

INSPECTION REPORT

LOWER PARK PRIMARY SCHOOL

Poynton

LEA area: Cheshire

Unique reference number: 111023

Headteacher: Mr I Coulson

Lead inspector: Mr R Burgess

Dates of inspection: 17th – 20th January 2005

Inspection number: 267251

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: 4 – 11 years
Gender of pupils: Mixed
Number on roll: 275

School address: Hazelbadge Road
Poynton
Stockport
Cheshire
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Telephone number: 01625 872560
Fax number: 01625 858045

Appropriate authority: Governing body
Name of chair of Mrs L Waller
governors:

Date of previous 7th December 1998
inspection:

CHARACTERISTICS OF THE SCHOOL

Lower Park Primary School is situated in Poynton to the south of Stockport in Cheshire. It is bigger than most schools, with 275 pupils on roll, aged between four and eleven years. The school serves the immediate community but also admits pupils from a wider area. The pupils come from a range of social backgrounds. There are slightly more boys than girls in most year groups. The school admits children at the beginning of the school year after their fourth birthday. Pupils' attainment on entry is above average, although a wide range of attainment is evident and there have been fluctuations between different year groups over recent years. The majority of pupils are from white ethnic backgrounds. There are two pupils with English as an additional language. Seven per cent of pupils have special educational needs, which is well below the national average. No child has a Statement of Special Educational Need, which is below average. The proportion of pupils in receipt of free school meals is below average. Since the last inspection in 1998 there have been some staff changes including the headteacher. The school achieved Beacon status in 1999 and 2003. Since the last inspection it has received a School Achievement Award and Activemark in 2001 and achieved the Basic Skills Quality Mark in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school. The strongest feature of the school is the strategic planning to which all associated with the school contribute. The leadership of the headteacher and governing body is excellent. Standards are well above national averages by the end of Year 6. Teaching and learning are very good, with some excellent features, resulting in very good learning in classrooms. The school provides very good value for money.

The school's main strengths and weaknesses are:

- Leadership and management are excellent.
- The school's evaluation of its performance and its actions to improve provision are excellent.
- The school is very successful in promoting the personal development of pupils; relationships are excellent.
- The high proportion of very good teaching helps pupils to develop lively, enquiring minds.
- The school has excellent links with parents and other local schools.
- Some pupils receive insufficient information about how they can improve their work.

The school was last inspected in December 1998 and has made a good improvement since then, effectively addressing all the issues raised, particularly with regard to information and communication technology (ICT) and in the quality of the accommodation.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	A	A	C
Mathematics	A	A	A	C
Science	A*	A*	A*	B

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

Achievement is very good overall. Pupils with learning difficulties and those for whom English is an additional language achieve very well. Standards in the reception classes are good in all areas of learning. The children currently in the Foundation Stage are achieving well because of very good teaching. In Year 2 standards are well above average in mathematics, and above average in speaking and listening, reading and in writing. Standards are above those expected in science, ICT and art and design. They are average in religious education. In Year 6, standards are well above average in English, mathematics, science and art and design. They are above average in ICT and religious education. No judgement was made on standards in design and technology, geography, history, music and physical education because no lessons were observed during the inspection. In the table above A* indicates the Year 6 pupils' performance was in the top five per cent nationally for science in national tests in 2004. In comparison with similar schools, results were average in English and mathematics and above average in science. Pupils currently in Year 6 are achieving very well

Pupils' personal development is very good. The provision for their moral, social and cultural development is very good. The provision for their spiritual development is good. Attitudes and behaviour are very good. Pupils behave very well in class and have positive attitudes to school. The staff have high expectations of the pupils' behaviour and teach the differences between right and wrong very well. The pupils like coming to school. They are punctual. Attendance is very good.

QUALITY OF EDUCATION

The quality of education provided is very good. Teaching and learning are very good.

There is very good use of support staff, who make a very good contribution in lessons. Pupils feel their teachers listen to their ideas but they do not always have a clear understanding of how they can improve their work. Throughout the school, pupils with potential difficulties are identified early and given very good levels of support. These pupils make very good progress towards their individual targets. A small number of parents expressed concern over the effects of long-term absences of staff resulting in changes of teacher for their children. These changes have been managed particularly well and the excellent induction procedures for new staff have minimised any disruption to pupils' learning.

The quality and range of the curriculum are very good. A very good range of activities enriches the curriculum. Links with parents and other local schools are excellent, links with the community are very good and parents are very supportive of the school. They greatly appreciate the efforts the school makes to ensure their children are happy when they start at the school and the support they receive to help their children succeed in their learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are excellent. The headteacher shows excellent leadership and is very well supported by the deputy headteacher and other senior staff. There is a shared vision and determination throughout the school to improve standards and the quality of educational provision. Leadership and management in the different subjects are very good. The actions taken to deal with some long-term absences of senior staff for maternity leave have not only minimised the disruption to pupils but also provided high quality professional development opportunities for other staff. The governance of the school is excellent. Governors are a committed team who know and understand the school and give strong support to the work of the staff as they strive to improve the school. They ensure all statutory requirements are met well. There is a continuing review of the way the school is heading and all aspects of the work of the school are kept under constant assessment. It has good resources, which are used effectively for the benefit of all its pupils.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Questionnaires and comments received from most parents were positive and supportive of the school. Responses from pupils indicate a high level of pride in their school. They feel they are given good opportunities for taking responsibilities and are listened to when sharing their views with staff and, where appropriate, action is taken to meet their views and concerns.

IMPROVEMENTS NEEDED

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

- Provide all pupils with a clear understanding of how they can improve by:

Ensuring clear and consistent communication of targets to pupils throughout the school;

Develop existing best practice in the marking of pupils' work.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is **very good** overall. Standards are **well above average** by the end of Year 6.

Main strengths and weaknesses

- The school acts very effectively to identify and act upon any lowering of standards.
- Pupils achieved outstanding results in science in the national tests in 2004 at the end of Year 6.
- Standards in mathematics are well above average throughout the school and by the end of Year 6 standards are also very good in English, science and art and design.
- Progress is very good from Year 3 to Year 6 and good in the rest of the school with pupils of all ages with special educational needs doing very well.
- Whilst marking is often of a very high quality it is not consistent across the school in raising standards and achievement.

Commentary

1. Children achieve well in the reception classes with most children reaching and exceeding the goals set for their age in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and physical development. This is due to the consistently good and often very good teaching of all teachers and support assistants.
2. There has been good improvement in standards since the last inspection due to the school's efforts in addressing areas for development in ICT. In all other subjects standards have been maintained. Following national tests in 2003 the school acted quickly to tackle a slight drop in standards of English throughout the school and in mathematics at Year 2 as a result of its excellent systems for analysing assessment information and taking actions to improve. In the most recent tests pupils in Year 2 attained standards well above average in reading, writing and mathematics. At the end of Year 6 they attained well above average in English and mathematics whilst their attainment in science puts them in the top five per cent of schools across the country. When compared with the results attained by pupils in schools which had similar results when these pupils were in Year 2, results were average in English and mathematics and above average in science. Pupils currently in Year 6 are achieving very well.

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

Standards in:	School results	National results
Reading	17.8 (17.1)	15.8 (15.7)
Writing	16.0 (15.2)	14.6 (14.6)
Mathematics	18.4 (17.0)	16.2 (16.3)

There were 42 pupils in the year group. Figures in brackets are for the previous year.

3. Pupils throughout Years 1 and 2 achieve well, attaining good standards in English, science, ICT and art and design as a result of good and better teaching which motivates them to learn. In religious education they are working in line with expectations. Standards in other curriculum areas were not judged, as insufficient evidence was observed.
4. By the end of Year 6 standards have risen and pupils are achieving well above the national expectations in English, mathematics, science and art and design. The overall very high quality of teaching observed during the inspection is a major reason for the pupils' very good progress and achievements. Whilst standards in ICT at the end of Year 6 are above average, pupils' competence in using their ICT skills is well above average because of the wide range of opportunities planned for pupils to use these skills throughout all areas of the curriculum. Pupils make good progress in religious education to achieve well. The school uses assessment data to track pupils' progress highly effectively, identifying whole-school areas for development such as the recent focus on writing and targeting groups of pupils with additional support. Procedures for letting pupils know the next steps in their learning are inconsistently practised throughout the school.

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

Standards in:	School results	National results
English	30.1 (28.6)	26.9 (26.8)
Mathematics	29.8 (29.6)	27.0 (26.8)
Science	31.5 (31.5)	28.6 (28.6)

There were 49 pupils in the year group. Figures in brackets are for the previous year.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Their personal development, including their spiritual, moral, social and cultural development, is **very good**. Attendance and punctuality are **very good**.

Main strengths and weaknesses

- Excellent relationships exist in the school between pupils and all adults.
- Pupils' attitudes to work are very good, and they are very keen to learn.
- Behaviour throughout the school is very good.
- Pupils' personal development is very well supported.

Commentary

5. Children in the reception class get off to a good start in their school life and develop good social skills and enjoy good relationships. Pupils with special educational needs across the school are very well supported so that they benefit from the excellent relationships in the school. There is a good sense of willingness to undertake tasks and responsibilities and pupils may gain in rewards and house points for their efforts.
6. The pupils' very good behaviour and attitudes mean that the school is a very pleasant environment where all children are happy and develop excellent relationships with others and all adults. They are very keen to do well and enjoy work.

7. There are high expectations of good behaviour, which pupils are very pleased to follow. The very good behaviour extends to break times. Because the playground has been very well developed, there are quiet areas and plenty of equipment. This enables all pupils of whatever age to find plenty to do. They are always well supervised and respond so very well. The harmonious community allows pupils to undertake minor tasks very readily. Pupils act as register, games equipment and classroom monitors. The very active school council, with representatives from most classes in the school, takes its duties and pupil suggestions very seriously and is responsible for promoting pupils' ideas for the continued betterment of the school and pupils.
8. Pupils' excellent relationships and very good attitudes and behaviour contribute very well to their learning.
9. Pupils' spiritual, moral, social and cultural development overall is very good. The slightly weaker aspect is their spiritual development which is, however, good. This is because some opportunities may be lost to promote a full spiritual context during assemblies or before meals. Pupils' very good social, moral and cultural development is very well promoted. They contribute to the formation of class rules and are always very happy to undertake any task to help teachers and other adults. The school plans very carefully for very good social development, including residential visits and the promotion of various sports. Pupils have a clear sense of right and wrong. Pupils' cultural development is very good. For example, attractive displays of well-known artists' work are about the school. The school choir and band give pupils many advantages in this respect. Pupils' different cultural traditions are recognised and mutual respect between pupils contributes very well to their development.
10. Attendance levels are very high, and parents state that their children enjoy school. Pupils are generally very punctual to school and to lessons, but very good monitoring of this aspect does allow the very few parents who cannot respond to be easily identified.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.5	School data	0.0
National data	5.1	National data	0.4

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

Exclusions

11. There were no exclusions in the previous academic year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is very good. Teaching and learning are very good overall and sometimes excellent. The curriculum meets the needs of all pupils very well. Provision for pupils with specific learning needs and with English as an additional language is very good. The breadth and balance of the curriculum are very good. There is very good support, care and guidance for pupils. Links with parents and other schools are excellent. The school's links with the community are very good.

Teaching and learning

Teaching and learning are very good. They are particularly strong in Year 6. Procedures for assessment and its use are very good.

Main strengths and weaknesses

- Relationships are excellent and expectations are nearly always high.
- Pupils learn well because the management of classes is very effective.
- Very good support is given to pupils with special educational needs and to those for whom English is an additional language.
- Procedures for assessment are very good and the information gained is used very effectively to inform curriculum developments.
- Classroom assistants are a valued and valuable part of the teaching team.
- Pupils do not always receive clear information as to how they can improve their learning.

Commentary

12. Overall, teaching is very good. The main strengths in the teaching are teachers' excellent relationships with their pupils, high expectations and very good subject knowledge. Very good teaching of basic skills in the reception classes sets solid foundations for future learning. Literacy and numeracy are taught very well throughout the school. In the very best examples, lessons are taught at a really brisk pace with infectious enthusiasm so that pupils are very keen to join in, answering questions and giving suggestions confidently. In these lessons, pupils work at a good rate and learn a great deal. Teachers tell pupils what it is they expect pupils to learn in the lesson; however, opportunities are sometimes missed for pupils to check on their own learning as teachers do not always encourage pupils to consider what they have learned by the end of the lesson. Marking is good overall. In the very best examples, pupils are told how they have got on and what they need to do next, and personal targets for improvement receive comment. Homework, too, is always marked. It is used very well in a variety of subjects and extends pupils' knowledge or provides opportunities to practise reading. Very good habits are firmly established in the reception classes when children take a library book home to share with their family. These habits are continued through the school, with many older pupils reading a great deal by themselves.
13. Teachers have high expectations of good behaviour; displays in each classroom help to reinforce the need for high standards of co-operation and behaviour. When sharing equipment such as musical instruments and art materials, pupils take turns with a minimum of fuss. They develop very good listening skills and learn the skills of contributing to discussion without interrupting each other. Much of the skills development such as this is reinforced through the personal and social education programme taught throughout the school. Pupils use sitting in a circle as a means of learning a range of skills and values, including self-control and clear speaking. Principles of right and wrong are underlined well in religious education, which reinforces the school's expectations of good consistent behaviour effectively. In other lessons these skills are put into good practice as pupils listen well to instructions and share resources fairly, wasting no time and tackling their work with interest and maturity.

14. Teaching assistants are a valued and valuable part of the teaching team. The support given to more able pupils and pupils with learning difficulties and those for whom English is an additional language is also very good and ensures the individual pupil can learn effectively and is very well supported. Teaching assistants prepare their strategies well in conjunction with the teacher and have clearly defined roles. They often sit near pupils who are experiencing problems, and help them during the first or final parts of the lesson. This is especially effective in many English and mathematics lessons.
15. The school has very good procedures for assessing pupils' work and their achievements. The teachers use day-to-day marking and assessment of work well to extend pupils' knowledge. The use of assessment is effective in tracking pupils' progress. The strategies and practices used by the school allow teachers to develop a clear understanding of pupils' abilities. This information is used well to set pupils in ability groups for specific subjects and provide targets for improvement but the targets are not always clearly communicated to individual pupils.
16. Very good or better lessons account for about two thirds of the teaching and learning seen.

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
4 (11%)	20 (56%)	10 (28%)	2 (6%)	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 is **very good** overall. The school provides **very good** opportunities for enrichment. The quality of the accommodation is **good**.

Main strengths and weaknesses

- Very good opportunities are provided for enrichment throughout the curriculum.
- Links between different subjects are very well planned, making the curriculum provided meaningful and interesting.
- There have been significant improvements in the accommodation since the last inspection.

Commentary

17. Pupils thoroughly enjoy school because of the very wide range of activities to interest them, both in and out of school hours. The school plans visits and visitors who enrich pupils' experiences, providing them with first hand opportunities to learn. Pupils from Year 3 to 6 talked with real enthusiasm about what they had learnt in a history focus on World War II. The depth of their understanding was greatly enhanced by their visits to the Stockport Air-raid Shelters and the Vernon Park Museum as well as an opportunity to listen to the experiences of one of the local community. Such opportunities, planned to broaden and complement a unit of work, are typical of the range of activities the school provides to promote learning in all areas of the curriculum. Specialists, such as the recent dance teacher, and other professionals, work with pupils, providing valuable training for staff at the same time.
18. Further examples of the school's focus on enrichment are the variety of well-attended and much-enjoyed out-of-school activities. These provide opportunities for all pupils regardless of age or ability to participate, learn new skills, such as French, and contribute to their self confidence. One highly successful example observed during the inspection was the swing band. Pupils of varying abilities practised a number of pieces with very effective adult support enabling them to perform to a very high standard. This group perform at school functions and in assemblies, making a significant contribution to their sense of community.
19. The school has recently focused considerable effort in reviewing its long-term curriculum plans in response to the government's initiative on 'Excellence and Enjoyment'. Teachers' planning ensures relevant links are made between different subjects, enhancing and deepening pupils' understanding of the subjects. Pupils use their skills in reading, writing, mathematics and ICT particularly well across the curriculum because staff look carefully at how these opportunities can be exploited. Year 2 pupils, for example, use skills learnt in English and ICT to research information on Hindu festivals using the Internet, whilst younger pupils link art, geography, English and science as part of their work on 'buildings'.
20. Provision for pupils with special educational needs is very good. Pupils' specific needs are closely identified and very well catered for through their individual education plans. The plans are shared with both parents and children, setting out clearly and simply the targets to aim for as the next step in the pupils' development. Very good progress is made in reaching these targets because of the teachers' careful planning and the deployment of often very highly skilled teaching assistants who know exactly what to do to help pupils achieve their targets.
21. Since the last inspection the school has worked hard to address the issues raised concerning the accommodation provided by the school. It has managed these improvements successfully, providing classrooms for the older pupils within the main

building and creating an ICT suite which is regularly used by pupils throughout the school. Pupils indicate that one of the biggest improvements has been in the outdoor environment, where areas for quiet have been created alongside more interactive areas, making playtimes “much more fun” and the environment “a place I want to be now”. The school has actively sought the pupils’ opinions when carrying out these developments, adding to their success.

Care, guidance and support

The school places a very high emphasis on care and welfare. It provides **very good** support, advice and guidance to all pupils and involves them very well in seeking their views about its work and development.

Main strengths and weaknesses

- The school has a very high regard for pupils' care, welfare, health and safety.
- Pupils enjoy excellent relationships with adults at the school and are fully aware of who to turn to if they have any problems or concerns.
- Pupils' views are very well supported and acted upon.

Commentary

22. The school is a very friendly, caring and happy community where all pupils feel very well supported and where the excellent relationships they enjoy with teachers and adults allow them to feel valued. Child protection procedures are very well understood. A senior member of staff discharges this important duty very well. All staff are kept fully briefed about child protection matters. Very justifiably, all parents feel that their children are well cared for.
23. The school has a very high regard for health and safety and very good procedures are in place to ensure the safety and well-being of all pupils. Attendance is monitored very effectively. The school has very good levels of contact with a range of support agencies. Minor injuries are dealt with in a caring and professional manner; a very good number of qualified first-aiders are at the school. Clear records are well kept. To further underline this very good care, risk assessments are undertaken so that any visits, including residential visits, are safe.
24. Pupils of all ages know to whom they can turn if they need help, advice or support. The excellent relationships help in this regard. The procedures to help the youngest children settle into school are well developed; the school provides a 'parents pack' so that they also may support their children. Older pupils settle into school well, because a 'buddy' is offered to them whilst they quickly become aware of school needs. This develops a friendly relationship between pupils. The very well developed introduction procedures allow all pupils to settle very easily at secondary school. They enjoy an early visit with parents, participate upon a Year 6 residential visit with other primary schools' pupils, which together with transitional work and visits from the secondary school staff, prepares them very well for the next stage of their education including a one day visit to the high school by all year 6 pupils in the summer term.
25. Pupils' views are welcomed and supported very well. Older pupils elect a Year 6 committee and most classes have elected representatives to the school council. The forum of the council means that pupils' views are very well articulated because of the excellent support given to their endeavours by the school; ideas are clear and very helpful for the betterment of the whole school community. Pupils are very well supported and very happy at this school. Personal and academic needs are very well monitored and supported so that each pupil is a worthy, welcome and well-developed individual.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- The school has excellent procedures in place to keep parents fully informed and welcomes their views.
- The parent-teacher association gives very good support for the school.
- Excellent links are very well developed with other schools in the 'cluster' of schools.
- There are very good links with the community including strong business links.

Commentary

26. The school has for a long time enjoyed a very strong link with parents and seeks to involve them in all aspects of school life, a good example being of inviting them to comment about the school's strategic plan and the governors' wishes to extend the number of parent governors. Parents know they are welcomed into the school and as a consequence are very supportive to all of its work. The excellent partnership with parents contributes very effectively to pupils' learning. The school sends home good quality newsletters and curriculum details. The school website is regularly updated. The school provides regular formal opportunities for parents to meet teachers to discuss their children's progress.
27. The very strong parent-teacher association has given very good financial support to the school contributing towards the cost of attractive playground equipment, including chess and draughts boards. It has also made significant contributions towards the cost of new classrooms and a computer suite. It provides a very good programme of social and fund-raising events very well supported by the school and local community.
28. The school's very good links with the local community have allowed a local builder to show ideas for building walls as part of an integrated study. The school is used by a number of local organisations, including Brownies, a Yoga group, a music group (Poynton Commodores) and a weekly soccer school. The school's attractive brochure is sponsored by a large local business and local businesses have provided prizes when requested by the parent-teacher association for social events. The school choir has performed for disabled people. The school is a welcome part of the local community.
29. Excellent links with other schools are very well maintained by regular cluster group meetings, the cluster group deals with a wide range of issues for Poynton children, of which the combined residential visit for all Year 6 children is just one. The school takes an active role in supporting the training of new and student teachers. High school staff regularly visit the school to ensure that the transition to secondary education is very smooth and pupils' individual needs are very well addressed.
30. These very effective links with schools and parents and the local community contribute very positively to pupils' learning opportunities.

LEADERSHIP AND MANAGEMENT

Leadership and management are **excellent**. The governance of the school is **excellent**. The leadership of the headteacher is outstanding. He has been instrumental in creating a structure for strategic planning in which monitoring and self-evaluation are the key factors in school improvement. Management is excellent because it reflects the shared vision of senior staff and the governing body. There is a powerful sense of team in this school and all members of staff contribute to the ethos.

Main strengths and weaknesses

- The leadership of the headteacher is outstanding.
- The senior management team and subject leaders strongly support the headteacher in creating a culture for improvement.
- Strategic planning ensures that the whole community shares a vision for the direction of the school.
- Management is excellent and systems at all levels are focused on improvement and linked through the school's strategy plan.
- Governors are highly effective in their roles, providing challenge and support for staff.
- Relationships provide excellent role models of both professional conduct and pastoral care.

Commentary

31. The headteacher has a passion for this school and education in general that inspires staff and pupils alike. It means that the school is actively involved with the local cluster of schools. The contribution of the high school to the transition programme and more broadly to the curriculum and staff training through its performing arts status has a very positive impact on standards.
32. The school's strategy plan is now well established as the framework for the management of the school. Every member of staff, all governors, parents and children are involved in the annual audit that evaluates progress in the previous year's targets and identifies areas for development. The outcomes of monitoring and performance management are a key part of this self-evaluation. The resulting yearly action plan informs the agenda for every governors' meeting and they ensure that any response to national initiatives is in the context of the school's priorities and directly contributes to improvement. The strategy plan is a highly effective working document for the senior management team and subject leaders because it helps them to make plans for deployment of staff and training opportunities. It enables the headteacher to promote his vision in all areas of school life because it is the benchmark for all decisions.
33. Management of the school is excellent because it reflects the joined-up thinking of strategic planning. All management systems are consistent and sharply focused on improvement. Office systems are under constant review and significant changes have taken place in the storage of information and the information given to new parents. Governors and staff access information for monitoring and parents clearly understand the ethos of the school.
34. The chair and vice-chair of the governing body share the headteacher's passion and vision for the school. Most governors are very experienced in their roles and alongside the staff show a real determination to continually improve. Regular visits ensure they understand exactly how progress has been made. Their reports indicate why it was needed and the impact of changes on the daily life of the school. All statutory duties are efficiently fulfilled.
35. The very good standard of subject leadership demonstrates how the strategy plan is successful in raising standards. Monitoring of weekly planning is shared and feedback is provided on areas identified for improvement. Senior staff have high expectations that the time allocated for monitoring will have a visible impact on standards. Where co-ordinators have a good understanding of what makes effective teaching there is also accurate assessment of pupils' learning. An example of excellent practice is in

mathematics where the co-ordinator arranges support and training in very specific areas such as problem solving. Success is measurable and both staff and pupils feel a sense of achievement when progress is evaluated.

36. The deputy headteacher and senior staff provide very good support to the headteacher. They provide excellent role models in professional conduct and also the pastoral care of adults and children. They draw on their knowledge and experience of the school and its community to anticipate the impact of change. In the past year their rigorous approach to the selection of staff and monitoring procedures has enabled them to minimise the impact of losing three senior teachers on maternity leave. They have closely monitored the progress of pupils and devised an intensive induction programme for new staff. In addition they have taken the opportunity to offer professional development to existing staff and this has extended expertise across the staff as a whole and maintained the drive for improvement.
37. Financial management of the school reflects the excellence of other management systems. Priorities, arising from the strategy plan, are effectively administered by the finance officer who provides information for governors to monitor spending. Close liaison with staff ensures governors can assess the impact of spending decisions. Financial constraints, although frustrating to governors with such a dynamic vision, are minimised by effective strategic planning.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	621456	Balance from previous year	59838
Total expenditure	662724	Balance carried forward to the next year	18570
Expenditure per pupil	2300		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the reception classes is **very good** in all areas of learning.

38. Children join the school with a wide range of social, communication and mathematical skills, although most have above average language and mathematical skills. The quality of teaching in the Foundation Stage is very good overall, and children of all abilities achieve well. By the time children leave the reception classes, standards are above expected levels of knowledge, skills and understanding in all areas of learning, and for some children standards are well above. Children achieve well because teaching is very good and they enjoy a wide range of stimulating activities. There are plenty of opportunities for children to learn through making their own discoveries.
39. The leadership and management of the Foundation Stage are very good. Teachers and teaching assistants are very clear about what children will learn from each of the activities, and this gives direction and purpose to their work. Staff make very detailed and accurate assessments of what children achieve which give them a clear idea about what each child already knows, understands and can do. This information is then used very effectively to plan the next stage of learning for the children. It is because of

the considerable strengths in teaching, the curriculum and teachers' planning that children achieve very well.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The provision for the children's personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Teachers and teaching assistants work together extremely well to create a purposeful atmosphere in which children become secure and confident learners.
- Adults successfully promote children's abilities to persevere and work independently.
- Children show curiosity in activities and there are good opportunities for them to develop independence and to work collaboratively.

Commentary

40. By the end of the reception classes, most children are likely to attain the learning goals for this area and achieve well and make very good progress because of the very good teaching. This is due to the way that all staff make a sustained and focused effort to extend children's personal, social and emotional development through well-planned and well-resourced activities. All adults provide very good examples for the children and good behaviour is encouraged at all times. Most children are learning to get on very well together. Often encouraged to work in pairs, they show sensitivity towards their classmates. Most children are eager to come to school. The very good relationships already well established in both classes mean that children enjoy school and confidently try new things. They quickly ask for help when struggling with a task because they feel secure and they are not afraid to get something wrong.
41. Teachers promote personal hygiene and the social skills of children at the daily fruit and drinks time. Very good opportunities are taken to engage children in conversation and encourage good manners. This is an important social time that all staff make very good use of to develop children's awareness of the needs of others.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Adults value talk; they encourage children to describe what they are doing and explain what they have done.
- The book areas are attractive and invite and encourage children to develop a love of reading.
- Letter sounds are taught well.

Commentary

42. Children achieve well. A regular circle time is used well to encourage speaking and listening skills and most children are likely to attain and often exceed the learning goals by the end of Foundation Stage. Speaking skills are developed well. Teaching is very good and sometimes excellent. Teachers give children many very good opportunities to express their thoughts and feelings. In question and answer sessions, teachers and support assistants are quick to assess children who need to be involved and give encouragement and support to the less confident. This enables all groups of children to develop their speaking and listening skills effectively.
43. Many children are familiar with letter names and sounds. There are lots of opportunities in the reception classes to develop these skills, and most children write well-formed letters. In the reception classes, the more able children accurately copy the adults' writing and some write one or two sentences independently. Children willingly use their high level of interest in letters and their sounds to both read and write. Another significant contributory factor throughout the Foundation Stage in making reading and writing fun, is the extent to which adults harness children's imaginations to help them write. The book areas are cosy and inviting and, because of this, children enjoy browsing through books. As a result of these strengths, children exceed expectations for their age in this area of learning.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching is good and children achieve well.
- Good resources are used well to provide a stimulating range of practical activities.

Commentary

44. Most children are likely to attain the early learning goals for this area of learning as expected nationally and achieve well. This is because of the very good range of mathematical activities in both the reception classes. There are many mathematics-based tasks set up daily, such as number jigsaws, games using positional language, and making pictures from shapes. There are many very good opportunities for children to count and order numbers around the rooms.

45. Teaching provides a very good range of practical activities that engage children's interest in counting and sorting and develop their understanding well. Most children are already confident in counting to 10 and several more able children count to 20 and beyond. Children join in the lively mental mathematics start to lessons with enthusiasm and take part in well-organised independent tasks with good concentration. Careful attention is paid to learning mathematical

vocabulary and formation of numbers, which promotes children's basic numeracy skills well. Teachers make very good use of their knowledge of the children to adapt tasks so that all have their needs met very well. Very good teaching accounts for children's good levels of achievement and the good standards that most children reach.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The weekly 'Wellie walks' provide very good opportunities for children to learn about their environment.
- Adults use questioning and practical activities to very good effect to promote observation and exploration.
- The enriched school environment promotes very good learning.

Commentary

46. Good standards result from the good use that is made of the school environment to encourage children's understanding of the local environment. In a walk through the local vicinity children observed the buildings and materials very carefully. Because of the strengths in teaching and high expectations from the team overall, children make 'scientific' predictions with greater confidence than is associated with their age.
47. Very good planning and a good understanding of the value of children learning for themselves, mean that this area of learning is used very effectively to support other areas of learning, especially communication, language and literacy. For example, after their walk around the local streets children recall their observations and discuss what they have seen and liked best. They have plenty of good opportunities to join materials together to make models and these are often related to recent activities.
48. Very good teaching overall in this area of learning means that children achieve well and reach good standards by the end of the reception year.

PHYSICAL DEVELOPMENT

The provision for the children's physical development is **very good**.

Main strengths and weaknesses

- The children are well co-ordinated and exercise vigorously.
- The outside play area is thoughtfully designed and equipped.
- The physical education lessons are of good quality.

Commentary

49. The children have access to a secure and well-designed outside play area. This enables the adults to provide good daily opportunities for the children to climb and balance. The staff also makes good use of this facility for activities linked with other areas of learning, for example by using large tiles with numerals for hopscotch, and other counting equipment.

50. Teaching is very good; children are fast approaching the targets expected for children of this age. In one lesson, the children were observed jogging, running and striding with good awareness of the space around them. They work well independently and in pairs. The lesson was very well managed.
51. The children's finer physical control is also well advanced. Most are developing greater dexterity with buttons and zips as they get changed. Their control of pencils and paintbrushes is also good because the adults take great care to develop a correct grip. This starts the children on the right road and also supports the development of their early writing skills.

CREATIVE DEVELOPMENT

52. It is not possible to make a judgement of provision or standards in creative development because no teaching was observed. There are well-resourced art areas. Children have good opportunities in the selection of art materials because resources are readily accessible. Displays of photographs, artefacts and the work of other artists near art areas are used well as good stimuli for making pictures and models. .
53. Children's work is valued and displayed attractively. Many children are pleased to tell which piece of work is theirs and they take pride in their efforts.
54. Reception classes have well-equipped play corners that are used well to stimulate children's imagination. Children enjoy role-play based on themselves and are already beginning to introduce a story line in their play.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils do very well to attain well above the expected standards by the time they leave school as a result of very good teaching.
- Regular monitoring gives the subject leader a very good understanding of the strengths and areas for development.
- The quality of marking is inconsistent and does not always help pupils to understand the next steps in their learning.
- Links between literacy skills and other subjects are very well planned and enhance the pupils' understanding and learning.

Commentary

55. Good improvement in the overall provision for English has been made since the last inspection with the school maintaining the very high standards seen at the last inspection and developing very effective links between literacy skills and other subjects.

56. Recent improvements in standards of writing achieved illustrate the effectiveness of this whole-school focus. Standards of work seen during the inspection were above average in Year 2 and well above average in Year 6 in reading, writing and speaking and listening, with pupils making very good progress by the time they leave the school. The school effectively tracks pupils' progress and uses this information to target groups for extra support and to group pupils by ability from Years 3 to 6. Pupils with special educational needs and other target groups are very well catered for because their needs are precisely identified. Teaching assistants work very effectively with groups or individuals, focusing closely on the small steps needed to help these pupils improve.
57. Pupils learn very well because of the very effective teaching observed throughout the school. Teachers plan well-matched and interesting activities, ensuring pupils are motivated and keen to produce their best work. In these lessons teachers use very effective questioning to target different groups, extending and challenging, sharing their high expectations with the pupils. For example, in a mixed Year 5/6 class, pupils were very clear about their group targets when writing part of a letter of complaint and confidently shared the main features they needed to include, explaining why this would improve their writing. Where this was observed to be less successful some more able pupils start at the same point as other pupils and so opportunities are sometimes missed to extend their learning further. Whilst in most pupils' work the marking is of a very high quality, identifying positive features and pointing out areas for development, this level of support is not yet consistent throughout the school.
58. There is very effective leadership and management of the subject. Through the ongoing management of the subject, lessons have been observed, teachers' planning scrutinised and pupils' work and regular assessments analysed. As a result of this process any areas for development, such as the recent focus on writing throughout the school, have been identified and actions promptly taken to ensure improvements are implemented.

Language and literacy across the curriculum

59. Pupils' literacy skills are developed highly effectively in most subjects across the curriculum as a result of the purposeful links teachers make in their planning. Reading and writing skills are regularly taught in other subjects, whilst pupils are encouraged to transfer the skills they have learnt in English to their writing across the curriculum. For example, in a whole-school focus on design and technology meaningful opportunities are provided for pupils to practise their literacy skills, with older pupils preparing presentations for other classes and producing 'monitoring' reports on how well each class tackled the design brief.

MATHEMATICS

Provision for mathematics is **very good**.

Main strengths and weaknesses

- Assessment of learning and the monitoring of teaching demonstrate the co-ordinators' very good understanding of how children achieve.
- Teachers use assessment to change what and how they teach.
- The quality of mental starters is very good.

- Children are sometimes unsure of their personal targets and of what they need to do to improve.

Commentary

60. Pupils achieve very well. The standards that pupils attain at the end of both Year 2 and Year 6 are well above average. Teachers challenge pupils of all abilities and the leadership of the subject is excellent.
61. The quality of teaching is very good overall with some examples of excellent practice. Mental starters to lessons are imaginative and very well planned. Teachers are skilled in ensuring that all pupils participate even when questions are focused on specific ability levels. In Year 6 a number version of 'Who wants to be a millionaire?' involved both the candidates and the audience in problem solving at speed. The effectiveness of mental starters is an example of how the co-ordinator highlighted this as an area for improvement, planned training for staff and monitored progress until improvement was secure. The pace of lessons is very good.
Children do not waste time completing work they can already do; there is a purpose to every activity which is shared with children and this ensures they remain interested and motivated. Parents are involved in their children's learning and there are termly booklets and curriculum evenings.
62. Assessment is an integral part of every lesson and as teaching is always challenging, children sometimes struggle to keep up. When this happens teachers make rapid adjustments to their plans and because their subject knowledge is very good, they can lead children through carefully structured steps in learning. As a result pupils make very good progress in lessons and achieve as well as they can. In mathematics lessons there is a real buzz for the subject and displays in classrooms and corridors promote the subject. In Year 6 a problem-solving wheel focuses on the current focus for improvement across the school.
63. Marking is generally good and promotes good attitudes to learning and high expectations. Children are clear about their own strengths and weaknesses in mathematics but are not always clear what steps they need to do to improve. Classroom routines are well established and children use whiteboards and computers effectively. The deployment of teaching staff and assistants is well matched to particular ability sets. This creates teaching ratios that are most likely to help children make good progress.
64. The leadership of the subject is reflective, evaluative and consistent with the school's strategy plan. Assessment of whole-school performance in mathematics is based on the monitoring of individual progress towards targets. Each term the co-ordinator identifies which pupils are on track and which are vulnerable, as well as the progress of more able children and those with learning needs. Staff teams share this information and there is a strong team commitment to raising standards across classes. Staff training ensures there is consistency in teaching methods and expectations. Evidence for this is clear in the way that children throughout the school can describe and evaluate alternative strategies for problem solving. The co-ordinator is a model classroom practitioner and has a very good understanding of how assessment can improve teaching. This enables her to make links between her analysis of assessment data and what she observes in lessons. This is a key factor in the high standards the school achieves.

Mathematics across the curriculum

65. Mathematical skills are used and developed effectively in other areas of the curriculum. Throughout the school, pupils have good opportunities to develop numeracy skills through other subjects and by using ICT. Mathematics is further enhanced because teachers ensure that children understand its relevance throughout the rest of the curriculum and school. Wall displays for other subjects include the use of mathematics. The development of mathematical vocabulary in all classes makes a positive contribution to the literacy development in the school. Pupils' reading skills are used to good effect in interpreting problems.

SCIENCE

Provision for science is **very good**.

Main strengths and weaknesses

- Investigation and enquiry skills are well taught.
- Links with other subjects enhance pupils' understanding.
- There is insufficient opportunity for pupils in Years 1 and 2 to record their investigations in writing.
- There is effective tracking of individuals' progress.

Commentary

66. Pupils achieve well in Years 1 and 2 and very well in Years 3 to 6. They are attaining above average standards at the end of Year 2 and well above average at the end of Year 6. The subject is well managed and links made with other subjects contribute to the high standards.
67. The quality of teaching is good in Years 1 and 2 and very good in Years 3 to 6. Questioning is a key factor in good lessons. This was particularly effective because of the good model of scientific language provided. Where it is challenging and well structured, leading pupils from one step to the next, pupils make good progress in the lesson. This improves their ability to draw conclusions from their findings and contributes to the standards achieved. Discussion with Year 2 pupils indicates that the focus on practical work and discussion engages their interest but provides little written evidence of their understanding.
68. Assessment is thorough and indicates that pupils are making good progress towards targets. The targets the school sets are challenging because assessment identifies individual rates of progress. Teaching assistants make a significant contribution to pupils' learning because they make very good use of scientific language. They are well briefed and can therefore carry out assessment of pupils understanding.
69. The co-ordinator was absent at the time of the inspection but available evidence in the form of documentation indicated that leadership and management are very good. Science has continued to be well maintained during staff maternity leave. This is because there is a strong team ethos and well-established systems for assessment. Planning for science shows broad coverage of the subject. The cross-curricular links help children to apply their knowledge. Pupils develop a very good awareness of the environment through visits to outdoor centres.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

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

Main strengths and weaknesses

- Pupils have very positive attitudes to their work and achieve well because the quality of teaching overall is very high.
- ICT is used very well to enhance learning in many lessons across the curriculum.
- The school has made very good improvements in ICT provision since the last inspection.
- The lack of a whole-class teaching space within the ICT suite has an impact on learning in some lessons.

Commentary

70. Achievement is good. Standards seen in ICT have improved since the last inspection and are above average in both Year 2 and Year 6. Pupils throughout the school are now making good progress in their acquisition and use of ICT skills because of the recent increase in resources and staff expertise. Consequently whilst older pupils have only recently been able to make such progress, younger pupils have benefited from the improved provision since joining the school and are already attaining levels above national expectations.
71. The quality of teaching is very good and has improved considerably since the last report and is now very effective overall. Teachers demonstrate very good subject knowledge and plan lessons that both interest and engage the pupils. Pupils are highly motivated and talk with confidence and enthusiasm about their learning. Where teaching is very good or better, teachers' knowledge of pupils' abilities allows them to provide opportunities to challenge and extend what the children already know. Additional adults are used very effectively to support pupils' learning in small groups. In one instance, a Year 2 class was split in half to allow the class teacher to teach religious education and research skills in the ICT suite whilst in the classroom the teaching assistant investigated different Hindu artefacts. This was an extremely effective strategy which ensured the highest levels of both teaching and learning were observed. In some less successful lessons teachers are not yet making full use of such alternative teaching strategies or available resources to overcome the difficulties for pupils' learning caused by the enforced physical arrangement of the ICT suite.
72. The school has managed current staff absences very well and ensured that the leadership and management of ICT continue to be very good. As a result of effective monitoring, subject leaders have a very clear understanding of how ICT can continue to develop. Through this process subject leaders have already identified that the ICT suite, whilst a great improvement on previous provision and as a result of building/funding restrictions, does not provide an effective whole-class teaching space. They are currently taking action to address this through the planned purchase of further resources, such as interactive whiteboards and additional wireless laptops, which can be used throughout the school and in addition to the ICT suite.

Information and communication technology across the curriculum

73. Very effective links are made in teachers' planning between ICT and other areas of the curriculum, enabling pupils to use their ICT skills to further extend their learning in other subjects. Pupils are even encouraged to carry out their own web-based research in all curriculum areas using the screened links suggested on the school's own website. Work seen in displays and in lessons demonstrated the purposeful opportunities teachers provide for pupils to use ICT throughout their learning. In a Year 3/4 lesson pupils made good progress in understanding how Vincent Van Gogh used colour to create his paintings at the same time as creating their own computer version, developing their ability to choose and use a variety of tools, whilst discussing and refining their work in pairs. The school is planning to build upon current very good practice and further develop meaningful cross-curricular links.

HUMANITIES

74. During the inspection no lessons were observed in **history** or **geography** and as a result it is not possible to make an overall judgement about provision in these subjects.

Geography

75. Evidence in books of Year 1 and 2 pupils shows that they are working in line with national expectations and teachers' planning ensures children build upon their mapping and other geographical skills systematically. The school enriches the pupils' learning through its effective use of the local area and also various residential visits, such as to Ilam in Staffordshire, where pupils study and develop their understanding of geographical features at first hand. Through monitoring of pupils' work and planning the subject leader has gained a good understanding of how geography is taught throughout the school and is aware of the need to continue to develop links with other subjects and further raise the profile of geography within the school.

History

76. Pupils talk with real enthusiasm about what they have learnt in their history lessons, and work in books and around school reflects their obvious interest in the subject and the high standards of work they produce. Teachers' planning ensures a wide range of historical sources such as books, pictures and artefacts, and the local community support and enhance pupils' learning and understanding. In a recent study of World War II pupils felt that their visit to the local air raid shelters and museums "made it more real" and "helped you to learn more". Very effective links are planned between history and other subjects. For example pupils from Years 5 and 6 used ICT to create posters in support of evacuation and multi-media presentations about the war, whilst pupils made very good use of their literacy skills to enhance their own accounts of being evacuated. The subject leader is enthusiastic and well informed through monitoring teaching, planning and pupils' work and has clear plans for developing the subject even further.

Religious education

Provision for religious education is **good**.

Main strengths and weaknesses

- Pupils respect the values and beliefs of others.

- Opportunities for links with other curricular areas are not always planned.
- Pupils' work is marked but comments to let pupils know what they can do to improve are limited.

Commentary

77. In religious education pupils achieve standards above the levels expected in the locally agreed syllabus by the time they reach Year 6. These standards have been maintained since the previous inspection. Pupils achieve well. The excellent relationships with adults and other pupils give pupils the security to discuss the values of other faiths and religions.
78. The quality of teaching and learning is good with some very good teaching. Teachers help pupils to apply their understanding of religious education beyond the subject. In personal, social and health education pupils consider important issues such as truth and honesty. They give careful consideration to the problems that occur when different religious beliefs come into conflict. There are good links with external religious groups. The subject makes a very positive contribution to pupils' personal development and extends their moral and cultural understanding. Opportunities to link work in religious education with that in other subjects are not clearly identified in planning and as a consequence some opportunities are missed.
79. Pupils show respect for the values and beliefs of others. This is reflected in the displays around the school and in the ways that pupils positively value the contributions of others. Teachers use the expertise of visitors to introduce pupils to different faiths, and pupils respond well. Pupils show good skills in research and benefit from practical activities such as interrogating websites to find key words to help them develop their ideas. Teachers use the interest of pupils with particular knowledge of different faiths in whole-class discussions.
80. Pupils' work is marked but comments to let pupils know what they can do to improve are limited. . There are not enough opportunities for pupils to examine and explore artefacts from different religions.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Judgements on provision, achievement and quality of teaching and learning are not possible for design and technology, music or physical education as too few lessons were seen in these subjects.

Art and design

Provision in art and design is **very good**.

Main strengths and weaknesses

- The planned curriculum provides very good opportunities for all pupils to experience a wide range of materials and develop a wide range of skills.
- Teaching is very good and sometimes excellent.
- Attainment is well above average for most pupils by the end of Year 6.

Commentary

81. Attainment by the end of Year 2 is above that expected nationally and by the end of Year 6 it is well above. The majority of pupils achieve very well through a well-planned programme of experiences that develop skills in a range of media. The work of pupils

is very well displayed around the school and provides inspiration and encouragement to all pupils.

82. The overall quality of teaching and learning is very good and pupils achieve very well. Lessons are planned well and mainly have specific learning objectives. In Year 6 pupils were producing very good still life pictures following their study of the work of Paul Gauguin and Seurat. Pupils are encouraged to experiment with the visual impact and to work with a variety of media to create the desired image. Pupils work very well collaboratively in creating their displays of fruit and flowers, exchanging ideas and offering advice to each other. The teachers presented the activity excellently, raising the pupils' confidence in their own ability. The teacher assessed work in progress well, giving very good advice, and used praise effectively.
83. In all lessons pupils are encouraged to evaluate their work and that of others. This was managed particularly well and pupils showed very good understanding of how they could improve their work. They analysed and commented on the finished products using specific vocabulary and good descriptive language.
84. Guidelines are in place and the skills and techniques to be taught sequentially are identified and all requirements are covered very well. Cross-curricular themes and links are used whenever possible. The individual portfolios demonstrated that the multi-cultural aspects of art are exploited and that all strands of the subject are covered.
85. Art and design has been led very well. Leadership of the subject is very good and the resources are managed very well so that they make a positive contribution to the standards pupils achieve. The school has improved standards since the last inspection.

Design and technology

86. In **design and technology** there is a substantial amount of evidence around the school, particularly in classrooms and corridor displays, and in folders with the results of previous projects and lessons. The projects undertaken by each year group provide opportunities for pupils to understand the design and technology process while developing appropriate skills associated with designing and making. Design and technology makes a very good contribution to pupils' personal and social development because pupils are actively encouraged to work closely together, share ideas and help each other in designing and making the finished item, particularly in the annual design challenge projects. There is evidence of pupils' good evaluation of their work. Year 6 pupils recognise the purpose and value of evaluation as an integral part of the design and technology process. Displays and work in folders show how pupils make decisions about their design and explain how, for example, in Year 6 they made felt slippers producing templates and prototypes and evaluated them to incorporate improvements in the final product. Links with other subjects are clearly identified, such as mathematics, in the use of scales and measuring. Pupils enjoy design and technology lessons.

Music

87. An insufficient number of lessons were seen to make judgements on the quality of teaching and learning. It was clear, however, that a very positive attitude exists among pupils. Extra-curricular music is a feature of the school and more than half of the pupils actively participate.

88. The enthusiasm of the headteacher and the co-ordinator inspires pupils to participate, and extra- curricular clubs such as the choir and swing band are strongly promoted. The standard of this provision is very good. Members of the swing band show a high level of commitment, arriving early to prepare and warm up. There are excellent relationships and children of all abilities can take part. This is because the headteacher and parent/peripatetic teacher have excellent subject knowledge and can transcribe music to ensure access for all children. The enjoyment of children and the experience of performing for real audiences, sometimes with professional musicians, are deeply embedded in the school's ethos. It ensures that music makes a significant contribution to the spiritual, moral, social and cultural development of the children involved.
89. A wide range of performance opportunities exists through the year including the key festivals of harvest, Easter and Christmas, an annual talent show and a summer concert. These tend to be special public events and the school should now explore how music can be performed as part of the regular daily life of the school such as assemblies.
90. The school has introduced a new scheme of work but the impact of this has yet to be monitored. The school benefits from links with the high school which has performing arts status and children can take lessons on a variety of instruments with six visiting teachers. The curriculum planning makes good links with dance and in some years is the subject of the design and technology challenge.

Physical education

91. An insufficient number of lessons were seen to make judgements on the quality of teaching and learning. It is clear, however, that pupils are very enthusiastic about physical education. They appreciate the range of sports offered both within lessons and as extra-curricular clubs. They also appreciate the opportunities the school provides to play with children from other year groups. Children are well prepared; they wear appropriate clothing and Year 1 pupils walk sensibly in silence to the start of a movement lesson. This indicates that the high expectations of staff are met.
92. The co-ordinator has a clear vision for physical education to be an integral part of school life contributing to the all-round development of children. The school maintains a good balance between the development of specific skills and the role it plays in the social and cultural curriculum of the school. There are links with lessons in personal, social and health education as well as the dance traditions of different cultures. The co-ordinator is currently exploring the development of physical activities at lunchtime and sometimes organises impromptu dance sessions on wet days. The school takes advantage of many funding opportunities in working towards this and the subject is now well resourced in an impressive range of sports. This includes orienteering as well as hockey, rugby and short tennis. There are effective links with the high school and local clubs. Their involvement provides children with very good role models and helps to raise standards in teaching through training opportunities for staff.
93. There has been significant development since the last inspection and the time allocated to physical education has increased to raise both standards and the profile of the subject. Training has increased the confidence of staff and many now lead clubs. The school was awarded Active Sports Gold in 2001.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The provision for personal, social and health education and citizenship is **very good**.

Main strengths and weaknesses

- Opportunities for pupils to develop personal attributes and social skills are very good.
- The inclusive nature of the school ensures that all pupils are valued and made to feel part of the school.
- Pupils show a mature attitude towards the school's personal, social and health education and citizenship programme.

Commentary

94. Pupils achieve very well and attain very good standards. Evidence of the development of pupils' personal, social and health education can be found throughout the curriculum. Religious education lessons and assemblies make a significant contribution to the provision for pupils' personal, social and health education and citizenship. Teachers and all staff are very good role models for pupils and the close and caring relationship which exists between staff and pupils aids discussion.
95. The quality of teaching is very good. Teaching usually takes place through circle time when pupils gather in a whole class group, and support staff are used well to ensure that children have the opportunity to discuss personal and social issues in small groups. Assembly themes encourage pupils' thinking about other people, helping them to be more aware of people's feelings and to be more tolerant. The quality of provision is enhanced by the very good attitudes of pupils and the close and trusting relationships they enjoy with staff.
96. Pupils' views are regularly sought and pupils of all ages are elected to serve on the school council and this effectively promotes their sense of responsibility.
97. Leadership and management are very good. The school has allocated specific time for developing personal, social and health education and the curriculum is well organised.
98. The management of personal, social and health education is very good. The co-ordinator has identified links between personal, social and health education and other areas of the curriculum. The scheme is wide ranging, encompassing healthy living, including diet, relationships and an awareness of the dangers of alcohol, smoking and illegal drugs.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
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	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	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	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	2
The school's links with other schools and colleges	1
The leadership and management of the school	1
The governance of the school	1
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	1

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