

INSPECTION REPORT

WILSON PRIMARY SCHOOL

Reading, Berkshire

LEA area: Reading

Unique reference number: 109793

Headteacher: Mo Galway

Lead inspector: Tom Canham

Dates of inspection: 29th September - 1st October 2003

Inspection number: 258444

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:	217
School address:	Wilson Road Reading
Postcode:	RG30 2RW
Telephone number:	(0118) 9015573
Fax number:	(0118) 9015575
Appropriate authority:	The governing body
Name of chair of governors:	Gary Cooper
Date of previous inspection:	19 th November 2001

CHARACTERISTICS OF THE SCHOOL

Wilson is an average-sized primary school with 217 pupils on roll aged between three and 11. Children are admitted part-time into a nursery class, which has 52 places, and join reception at the beginning of the term in which they become five. Overall there are slightly more girls than boys but the gender balance varies between younger and older children.

The school is housed in a large two-storey Victorian building with playgrounds and a nearby field, in a high-density housing area in the centre of Reading. The school population includes a range of ethnic minority groups, mainly Caribbean, Asian, eastern European and African. About a quarter of pupils are at an early stage of speaking English as an additional language. Twenty two per cent of pupils are eligible for free school meals, which is broadly in line with the national average. Fourteen per cent (below the national average) are identified as having special educational needs, mainly moderate learning difficulties, and six have a Statement of Special Educational Needs, which is higher than the national average. The attainment on entry is below average due to the high proportion of pupils at an early stage of speaking English. The pupils' social and economic circumstances are average overall and there is a wide ability range in each year group.

The headteacher has been in post since January 2003 but the deputy head acted in this capacity during the head's maternity leave from March to July. The school was awarded the School's Achievement Award in 2003 for its success in raising standards between 1999 and 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
7523	Tom Canham	Lead inspector	Science, Information and Communication Technology (ICT) and Design and Technology
9214	Janet Garland	Lay inspector	
8560	Margaret Lynch	Team inspector	English, Physical Education (PE) and English as an Additional Language (EAL)
28200	Paul Stevens	Team inspector	Mathematics, History, Geography, Religious Education (RE) and Special Educational Needs
8845	Hazel Sumner	Team inspector	Art and Design, Music and Foundation Stage

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6 - 8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	8 - 13
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	13 - 14
OTHER SPECIFIED FEATURES	
English as an Additional Language	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	16 - 30
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	31

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall effectiveness of the school is good. This is a good and improving school, where staff and governors work hard in the best interests of the pupils, and sustain a happy atmosphere where pupils learn well. The school represents **good value for money**, since it achieves satisfactory standards, at reasonable cost, from a changing school population where many pupils are new to the English language. There are no significant differences in achievement between different groups, except for more able pupils who do not achieve well enough in some lessons.

Main strengths and weaknesses

- Good teaching and learning;
 - strong leadership and management;
 - popularity with parents and pupils;
 - a happy, caring but hardworking atmosphere where all pupils are included; and
 - good nursery provision and satisfactory special educational needs provision.
-
- Standards achieved in history, geography and religious education are below average;
 - insufficient provision for more able pupils in some lessons;
 - lack of whole school systems for assessment of progress in foundation subjects; and
 - insufficient links with the community and outside agencies.

The school has improved well since its last inspection, since attainment in national tests and assessments have risen markedly, Special Educational Needs (SEN) and Information and Communication Technology (ICT) provision and attainment have been enhanced and the Foundation Stage leadership and Nursery accommodation have been substantially improved.

The school has tackled the key issues raised by the last inspection well and has improved its effectiveness.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	D	E	E	E
mathematics	E	E	E	E
science	E	E	E	C

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

Achievement overall is satisfactory, taking account of the high percentage of pupils who are at an early stage of speaking English as an additional language and high pupil turnover.

Test results have improved at a faster rate than in schools nationally, over the last 4 years.

Standards seen broadly matched national expectations, with most pupils reaching the goals expected by the end of Reception, and also by Years 2 and 6, except in history, geography and religious education. **Achievement is good in the Nursery and Reception age groups, and satisfactory in Years 1 and 2 and 3 to 6**, except for more able pupils who are not extended sufficiently in some lessons.

Pupils have very good relationships with teachers and others. They work and play together well. Their spiritual, moral, social and cultural development is good overall. They have good attitudes to their work and school. Most behave well and attend satisfactorily. The high number of exclusions needs review.

QUALITY OF EDUCATION

The quality of education provided is good overall. Teaching is good throughout the school, being imaginative, well planned and well adapted to most pupils' needs.

The good teaching, coupled with effective support from well briefed Teaching Assistants, results in good learning: pupils work and try hard and make significant gains in their understanding and skills.

Assessment has improved considerably in the Foundation Stage, but needs to be improved for foundation subjects in Years 1 to 6 to support learning better. The school's provision for health and safety, child protection and care in general are all good, but there are few community links.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher and senior management team are clear about the school's performance and how to improve it and work effectively with others to achieve it.

The school is well managed; it is orderly, efficient and pleasant. Subject management is satisfactory and is improving.

The governing body is developing well; it acts as a "critical friend", is very supportive and well organised, and has a good understanding of the school's strengths and weaknesses.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the school. They think the teaching is good, that teachers are approachable and that there are good arrangements for settling new pupils in, but they feel that provision for more able pupils is not sufficient for their needs.

Pupils like being at this school, enjoy their lessons and get the help they need. Some are critical of other pupils' behaviour, but the inspection findings are that the vast majority of pupils behave well.

IMPROVEMENTS NEEDED

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

- raise the standards pupils achieve in history, geography and religious education;
- extend the provision made for more able pupils so they can achieve well in all lessons;
- extend assessment systems to include foundation subjects; and
- develop further links with the community and outside agencies.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement in the Foundation Stage is good, and in both Years 1 and 2 and Years 3 to 6, it is satisfactory. More able pupils do not achieve as well as they should because they are not sufficiently challenged in some lessons. Most pupils reach the national goals expected by the end of reception, and standards reached by the end of Year 2 and Year 6 in literacy, numeracy and ICT broadly match national expectations, although in national tests there is some variation.

Main strengths and weaknesses

- achievement of pupils who speak English as an additional language is very good; and
- standards are rising faster than in schools nationally.
- standards in history, geography and religious education (RE) are below expectations; and
- more able pupils do not achieve as well as they should in some lessons.

Commentary

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	25.6 (25.3)	27.0 (27.0)
mathematics	25.3 (24.4)	26.7 (26.6)
science	28.7 (26.4)	28.3 (28.3)

There were 21 pupils in the year group. Figures in brackets are for the previous year.

1. Attainment on entry to the school is below average, primarily due to the high proportion of pupils who are at an early stage of speaking English and to the high mobility of families in the area. Overall attainment in the 2002 national tests at the end of Year 6 is below other schools, including those with similar results at the end of Year 2, but there are variations from year to year and subject to subject. The school achieved its English target in 2002 but not in mathematics, and fell short of both in 2003. However, the proportion of pupils achieving higher levels increased. Lower attainment than other schools, again is because of high numbers of pupils still learning English as an additional language and the high pupil turnover. The improvement trend over time, however, is faster than schools nationally, which is good, and standards of pupils' work seen during the inspection matched national expectations.
2. The school is effective in tracking the performance of pupils from ethnic minorities, those who are speakers of English as an additional language and the separate performance of boys and girls, in order to assess relative achievement. Where there is under-achievement teachers are alerted and the school has amended provision accordingly, for example by strengthening support for those learning to speak English and by focusing on higher level achievement for girls in the seven to ten year groups. This is good. The school has identified gifted pupils as a first step towards making planned provision for them.
3. The majority of pupils in the Foundation Stage achieve the national early learning goals by the end of the Reception year, in all six areas.

4. Standards in reading, writing and mathematics by the age of seven match national expectations and have improved since the last inspection. Standards in listening and speaking are above average. The school recognises the importance of these skills and provides many opportunities in the school day for all pupils, including those for whom English is not their first language, to use these skills.
5. By the age of 11, pupils' standards in English and mathematics are comparable with pupils nationally. The same is true of science. Performance in ICT is similar, which is an improvement since the last inspection. However, pupils have little experience of its use to support their learning in other subjects. Standards in foundation subjects also meet national expectations, with the exception of history, geography and RE where pupil knowledge and understanding is below average.
6. Achievement is good in the Nursery and Reception, and satisfactory for pupils in Years 1 and 2 and in Years 3 to 6. Although the school has begun to improve provision for more able pupils, currently they are not challenged enough by the work in some of their lessons to reach their potential.
7. Pupils with special educational needs, however, achieve satisfactorily. Their written work shows that the support they have received has enabled them to complete the work set successfully. Pupils who speak English as an Additional Language (EAL) achieve very well because of the very good support they get.

Pupils' attitudes, values and other personal qualities

The school is successful in developing good attitudes, behaviour and values in pupils from the start of their time in school. This contributes to standards achieved. Non-English speakers are helped to become proficient quickly and are supported by the attitudes of their classmates. Pupils' spiritual, moral, social and cultural development is good. Attendance is below the national average but improving.

Main strengths and weaknesses

- Good attitudes and values are encouraged by all staff.
- Pupils' behaviour in and around school is good, but numbers of exclusions are relatively high.
- Spiritual, moral and social development is good. Pupils play and work well together in an ordered society, where attention is given to right and wrong behaviour, and consideration for others.
- Cultural development is satisfactory but there is not enough use of the resources of the cultures in the school.
- Attendance is below the national average, and authorised absence is a concern, but parents and pupils are responding to the school's emphasis on improvement.
- Pupils who are learning English as an additional language are encouraged by their teachers and fellow pupils.

Commentary

Attendance in the latest complete reporting year 93.6%

Authorised absence	
School data	13.2
National data	5.4

Unauthorised absence	
School data	0.7
National data	0.5

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	135	2	0
White – any other White background	16	0	0
Mixed – White and Black Caribbean	13	1	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	16	0	0
Asian or Asian British – Pakistani	18	0	0
Black or Black British – Caribbean	11	0	0
Black or Black British – African	14	0	0
Black or Black British – any other Black background	2	0	0
Chinese	2	0	0
No ethnic group recorded	6	0	0

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

8. Pupils enjoy school. They concentrate well on their lessons, due to the quality of lesson planning and delivery. They play well together in break times, often organising their own games. Minor disputes are generally resolved without conflict. Teachers help pupils to develop their understanding of themselves and others through use of "circle time" and other opportunities arising in lessons. Most nursery and reception children are on course to achieve early learning goals in personal, social and emotional development by the end of reception.
9. Pupils respond to the friendly and encouraging manner of their teachers and all staff in the school. Both boys and girls say that the school is a happy and safe place and that bullying is rare. Behaviour in and around school is good, due to supportive relationships, a sensible code of conduct and a positive ethos but there has been a relatively high level of temporary exclusions for a primary school.
10. Induction procedures for the reception children are good and these children settle into school life very quickly. Positive attitudes are evident from early days.
11. As pupils get older they receive some opportunities to take on responsibility, for example, serving on the school council, and a few act as 'playground pals' but there is scope for the development of more independence and a systematic approach to responsibility throughout the school.
12. Most pupils respond well to the widening of their horizons through learning about other groups of people in the world, but there is not enough use made of the many cultures represented in the school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is good overall. Teaching is good throughout the school, although assessment and provision for more able pupils are not yet fully developed, and is supported by a broad and balanced curriculum and good accommodation and resources.

Teaching and learning

Main strengths and weaknesses

- The quality of teaching and learning is good;
 - teachers' good subject knowledge ensures accurate learning;
 - teachers' effective planning and imaginative approaches lead to good acquisition of skills, knowledge and understanding in most subjects;
 - teachers' adroit management and high expectations of most pupils engage their interest and help them to work hard together;
 - teachers' thorough organisation makes the best use of time and resources for efficient learning; and
 - the good work of classroom assistants supports pupils with special educational needs well.
-
- Lack of assessment systems in foundation subjects;
 - lack of planning for the needs of more able pupils in some lessons; and
 - little use of subjects to support other ones e.g. use of numeracy in science lessons.

Commentary

Summary of teaching observed during the inspection in 49 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (6.1 %)	15 (30.6 %)	18 (36.7 %)	12 (24.5 %)	0 (0.0 %)	1 (2.0 %)	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.

13. Almost all lessons were satisfactory or better with a high proportion being very good. Only one lesson was less than satisfactory and three lessons were excellent. This is good improvement since the last inspection.
14. Teachers have good subject knowledge, which enables them to engage pupils in learning, as in a Year 4 lesson where pupils studied Hindu shrines. Teachers' grasp of the national literacy and numeracy strategies is secure. However, their approach is not yet sufficiently developed to help pupils make links across the curriculum, such as using literacy, numeracy and computer skills to describe their findings from investigations.
15. Teachers' lesson planning and methods ensure that lessons are well structured for interesting and successful learning. In a Year 6 lesson, on writing a story with a dilemma, for example, pupils knew exactly what they were expected to do, and so produced some very exciting stories with rich language. In a Year 5 art lesson, careful positioning of a cube prompted keen discussion as pupils learnt about perspective. In religious education and the humanities, however, methods are more restricted with too much emphasis on facts and not enough opportunity to use drama, music and dance.
16. Teachers organise and manage pupils effectively so that they work well together. In a Year 3 history lesson, for example, pupils were so interested in learning about Celts through putting together a photographic jigsaw that the artefacts that emerged provoked a very animated discussion. Pupils' good concentration ensures that no time is wasted. However, teachers' expectations do not always challenge the most able and gifted pupils sufficiently, even though they co-operate with teachers.
17. The quality of teaching is enhanced by the good support given to many pupils by classroom assistants. They work closely with teachers to ensure that pupils with special educational

needs work towards the learning targets stated in special plans. Not all of them are fully trained, but they make a valuable contribution alongside class teachers. External agencies also provide good, supportive teaching advice to the school which ensures good learning by these pupils.

18. The quality of teaching and learning is not complemented by a comprehensive system for assessing pupils' progress in the case of foundation subjects such as history and geography. However, this does not apply to literacy and numeracy where the school has established very thorough ways to track both individuals and year-groups and makes appropriate changes to both the curriculum and how it is taught. Marking of pupils' work is always satisfactory, but the best examples provide clear guidance to pupils on what they need to improve as well as praising specific aspects.
19. Subject co-ordinators contribute to the quality of teaching by monitoring planning and pupils' work and by giving advice to their colleagues. They are not able to have release time for monitoring the teaching of their subjects, however.

The curriculum

As at the time of the last inspection, the curriculum is broad and reasonably balanced, and is satisfactory overall. It matches pupils' interests well and ensures progression for all but more able pupils, in most subjects. It is well supported by appropriately qualified teachers and well trained and briefed teaching assistants, plus good accommodation and resources, but needs some improvement in a few aspects.

Main strengths and weaknesses

- The well focused and integrated Foundation Stage curriculum;
- special support for speakers of English as an additional language;
- the range of "booster" lessons in literacy and numeracy; and
- provision of special focus activity days and weeks.

- Not enough use or application of mathematics or data handling;
- Not enough use of ICT across the curriculum; and
- Not enough provision for more able pupils in some lessons.

Commentary

20. The Foundation Stage curriculum is good. It continues to reflect the early learning goals required, but its planning for effective delivery has been much improved. It is held together by a sequence of motivating themes, systematic coverage of the six areas of learning, frequent cross referencing between these and fluent links into the National Curriculum as children move from Reception to Year 1. The result is good achievement by children at all levels of prior attainment, including those with special educational needs and those with English as an additional language, who achieve very well.
21. The curriculum for older children is satisfactory. There is effective provision in the core areas of English, mathematics and science, though some areas within these require strengthening, especially in mathematics where investigative aspects and data handling are insufficiently stressed. In science, medium term planning is insufficiently detailed to support progression in the learning opportunities. Pupils' progress in and application of ICT to other areas of learning have improved and are now satisfactory but the school recognises room for increased use of ICT across the curriculum. Religious education is based on the locally agreed syllabus for the subject and there are daily acts of worship as required by law.

22. Following the last inspection, the school worked hard, as required, to raise standards in literacy and numeracy and is aware that there is now a need to review foundation subjects. Subject co-ordinators generally have good action plans for making improvements.
23. The school is strongly committed to differentiated provision for groups of pupils with particular needs. Achievement targets in lessons are matched to pupils' prior attainments. However, the needs of more able pupils, though in some cases identified, are not yet systematically met. Provision for pupils with special educational needs is satisfactory throughout the school. Specialist support has enabled the school to make good provision for pupils with English as an additional language, enabling them to achieve well. An effective range of extra provision is made for pupils not yet fulfilling their potential in literacy and numeracy.
24. Provision for pupil's personal, social and health education is a priority during the Foundation Stage. It is satisfactory in the school generally. Health education, including drugs awareness, is supported in science and Year 6 pupils receive extra input on sex education. Aspects of citizenship are also covered for older pupils. A school council is in the early stages of development.
25. Pupils' learning is enhanced by specially focused activity days and weeks, such as those for mathematics, art, ICT and athletics. It is also enriched by visits of various kinds, the occasional presence of visiting teachers and a residential week organised for older pupils. Currently it is developing links with the Berkshire Musical Trust.
26. Overall, time allocated to lessons is slightly below the minimum recommended by the Government, in the case of Key Stage 2, and this, along with the use of "golden time" during lessons to reward good behaviour and work should be reviewed.
27. The quality of the curriculum is enhanced by the spacious environment with useful specialist rooms, but access for disabled persons to the first floor and one of the rooms in the nursery is currently not possible. Recently, the provision of resources for learning has been significantly improved. The match of suitably qualified and experienced teachers and support staff to the curriculum provided is good.
28. Subject co-ordinators contribute to the quality of the curriculum by monitoring and planning pupils' work, and by giving advice to their colleagues.
29. Homework is regular and appropriate and supports pupils' achievement.

Care, guidance and support

The school cares for its pupils well, provides an orderly, secure environment, where pupils feel safe and are listened to. Relationships are very good, and behaviour is well managed, but exclusions are too frequent. Pupils are given support, advice and guidance based on monitoring of their work and personal development, but more use of targets is needed.

Main strengths and weaknesses

- Pupils are well cared for in school;
- child protection and health and safety are well addressed;
- the monitoring of pupils' personal development is good but more targeted assessment of academic progress is needed;
- pupils are consulted about their views;
- relationships in the school are very good; and
- Pupils respond to the school's behavioural measures but the use of exclusion needs review.

Commentary

30. Procedures for health and safety and child protection are secure and work well. Pupils feel that they have good sources of advice and guidance. They get good feedback about their personal development but have less targeted information about how they can improve their work and how they themselves are progressing; this sometimes hinders achievement.
31. Pupils new to the school say it is a friendly place and speakers of EAL are helped to make rapid progress. Pupils are consulted about their views and the newly formed school council is aiding this. It is only at an early stage of development, but is beginning to convey pupils' views and to help them learn the importance of consulting people and contributing to the development of the school. Relationships between adults and pupils, and pupils with each other are very good, with pupils able to talk to adults if they have difficulties. All staff help in the mediation of any minor disputes. Although pupils respond well to the behaviour measures in place, the school needs to review its range of sanctions, so that exclusion is rarely if ever needed.
32. Pupils in the youngest classes settle in well to school and enjoy their day.
33. Both staff and governors show concern for the care, health and safety of pupils, to the benefit of pupil attitudes, and parents are pleased with this aspect of the school.

Partnership with parents, other schools and the community

The school's links with parents are satisfactory, as are those with the community, although a wider range of links would be beneficial. Links with other schools are also sound.

Main strengths and weaknesses

- Parents like the school;
- Parents feel welcome to talk to teachers on a formal or informal level; and
- The school follows up any concerns or complaints well.

- Reports to parents need some improvement; and
- More links needed with the community and outside agencies.

Commentary

34. Parents are supportive of the school, they approve of the way it is run and feel able to approach the school when they need to. Teachers are available to talk to parents each day after school and such informal contacts in the playground are valued; governors make themselves available to parents at most school events. Support is available to families when required. Nursery parents feel well informed about how their children are settling in and progressing and all said they were pleased with the start they had made. Parents are involved by the school at an early stage if their child has difficulties; this ensures achievement is maintained as far as possible.
35. School management makes efforts to gauge parents' views regularly on an informal and occasionally formal basis, and takes steps to deal with any issues identified. It deals promptly and effectively with any concerns or complaints. More use needs to be made of the many families from different cultures in the school, and their languages, to increase pupils' understanding of local diversity and to help parents to support their children's education better. However, the support for Asian mothers is good. Many families fundraise for the school and a few help in the classroom. Some parents need to ensure their children attend school regularly throughout the school year.

36. Parents in the pre-inspection meeting and via the questionnaire indicated that they are supportive of the school and its methods; this was also borne out by talking to parents during the inspection, particularly those whose children had just started school.
37. Reports to parents are very informative about personal qualities but less precise about the progress pupils are making and whether this is appropriate for the individual and for their age. Most parents of children with special educational needs (SEN) are appropriately involved with target setting and reviews of individual progress.
38. The school has satisfactory links with other local schools, and some sharing of expertise and joint in-service training takes place. There are sound links also with the secondary schools, resulting in satisfactory preparation of pupils for the transfer to secondary education.

LEADERSHIP AND MANAGEMENT

Both leadership and management are good. The headteacher and senior staff are good leaders and manage the school well, and the governing body is effective.

Main strengths and weaknesses

- Clear vision from headteacher and senior staff on what needs to be done to improve the school and how to do it;
 - Very good self-evaluation and use of performance data;
 - Very strong team work is raising standards;
 - Governing body very supportive and involved, developing well; and
 - High priority given to achieving an inclusive school.
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- Monitoring role of subject co-ordinators needs to be extended.

Commentary

39. The school now has a stable management team after some years of acting and temporary postholders. The new headteacher had only a few months in post at the time of the inspection, but has already made a considerable impact in leading and planning school improvements, teambuilding and strengthening the school's ethos of openness, high expectations and inclusiveness, all of which have helped raise standards of pupils' work. She and her strong Senior Management Team make very good use of performance data from national tests and teacher assessments, along with scrutiny of teachers' planning and pupils' work and some lesson observations, to assess the school's current strengths and weaknesses and develop action plans in response. Many of the recommendations in this report have already been identified by the management team.
40. Subject co-ordinators contribute satisfactorily overall to the development of the curriculum. They are enthusiastic and most have good action plans for raising standards in their subjects. They all carry out some monitoring of pupils' achievements in their subjects and of teachers' planning, but few have the opportunity to observe their colleagues teaching or to teach alongside them; in this respect, their ability to achieve improvement is limited.
41. Performance management is being appropriately employed in the case of the headteacher, but due to changes of management staff it is understandably behind schedule in the case of teachers. Nevertheless, a full programme of professional development for teachers, highly relevant to the school's needs, was completed last year and is planned for this year. Induction of teachers, however, needs to be better structured and supported by an updated Staff Handbook, but in other respects the school is working hard to attract and retain staff.

42. The Governing body is very supportive of the school. Individual governors have specific roles related to health and safety, special educational needs, literacy, numeracy and individual classes. Governors take time and trouble to get to know the school, to be available to parents and to help. They are well organised with appropriate committees that debate issues and proposals. They have coped well with difficult decisions on staffing and funding and are able to act as management's "critical friend", but their ability to bring forward their own ideas and suggestions is still developing. They have a clear and accurate view of the school's strengths and weaknesses. Through the receipt of regular reports and their own observations, they ensure that the school meets its statutory duties, together with the promotion of inclusive policies in relation to special educational needs, race equality, disability and sex.
43. Resource management is good. Non-teaching staff are well briefed and deployed, financial expenditure is well planned to meet school priorities and effectively controlled, and the school is kept clean and tidy. Best value principles are effectively employed. For example, the bursar has saved money by reviewing leasing of equipment. Performance data for similar schools are carefully analysed, parents are consulted on some key decisions (although this is an aspect that needs further development) and competitive tendering, and checking on alternative prices and specifications, are a regular feature of the purchase of goods and services.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	479,516	Balance from previous year	98,061
Total expenditure	534,978	Balance carried forward to the next	42,599
Expenditure per pupil	2,326		

44. The high carry-forward figures are a consequence of additional funding to support the school's emergence from the "special measures" category, and are intended to protect the school from the difficulties of substantially reduced funding next year, when a large group of pupils leave and are replaced by a much smaller group of entrants.
45. The high turnover of pupils and the high proportion of pupils who are at an early stage of speaking English as an additional language create barriers to achievement that are recognised by the school's management and effectively tackled through good EAL provision, class teachers' awareness and appropriate responses.

OTHER SPECIFIED FEATURES

What is the effectiveness of provision for teaching English as an Additional Language (EAL) ?

Provision for EAL is very good. Standards are good. Resources are good.

Main strengths and weaknesses

- Clear targets are identified and shown on very well-prepared lesson plans;
- all staff have been well trained to support EAL and plan together for it;
- pupil groupings in most lessons allow EAL pupils to work at their intellectual level;
- use of the pupil's first language, where this is done, enables learning;
- class teachers monitoring more advanced learners to know if and when they need further support;
- culturally relevant lesson resources used;
- gains in pupil confidence due to the climate, in class and school, of encouragement and praise;

- teaching methods raise confidence and self-esteem in EAL pupils; and
- progress being very well tracked.
- Insufficient use of languages other than English, for example, greetings in registration and assemblies.

Commentary

46. Due to the leadership of the teachers with responsibility for these children, all staff have a clear understanding of the achievement of pupils for whom English is an additional language and of their stage of learning. The pupils are well cared for in school and appropriate help and work are arranged for them so that they are included fully in school life. The teacher who leads and manages EAL provision works flexibly with differing groups of pupils both in and out of the main class group, taking careful account of individual needs. The pupils also work with teaching assistants and with their own class teacher.
47. Once a pupil learning EAL has been assessed, class teachers are informed of the identified targets for the pupil's learning as well as having details of what the pupil can and cannot do. Secure planning and target setting is in place in literacy and numeracy. The school has appropriate resources for language teaching.
48. Teaching is very imaginative and highly effective. For example, the EAL teacher took three beginner speakers of English, together with four early learners of English to make fruit drinks. The teacher first had the pupils handle different fruits, for example, pineapple and then looked on a world map for countries of origin of the fruits. The children then looked at the items needed to squeeze fresh fruit and make a drink. This was to fit with work on procedural texts being done with the whole class. Pupils listened very well to the teacher and to each other. They greatly enjoyed their drinks and had used English most valuably in the activity lesson.
49. The quality of assessment, care and teaching of these pupils results in very good achievement by them.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Strengths and weaknesses

- New and very good leadership and management;
 - very good teamwork results in very effective contributions by support staff;
 - recent revision of the curriculum provides a very good basis of children's learning;
 - efforts since the last inspection have significantly enhanced the learning environment; and
 - strategies for tracking children's achievements are now well developed.
-
- Strengthen playgroup links to strengthen assessment of children's achievements;
 - more parental involvement needed; and
 - storage facilities need review and improvement.

Overall provision for these younger children is good. It leads to good achievement and attainment that generally matches national expectations for the age group by the end of the Reception year. Children enter the Nursery on a part-time basis at age three plus (3+), most with playgroup experience. The pattern of prior attainment varies annually, but the majority of children are not yet performing at the levels expected for their age in several of the areas of learning, especially in language and mathematical skills. A significant factor is below average skills in communication, especially of the children with English as an additional language, currently one in four. With expert advice and support, and the skilled attention of the teaching staff, most achieve well. By the end of the Reception year the majority of children achieve the nationally required early learning goals. The few children with special educational needs are identified at a very early stage. The tiny minority with special gifts are also noted and given more demanding challenges in some lessons.

The newly appointed Foundation Stage co-ordinator and her assistants are providing significantly improved educational opportunities compared with those evident at the time of the last inspection. Good quality teaching based on clear objectives, together with improved facilities are contributing to very effective use of the appropriately focused, well integrated curriculum. Very good leadership, good management and teamwork enhance children's progress towards the early learning goals. Tracking of children's achievements is now well established but improved links with playgroups are being pursued so that the effectiveness of the school's provision in Nursery and Reception can be more accurately assessed. Various moves have been made to increase the involvement of parents and there are good plans for further development.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is good.

Main strengths and weaknesses

- Most children achieve well;
- very good teacher understanding of young children;
- very good relationships; and
- independence in learning beginning.

Commentary

50. Almost all the children achieve well in this as a direct result of the teacher's very good understanding of their personal and social needs and the excellent role-modelling of all members of staff. The atmosphere in the Nursery is friendly and relaxed, with staff showing a

kindness and respect that most children soon learn to emulate. Consideration for others is reinforced daily in a range of ways.

51. As a result of good teaching, most children are on course to reach the national early learning goal by the end of reception.
52. Children from all ethnic backgrounds play together without distinction. Disagreement is very rare. Where it happens, as when one child persists in knocking down the high tower which two boys were building, staff quietly intervene and point the way to appropriate behaviour. Most generally, children show respect for each other as they work in the home corner, take turns on the computer and share large equipment outside.
53. Daily opportunities in the nursery allow children to decide how they will spend some of their time and help them develop independence in learning. By the time they enter the Reception class, most have learned to concentrate and to persevere. Their acquired confidence enables most to participate effectively in class discussions and teacher-led group activities.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is good.

Main strengths and weaknesses

- Most can communicate effectively; and
- good lesson planning.

Commentary

54. Achievement in this area is variable, but good overall. By the end of Reception most children have achieved the relevant early learning goals but very few have begun to focus on the early stages of the National Curriculum, for example, recognising a widening range of familiar words in texts, using non-fiction texts and independently writing legible sentences. The majority, including EAL speakers, achieve the early learning goals of developing their vocabulary, learning to convey their points of view, sequencing story pictures and adding legible captions.
55. With encouragement, children are usually able to exchange comments as they play together. Some take pleasure in simple conversations with adults familiar to them. Conversational skills are encouraged in all supported learning situations, during class reading of big story books and small group practical activities such as making banana sandwiches. This particular activity enhanced familiarity with the sound of the letter 'b' as the children buttered the bread.
56. Teaching is good. The good lesson planning includes a spread of learning objectives and opportunities to which teachers and class assistants are very alert. A 'mark-making' writing corner and an increasingly good range of reading books, together with a well-planned home-school reading arrangement, strengthen the direct teaching of language and literacy skills. These children have valuable access to the school library.
57. The following example focuses on the application of the letter sounds 'g', 'c' and 'e' at word and sentence levels. Older Reception children were taught together with slower Year 1 learners.

Example of outstanding practice

There was excellent phonics teaching as the teacher held up letter cards in turn. Appreciation of the children's previous efforts ensured their co-operation and effort, but these were significantly enhanced by her way of presenting the letter cards. Through tone of voice and body language, she communicated a series of moods ranging from angry to shy, happy to sad. The children were required to copy her as they repeated the letter sounds. Concentration was essential if they were to get it right as they could not anticipate which letter and mood were coming next. The learning was reinforced by the fun of composing three word nonsense sentences made from words beginning with the same three letter sounds. A dramatic reading of 'Going on a Bear Hunt', with children chanting the repetitive phrases brought the lesson to a close. The children had probably never realised that reading could be so exciting!

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is good.

Main strengths and weaknesses

- Most children achieve well;
- well planned curriculum with many interesting activities; and
- very good range of learning resources.

Commentary

58. The majority of children enter the Nursery with typical mathematical skills and understanding. A few show a higher level of understanding but are slow in learning how to record it. While most children, including EAL speakers, achieve well and reach the early learning goals by the end of the Reception year, a few are still unable to record legible numbers though they have achieved understanding but, with support, can match numbers to sets of shapes.
59. Teaching is good. Almost all children develop a working understanding of the one-to-one link between items and numbers when they are counting. During the reception year, children begin to master addition and subtraction, with most recording their calculations, as when 'shopping' for instance, in a formal way. The well-planned mathematical curriculum, is studded with interesting activities, some carried out independently and others supported by staff. It develops understanding of number sequences, at least to ten, recognition of basic geometrical shapes, repeat patterns and a basic understanding of measurement using 'more or less' and 'bigger or smaller' estimations.
60. The range of attractive learning resources is very good. Children also practice their skills by following entertaining programmes on the computer. There is good tracking of children's achievements, and challenges are well matched to children's prior achievements and the individualised learning targets of children with special needs. Teaching is well informed and shows understanding of what motivates young children to learn – hearing the 'Three Bears' story to increase recognition of differences in size, for instance.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is good.

Main strengths and weaknesses

- Good use made of the external environment; and
- good range of activities and resources.
- Insufficient contact with visitors.

Commentary

61. On entry, children show a broadly average knowledge and understanding of the world. During their time in the Nursery and Reception most achieve well, and reach the early learning goal by the end of reception. The Nursery curriculum is well organised to support this, covering themes such as the current one of 'Weather and Wind'. Links with other areas of learning are good: discussion of these themes crops up in most other areas, especially when they are working outside where they discuss the effects of the wind on the trees and learn the relevant vocabulary. They make a daily check on the weather and respond to an interactive display of plants in autumn. Children also tend their garden plot, and enjoy walks in the locality.
62. Overall teaching and learning in this area are good. Staff are alert to the many opportunities to extend children's horizons and children respond with enthusiasm and effort. For example, children experiment with gravity and friction as they construct and play with items such as a marble run. They are generally confident users of the computer for drawing patterns and pictures, and playing letter, word and number games. Cookery facilities are well used; children were observed making sandwiches using appropriate equipment to produce the intended outcome. Their cultural development is enhanced by Christmas celebrations and elementary introductions to other religions, for example looking at a Muslim doll who was preparing to go to the mosque. Children respond with interest but their growing knowledge of the world is insufficiently extended by contact with visitors, including those from other cultures.

PHYSICAL DEVELOPMENT

Provision in physical development is good.

Main strengths and weaknesses

- Nursery play area is well designed; and
- good achievements are made in the development of both gross and fine motor skills.

Commentary

63. Nearly all children enter with suitably developed, large-scale movements, generally including an awareness of the space around them and the levels of challenge they are attempting when they climb and use larger, mobile equipment. A few are especially well co-ordinated, though a few lack confidence. Occasionally, good social skills are seen as when one child gave a helping hand to another struggling to balance. Most children are set to achieve the early learning goal by the end of reception.
64. Teachers teach well, providing a rich range of activities, and make regular assessments of children's progress including triumphs such as using a single foot when climbing stairs. The Nursery play area is well designed to support good achievements in the larger motor skills. Both Nursery and Reception children have access to the school hall for physical education, which increases scope for their development. Activities include the refinement of motor skills through the use of small equipment and motivating games. The latter have the advantage of introducing the importance of rules. Reception pupils benefit from play on the spacious main school playground, which provides markings for educational games and alcoves for creative play. Fine motor skills are successfully developed through adults' patient support as children learn to handle pencils, paintbrushes, scissors and other tools.

CREATIVE DEVELOPMENT

Provision in creative development is good.

Main strengths and weaknesses

- Very good use of independent creative play opportunities; and
- wide range of artistic activities.

- Relatively limited exposure to music.

Commentary

65. Children achieve well and are on course to reach the early learning goal in most cases by the end of reception, as a result of good teaching.
66. Though some lack confidence during their early days in the Nursery, they are soon making very effective use of many independent creative play opportunities provided. They engage eagerly in role-play, painting and construction activities. Sometimes, the latter are directly supervised by adults, for example in kite making and decoration; the nursery staff's judgement of when to intervene or instruct is good. Supervised painting leads to self-portraits and involves colour mixing experiences. Artwork is often linked to stories, thus making good links with communication, language and literacy learning. The very good range of artistic activities includes collages, blow painting, murals and mobiles and abstract patterns using the computer.
67. A display of percussion instruments is frequently used in independent play and the singing of favourite songs occurs, but the overall impression is of a relatively limited exposure to music, as in the main school. Currently, Reception children benefit from a scheduled music lesson alongside Year 1 pupils.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is good.

Main strengths and weaknesses

- Very good planning with clear objectives;
- good, very good and on one occasion excellent team teaching;
- teachers' very good relationships with pupils and good management of pupil behaviour;
- good resources and good wall displays of teaching prompts;
- a good and well used library to support teaching and learning; and
- good use of literacy across the curriculum.

- Insufficient use of ICT to support learning.

Commentary

68. Standards in English at age seven and 11 are satisfactory and have improved since the last inspection. Results in the 2002 national tests at the age of 11 show that standards pupils achieve are comparable with standards pupils achieve in similar schools, but this is unlikely to be the case in 2003; there are considerable variations in the ability of pupils from year to year. Standards in listening and speaking are good across the school. The school recognises the importance of these skills and provides many opportunities in the school day for all pupils, including those for whom English is not their first language, to use these skills. Standards in reading and writing are satisfactory at ages seven and 11.

69. Teaching ranged from satisfactory to excellent; overall it is good. Where teaching and learning were excellent this resulted from excellent planning and team teaching by the Year 2 class teacher in partnership with the teacher for English as an additional language. The learning support assistant who worked throughout the lesson with two boys with special educational needs ably supported both teachers. The focus of the lesson was on the writing and reading of a set of instructions on how to make a drink of orange. The lesson followed a series of previous lessons on the theme of procedures.

As a result of team teaching that was:

- stimulating, inspired and enthusiastic
- well planned and paced,
- inclusive of all pupils in the class
- consistently challenging

together with

- the excellent relationships in the room
- a most productive use of time throughout the lesson
- activities and demands that were matched sensibly to pupils' needs

pupils' learning was excellent.

70. Where teaching was very good as in, for example, a lesson about the power and importance of a Tudor King, there were many very good opportunities for pupils to learn through thinking, discussion and decision making as to which role they would prefer – king or servant. There was very good use of literacy as pupils changed a newspaper report to an instructional text. The teacher's very good pace kept interest and enabled good achievement.

71. The teaching of listening and speaking across the curriculum is good. Teaching of reading and writing are satisfactory with some strengths. These are areas in which all teachers are working to further raise standards. The scrutiny of work sampled for higher attaining pupils in Years 2 and 6 identified good teaching and learning opportunities and a wealth of good work from these pupils. During the inspection displayed poetry, in which the Moon is personified, was read and enjoyed by inspectors.

72. Management of English is very good. The effective co-ordinator is rigorous in her management of the subject. She has a clear understanding of what English contributes to the curriculum both as a subject and in literacy across the curriculum. She successfully motivates, advises and guides others and provides a good model for them. She has appropriate plans for further resources to support teachers in raising standards of achievement. She has interpreted test results at age seven and 11 very usefully. Under her leadership, literacy can improve further, to include

- further development of ICT as a learning tool in English lessons;
- further targeting of aspects of learning for higher achieving pupils, under-performing groups, pupils with special educational needs and pupils from minority ethnic backgrounds; and
- further targeted staff development.

73. Because of good EAL and teaching assistant support, all pupils including those with special educational needs are able to benefit from learning opportunities provided.

Language and literacy across the curriculum

74. Use of English as a tool to support other subjects is variable. It is well used at the Foundation Stage, but for older pupils there is little evidence of extended writing in science, for example, or history. Speaking and listening, however, are well exploited in all lessons, particularly where teachers get pupils to discuss a question briefly amongst themselves.

MATHEMATICS

Provision in mathematics is good.

Main strengths and weaknesses

- Pupils' achievement;
 - pupils' attitudes;
 - teaching and learning; and
 - leadership and management.
-
- The curriculum - not enough use and application of mathematics;
- not enough data-handling;
 - expectations of the more able;
 - use of information and communication technology; and
 - use of mathematics in other subjects.

Commentary

75. The quality of teaching is good. It is steadily raising pupils' achievement throughout the school. By the age of seven, pupils are attaining standards in mathematics in line with the national average, but 11 year olds have yet to reach national averages, mainly due to variations in the ability of age groups. The trend in improvement over the last four years, however, is good. Achievement is satisfactory for all pupils, both in Years 1 and 2 and in Years 3 to 6.
76. Teachers use their expertise to plan lively, well-structured lessons, which stimulate pupils to work hard and learn new skills. In a Year 4 lesson on conversion of length, for example, pupils moved about the hall searching for friends carrying cards with their 'equivalents'. Then they compared lengths in various ways on the overhead projector and on measuring apparatus. Pupils enjoy such lessons and are very enthusiastic to learn. Teachers use a wide variety of strategies and resources. This ensures that their teaching includes consideration of pupils with special educational needs or with English as an additional language. Classroom assistants provide good support to those who need it and work closely with the teachers. However, planning does not always meet the needs of the most able pupils in that they often carry out the same work as those of average ability.
77. The curriculum is too narrow. Pupils rarely apply mathematics either within the numeracy hour or in other subjects; nor do they often handle data with or without computers. This places limitations on their learning. The school is aware of these priorities for development and has a well thought out long-term action plan based on a thorough look at strengths and weaknesses. It also has very good systems for assessing and tracking pupils' progress on a regular basis. These lead to well-focused targets both for individual pupils' learning and for improving the school's provision and achievement. Teachers' marking is consistently rigorous but also supportive with positive comments where pupils have tried hard. Consequently, pupils present their work neatly so that they learn to be accurate.
78. The co-ordinator leads and manages the subject well. Her monitoring and support for teachers benefits pupils' progress. Moreover, she ensures that the school is very well equipped with high quality resources for teaching and learning. Teachers add others to these,

which are imaginative, such as pizzas to demonstrate different fractions. By speaking and listening to others, pupils learn to discuss such everyday applications of mathematics.

79. Mathematics has improved well since the last inspection, especially in the standards of pupils' attainment and in assessing their progress.

Mathematics across the curriculum

80. Pupils do not make much use of mathematics in other subjects, such as science or design and technology, but this is recognised by the school as an area needing development.

SCIENCE

Provision in science is satisfactory.

Main strengths and weaknesses

- Pupils' achievement;
 - pupils' attitudes; and
 - teaching and learning.
-
- Insufficient development of enquiry skills; and
 - insufficient use of ICT to support science.

Commentary

81. Teaching quality is good. Lessons are well planned, imaginative and lively, and methods keep pupils interested and extend their learning. By the age of seven, pupils are attaining standards in line with children nationally. They are developing competent observation skills, can carry out simple investigations and communicate their findings in clear fashion. For example, a class investigated the different colours of their eyes, using mirrors and, after discussion with the teacher and other pupils, finally got to see what was really there. They stuck their coloured drawings into columns according to eye colour, showing the frequency of colours found, making a good link with mathematics.
82. By the age of 11, skills and knowledge have developed further, keeping up with children across the country. They understand the notion of a "fair test" but their skills in questioning, planning and setting up investigations are not as well developed; for example in testing what makes yeast grow, some introduced more than one variable, both by design and accident. They have appropriate science knowledge, such as what makes plants grow, the resistance created by air and friction, and the properties of a range of materials. They understand that some physical changes are reversible and some are irreversible, and they can present their findings in tables and block graphs.
83. Good practice in speaking and listening occurs in science lessons, but use of writing tends to be brief, with little use of extended writing. ICT is not used sufficiently yet to support science.
84. Achievement is satisfactory for all pupils, both in Years 1 and 2 and in Years 3 to 6. Pupils who speak English as an additional language achieve well in science lessons, with assistance when necessary, as do pupils with special educational needs, but more able pupils sometimes need opportunities for more extended work.
85. The subject leader is enthusiastic and committed and is clear about current standards. There is an appropriate action plan for science development, but she does not have any opportunities for observing her colleagues' lessons, which limits her knowledge of strengths and weaknesses in science and therefore her ability to help her colleagues to raise standards.

86. Standards achieved in the national tests have improved at a faster rate than schools nationally, and pupils' recording of findings has improved since the last inspection, but skills of investigation still need some development.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is satisfactory.

Main strengths and weaknesses

- Good use of the improved computer suite;
- pupils progressively acquire skills; and
- pupils are very enthusiastic.

- Insufficient use of ICT to support other subjects, especially literacy and numeracy; and
- a whole-school scheme for assessing pupils' progress is needed.

Commentary

87. The standards achieved by pupils at seven and 11 broadly match those of pupils nationally. By the age of seven, they are able to type in simple text, make labels, use different fonts and script styles and save their work, as well as using software designed for particular subjects, for example, related to making up a balanced diet in a science lesson. They can also send and receive e-mails with appropriate safeguards. By the age of 11 pupils can programme the Romer robot to follow their directions, can produce attractive home pages for their own IT-based projects with scope for linking other pages, and work on simple spreadsheets. They can also compose and deliver presentations with PowerPoint using a digital projector, and make good, but again, appropriately safeguarded use of the Internet.
88. Achievement is satisfactory for all pupils, both in Years 1 and 2 and in Years 3 to 6.
89. Teaching is at least satisfactory and sometimes good. Lessons are well planned and clearly explained, so that pupils learn well, carrying out tasks that build on what they have already learned, and no one is at a loss as to what is expected of them. Teachers work hard to support pupils and extend their skills, and pupils with special educational needs, or a limited grasp of English, achieve at least satisfactorily.
90. The good subject leader has introduced a number of significant improvements, since the last inspection, to raise standards and broaden the curriculum in ICT. This notably includes a whole school scheme of work to ensure necessary skills are acquired progressively and improvements to resources, but the introduction of a scheme of assessment across the school is now needed.

Information and communication technology across the curriculum

91. Although there is some use of ICT across the curriculum, the school recognises there is a need to expand its use in most subjects, including literacy, numeracy and science, to develop pupils' understanding of ICT as a tool for other purposes, to extend their learning and to enrich the curriculum.

HUMANITIES

History

Provision in history is unsatisfactory.

Main strengths and weaknesses

- Pupils' attitudes and application are good; and
- teachers' subject knowledge, organisation and management are good.

- Standards of attainment and pupils' achievement are not good enough;
- the breadth of the curriculum and its planning is limited;
- assessment of pupils' progress is inadequate; and
- evaluation of the subject's progress is inadequate.

Commentary

92. The standards of attainment for seven and 11 year-olds are below national expectations. This represents unsatisfactory achievement both for Years 1 and 2, and for Years 3 to 6. It was not possible to observe a lesson in Year 2, but a scrutiny of work demonstrated the knowledge and skills pupils had developed over time. Pupils do not yet show they have begun to reason about why people in the past acted as they did. The more able have shown, in their writing, that they can neither recognise similarities and differences between periods of history nor make deductions about what they have found out for themselves. In Year 6, only the more able give reasons for historical changes in health care. Moreover, in their writing, pupils cannot move from listing facts to explaining events and changes. However, during the inspection, pupils showed in other years that they could use the historical skills expected for their age. Pupils in Year 3, for example, used photographs to make simple observations and deductions about the Celts; in Year 4 pupils recognised how the power of the monarchy has changed from Henry VIII's time to the present day. These examples demonstrate that the school has the capacity to enable its pupils to achieve better.
93. The quality of teaching is satisfactory, overall. Direct teaching is good, with variations from satisfactory to very good. Where it is particularly strong, teachers use their detailed subject knowledge to engage pupils in lively discussions using interesting resources. In a Year 1 lesson, for example, pupils spoke excitedly about the differences between old and new teddies. The teacher drew out of them a wide range of vocabulary to describe their characteristics, with one observing that 'this teddy is wrecked'. Events such as the Victorian morning in Year 5, with pupils dressing up and acting, make history come alive. However, over time, the curriculum has not consolidated the breadth of learning skills that pupils need. It has neither developed their independent research, through using a variety of sources including the Internet, nor their ability to reason about historical events and changes, in particular by using writing.
94. Pupils who are EAL speakers and those with special educational needs are able to benefit from learning opportunities satisfactorily, due to support given.
95. The school lacks the tools to make improvements. There is no system for assessing pupils' progress, nor the means to evaluate how the subject is developing. Consequently, provision and standards have declined since the last inspection. However the quality of direct teaching demonstrates that the school has the capacity to make history an important part of pupils' learning.

Geography

Provision in geography is unsatisfactory.

Main strengths and weaknesses

- The rigorous evaluation of the subject by the recently appointed co-ordinator;

- Standards of attainment and pupils' achievement are below average;
- Breadth of the curriculum is narrow; and
- Monitoring and assessment of pupils' progress is inadequate.

Commentary

96. No lessons were seen during the inspection. Nevertheless, work was scrutinised and interviews held with pupils. This evidence indicates that by the age of seven, pupils' attainment is below average, so that they are not achieving satisfactorily. Whilst pupils are aware of natural and man-made features in their environment, they are not beginning to explain the changes that have taken place. They have no knowledge about weather or mapping. By the age of 11, pupils' attainment is well below average, so that their achievement is also unsatisfactory. Their knowledge, understanding and reasoning is poor. For example, they cannot distinguish what constitutes counties, countries or continents. They still cannot explain changes in their locality or contrast it with an area they have visited. They have not begun to have opinions about man's effect on his environment. Standards have declined since the last inspection.
97. The curriculum is too narrow. The small amount of written work is mainly factual, and does not give pupils the opportunity to use their literacy, numeracy and computer skills to report in depth. Pupils undertake too few tasks that challenge them to carry out independent research.
98. A new co-ordinator has been appointed very recently. She has already carried out a rigorous evaluation of the subject and has produced a very good action plan for improvements, to include a system for monitoring and assessing pupils, to identify gaps in their knowledge and skills, and a scheme of work to develop skills progressively. She is fully aware that all pupils need to make more first hand studies of their local environment.

Religious Education

Provision in religious education is unsatisfactory.

Main strengths and weaknesses:

- Teachers' good subject knowledge;
 - engaging pupils' interest in lessons; and
 - good use of resources.
- Pupils' standards of attainment and achievement are low;
 - long and medium term planning is inadequate;
 - assessment procedures and their use need improvement; and
 - arrangements for co-ordination of the subject need improvement.

Commentary

99. Pupils' attainment, both at seven and 11, is below the expectations of the locally agreed syllabus for religious education. They have declined since the last inspection. At seven, they have a good knowledge of the Bible and give many examples of Christian beliefs, including those in relation to Jesus. They also appreciate the symbolism to Christians of light, bread and water. However, pupils have no recall about other religions. They find it difficult to understand how religion affects people and have not begun to ask questions about puzzling aspects of life. By 11, their knowledge and curiosity has progressed very little in relation to Christianity and other faiths. They can therefore neither explain what it means to belong to a faith community nor discuss religious questions in any depth. Pupils are therefore not achieving satisfactorily either in Years 1 and 2 or in Years 3 to 6.

100. In lessons, teachers put across factual knowledge well. Teachers capture pupils' interest, using good resources such as actual examples of Hindu artefacts as well as photographs. These, together with the creation of a reverent atmosphere, encourage pupils both to learn about and to respect the lifestyles and practices of different faiths. Such lessons stimulate pupils to speak to one another, especially when the teacher asks them to think and discuss, for example, why Hindus would want to have a shrine in their home. However, teachers do not enable pupils to use writing to develop and consolidate their thinking and understanding. In addition, they rarely use imaginative ways to develop pupils' enthusiasm, such as drama, art and music or bringing in visitors and going on visits. This restricts the opportunities for all pupils to learn through activity as well as talking or filling in worksheets, including those with special educational needs, or those for whom English is an additional language.
101. The school has no established ways to assess pupils' knowledge and understanding and thereby to improve their learning. This is linked to unsatisfactory arrangements for the subject to be co-ordinated. There is no opportunity to monitor the teaching and know what the pupils are doing and how they are progressing. Consequently, plans are not focused on standards.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and Design

Provision in art and design is good.

Main strengths and weaknesses

- Committed leadership of the subject;
- inclusion of multi-cultural elements in the art curriculum; and
- celebration and development of arts through the organisation of Art days in the school.

- Arrangements for assessing pupil's achievements need improvement;
- Extension of the range of media available to support pupil's activity; and
- Further opportunities needed for pupils to learn from works of art and artists in the community.

Commentary

102. Pupils' attainment is broadly in line with national expectations for pupils as they reach seven and 11 years of age. They achieve well in techniques, familiarity with artists and some key vocabulary. However, their range of artistic development is limited by the narrow spread of media available to them. Most of their work involves drawing and painting, often linked to the study of famous art works such as the profile portrait of Piero della Francesca and Monet's water lilies. Pattern work is inspired by the abstract work of Bridget Riley and study of Aztec art. Still life paintings are linked to perspective, setting the scene for the study of Picasso in the case of Year 5 pupils. No three dimensional art was seen and there is an absence of textile work.
103. Achievement is satisfactory for all pupils, both in Years 1 and 2 and in Years 3 to 6.
104. Teaching is generally good and sometimes very good. The best lessons are based on in-depth knowledge of the subject, which leads to high expectations of the pupils. They respond well and generally with enthusiasm and care. Pupils with English as an additional language perform well as do those with special educational needs, especially when supported by the skilled and effective class assistants. All dimensions of class management are invariably good and especially effective use is made of pupils' sketchbooks as they explore artistic possibilities.

105. Leadership and management of the subject are good. There had been very little development in provision for art and design since the time of the last inspection, but the co-ordinator is now developing a new scheme of work to ensure progress in pupil's knowledge, skills and understanding and is planning for an effective assessment system. The value of the wider use of community resources is also recognised.

Design and Technology

Provision in design and technology is good.

Main strengths and weaknesses

- Good teaching; and
- pupils' attitudes are very good.

- Skills development needs to be better planned and assessed.

Commentary

106. Pupils in both key stages achieve standards that broadly match national expectations, through well-planned lessons using methods and tasks that are well suited to the pupils' needs and interests. They learn well because of their enthusiasm for the items that they design and make for the activity, and because of the quality of teaching. Year 1 pupils try hard with tasks such as cutting out, gluing and decorating a model rocking horse, whilst Year 3 experiment with joining fabrics using their own suggestions, as part of a project. Year 6 pupils produce a sketch design for a pencil case with labels, and use their own pattern to mark and cut material appropriately, a task they do not find easy but they succeed.

107. Achievement is satisfactory for all pupils, both in Years 1 and 2 and in Years 3 to 6.

108. Teachers achieve good learning through good planning of lessons, methods that engage pupils and maintain their interest, and very good pupil management, so that lessons proceed without fuss and pupils show respect for each other's ideas and products. All pupils are able to take part satisfactorily, including those with special educational needs and those who are at an early stage of speaking English as an additional language.

109. Leadership of the subject is developing a little slowly, due to changes of co-ordinator and insufficient opportunities for full monitoring of how it is being taught. There is a need to plan skills development across the school, and establish a system for assessing progress that all teachers can use.

110. This subject was not commented on in the last inspection report.

Music

Provision in music is satisfactory.

Main strengths and weaknesses

- Very good new leadership after a period of little development of the subject in the school;
- a spacious music room open to use by all classes; and
- a very good action plan for raising the quality of provision for music.

- A manageable system for the effective monitoring and assessment of pupils' achievements is needed;
- music needs to be better exploited within the school and the curriculum and

- links with musicians in the community could be explored beneficially.

Commentary

111. By the time pupils complete their time in Years 2 and 6, their attainment in music is broadly in line with national expectations for their age. The achievements of the younger age group are satisfactory and those of older pupils, good. Pupils generally respond well to opportunities to listen to, perform and compose music. Few lessons were available for observation during the inspection but in a Year 2 lesson, for example, pupils explored the idea of pitch, using a range of tuned and un-tuned percussion instruments with interest and enthusiasm. In their singing, they captured rhythm but their ability to pitch their notes appropriately was insecure. By Year 4, pupils are more alert to pitch and achieved well in composition tasks, based on the pentatonic scale which forms the basis for 'Swing Low, Sweet Chariot'. They were keen to combine singing and various tuned percussion instruments in performance, finally calling out "Can we do it again?"
112. All pupils are able to take part satisfactorily, including those with special educational needs and those who are at an early stage of speaking English as an additional language.
113. The teaching observed ranged from good to very good. This was creditable, given that the teachers were not musicians and have had no recent training in the teaching of the subject. One teacher admitted that she had enhanced her own understanding during the process of teaching. The lessons were effective because of the teacher's well-developed skills in the key aspects of lesson planning and management. A teaching assistant also made a very effective contribution to this lesson, significantly enhancing pupils' learning and achievements by working with pupils. The lack of in-service training is recognised by the school and is a key focus in the school's very good action plan for the development of music in the school.
114. At the time of the last inspection the provision for music in the school was broadly satisfactory with a few good elements noted. There has been little or no change since then. Now, after a turbulent period, the headteacher has taken temporary charge of the development and the subject is poised for early and significant improvement.

Physical Education

Provision for Physical Education is satisfactory.

Main strengths and weaknesses

- Pupils' frequent good use of space in the hall;
- good breadth of curriculum; and
- a good development plan that is in progress and detailed arrangements for a further, enriched curriculum.
- Pupils who are fit and well, but who have failed to bring their PE kit are unable to physically participate in lessons.
- Insufficient use of self and peer group appraisal.

Commentary

115. Pupils' standards in Physical Education at seven and 11 broadly match national standards. Achievement is satisfactory for all pupils, both in Years 1 and 2 and in Years 3 to 6.
116. Teaching ranged from very good in one lesson to unsatisfactory in another; overall it is satisfactory. Where teaching was at least satisfactory:

- teachers provided pupils with investigative tasks, for example, to discuss different ways of rolling on a mat;
 - instructions were clear and enabled pupils to successfully follow them and produce good work;
 - Pace was very well used to maximise pupils' learning; and
 - Pupils' safety was ensured in a climate for learning.
117. Where teaching was unsatisfactory, pupils' attainment was unsatisfactory. Teaching did not extend pupils' capabilities and learning; their movement was underdeveloped, and there had been insufficient time for use of self and peer group appraisal and evaluation. Some management of pupils' behaviour lacked rigour and did not always promote safety in a climate for learning.
118. Management of the subject is very good. A clear and rigorous view of the subject's needs for development has been taken, and follow-up action is equally good. The existing school development plan for PE takes account of inherited issues such as the poor state of some equipment and the co-ordinator's immediate action.
119. There is need for a strategy to ensure that all pupils who are fit participate in PE irrespective of whether they have, or have not brought their PE kit.
120. All pupils are able to take part satisfactorily, including those with special educational needs and those who are at an early stage of speaking English as an additional language.
121. At the time of the inspection, there was no information for parents in the school handbook about the provision the school makes for the teaching of swimming in Years 3 and 4.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education and citizenship

Provision in personal, social and health education is satisfactory.

Main strengths and weaknesses

- Personal, social and health education are well supported by staff;
- citizenship education is at an early stage.

Commentary

122. The school uses a range of provision, incidental and deliberate, to promote PSHE, including circle time, assemblies, and science lessons in the case of sex education and substance abuse. Good use has been made of a healthy eating week. The School Council is at an early stage of establishment but is beginning to contribute to pupils' understanding of citizenship.
123. The school has plans for the development of the subject, but the co-ordinator is new to the role and needs time to explore her responsibilities.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

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	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
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).