

INSPECTION REPORT

CANTERBURY CROSS PRIMARY SCHOOL

Birmingham

LEA area: Birmingham

Unique reference number: 103177

Headteacher: Mrs A E Boyle

Lead inspector: Mrs Sue Chesters
Dates of inspection: 17th – 20th May 2004

Inspection number: 255709
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;	456
School address:	Canterbury Road Birchfield Birmingham West Midlands
Postcode:	B20 3AA
Telephone number:	0121 464 5321
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Appropriate authority:	Governing body
Name of chair of governors:	Mr S Obeda
Date of previous inspection:	23/02/1998

CHARACTERISTICS OF THE SCHOOL

Canterbury Cross Primary School is situated in the Birchfield and Perry Bar area of Birmingham. It is larger than most primary schools with 461 pupils on roll. Additionally, there are 78 children who attend the nursery part-time. The roll is about the same as at the time of the last inspection. The movement of pupils in and out of the school is about 16 per cent of the total roll. The school serves a well-established community with most pupils drawn from a range of backgrounds surrounding the school. The vast majority of pupils are from minority ethnic groups. The main heritage backgrounds are thirty seven per cent Pakistani, 19 per cent Indian and 17 per cent Bangladeshi. Eighty five per cent of pupils are of the Muslim faith. For 92 per cent of pupils English is not their first language. Fifteen per cent of pupils have special educational needs which is broadly average. Most of these pupils have moderate learning, social and emotional difficulties, physical disabilities or speech and communication problems. The percentage of pupils with a statement of special educational needs is average. Overall, children's attainments on entry to the nursery and reception classes are well below average. There are 35 per cent of pupils entitled to free school meals. This is above average. The school gained an Artsmark gold award in 2003 and Investors In People status in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23196	Sue Chesters	Lead inspector	Foundation Stage, English as an additional language, information and communication technology, citizenship
9039	Bernard Eyre	Lay inspector	
27725	Michael Theobalds	Team inspector	English, art and design, design and technology, music
30205	Terri Kenna	Team inspector	Mathematics, religious education
22516	John Williams	Team inspector	Special educational needs, science, geography, history, physical education

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **outstandingly effective** school that gives excellent value for money. Its ethos is truly inclusive and it enables all groups of pupils to achieve very well. Achievement is so very good that starting from a low base, many pupils reach above average standards in much of their work by the time they leave the school at the end of Year 6. It meets all the needs of all of its pupils exceptionally well.

The school's main strengths and weaknesses are:

- It has an inspirational head teacher who leads the school most successfully with the help of an excellent deputy head teacher and other outstanding key staff.
- Pupils reach well above average standards in mathematics by the end of Year 6. They reach above average standards in the speaking, listening and reading aspects of English. The school has identified, however, the need to continue to focus on writing in order to raise the overall standards in English to above average.
- Standards in information and communication technology are above average throughout the school. Standards in other subjects are at least average and the school recognises the need to raise the status of non-core subjects, particularly music.
- The quality of teaching and learning is very good. This enables the pupils to achieve very well.
- Children have an excellent start in the nursery and achieve very well throughout the Foundation Stage.
- The school makes excellent provision for those pupils identified as having special educational needs.
- Attendance has improved significantly over the past four years and is currently close to the national average but, despite the school's considerable efforts, the number of absences through extended holidays still causes concern.

Overall the school has made very good improvement since the last inspection. The issues raised then, have been successfully addressed by providing a much wider range of curriculum activities to increase pupils' confidence and fluency in speaking English. There is now an excellent range of extra-curricular activities. A greater emphasis is now placed on experimental and investigative activities in the teaching of science and the school has refined the way in which the results of assessment are analysed in order to check on progress. In addition, the National Literacy and Numeracy Strategies and the Foundation Stage curriculum, for children under the age of five, have been introduced very successfully. The quality of teaching and learning has steadily improved. The school has built very effectively upon its strengths and continues to raise standards.

STANDARDS ACHIEVED

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

*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.*

Achievement is **very good** throughout the school. Children start school with well below average attainment levels for their age. The majority have very low level communication skills when they enter the nursery. They achieve very well throughout the Foundation Stage. Even so, by the time they begin Year 1, only about two-thirds are likely to have reached the goals set for each area of

learning. They continue to achieve very well in Years 1 and 2 and reach average standards in reading, writing and mathematics by the end of Year 2. Pupils' very good achievement continues through Years 3 – 6 and, by the end of Year 6, they achieve above average standards in speaking, listening and reading in English, well above average standards in mathematics and average standards in science. The table on the previous page shows that the results in national tests in English at the end of Year 6 were in line with the national average in 2003. When these results are compared with schools in similar contexts however, they were above average in mathematics, average in English and below average in science.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are **outstandingly good**. Pupils behave very well in lessons and at play. They have excellent, constructive attitudes to school and show excellent respect for other people's feelings and beliefs. Relationships are very good. Although attendance is improving, there are still too many extended absences caused through long holidays taken in term time.

QUALITY OF EDUCATION

The school provides **very high** quality education. The overall qualities of teaching and learning are **very good** throughout the school. Relationships between staff are excellent. All staff are outstandingly good role models for the pupils. They work together as a highly motivated team. Teachers and teaching assistants use assessment very well in lessons and as a result they challenge all groups of pupils most appropriately. The school provides a **very good** curriculum. Provision for personal, social and health education and citizenship is excellent. The curriculum is enriched with an outstanding range of extra-curricular activities, visits and visitors to the school. This helps the pupils to enjoy their learning and make the most of their opportunities. The staff take very good care of the pupils and, as a result, they feel safe and secure. The school has excellent relationships with the community which contributes a great deal to the quality of the pupils' education. There is a very good partnership between the school and its parents.

LEADERSHIP AND MANAGEMENT

The school is excellently led and very well managed. The leadership of the head teacher is excellent. The leadership of other key staff is excellent. The school is very well managed. Governance is good. The head teacher has an outstandingly clear vision for the future of the school and the staff and governors share her determination and aspirations. The school is outstandingly inclusive in everything that it does. It values all of its pupils whatever their ability or background and ensures that everyone is enabled to do their best. The school embraces the wider community into its midst and is a warm and welcoming family. It is very well placed to improve even further.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are highly satisfied with the school. Pupils also have very positive views of the school. Younger pupils say that they appreciate the help that they are given in lessons and like the fact that their lessons are fun. Older pupils say that they very much appreciate all of the opportunities that the school gives them. They feel that all staff listen to them and their ideas.

IMPROVEMENTS NEEDED

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

- continue the writing focus to bring pupils' writing skills to the same level as their speaking, listening and reading skills
- raise the status of non-core subjects particularly music
- continue to seek ways to lessen the number of long term absences.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall standards are **above average** and pupils throughout the school achieve **very well**.

Main strengths and weaknesses

- Standards in all subjects are at least average and continue to rise steadily.
- All groups of pupils throughout the school achieve very well, particularly those who have little or no English when they begin school.
- Pupils reach above average standards in information and communication technology and well above average standards in mathematics by Year 6.
- Speaking, listening and reading skills in English by Year 6 are above average but writing skills, which are average, are not so well developed.
- The school makes excellent provision for pupils identified as having special educational needs.

Commentary

1. Standards, throughout the school are rising steadily. This is because
 - the quality of teaching has improved since the last inspection and is very good which enables pupils to achieve very well
 - the curriculum is very good
 - more emphasis is placed on practical and investigative learning particularly in the Foundation Stage and in science.
2. Children's levels of attainment as they start school vary year on year but are generally well below average. Most children have very low level communication skills when they enter the nursery. Very few speak English and many do not communicate well with the bi-lingual assistants in their mother tongue. Their social skills are also well below average because many do not play well or mix well with other children when they begin school. Thus, the nursery focuses very deliberately on children's speaking, listening and socialising skills in their first terms in school. Because of this, children have an excellent start and begin to achieve very well. All groups of children achieve very well throughout the Foundation Stage but even so, by the end of the reception year only about two thirds are on course to achieve the goals expected in most of the areas of learning and their communication skills are likely to be below average as they start Year 1.
3. The 2003 results in national tests for six-year-olds were well below average in reading and mathematics and very low in writing. When compared with similar schools these results were below average in reading and mathematics and well below average in writing. However, when they started school most of this year group had very low level skills in language, literacy and mathematical development. The majority of the group had little or no English when they began school while currently their English standards are close to average and standards in mathematics are average. This means that they achieve very well. The table below shows the results of the 2003 national tests and tasks for six-year-olds.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	14.1 (13.8)	15.7 (15.8)
writing	11.3 (11.7)	14.6 (14.4)
mathematics	15.1 (14.8)	16.3 (16.5)

There were 59 pupils in the year group. Figures in brackets are for the previous year

4. The results in national tests in 2003 for Year 6 pupils were average in English, mathematics and science. When compared with similar schools, these results were average in English, above average in mathematics and below average in science. The table below shows the 2003 results. Standards in the current Year 6 are above average in English, well above average in mathematics and average in science. This shows a steady upward trend in standards overall.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	26.7 (24.2)	26.8 (27.0)
mathematics	27.5 (25.3)	26.8 (26.7)
science	28.5 (26.6)	28.6 (28.3)

There were 62 pupils in the year group. Figures in brackets are for the previous year

5. All groups of pupils, whatever their background or ability, achieve very well. Consequently, standards are rising. Pupils achieve successfully because of the
- school's ethos which values and includes all pupils, whatever their background or ability, and seeks out each pupil's strengths, gifts and talents
 - very high expectations that all staff have that pupils will behave well and work hard
 - very good quality teaching which results in very good learning
 - very good ways in which staff identify the needs of each pupil and ensure that every pupil has work which closely matches those needs.
6. One of the strengths of the school is that it enables all groups of pupils to achieve well. It is firmly committed to its philosophy of including all pupils whatever their gender, ability or cultural background. Consequently, all pupils receive the support that they need to succeed. As a result of what the school does to help pupils, by Year 6 they reach very high standards in mathematics and above average standards in all strands of information and communication technology. These are strengths of the school.
7. The school rightly focuses on developing pupils' speaking and listening skills. It is very successful in this because by Year 6, the overall standard of those skills is above average. Considering the low starting point for most pupils in speaking English this is a considerable achievement. Writing skills are not quite so well developed. The school has recognised this and writing is currently the main focus of the school's work.
8. Pupils identified as having special educational needs (SEN) achieve very well. This is because they are supported outstandingly well by the teachers and excellent quality teaching assistants. The special needs co-ordinator (SENCO) liaises highly effectively with class teachers and support staff. They regularly review individual pupil's progress and devise new targets for improvement, to be incorporated in individual education plans (IEP's). These address the needs of pupils very successfully. Teachers group pupils very effectively in order to enable them to improve and to achieve very well at all times.

Pupils' attitudes, values and other personal qualities

The pupils' attitudes towards each other and adults are **excellent**. The promotion of their spiritual, moral and cultural development is also **excellent**. The pupils' behaviour is **very good**. Attendance is **satisfactory**.

Main strengths and weaknesses

- The warmth of relationships between pupils, adults and parents creates a very good learning environment.
- Upset or disruptive pupils are supported very well and rules and sanctions are applied consistently by all adults.
- Pupils' opinions are valued; they are canvassed regularly and there are many opportunities for them to undertake responsibilities.
- There is an excellent range of extra-curricular and other out of class activities which help pupils develop very good social skills so that by the time pupils leave school they are well prepared for secondary education.
- The pupils' spiritual, moral, social and cultural development is excellent.

Commentary

9. This school is effective because relationships at all levels are excellent. The consistent application of behaviour management strategies ensures that the pupils develop confident, keen-to-learn attitudes. Occasional emotional outbursts are handled with the appropriate balance of firmness and sensitivity. If pupils need time out of class to calm down, other productive work is provided. On occasions, if pupils have to be excluded there is a reciprocal arrangement with partner schools so that pupils can take 'time out' in another school. This works very well and ensures that pupils do not lose precious learning time.
10. Pupils say that their opinions are valued. They say that their teachers encourage them to settle their differences independently, but, if this is not possible, adult support is readily available. The school respects personal confidences and religious and cultural traditions, it works closely with the family support network to ensure that day-to-day problems are addressed effectively. The guidance that pupils receive to help them to improve their work is valued highly by them. Discussions with them, on a number of occasions, confirmed that this is done consistently which ensures that they achieve very well at all times.
11. All major cultural and religious festivals are celebrated. The pupils are allowed to dress in accordance with their traditions if they so wish. 'Graduation' ceremonies are conducted when pupils transfer from one key stage to another. Caps and gowns are worn with pride, having taken many hours to prepare. School photographs confirm that these are truly joyous occasions which are charged with a high emotional content.
12. There is an excellent range of extra-curricular opportunities for the pupils. These occur at playtimes and lunch times and considerably enhance the ethos of the school at 'out-of-lesson' times. Pupils socialise very well in dance clubs, badminton sessions and other formal and informal activities. So much so that they organise impromptu activities such as talent contests for themselves. This is encouraged by all staff and adds greatly to the pupils' personal and social development. It also helps to make school fun and the pupils say that they thoroughly enjoy the school day.
13. The school instils a spiritual dimension into its work. Consequently, pupils reflect on their actions and take great delight in and appreciate the world around them. They learn to respect each other's feelings and beliefs and are prepared to listen to other peoples' views. They learn right from wrong and are mortified if their behaviour causes concern to adults or to their friends. Pupils work and play together with enjoyment. They become mature and sensible members of

the community and expect their peers to do the same. The school encourages pupils to celebrate the diversity of the cultures and traditions in its midst. As a result, pupils learn quickly that other peoples' lifestyles are as valid as their own. This makes it a pleasure to be part of the school family.

Attendance

Attendance in the current reporting year – to May 2004 is 94.3%

Commentary

14. The rate of attendance in the school has improved steadily since the last inspection. It is now close to the national average seen in primary schools having improved steadily each year since the previous inspection was conducted. The school is rigorous in its efforts to improve attendance. It uses every strategy at its disposal to encourage parents to recognise the importance of regular and punctual attendance. The amount of time taken as holidays by a number of pupils is excessive and the school has clear evidence that this is holding back their rate of learning.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	6.8
National data:	5.4

Unauthorised absence	
School data :	0.5
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

Categories used in the Annual School Census
White – British
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Any other ethnic group

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
4	0	0
3	0	0
1	0	0
1	0	0
89	1	0
170	4	0
78	0	0
7	0	0
4	0	0
4	0	0
5	0	0
3	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 **very high** quality education which enables pupils to learn **very well**. Teaching and learning are **very effective and** results in pupils achieving **very well**. The curriculum is **very well** organised and there are **excellent** opportunities for the pupils to learn outside of lessons, which enriches their experiences. Pupils are **very well** cared for and they feel valued and secure. There are **very good** links with parents and **excellent** relationships with the community.

Teaching and learning

Teaching and learning are **very good**. As a result pupils achieve **very well**. Assessment is **very good** and used very successfully to guide the work of the school.

Main strengths and weaknesses

- The quality of teaching, and the subsequent learning throughout the school, is very good.
- Staff have extremely high expectations that pupils will behave well and work hard and very successfully encourage them to do so.
- All staff include and value all pupils.
- Teaching assistants provide excellent support for pupils.
- Assessment is very good because there is a wealth of good practice existing, which teachers use successfully to provide work at the most suitable level for each pupil's need.

Commentary

15. Teaching has improved since the time of the last inspection. Nearly half of the lessons seen during the inspection were very good. Five excellent lessons were observed. Teaching and learning are this good because all staff:
 - expect pupils to succeed and encourage them to do their best
 - plan together and share their expertise
 - work together as a strong team and enjoy teaching
 - identify clearly what it is that they want pupils to achieve in each lesson and share this with the pupils, so that they understand what they are to do.
16. In the very good and excellent lessons, staff plan very challenging activities for all groups of pupils. They explain very clearly what it is that they expect the pupils to achieve. They constantly intervene, at appropriate moments, to move individual pupils' knowledge and understanding on to the next stage. As a result, pupils learn rapidly and enthusiastically. This is instrumental in driving standards upward. Very occasionally in the day-to-day course of lessons teachers are disappointed with the outcomes and feel that the pace of learning has dipped. This happens if the behaviour management policy is not adhered to rigorously or the match of work to individual needs is not close enough. However, in this school, these are rare occurrences.
17. All staff have extremely high expectations that pupils will work hard and behave very well. Consequently, pupils do just this. Pupils know the school routines very well and know the boundaries for behaviour. They know what happens if they overstep these boundaries and, because they love and respect the adults in school, they try very hard to please them. Staff encourage pupils by praising them for their good work and they make lessons fun. Thus, pupils enjoy learning and this helps them to achieve very well.
18. All pupils, whatever their background or ability are valued by all staff. Everyone in the school family is included and given opportunities to do their best. Relationships are excellent. There is tremendous harmony between staff and pupils. This means that pupils are comfortable and secure in their learning. They are not afraid to make mistakes nor to ask for help. They know

that they will be listened to and helped when they find their work difficult. The inclusive nature of the school ensures that everyone has equal opportunity to achieve very well.

19. Pupils are fortunate in having a remarkably strong team of teaching assistants to support them in their work. The teaching assistants are very well trained, highly qualified and have very clearly defined roles. They give outstanding support to all groups of pupils, in particular those for whom English is not their mother tongue or for those pupils identified as having SEN. This excellent support allows all pupils to achieve equally well and is instrumental in helping raise standards throughout the school.
20. Assessment procedures are very good. Teachers use a wide range of systems to assess how well pupils are achieving. There is a wealth of very good practice in existence, including some very good marking which informs assessment. The deputy head teacher and subject leaders analyse assessment data very carefully so that teachers can plan work which will match pupils' needs closely. This is helping to raise standards. Data is used very successfully to guide the work of the school. Assessment is also used very well to identify at an early stage any pupils with special educational needs. These pupils are then particularly well supported by teaching assistants and learning mentors through a structured programme of intervention. As a result they make very good progress and achieve very well alongside their peers.

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5 (13%)	17 (44%)	13(33%)	4(10%)	0 (0%)	0 (0%)	0 (0%)

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

The curriculum

The curriculum meets pupils' needs **very well**. It is broad, balanced and of **very good** quality. It enables all groups of pupils to achieve **very well**. An **excellent** range of extra-curricular activities, visits and visitors all enrich the curriculum **exceptionally well**. The **very good** quality and quantity of accommodation and resources of the school meet the needs of the curriculum **very well**.

Main strengths and weaknesses

- A very good whole-school approach to planning, evaluation, and monitoring curriculum innovation, which very effectively supports all pupils' learning.
- The equality of access for all pupils is excellent and this ensures that provision for pupils with SEN is also excellent.
- The very wide and varied opportunities for curriculum enrichment.
- Provision for pupils' personal, social, and health education is excellent.
- The very good quality of accommodation and resources.

Commentary

21. Since the last inspection, the curriculum has improved and is now very well planned. Great emphasis is placed on early English language acquisition, thus ensuring that pupils of all abilities and from all backgrounds have full access to the curriculum, which is very broad and balanced. Thorough attention is given to long and medium-term planning, and this helps to ensure a consistent approach, for instance between the different classes in the same year-group. Because of the school's very careful scrutiny of its work, it is able to adopt an innovative, whole school approach to curriculum planning. It is able, for instance, to try different methods for delivery of the core subjects. It then monitors the effectiveness of these methods and either adopts them, or adapts them in the light of their success. For example, the system of delivering

the English and mathematics curriculum through a 'setted' approach is having a very positive effect on standards in these subjects. In this way the most effective strategies are adopted, so as to help raise standards in the most productive way.

22. The curriculum is fully inclusive. This is further enriched by ensuring full inclusion in all aspects of school life, both in class and in extra-curricular activities. The school's excellent inclusion policy results in excellent provision for those pupils who are identified as having SEN. Provision for personal, social, health and citizenship education (PSHCE) is excellent. The exceptionally positive and valuing ethos of the school, and the outstanding relationships between teachers and pupils, provide extremely well for their personal development. There is an excellently structured programme for PSHCE, taught through designated and other curriculum subjects, particularly religious education and science. This programme, combined with exceptionally high expectations by adults, enables pupils to develop very well and underpins their generally exemplary attitudes and behaviour.
23. The excellent range of extra-curricular activities enhances the curriculum and makes a very significant contribution to the development of pupils' physical, social and intellectual skills. These are very well supported by all pupils and cover a wide range, such as French, maths, drama, dance and art clubs. Particular strengths of the school are the sporting activities. These cover a very wide range including basketball, cricket, judo, badminton and gymnastics, from these clubs several pupils have been selected to play for Birmingham Squad. A very strong aspect of the extra curricular activities is the provision of ex-pupils' badminton and table tennis clubs. This is open to any ex-pupils who wish to join, thus providing a very strong link with the local community. Some of the ex-pupils who attend also help with many of the activities provided for pupils attending the school. The very extensive range of visits to places of educational interest, both day and residential, stimulates pupils' interest and enjoyment in learning. The wide range of visitors stimulates their interest in music, the arts and the wider community.
24. Accommodation and resources are very good. The school has worked very hard to make this Grade II listed building and its outside areas a very pleasant bright and stimulating environment in which pupils can grow and develop. However, there are still parts of the building and the grounds that are in need of further renovation.

Care, guidance and support

The care, welfare and safety of the pupils are **very good**. All adults are aware of their legal and moral responsibilities. They share their expertise and ensure full and consistent compliance with the regulations.

Main strengths and weaknesses

- Child protection, first aid, medication and safety in and out of school are all managed very well.
- Pastoral support is very good; adults put a lot of emotional energy into this.
- The monitoring and reporting of pupils' progress is very good for all age groups.
- The involvement of pupils by seeking their views is excellent.

Commentary

25. Staff all work closely together to ensure high standards of care. They understand each and every child's background and they ensure that the appropriate levels of support and guidance are available, both in school and, when necessary, outside of school. All external support agencies are fully engaged in this process. Staff constantly work hard to secure pupils' emotional stability. Staff training ensures consistent management and compliance with regulations and guidelines.
26. The policy for assessment and monitoring is applied consistently. Pupils are regularly asked for their views and opinions on all of the school's work. As a result, pupils feel valued and well cared for. Trusting and supportive relationships are key strengths of the school. It is so effective

because everyone feels confident and able to respond promptly when day-to-day behaviour problems or emotional outbursts occur. The inspectors had an opportunity to observe how well these incidents are managed, confirming all the positive remarks made by parents and pupils.

Partnership with parents, other schools and the community

The school has **very good** links with parents. Its links with the community are **excellent**

Main strengths and weaknesses

- Parents value highly the approachability of all staff and they are provided with a very good range of information.
- Excellent use is made of the community to make pupils' experiences in school rich and varied.
- Some parents have difficulty in reconciling cultural traditions with modern educational requirements, for example by ensuring prompt and regular attendance.

Commentary

27. The effectiveness of the work that the school does to consult and inform is evident by the warmth of relationships that exist. For example, members of staff are always on hand to greet parents and children in the mornings and to hand them over to their parents at the end of day. Bilingual staff provide verbal communication in a variety of languages to ensure everyone has the same information.
28. Parents are encouraged to become involved in their child's learning. For example, staff organise workshops for parents where teachers explain how teaching methods help pupils to understand the work done in school. This also helps parents to understand how they can help with homework assignments. Visitors to the school represent the widest possible range of interest groups. They all share ownership of the standards and they fully support the ideals that the school promotes. Parents appreciate the efforts the school makes to respond to concerns or complaints and they recognise that the school provides ample opportunities for consultation. Statutory information gives a comprehensive range of information although the governors' report lacks information written by individuals who have defined responsibilities. Consequently, the quality and quantity of the work done by the governors may not be totally clear to parents.
29. Although attendance has improved steadily over recent years, the incidences of extended holidays taken in term time are still high. The school works extremely hard to encourage parents to bring their children to school regularly and punctually. It is heartened by the response of the vast majority of parents. However, the number of holidays taken, which extend over the agreed time, still causes concern.

LEADERSHIP AND MANAGEMENT

The school is led **outstandingly well**. Management is **very good**. Governance is **good**.

Main strengths and weaknesses

- The head teacher provides the school with excellent leadership.
- The quality of governance has improved since the last inspection. Governors are now well involved in school affairs and have a growing understanding of the strengths and weakness of the school.
- Provision for pupils with SEN is excellent and is a major strength of the school.
- The school has very effective systems of management.

Commentary

30. The head teacher supported by the very able deputy, provides the school with inspirational leadership. She is totally committed and determined and is very effective. The top of her agenda is for every child to have access to opportunities which will help them become mature and fulfilled individuals. She provides the whole school community with a relentless focus on driving up the standards achieved by every pupil. All pupils are valued and important. Her philosophy is "You can do it!" Senior staff share these ideals and transmit them to the whole school community. Thus the school has developed a truly inclusive ethos. The head teacher is keen to embrace new initiatives and is particularly adept at developing the skills of individual members of staff, for the benefit of the whole school. She has an outstandingly clear vision for the future of the school, and is determined not to be deflected from it. The head teacher and senior staff have been very successful in evaluating the school's performance and then developing strategies to bring about improvement.
31. The role of the governors has improved significantly since the last inspection. A secure committee structure has been established and meetings are run efficiently. This enables the governors to become more influential in shaping the work of the school. Governors now visit the school regularly and they are becoming more involved in maintaining an overview of the work of the school. The chair of governors is proactive and ensures that all statutory obligations are met. He is very supportive and has plans to increase the involvement and effectiveness of the governing body. This is likely to ensure that governors are more knowledgeable about the strengths and weaknesses of the school, in order to increase their effectiveness in their role as critical friends.
32. Provision for pupils with SEN is excellent and is managed exceptionally well. It fully meets the requirements of the Code of Practice. It is a significant strength of the school. The experienced and knowledgeable special educational needs co-ordinator (SENCO) knows the pupils very well and maintains a very clear overview of their progress. She has created very effective teams with good formal and informal channels of communication. There is a governor with special responsibility for this aspect of the school's work who liaises closely between the manager and the governing body. Specific funding from the budget is carefully allocated so that there is a very good number of support staff and resources, to support these pupils through their difficulties and improve their basic skills.
33. Management systems are very effective. The head teacher ensures that staff who form the senior management team are actively involved in helping the school fulfil its vision and strategic objectives. They analyse available performance data extremely rigorously. This gives the school a clear insight into pupils' progress. Managers seek constantly to evaluate the school's performance and find areas for development. The school has continued to improve since the last inspection and all the key issues identified in the inspection report have been successfully addressed. The long-term plan for school improvement provides a very useful vehicle for further school improvement.
34. Performance management systems for teachers are very good and are to be extended to support staff. Managers set clear targets for improvement. This is proving to be increasingly effective in generating whole school improvement. Training is closely linked with this process. New members of staff are provided with supportive induction arrangements. Senior managers are very conscious of the need to support and retain successful staff and are increasingly conscious of their workload. Much effort is made to ensure that staff members are deployed effectively. The school regards teaching assistants as being particularly vital in supporting the work of teachers and their deployment is managed outstandingly well.
35. Systems of financial and resource management are very good. The current surplus in the budget is allocated appropriately. Regular monitoring of the school's expenditure is carefully carried out by the school's highly efficient bursar. The principles of best value therefore are central to the school's management and use of resources. The school has very effective systems of day-to-day management which enable it to run very smoothly. The secretarial staff

are very efficient and offer very good support to the head teacher and teaching staff. There are no obvious barriers to the school improving its performance even further.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	1,226,590.15	Balance from previous year	85,193.74
Total expenditure	1,192,418.30	Balance carried forward to the next	119,365.59
Expenditure per pupil	2428.55		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

36. The provision for children in the Foundation Stage¹ is **very good**. Children start in the nursery class in the September of the year after their third birthday. For their first year in school they attend either the morning or afternoon sessions. The following September, when they are four, they move to the reception classes and attend full time. At entry to the nursery children have a wide range of abilities in all areas of learning. This varies from year group to year group but is generally well below average, particularly in social and communication skills and knowledge and understanding of the world. For the vast majority of children starting school, English is not their mother tongue. Many have little or no English and some have very poor language skills in their mother tongue. Some children lack the social skills of playing. They are not used to working or playing with, or alongside, other children and hence their personal and social skills are under-developed. Many have little knowledge and understanding of the world around them. In response to these issues the Foundation Stage staff focus very closely on personal, social and communication skills and giving children rich experiences, as they begin school.
37. Children make an excellent start in the nursery class and achieve very well. Even so, when they move to the reception classes their levels of attainment are still below average and, in many instances, language skills are still well below average. They continue to achieve very well and about two thirds are on course to reach the goals set in most areas of learning by the time they start Year 1. Most children are likely to have average or close to average attainment levels in mathematical development, physical and creative development by the end of reception. The majority are likely to reach and some even exceed the goals set in their personal, social and emotional development. This is excellent achievement. However, the weaker areas are likely to remain language and literacy and knowledge and understanding of the world, where most children are not likely to achieve all the goals set. This is because so many children start school with low level communication skills.
38. Teaching, in all areas of learning, is very good. Thus, children are very successful learners and achieve very well. This is because:
- relationships are excellent, all staff work very successfully together and make a very strong team
 - planning is very good and links all areas of learning together very effectively
 - all staff have very high expectations of children's work and behaviour and insist on high standards in both
 - all staff value and include each child most effectively and encourage them to work hard.

The characteristics of the Foundation Stage's very good teaching came together in an excellent knowledge and understanding of the world lesson when a reception class worked in the ICT suite.

The lesson began with an excellent input from the teacher. He demonstrated very successfully what he expected the class to do during the session using software which he had designed and written. Because of this, the work matched exactly the children's needs. The program was based on language and literacy work and required the children to listen to familiar household sounds and identify the source. They had to click the mouse onto the appropriate picture, word or sentence as they heard the sounds. The children loved this activity. One boy declared the work to be 'wicked' as he worked his way through the sounds. It was a buzzy, noisy lesson. It was exciting and very productive. One child, who rarely speaks, surprised the staff by speaking voluntarily because he could work the program and get good results. Children were busy throughout and because the program worked at a variety of different ability levels they could access it at a suitable individual level and thus all achieved outstandingly well. Relationships between staff and pupils throughout the lesson were excellent. This enabled staff and children to have fun while rapid learning took place. One member of staff summed the lesson up by saying 'The children did so well because they were inspired'.

¹ The Foundation Stage is the curriculum for those children in the nursery and reception classes.

39. The Foundation Stage is led and managed outstandingly well. There has been very good improvement since the last inspection which has built on the good practice which existed then. The new Foundation Stage curriculum has been implemented very successfully. Assessment procedures are very good. Staff keep very good records of children's attainment and progress. There are very good induction procedures for children starting school and when transferring from nursery to reception classes.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Staff have very high expectations that children will behave very well and work very hard.
- Relationships are excellent which enables children to gain confidence.

Commentary

40. All staff in the nursery and reception classes expect that children will behave very well and try hard at the tasks set for them. They make this very clear to the children, who, as a result, respond very well and begin to concentrate for good periods of time. This aids their ability to learn and means that they achieve very well. Staff expect children to work and play together sensibly, and so they do. This is not necessarily the case when they start school. Many children do not have good social skills when they enter the nursery class. Many find it difficult to play with other children. Staff work hard to show what they expect of the children. They work alongside them, for instance they role-play activities which will enthuse the children. In one session the teacher role-played the story of Goldilocks and the Three Bears in a make-shift theatre made from a cardboard box. This encouraged the children to share ideas as well as resources. As a result of this type of activity, children began to work with each other happily because they enjoy learning. By the time that they reach the reception classes most share their work and ideas with their friends and help each other complete tasks. Those who find this difficult are helped by the structure of the very good behaviour policy which staff implement consistently. Thus children know the routines of school life and understand what is expected of them.
41. Relationships throughout the Foundation Stage are excellent. This has a very positive impact on the children. They become confident because they know that they are loved and valued. All staff listen carefully to the children and include their ideas whenever possible. This means that children learn it is all right to make mistakes and are not afraid to 'have a go'. Staff raise children's self-confidence and self-esteem because they care about them. Children know this and in return learn to respect adults and each other. This contributes very successfully to the excellent progress that children make in developing their personal, social and emotional skills.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Staff focus on children's speaking skills and listening skills.
- They teach them the vocabulary that they need to communicate successfully.

Commentary

42. Staff focus constantly on encouraging children to listen carefully and to speak out. Very few children have a good command of English when they start school in the nursery. Hence, staff

teach children the vocabulary that they need to communicate. Teachers are supported in this work outstandingly well by a very strong team of bi-lingual teaching assistants. They work ceaselessly to ensure that children are understood and feel comfortable as they learn. As a result, the Foundation Stage classes are busy, exciting learning centres. Relationships between staff and children are excellent and, therefore, children speak freely because they know that staff will listen to them. Staff also expect children to listen to them. They plan activities to ensure that children have opportunities to extend their listening skills. Gradually children acquire more and more English vocabulary and by the end of the reception year most communicate confidently. Even so, the majority are not likely to reach the goals set for this area of learning by the end of reception.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Staff plan very good mathematical activities which engage children's interest and which enable them to achieve very well.

Commentary

43. As a result of very good provision, children develop their mathematical awareness very well. They enjoy counting. For example, in the nursery they are keen to count how many children are absent, work out how many are present and match that number to a number square. They look for written numbers that match and the more able seek out the words to match the numbers. Staff provide a wide range of games and activities which teach children their colours, shapes and numbers. In reception children play money games and many become adept at recognising coins and understanding that amounts of money can be made up of different coins. The constant support given by the excellent team of teaching assistants enables children to learn not just the mathematical concepts but the allied vocabulary. Children enjoy these activities and achieve very well. As a result about two thirds are on course to reach the goals for this area of learning by the start of Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD, PHYSICAL DEVELOPMENT AND CREATIVE DEVELOPMENT

44. Not enough sessions were observed in these areas of learning to comment on them individually. There is no evidence to suggest that the provision in each of these areas is anything other than similar to the areas judged above. The planning is meticulous and shows very good understanding of the children's requirements. Thus, activities match children's needs closely and the sessions flow from one activity to the next seamlessly. Children achieve very well, as they do in their personal, social and emotional development and communication, language and literacy and mathematical development. They move towards the goals set for the end of the Foundation Stage. However, apart from in physical development, where most children are likely to reach the expectations, only about two thirds are on course to reach all of the goals set by the start of Year 1 in knowledge and understanding of the world and creative development.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- The achievement of pupils in speaking and listening is excellent. This is because the school makes very good use of talk partners and pupils have very good attitudes to their work.
- Pupils achieve well because of the very good teaching they receive.
- Pupils' handwriting and the presentation of work require improvement.
- Very good standards are achieved in reading through the successful implementation of school initiatives.
- The school uses target setting for individual, and groups of, pupils very well and this, together with the school's good analysis of pupil performance data, is having a significant impact on raising standards.
- Subject leadership is very good and is having a positive impact on raising standards.
- Pupils have very good opportunities to develop and use their literacy skills across the curriculum.

Commentary

45. Inspection evidence shows that standards in the present Year 2 are average and above average in Year 6. This represents an improvement on the previous inspection. All pupils make excellent progress with their speaking and listening skills and demonstrate very good attitudes to learning. This is because teachers deliver interesting lessons which support the pupils' learning through very well structured teaching that meets the needs of the pupils. A carefully structured reading programme and effective deployment of staff have helped to raise standards of reading by the end of Year 2. Speaking and listening skills are very good because the teachers consistently apply the school's policy for teaching and learning that requires very regular and effective use of talk partners in all lessons. Analysis of assessment data indicates that this teaching approach is having a positive effect on standards of writing which are average by the end of Year 6. Pupils of all levels of attainment achieve very well because teachers understand their needs and provide suitable work and support within lessons.
46. Teaching overall is very good. Effective planning, including the identification and sharing of learning objectives in each lesson, coupled with the use of a variety of teaching techniques requiring collaborative working and differentiated activities was evident in each lesson observed. In the very good and excellent lessons observed, the teachers used drama, role play and discussion between partners very effectively to achieve very high levels of learning. The very good teaching and learning was aided by highly effective classroom support to promote and extend learning with all ability groups. Pupils enjoy very good working relationships with classroom staff and this encourages a very good standard of behaviour throughout. The pupils in the most effective lessons are encouraged to evaluate their work against the shared learning objectives.
47. The school has identified that writing standards are not as high as other aspects of English. Thus, this has become a main focus throughout the school. Teachers provide very good support to pupils in their writing. Pupils, therefore, achieve very well and have a more secure understanding of the structure of different kinds of writing by the end of Year 6 where now standards are just below average.
48. In Year 1 standards achieved in reading are well below national standards but, by the end of Year 2 they are above average. Achievement by pupils is excellent. The majority of pupils read with fluency and expression using punctuation correctly. They are able to articulate confidently about the text and make predictions about what may happen. The lower ability pupils know how to

build words phonetically. By the end of Year 6 standards achieved by pupils in reading are very good, with the majority being able to read with fluency. All pupils articulate very clearly their enjoyment of reading. This is encouraged by the school who provide a good and interesting range of texts both in class and in the main school libraries. The various literacy support groups are motivated by interesting texts which they are able to discuss with enthusiasm and clarity.

49. Leadership and management are very good. Teaching and learning are monitored and the analysis of national test results identifies individuals and groups of pupils who would benefit from additional support. This helps management deploy staff effectively and is a contributory factor to raise standards. The subject manager has sensibly identified the development and promotion of pupils' speaking and listening skills as being central to the raising of standards in all areas of English. The assessment of pupils indicates that the associated strategies linking speaking and listening with the development of reading and writing skills are already being effective. Individual and group target sheets are in place and marking identifies what pupils need to do to improve. Pupils are also encouraged to set their own targets and take responsibility for their own learning. This also helps to raise standards.

Language and literacy across the curriculum

50. The school has a curriculum which emphasises speaking and listening as the principal route to the development of pupils' understanding of subjects, as well as developing their writing and reading competences. For example, history provided a context for descriptive writing as pupils investigated historical objects. Their understanding of formal and informal writing was well developed as they explored the issues investigated in geography and science. Pupils are skilful in using word processing when presenting their writing in different formats.

MATHEMATICS

Provision in mathematics is **excellent**.

Main strengths and weaknesses

- Pupils achieve very well throughout the school.
- The very good and sometimes excellent quality of teaching.
- Extremely effective subject management by the co-ordinator.
- Teaching assistants provide very good support for pupils who need additional help.

Commentary

51. In the 2003 national tests, results in mathematics were well below average by the end of Year 2 and were broadly average by the end of Year 6. Compared with similar schools, results at the end of Year 2 were below the level expected, while in Year 6, results showed the school to be well above the results expected. At the end of Year 6, a high proportion of pupils achieved levels that were within the top quarter for all schools across the country. Currently in Year 2, standards are above average and in Year 6 they are well above average. Pupils with SEN achieve very well in all classes. They are very well supported by both teachers and support assistants. Pupils from minority ethnic groups also make very good progress. Pupils of all abilities are well supported by the system of setting, which has been introduced in Years 3 to 6.
52. Overall standards in mathematics at the end of Year 6 have remained similar since the last inspection. However, on entering the school many pupils now have little or no understanding of English. This depresses the standards of mathematical development. On entry to Year 1, standards have improved, because children achieve very well in the Foundation Stage, but they are still below the levels expected. The school works hard to address this and does so very well through specifically targeted teaching in Years 1 and 2. This approach is very successful and by Year 2, most pupils have developed an understanding of basic number activities, such as

counting on and back in tens, and carrying out simple multiplication, addition and subtraction problems. They learn the names and properties of two-dimensional shapes. In Years 3 to 6, these areas continue to be targeted and pupils of all abilities continue to build very effectively on their mathematical understanding. Year 4 pupils learn to use various strategies when subtracting three digit numbers and carry out simple mental calculations with increasing confidence. By the time they are in Year 6, most pupils classify two-dimensional shapes according to their properties, and choose the most appropriate units with which to measure different sized objects. More able pupils use and interpret coordinates in all quadrants. They understand reflective and rotational symmetry and they calculate probability and make approximations.

53. The teaching of mathematics is very good and sometimes excellent. Teachers provide stimulating, very well prepared lessons and explain the work very well. There are very good assessment systems, which give teachers clear information about what their pupils know and can do, and what they need to do next. Lessons are very well planned and teachers are very good at keeping their pupils fully involved in their work. All these very strong attributes are constantly applied by all members of staff involved in the teaching of mathematics throughout the school. Pupils have very clear targets. All pupils are very clear about what they need to do to improve. In lessons, teachers explain what their pupils will be learning, and then check later to see if they have been successful in their learning. In excellent lessons, teachers challenge their pupils with an extremely lively pace of work, and inspire them to try even harder as all very enthusiastically tackle the challenge. In a Year 6 lesson, pupils of below average ability learnt how to round numbers up and down, to the nearest ten, hundred and thousand. The teacher's lively approach, and excellent teaching methods, ensured that all pupils made very good progress. Great fun was then had as pupils tried to find their partner using equivalent weights. Homework related to the lesson objectives re-enforces and consolidates pupils' learning.

Inspirational, challenging teaching enabled higher attaining Year 5 and 6 pupils, to rise to the demanding mathematical problems.

Pupils' interests were captured when two Year 6 pupils were chosen to lead the class in a mental mathematical start to the lesson. By using calculators the pupils strove to calculate the equation $5x^2 - 8$, given different values for x . They worked co-operatively with their partners during this compelling introduction. Tremendous mental energy ensured that all were engaged and all tried hard. Every comment from the teacher encouraged the pupils to use knowledge that they had learnt previously to accept higher challenges with exceptionally high levels of confidence. The teacher's passion for, and understanding of, the subject inspired the pupils to even higher achievement as she allowed the pupils to challenge her in arranging 10 randomly drawn digits into the highest number. Strong emphasis was placed upon the effective explanations of mathematical processes and the use of accurate vocabulary such as 'probability' and significant numbers were identified. The lesson moved swiftly on, as pupils worked with their peer tutors, constructing irregular 3-D shapes and drawing them on isometric paper, colouring the various faces to demonstrate perspective. Achievement throughout this lesson was exceptional, as was the mental versatility and high inspirational level of both the teacher and pupils. This created a real buzz of excitement and love of learning.

54. The subject is exceptionally well managed by the co-ordinator. He leads a very influential numeracy teaching team, which monitors teaching and learning extremely carefully. It also carries out extensive analysis of pupils' work, in order to identify areas of strength and weakness. There has been very good improvement since the last inspection. Much has been achieved through improving the quality of teaching and learning across the whole school. Strengths and weaknesses are identified from test data, which enable the management team to plan from an informed position. Teachers use assessment appropriately to check pupils' progress. The co-ordinator also ensures that parental involvement and support is encouraged and developed through the well-attended workshops he provides for them.
55. Teaching assistants provide very helpful support for those who need it and they make extremely valuable contributions to learning. The support takes place in class and this is very effective in building pupils' confidence. This approach means that most pupils develop a broad and secure understanding of mathematical concepts.

Mathematics across the curriculum

56. The use of pupils' mathematical skills in other subjects is very good. Teachers identify occasions when pupils need to use their mathematical knowledge, for example in geography week, pupils recorded temperatures. Year 4 pupils carried out directional compass work. Pupils use compasses and appropriate vocabulary such as 'radius' and 'sector' to plan curved stitching.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Provision is now better than at the time of the last inspection and pupils achieve very well.
- The quality of teaching and learning is very good.
- The subject is very well managed.
- The curriculum is good.

Commentary

57. At the time of the last inspection the school was criticised because pupils were not given sufficient opportunities to plan and carry out investigations. Since then there has been a greater emphasis on this aspect and pupils now achieve better. This improvement is beginning to raise standards. By the end of Year 6 standards are in line with national averages, with a substantial proportion of pupils achieving the higher level (Level 5) by the time they leave school. Considering the pupils' poor skills when they begin school, this represents very good achievement.
58. The quality of teaching and of learning is very good. Teachers plan their lessons carefully bearing in mind the differing abilities of their pupils. There is a commendable emphasis on pupils planning and carrying out investigations. For instance in a Year 4 lesson, pupils were challenged to design an experiment to test how important water is in the germination of seeds. They developed good ideas and fully understood the requirements of a "fair test". Teachers deploy resources with great care and make sure that they are readily available in lessons. Teachers are very clear about precisely what it is that they want their pupils to learn and challenge pupils' thinking very effectively. Thus in a Year 6 lesson, pupils were required to explore the language of scientific enquiry. They used their knowledge and understanding to make predictions and were then challenged to begin to produce a set of conclusions from a given set of results. Pupils with SEN are catered for very well. They are offered extremely good support from the very capable support assistants. This ensures they achieve equally as well as their peers.
59. The subject is very well managed and the curriculum is good. The subject manager is very enthusiastic and keen to drive up standards. She has completely rewritten the scheme of work and ensured that the quality of the curriculum is now good. In the planning, greater emphasis is placed on the importance of consistent investigative methods. Thus pupils are enabled to progressively develop their skills and knowledge from year to year. There is a commendable emphasis on building excitement into the curriculum and in emphasising the importance of pupils learning the correct subject specific vocabulary. Test results are carefully analysed and weaknesses in coverage noted. For instance in last year's national tests, it was noted that pupils did not fully understand their work on forces. The curriculum was amended this year and a subsequent improvement was noted. Pupils who show promise and those with weaknesses are carefully targeted for extra inputs. This has a good impact on pupil performance. The school is also working hard developing the curriculum to improve the use of mathematics and

ICT in science and a good start has been made. The school regularly organises a science week which is very popular with pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are above average throughout the school.
- Very good teaching and learning means pupils achieve very well.
- Use of the subject specialist to teach all year groups and the very good quality software provided enhances learning considerably.
- The subject is outstandingly well led and managed.
- ICT is used very well as a tool in other subjects.

Commentary

60. Standards are above average throughout the school. They have been maintained since the last inspection even though the curriculum has advanced considerably and the expectations for the subject are much higher than at that time. The school has kept abreast of all initiatives and managed to improve its provision so that pupils can reach good standards.
61. Pupils achieve very well. This is because of the
- very good teaching which enables pupils to learn very rapidly
 - way lessons are made exciting by the use of excellent software which matches the needs of the pupils exactly
 - very good organisation and use of the ICT suite
 - way in which staff work together to ensure all pupils succeed.
62. The specialist ICT teacher plans most of the work for the entire school. He teaches all year groups and writes many of the software programs that the pupils use in their lessons. This means that work is matched exactly to the needs of the pupils and also links very closely to the work that they do in other subjects. This enhances the rate of learning considerably. In the programming the teacher uses the topics that the pupils are studying to develop their ICT skills. As a result, pupils understand the work that they are doing, find it fun because it all links together and achieve very well.
63. The subject is outstandingly well led and managed. This is reflected in the above average standards which are continuing to rise. The subject leader guides and advises his colleagues so that their confidence is growing and their skills are increasing. He is very knowledgeable and, as well as devising software, maintains the hardware. Consequently, computers are well used because staff are confident that both software and hardware will fulfill their needs and work will be closely matched to their pupils' needs.

Information and communication technology across the curriculum

64. ICT is used very well in most subjects. Year 6 pupils thoroughly enjoy using websites to find out information for field trips in geography. Year 3 explore simulations to find the best conditions to grow sunflowers in science. Pupils research information texts to enhance their referencing and research skills in English. They search databases of varying sizes to support mathematical work. Using these types of activities to support work in other subjects also very successfully improves their ICT skills and enables pupils to achieve very well.

HUMANITIES

History and Geography

Work was sampled in **history and geography**. There is good evidence from work in books and discussions with pupils that provision in both subjects is at least satisfactory.

65. In both **history** and **geography** the work is made interesting by the use of local resources and visits to nearby sites. From a scrutiny of pupils' work, from collections of photographs and from the colourful and stimulating displays around the school, it is clear that there is careful planning by teachers to develop pupils' literacy skills in many of their historical and geographical projects. For example, work in history about Sparta was illuminated by pupils' creative writing. Similarly pupils wrote plays and wrote poems about The Victorians. Year 6 pupils were very willing to share their knowledge of landscapes and different environments. They are very keen to explore The Peak District on their proposed visit. Pupils in Year 4 are growing more knowledgeable about environmental issues and Year 5 pupils compare and contrast living in Bangalore with living in Birmingham.
66. Schemes of work have been drawn up which are useful tools for all the teachers when planning work in these subjects. They allow teachers to plan lessons in good detail and ensure that pupils' knowledge, skills and understanding are built on steadily. A good range of resources for both geography and history has been collected and these are used thoughtfully to raise standards of teaching and learning. The subject manager monitors the planning in these subjects and supports other teachers with their preparations for their lessons. The school regularly organises history and geography weeks which are very popular with the pupils.

Religious education

67. No judgements on provision are made in **Religious Education** as no lessons were observed. Evidence was gathered from observations of pupils' work and discussions with staff and pupils.
68. Pupils' attainments by the end of Years 2 and 6 are in line with what is expected by the locally agreed syllabus. This is similar to the last inspection. Pupils develop a sound factual knowledge from the topics they study. They respect their own beliefs and those of others. Discussion with Year 6 pupils shows that they know that Christianity is the main religious tradition in Great Britain. They have a satisfactory understanding of the key principles in different faiths such as Islam, Christianity, Hinduism, Sikhism and Buddhism and know that these are important to people's beliefs.
69. The subject is led and managed satisfactorily by the co-ordinator. Teaching has been monitored to ensure the curriculum is appropriately taught. The current assessment systems provide broad indications of pupils' progress. The subject contributes very well to pupils' spiritual, moral and cultural development. The co-ordinator plans to further develop teachers' expertise in the light of the expected new locally agreed syllabus.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and Design

70. No lessons were observed. However, it is evident from reviewing teachers' planning documents and scrutiny of wall displays and pupils' completed work that provision is good and that there has been an improvement since the last inspection. Work displayed around the school shows good use of colour, different materials and design techniques with a sensible emphasis on developing observation and drawing skills. Pupils use sketch books to develop their skills and there is a clear progression from Year 1 through to Year 6. There is a useful subject policy and scheme of work which are applied by teachers when planning the art and design curriculum. The school is justifiably proud of its achievement of the Artsmark Gold award.

Design and Technology

71. Only one lesson in design and technology was seen, but judging from the work seen, from teachers' planning and from the display of pupils' work around the school, pupils have the opportunity to experience a wide range of different types of activity. Pupils are enthusiastic about the subject and, as a result, they try hard, achieve well and make very good progress. Standards in Year 2 are average for their age but, by Year 6, standards are above average. This represents very good improvement since the last inspection. The work that Year 6 pupils did on designing and making slippers is of a very good standard, showing clear, accurate and thoughtful work at the design stage, skilful practical work with a very useful evaluation of the total project. The subject manager has a clear view of the strengths and areas for development of the subject and has supported her colleagues with useful documentation as well as significant professional development opportunities.

Music

72. Insufficient opportunities for the inspectors to observe lessons mean that judgements cannot be made about standards, teaching and learning. However, discussion with the subject manager and analysis of documentation show that the school delivers a satisfactory curriculum. The school has adopted a new published scheme to support the teaching of music. The implementation of this scheme is at a very early stage and the school is correct in making music a major focus of its development.

Physical education (PE)

73. Only two **physical education** lessons were observed. However it is evident from looking at planning documents that teachers plan their lessons very carefully. They organise a good range of tasks for the pupils and know exactly what they want them to achieve. Teachers have a good regard for health and safety and pupils understand the benefits to health of regular exercise. A very good programme of swimming tuition is provided for classes in Years 2 and 3. Pupils demonstrate high levels of enthusiasm and are very keen to attend the exceptionally wide range of sports activities that are provided for them at lunchtimes and after school. These significantly enhance the physical education curriculum and provide opportunities, for those pupils who show promise, to develop their skills. The school enjoys a very profitable association with local Sports Colleges which means pupils get the benefit of sharing excellent extra facilities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal social and health education and citizenship

Provision in personal social and health education and citizenship (PSHCE) is **excellent**.

Main strengths and weaknesses

- The school provides very well for pupils' personal and social development.
- The opportunities available to enable pupils to take responsibility are very good.

Commentary

74. The teaching of PSHCE is interwoven into all aspects of school life. There are links with the community to enhance pupils' experiences particularly the development of social and language skills. The school sees this as an important part of its work and pupils' attitudes, achievements and self-worth are valued and promoted. All aspects of a healthy lifestyle are covered in the curriculum. Adults in the school provide excellent role models for the pupils by showing respect

and listening to their opinions. The quality of care and concern in the school is very good. Pupils are encouraged to see their school as one big family and this creates a positive ethos for the personal and social development of all pupils. The school is active in supporting those in need outside their school. They contribute to a range of charities.

75. Pupils are asked to undertake a very good range of responsibilities throughout the school, which prepare them for active roles as good citizens. Pupils in Years 4, 5 and 6 are well trained as peer mediators. Year 5 pupils are also trained as play leaders to support younger pupils at playtimes in the 'zoned' playground. Younger readers are listened to by older pupils and helped in a range of activities. The pupils speak with confidence about their successes. All pupils are consulted regularly about school developments and are encouraged to give opinions, which are listened to. The visits to places of educational interest and meeting visitors to school contribute to pupils' knowledge and understanding of how their community and society work. They have opportunity to voice their opinions and concerns in Circle Time². They have an understanding of how a democracy works and have a very active school council. Year 6 pupils are invited to apply for jobs as prefects. They have to apply for these posts in writing and put forward good reasons as to why they should be chosen. This is a system which works very well indeed. The current groups of prefects are very pro-active in school under the excellent leadership of the head girl and head boy.

² Circle Time: in these sessions, pupils sit in a circle and, through agreed rules, have the opportunity to speak and listen to each other talking about issues which touch them all.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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