The governance of the school is satisfactory overall. The governors ensure that the school fulfils its statutory duties well, particularly in promoting inclusion policies. Some governors have a good awareness of the school's strengths and weaknesses, but there are variations in the governors' understanding of their roles and how they are best able to support the school. For example, some are unsure of how to carry out the monitoring required to act as critical friends to the school. Governors are aware of these inconsistencies and have proposed a process of training in order to support the school more effectively and maximise their impact on school development.
35. The management and control of finances are good with purposeful attention to ensuring best value for developments. For example, the decision to establish a maintenance programme at this early stage in the school's life can reduce future concerns. The school currently has a very large surplus, but this has been deliberately established following local authority advice. Large-scale redevelopment of housing in the local area may have a substantial impact on the numbers in the school. The surplus is designed to act as a safety net for future planning.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	935933.00	Balance from previous year	61426.00
Total expenditure	852103.10	Balance carried forward to the next	145256.00
Expenditure per pupil	3277.31		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

36. Provision has improved significantly since the previous inspection and many aspects are now very good. Good leadership has seen the unit settled well into the new building and there is a well-balanced curriculum with a much more consistent approach to structured play. Teaching and learning are more consistent, with some very good teaching in language, physical and social development. The ongoing assessment of children's attainment and the tracking of their progress are very good. They enable good evaluation of progress and have a very positive impact on inclusion, with tasks and activities matched closely to children's needs. They also enable staff to give very good information to parents, a feature they particularly value. A detailed self-evaluation process, including the monitoring of teaching, has resulted in an effective action plan to guide the course of the stage. This is another improvement since the previous inspection.
37. There are currently 52 part-time children in the nursery, and 30 full-time in the reception class. There are two occasions for entry into the nursery and reception classes, in September and January. A high proportion of children speak English as an additional language and many have been identified as having special educational needs. They are well supported and the staff monitor their progress closely. Children's skills on entry to the nursery are well below the standards expected nationally. Standards are low in language acquisition and social development. The children make good progress. By the time they leave reception, the children are achieving well overall in relation to their starting points and very well in social development.

Personal, social and emotional development

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

Main strengths and weaknesses

- Very good relationships create an atmosphere of effective learning.
- Very good planning creates good opportunities and routines for children to interact and mature.
- Children learn to concentrate and persevere very well and are particularly confident in selecting and following their own preferences in the nursery.

Commentary

38. This area of learning is central to the school's positive provision. Everything is geared to enabling children to grow in confidence and social skills in an atmosphere of calm routine. Children are not forced, but develop at their own pace. They love to explore the wide range of learning areas, developing interests and beginning to make friends. When they start in nursery, many are hesitant in mixing and not too sure about the strange new surroundings. They quickly gain confidence and soon share and take turns. Very good teaching and sensitive encouragement from staff extend children's ideas of right and wrong and they learn to co-operate well in small groups. At first, their interests wax and wane, but over time they develop clearer interests and much more concentration in activities like painting and play in the 'vet's surgery'. Children who speak English as an additional language are treated very sensitively. Whenever possible, staff try to make them feel at home with displays from home cultures, at times chatting in French or Spanish. Very good links with parents have been established. The morning welcome session in the nursery is a valuable social occasion that enables parents to leave children secure in the knowledge that they are settled and happy.
39. In reception, the children are ready to act as good role-models for the new children, and as good helpers for the staff. They learn responsibility by doing jobs around the classroom and

are happy in helping to tidy up. They build well upon the confidence gained in the nursery, and particularly develop the ability to sit and concentrate. They learn to listen well and cheerfully go to follow-up activities with very positive attitudes, willing to work hard and behave very well. This means children have reached the early learning goals and are achieving well.

Communication, language and literacy

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

Main strengths and weaknesses

- Reading and writing are taught well and children's listening is developed effectively.
- Role-playing is a strength and is one of many activities that act as a spur to writing.
- Children's more limited speaking opportunities restrict pronunciation and expressing whole sentences.

Commentary

40. Teachers plan carefully to provide a structured range of activities specifically to develop the language skills and children make good progress over the two years. However, by the end of reception, attainment is still below that expected at this age. Very good teaching in the nursery helps children make good progress in linking letters and the sounds they represent to make words. Children also enjoy trying to do this as writing, and their display shows 'writing' for all kinds of purpose. Children love to listen to stories and like to show when they recognise letters or words in the 'big books'.
41. In reception, children make good progress in forming letters, reading and writing whole words, working towards whole sentences. They also begin to follow the sense of a tale, and try to copy the teacher's expression in reading. In discussions, staff effectively encourage children to listen to each other with increasing attention, to talk to their partners and report back things they have learned. Children particularly enjoy the role-playing in the vet's or the space station. However, the emphasis is on listening, which is then at the expense of children's speaking and slows children's progress. Many children find accurate pronunciation difficult, which calls for more modelling of speech and repetition by children.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Good teaching enables children to learn well through practical activities.
- Mathematical skills are put to good use across many areas of learning.
- Children are very good at counting, but teachers do not extend their problem-solving skills enough.

Commentary

42. Nursery staff use a wide range of practical activities well to help children's understanding of number, shape, space and position. Consequently, children achieve well and reach much nearer the early learning goals by the time they start Year 1. However, overall standards are below those expected. Good teaching in the nursery helps children learn by using exciting mathematical and play equipment to explore number, pattern and shape. The outside area is well used, with children counting wheels, spotting number plates and paying for petrol.
43. There is very good teaching in reception with high expectations for children to develop skills like measuring and counting to ever bigger numbers. All children love the construction equipment and are gaining a good sense of position, shape and space from it. Staff use precise assessment observations very well to guide them in preparing the next steps of

learning for individual children and groups. Skilled questioning helps children to develop their own thinking, curiosity and confidence. Some foundation children are not as quick as others at solving simple practical problems, and the number rhymes and jingles that would help them were scarce during the inspection.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- Good teaching provides children with numerous opportunities to learn about the world around them, particularly in exploring the natural world.
- The staff provide a great variety of resources, visits and visitors to enrich learning.
- The children's sense of curiosity is stimulated very well, although reception children have fewer opportunities to develop independent explorations.

Commentary

44. Good teaching produces effective learning and enables children to make good progress. By the time children begin Year 1, standards are below average, although some children reach the early learning goals. Many good opportunities are provided in the nursery for children to develop their own interests, exploring the classroom and the many displays in it. They have studied animals and insects and the lifelike displays still engage the children. Their curiosity is maintained well and they are fascinated by messy things, such as exploring muddy swamps and searching out the science behind corn-flour slime. This curiosity is harnessed further in reception, as the children go looking beyond the Earth, studying planets and stars. Staff have high expectations and this leads children to begin to find out more using simple reference books, and to act out their impressions in role-play. Staff question well when discussing why things happen and how they work. However, planning identified fewer opportunities for children to explore ideas in their own ways and this limits their developing independence. The staff celebrate a wide range of festivals, enabling the children to learn simple religious ideas about special places and people, like Noah and his ark. All foundation children use the computers well.

Physical development

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

Main strengths and weaknesses

- Much improved space and equipment promotes good progress.
- Children have many opportunities to develop co-ordination and finger control.
- Very good teaching in reception prepares children well.

Commentary

45. By handling a wide range of small items and tools, children's finger control is gradually refined to the point where they can handle tools to express themselves more precisely. They make models with a precision that satisfies them. They handle brushes well enough to paint recognisable features. Good teaching provides more opportunities than during the previous inspection, and resources have improved and are well used. Children make good progress and increasingly apply finger control skills to the formation of letters for writing.
46. Very good teaching in reception helps children to reach the early learning goals for exploring and gaining sufficient skills with large equipment outside, and begin to experience suitable gymnastic and games skills to prepare children for Year 1. Children like the challenge of warming up and hearing how their bodies respond to exercise, and refining their balancing skills using small equipment. Children therefore achieve very well against their original starting

points to reach the early learning goals. They begin to form letters more carefully and accurately.

Creative development

Provision in creative development is **good**.

Main strengths and weaknesses

- Good direct teaching of skills is combined with good opportunities to learn through play.
- Staff provide an exciting range of activities that enhances the children's imagination.
- The organisation of reception learning takes time away from children's imaginative play.

Commentary

47. Many children start nursery with limited imaginative responses and well-improved provision helps all to achieve well. Standards improve, although they do not reach the early learning goals by the beginning of Year 1. The nursery effectively allows children to meet new ideas and experiences and build them into their play, which grows steadily more imaginative. There is a wealth of opportunities for imaginative play, with the variety of construction kits, in the 'vet's surgery', and outside in the purpose-drawn road routes. The teaching is good and soon draws children out of themselves to experiment with this role-play, and explore paint and musical instruments. Children love to select their own materials, try different mixes and observe the effects. Children say their favourite thing is dressing up. Although children continue to achieve well in reception, towards the end of the year the preparation for the move to Year 1 takes away some of the time available for children to further explore make believe. Children still play roles in the space station, and respond well to stories, but some opportunities to further develop children's imaginative responses are not pursued.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND FRENCH

English

Overall, provision for English is **good**.

Main strengths and weaknesses

- Effective monitoring of teaching and learning has a positive impact on pupils' achievement.
- Lessons are planned well with a good focus on rehearsing and consolidating skills.
- Speaking and listening are well promoted in the subject and across the curriculum.
- Marking is not always sufficiently focused on how pupils can improve their work.

Commentary

48. Although overall standards in English are below the national averages in Years 2 and 6, all pupils achieve well throughout the school. These standards have been generally reflected in the school's National Curriculum test results, which have mostly been above those found in similar schools. Year-on-year variations at both ages have primarily been due to the different levels of special educational needs in the groups and the numbers of new pupils joining the school. The trend of results is above the national trend. Those pupils with special educational needs, English as an additional language and those from ethnic minority backgrounds make good progress, often from well below average prior attainment. A good range of strategies are effectively deployed to aid their learning, including targeted support for gaining early English skills, additional literacy support and the use of wider resources, such as from the Education Action Zone.

49. Although many pupils' speaking is constrained by a limited vocabulary, most try hard and are willing to take part when responding to teachers' questions. Speaking and listening are promoted well, for instance through opportunities for quick discussions with partners, and this often helps pupils who speak English as an additional language. Opportunities to practise speaking are effectively planned and used across a number of subjects and contribute to language development. In most lessons, rehearsing oral language is a common feature with good attention paid to developing pupils' vocabulary. Pupils are keen and respond well when asked to confer in pairs with many gaining in confidence because of teachers' high expectations.
50. From a low starting point, pupils achieve well in their reading. The school is aware of the need to raise standards and has increased time allocated to reading, with extra support provided by assistants or volunteers. Pupils develop successful strategies for reading unfamiliar words and use the context to guess meaning. More able pupils express clear preferences and justify their choice of books or authors. Regular opportunities effectively develop pupils' library and research skills and extend their learning through independent study. Guided reading is used well and is effectively assessed against clear objectives with good diagnostic information being used to set targets for improvement.
51. From a similarly low start, pupils make good progress in writing as they move up the school, largely due to the effective planning. Writing skills are carefully demonstrated by teachers, rehearsed during the week with pupils drawing on what they have learnt and building on it. Spelling is practised regularly and is well taught. However, handwriting and presentation are more variable. There is a clear emphasis on extended writing and because skills are carefully explained and demonstrated by teachers, this is having a positive impact on pupils' progress and achievement.
52. Teaching and learning are good throughout the school. There is a good degree of consistency of approach with thorough planning and carefully structured lessons. The increasing emphasis on speaking and listening and the use of demonstrations have a clear impact on achievement over time. These methods are particularly effective in supporting pupils who are still gaining confidence in English and those with special educational needs. Some aspects of assessment are used well to inform teaching and meet individual needs. However, the marking of written books is weaker and not consistently focused on guiding pupils to improve their work. This is an identified improvement point for the school that is already being addressed. Opportunities for using ICT are satisfactory with some good examples used in projects. However it is not routinely used in literacy lessons and especially to support drafting and redrafting work. Again, plans are in place to extend the use of ICT.
53. The subject is well led and managed. Although the co-ordinator is still developing her leadership skills, she is effectively supported by the headteacher. Careful monitoring of pupils' progress leads to effective interventions to raise achievement. Staff development opportunities are being used effectively and some of the teaching seen has been innovative partly because of this. As a result, the overall provision has improved since the last inspection.

Language and literacy across the curriculum

54. Pupils' literacy skills are satisfactorily promoted in other subjects with good examples in history and science. Speaking is actively encouraged through the use of a good range of different strategies, which have a positive effect on pupils' language skills. There is good attention to vocabulary in a number of subjects that helps pupils to think about their work and learn more effectively. In history, good examples were seen where both ICT and literacy skills are combined to promote research and writing.

French

55. As part of a pilot study, French is taught to Year 3 and 5 pupils for an hour a week. Only one lesson was seen and therefore it is not possible to make an overall judgment about provision. In the lesson seen, pupils showed a satisfactory grasp of vocabulary and were able to greet

and respond spontaneously to the inspector when asked for their names. Good emphasis is given to developing pupils' oral skills. However, there was insufficient emphasis on developing pupils' fluency in using the language in real situations.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Good teaching ensures all pupils achieve well through the school.
- Good relationships ensure pupils develop positive attitudes to learning.
- Recent improvements in assessment and self-evaluation are giving pupils a clearer view of how well they are doing.
- Some past work shows pupils practising skills that they are already proficient in.

Commentary

56. National test results in Years 2 and 6 have varied from year to year, reflecting the different abilities of the groups of pupils involved and particularly the proportions of pupils with special educational needs. However, there have been substantial changes in staffing and in the backgrounds of pupils in the school. Very large numbers of pupils leave and join the school during the year, particularly in Years 3-6. This restricts the school from reaching higher overall levels of attainment. However, those pupils who remain with the school do well and a very high proportion reach the higher Level 5 attainment by Year 6. Standards are below average by Years 2 and 6, similar to those seen in the last inspection. Compared with similar schools, the 2004 Year 6 results are in line with those found, while Year 2 results are well above average. Recent developments targeted at raising attainment are showing some positive results throughout the school.
57. Teaching and learning are good, with particular strengths in teachers' use of very good relationships to encourage pupils' good responses in lessons. Consistent behaviour management and good organisation produce a positive atmosphere for learning that gives confidence to pupils of all backgrounds and abilities. Teachers' explanations and instructions are clear and detailed, usually making good use of good resources, including interactive whiteboards where available. As a result, pupils quickly catch on to what they need to do and the rate of learning in lessons is generally high. However, pupils' past work suggests that there are times when teachers get pupils to practice skills beyond what is necessary. Thus, higher-attaining pupils lose opportunities to extend their learning. Good attention is paid to developing language skills through many opportunities to discuss and present ideas. Good support from well-prepared teaching assistants helps pupils with special educational needs and those with English as an additional language to succeed. Homework is increasingly used to further support pupils' learning.
58. Assessment and tracking systems give teachers good information that they use well to plan work, group pupils and set targets. Teachers usually have good knowledge of pupils' strengths and weaknesses and use well-targeted questions to extend their thinking and their explanations. Additionally, teachers make good use of information about past learning to ensure that tasks are sufficiently challenging for pupils of all abilities. Current developments, particularly in Years 2 and 6, focus on getting pupils to evaluate for themselves the degree of their success in lessons. This is a potentially powerful approach that aids pupils in their knowledge of their own learning and focusing on improving standards.
59. Leadership and management are good with effective action taken on past weaknesses through increasing analysis and evaluation of monitoring information. Developments to improve provision are having a positive impact on standards, although prioritising and evaluation of success are restricted by the generally broad approach to planning.

Mathematics across the curriculum

60. There is sound use of mathematics to support teaching and learning in other subjects. Pupils use their mathematical skills in subjects such as art and design and technology when measuring with increasing accuracy. They collect data and draw graphs of what they find. Some effective use of ICT contributes to pupils' mathematical development when pupils use structured programs to develop skills. However, this provision is not systematically planned to give the best contribution to the development and consolidation of pupils' mathematical skills, knowledge and understanding.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Good teaching, with particularly high expectations in Years 5 and 6, ensures all pupils make good progress and achieve well.
- Lessons are planned well, with good attention to practical work, although some longer sessions detract from learning.
- Good self-evaluation on several levels informs planning well, but on occasion misses some of the detail for improvement.
- Year 2 pupils use data well, but older pupils find the link with numeracy difficult.

Commentary

61. Standards are below average at the end of Years 2 and 6. This represents an improvement since the time of the last inspection for both ages and is above the trend over recent years for Year 2. There is a lot of work in these pupils' books. Pupils enjoy collecting information and evidence from experiments, and organising it into tables and graphs. On the large plain paper pages they have nothing to guide their handwriting, which then tends to become untidy. In lessons and over the year, they make good progress and achieve well in relation to their low starting points on entry to the school.
62. Year 6 standards are currently lower than those seen in recent years. Pupils did particularly well to reach average in last year's tests, despite the high number of pupils with special educational needs. As pupils come and go, the school tends to lose higher-attaining pupils and gain those with lesser skills. The present Year 6 pupils try hard, and have very positive attitudes to science work. In lessons and over time they make good progress and achieve well. They have covered many topics and most present their work neatly. They are good at note-taking, and particularly enjoy planning or summarising their investigation work with quick flow-charts. However, they are less secure when using numeracy skills to record observations or to guide them in reaching scientific conclusions.
63. Teaching and learning are good throughout the school. Teachers plan their practical lessons carefully and supply interesting equipment and materials. However, many afternoon sessions are quite long and the success of these lessons often depends on how well the teachers organise the time. When the lessons get off to a very quick start, with brief introductions and pupils are alert and involved in practical tasks, the teaching is very good and pupils' learning is brisk. The pupils learn systematically through several stages, one building on the other. Where pupils sit too long on the carpet listening, the teaching is only satisfactory, and pupils miss valuable practical learning time. Current action to improve pupils' knowledge of their own learning is effective and pupils in Years 3-6 have increasing understanding of how well they are doing.
64. The leadership is very good and the subject has improved well from the time of the last inspection. The co-ordinator has developed a strong commitment to inclusion in science. This means that all vulnerable groups are well identified and supported in lessons by very well-

directed and active classroom assistants. She has strengthened the curriculum by showing clearly where each year group should be by the end of the year. This means that in each year the teachers make the necessary contribution to Year 6 achievement, a major improvement since the previous inspection. Management is good. Strong assessment systems and teachers' and co-ordinator's self-evaluations give the school a firm handle on tracking standards. Some more detailed points had been overlooked, however, such as the reason for the lack of higher Level 3 success in Year 2, because the planning does not show exactly how the activity tasks raise the pupils to this level. The leader has added this to her list for priority action.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Good teaching and much improved resources enable pupils to make good progress and achieve well.
- The range of applications across the curriculum is satisfactory, but some key subjects are not well represented.

Commentary

65. Pupils reach average standards for their age by the end of Years 2 and 6. Pupils achieve well in the skills of word-processing and research for other subjects, particularly taking into account the limited past resources. Year 6 pupils' particular strengths lie in creating multi-media presentations and linking these with Internet sites, usually for research. In these areas, they achieve well. They are not as adept in controlling equipment, sensing data, or using data-handling software for recording science experiments or displaying results as graphs.
66. Teaching and learning are good. Considerably better teacher expertise and confidence in the much improved resources enable good planning to ensure effective learning opportunities for all pupils. The improved quantity and quality of hardware, supported by well-targeted training for staff, has contributed well to pupils' learning. Computers are now organised as a suite, creating a good resource for teaching half a class at a time. Most classrooms have stand-alone computers and some have banks of laptops or smartpads. Teachers use these for the pupils who do not go into the suite, so that they are engaged in computer-related activities. Interactive whiteboards are now consistently used as a key feature of effective teaching. Lessons that have quick introductions where pupils get started straight away with hands-on work are the most effective. In these, pupils have the most positive attitudes, and the more vulnerable pupils are well supported. In lessons where introductions are long, pupils lose the thread and classroom assistants are used more for behaviour control than for learning.
67. Subject leadership and management are good, having brought the provision up to a level found in most schools. The leader's action plan is clear and achievable. It includes the development of assessment into a more rigorous form to track progress more closely, so that teachers can use it to match pupils' activities more closely to attainment. Within the expansion of the laptop programme, the system of pupils' own targets is to be developed into a full self-evaluation system based on level criteria.

Information and communication technology across the curriculum

68. Teachers use a much wider range of opportunities to enable pupils to apply their computer skills in other subjects than at the time of the previous inspection. For instance, Year 4 pupils use the Internet to find history facts, or information about famous painters. Year 5 pupils know about spreadsheets in mathematics and Year 6 can make multi-media presentations to enhance their language work. The school is pleased with the success of ICT applications in

physical education. The ICT curriculum has been strengthened to show where each year group should be, but opportunities for applications are not planned into a coherent whole, so there are gaps, for instance in science, where pupils do not get the benefit of handling their data electronically.

HUMANITIES

69. Because this is a Church of England Voluntary Aided school, provision for **religious education** is inspected through a separate inspection, published elsewhere.
70. In humanities, work was sampled in **history** and **geography**, with only two lessons seen in history and none in geography. It is therefore not possible to form an overall judgment about provision in these subjects. However, from evidence of work seen, including analysis of pupils' work, standards are in line with what is expected in Years 2 and 6. In the history lessons seen, pupils demonstrated good skills in collecting information from different sources of evidence and drawing conclusions. Good teaching enabled pupils to use ICT effectively to record their findings and write accounts, effectively promoting literacy skills. There was particularly effective learning when pupils listened to an account of events by the teaching assistant acting in role and then asked a range of questions.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71. **Art and design, design and technology, music** and **physical education** were not in the main focus of this inspection, and no judgement can be made of provision in these subjects. No lessons were seen in physical education and one in each of the other subjects.
72. All four subjects have a well-planned curriculum with substantial enrichment through out of school hours provision. This is often well targeted to support the learning of pupils with different ability levels or needs. The school has responded well to the last report's key issues to improve provision in physical education and music and these subjects are now firmly established with higher standards.
73. Procedures for assessing pupils' standards and progress in these subjects are well established and identify how pupils' skills are developing through the school. This is another important improvement from the last report. Co-ordinators are enthusiastic and provide good leadership for staff. Through a range of monitoring, co-ordinators have a good view of standards, teaching and learning. Their subject action plans give a secure steer to their work, although many identified developments are somewhat broad and lack a sharp approach to identifying weaknesses and success criteria. This restricts teachers when prioritising actions to ensure successful developments.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

74. The school's strong emphasis on pupils' personal development and well-planned curriculum opportunities are positive contributions to pupils' developing maturity. Very good measures promote health and the school is committed to obtaining Healthy School accreditation. The programme for sex education and drugs awareness is securely established. There are good opportunities, particularly in the provision out of school hours, for pupils to develop into confident and motivated individuals who want to learn and succeed. The results of this successful provision are seen throughout the school, where pupils of different backgrounds work and play together in harmony. The school does not specifically timetable lessons on citizenship, but has taken part in the 2005 citizenship project through the Education Action Zone. The well-established school council for Years 1 - 6 gives the elected members very good opportunities to take responsibility for representing the views of other pupils. This work is very successfully promoted by the school's learning mentor.

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