

INSPECTION REPORT

WELBECK PRIMARY SCHOOL

Nottingham, Nottinghamshire

LEA area: Nottingham City

Unique reference number: 122480

Headteacher: Ms Carol Norman

Lead inspector: Mr R Leeke

Dates of inspection: 15th - 17th March 2004

Inspection number: 258328

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:	201
School address:	Kinglake Place Meadows Nottingham Nottinghamshire
Postcode:	NG2 1NT
Telephone number:	(01159) 153 890
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Appropriate authority:	Local education authority
Name of chair of governors:	Mrs Helen Morledge
Date of previous inspection:	2 nd March 1999

CHARACTERISTICS OF THE SCHOOL

Welbeck Primary provides education for boys and girls from the ages of three to 11. It is situated on the Meadows Estate in the City of Nottingham. It is broadly average in size with currently 173 pupils on roll in the main school: 100 boys and 73 girls. The school roll has increased over the last few years. Currently, 27 full-time equivalent children attend the Nursery. The school serves a disadvantaged area and around 50 per cent of pupils are eligible for free school meals, which is well above the national average. The proportion of pupils with special educational needs is broadly in line with the national average. Around 50 per cent of pupils have below average attainment when they start in the Nursery. The proportion of pupils from minority ethnic groups is high, currently at 44 per cent, as is the proportion of pupils who have English as an additional language, currently 19 per cent. Fifty-one pupils receive additional support through ethnic minority achievement funding. In addition, at any one time, the school has a small but significant number of children of refugees and asylum seekers. The percentage of pupils joining or leaving the school other than at the normal time is high. The school achieved the Investors in People Award in July 2002. It also has the Healthy Schools Award, a School Achievement Award and the British Council International School Award.

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	7 - 11
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12 - 18
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	18 - 20
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	21 - 33
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	34

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school which provides very good value for money. The leadership and management of the school are excellent. The headteacher provides outstanding leadership. She inspires confidence and dedication in staff, pupils and parents. The teaching is very good and this ensures that pupils enjoy learning and achieve very well.

The school's main strengths and weaknesses are:

- Pupils receive very good support, advice and guidance from all the adults in the school and the arrangements for their care, welfare, health and safety are excellent.
- The governing body provides excellent leadership.
- The curriculum is enriched by a wide variety of exciting learning experiences including innovative international links and a vibrant out of school learning programme.
- Pupils' attitudes towards their work and the school in general, are very good.
- Links with parents are very good and their views are regularly sought. The links with other schools and the community are excellent.
- Information and communication technology (ICT) is not always used enough across subjects.
- Pupils do not always know what they need to do next to improve.
- The monitoring of standards and quality in foundation subjects needs to be developed further.

The school has improved significantly since its last inspection when standards in English, mathematics and science were below average at the end of Year 2. Standards are now above average in mathematics and science and average in English. By the end of Year 6, standards were average in English, below average in science and well below average in mathematics. Standards are now in line with national averages in English, mathematics and science. The curriculum for information and communication technology now fully meets requirements. All subjects have schemes of work. Arrangements for registration at the start of the afternoon sessions fully meet requirements.

STANDARDS ACHIEVED

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

Pupils achieve very well overall. When children start in the Nursery their knowledge, skills and understanding are often well below average, particularly in the areas of communication and personal independence. However because of excellent provision and particularly very good teaching, children achieve very well and reach the goals expected by the end of the Reception Year. In Years 1 and 2, pupils achieve very well. Standards are above average in speaking, listening, mathematics, science, art and design, design and technology and music. In all other subjects, standards are average. In Years 3 to 6, pupils achieve well. Standards are above average in information and communication technology, art and design, design and technology and music. In all other subjects, standards are average. Throughout the school, pupils with special educational needs and those with English as an additional language achieve very well.

Pupils' personal development is very good. It is promoted well by the high quality provision for their spiritual, moral, social and cultural development, in particular by the excellent programme for personal, social and health education. Pupils are keen to come to school, work hard in lessons and want to succeed. The school is highly successful in promoting good relationships and achieving racial harmony. Overall, pupils' behaviour, in and around school, is good. Attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching is **very good**. The teaching and learning in the Foundation Stage and in Years 1 and 2 are predominantly very good, particularly in English and mathematics. In Years 3 to 6, the teaching and learning are good overall and there is much very good teaching, particularly in English. The best lessons are vibrant and exciting and very well suited to the varying needs and interests of all the pupils. Teachers' expectations are high. They are very knowledgeable about the subjects they teach and know the pupils well. This ensures that pupils are motivated, enjoy learning and achieve very well. Teaching assistants make an excellent contribution to pupils' learning. Pupils' behaviour is managed very well. The richness of the curriculum, particularly the international links and the out of school learning programme, is a strength of the school and it has a significant impact on pupils' learning and achievement. The school takes great care to ensure that pupils are safe and secure. The partnership with parents is very good and the school has excellent links with the community and other schools.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are excellent. The headteacher provides outstanding leadership. She leads by example and is highly effective in promoting high expectations and establishing a harmonious and caring ethos throughout the school. The governing body is well informed and involves itself fully in the strategic planning of the school. The leadership of the Foundation Stage is excellent. Subject leadership is very good in English and good in most other subjects. The school demonstrates a high commitment to inclusion and equality of opportunity. All pupils are valued equally. The school is reflective, self-critical and innovative and has a clear and detailed knowledge of its strengths and areas for further improvement. The commitment and arrangements for the performance management of the staff, their training and development are exemplary.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very proud of their school. They rightly hold the school in very high regard and there is great demand from parents on the Meadow Estate and beyond for places at the school. **Pupils** like school. They feel that they are very well supported, that lessons are fun, but they have to work hard.

IMPROVEMENTS NEEDED

The school has no major weaknesses, but there are a few minor areas, already identified within its school improvement plan, that would help it improve even further:

- Although there are some good examples of the use of ICT in other subjects, continuing to extending the use of ICT in other subjects is an area for further development.
- Assessment arrangements are good overall. However, the school should continue to improve arrangements for individual pupil target setting, so that all pupils know what they need to do next to improve by:
 - developing further pupils' skills in self-assessment and peer assessment;
 - continuing to develop pupil tracking arrangements, particularly in foundation subjects;
 - and

- developing the marking further to ensure that written comments identify both strengths and targets for future improvements.
- Subject leadership is good overall. However, the school should continue to develop the effectiveness of subject leaders in foundation subjects by developing further their role in the monitoring of standards and quality across the school.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve very well overall and progress at a good rate because the teaching is very good, expectations of behaviour and achievement are consistently high and the needs of individual pupils are very well met. In the Foundation Stage, children are achieving or exceeding the goals they are expected to reach by the end of the Reception Year. By the end of Year 2, standards are above average in speaking, listening, mathematics and science. By the end of Year 6, standards are average in English, mathematics and science.

Main strengths and weaknesses

- Pupils with special educational needs and those with English as an additional language achieve very well.
- By the end of Year 2, standards in art and design, design and technology and music are above average.
- By the end of Year 6, standards in information and communication technology (ICT), art and design, design and technology and music are above average.

Commentary

Improvement since the last inspection

1. At the last inspection in March 1999, standards in English, mathematics and science at the end of Year 2 were below average. By the end of Year 6, standards were average in English, below average in science and well below average in mathematics. There has been significant improvement in all these subjects to achieve the current standards because:
 - very effective training programmes have improved the quality of the teaching and learning;
 - the tracking of pupils' progress is very carefully undertaken; and
 - arrangements for the assessment of pupils' achievements and target setting have improved well.

Starting school

2. When children start in the Nursery, assessment data indicates that their knowledge, skills and understanding are often well below average, particularly in the areas of communication and personal independence. However because of excellent provision and particularly very good teaching, children achieve very well and reach the goals expected in all areas of learning by the end of the Reception Year.

The school's results in national tests

At the end of Year 2

3. The trend in results since 1999 in the national Key Stage 1 tests was above the national trend in all subjects. In comparison with all schools nationally in 2003, results were well below average in reading, above average in writing and average in mathematics. However, compared to similar schools nationally, the results in writing and science were in the top five per cent of the group, in mathematics they were well above average and in reading they were average.

The proportion of pupils achieving higher levels was well below average in reading, well above average in writing, above average in mathematics and well above average in science. Overall, boys achieved as well as girls.

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

Standards in:	School results	National results
reading	13.7 (13.6)	15.7 (15.7)
writing	15.8 (13.8)	14.5 (14.4)
mathematics	16.4 (17.0)	16.3 (16.5)

There were 17 pupils in the year group. Figures in brackets are for the previous year.

At the end of Year 6

- The trend since 1999 in results in the national Key Stage 2 tests is below the national trend, although improvement since 2001 has been above the national trend. Although results in 2003 in English, mathematics and science remain below the national average, compared to similar schools nationally, they have improved significantly since 2001. In comparison with similar schools nationally, results were above average in English and average in mathematics and science. The proportion of pupils achieving higher levels was well above average in English, average in mathematics and above average in science. Overall, boys achieved as well as girls.

Target setting

- In 2003, the school's results at Key Stage 2 were only just below its targets. At Key Stage 1, the school exceeded its targets in writing and mathematics and just missed its target in reading. The target setting process is rigorous and challenging. Ambitious targets are set for individual pupils based on a thorough analysis of their achievements. The school is on track to achieve and probably exceed its targets for 2004.

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

Standards in:	School results	National results
English	25.9 (24.1)	26.8 (27.0)
mathematics	25.4 (23.3)	26.8 (26.7)
science	27.0 (26.4)	28.6 (28.3)

There were 24 pupils in the year group. Figures in brackets are for the previous year.

Inspection findings

The Foundation Stage

- Children make very good progress in all areas of learning because teaching through the Foundation Stage is consistently very good, their curriculum is rich and stimulating and they enjoy learning. Some children do not have English as their first language. These groups are well supported and, together with all other children including those with special educational needs, they achieve very well. All children are likely to reach or exceed the Early Learning Goals in all areas of learning by the end of their Reception Year.

Years 1 and 2

- Pupils achieve very well because:
 - the teaching and learning are predominantly very good and matched well to meet the needs of all;

- less able pupils are skilfully supported thus ensuring that they make very good progress; and
- higher attaining pupils make very good progress because they are appropriately challenged and stimulated by the teaching.

Standards are above average in speaking, listening, mathematics, science, art and design, design and technology, physical education and music. In all other subjects, standards are average. Boys achieve as well as girls.

Years 3 to 6

8. Pupils achieve well because:

- the teaching is consistently good with much that is very good; and
- tasks are carefully targeted to meet individual needs, thus ensuring that all pupils are appropriately challenged and supported.

Standards are above average in information and communication technology, art and design, design and technology, physical education and music. In all other subjects, standards are average. Boys achieve as well as girls.

Whole school issues

9. Almost a fifth of the pupils in the school speak English as an additional language. This is high compared to the national average but is a smaller proportion than at the time of the previous inspection. Pupils' skills vary on entry from being broadly in line with the average to being well below it, with very few possessing no English. However, all pupils are assessed carefully and accurately; they receive very good support and so their achievement is very good. The school ensures that all pupils, from a range of differing backgrounds, are valued and there are no significant differences in their achievements.
10. A fifth of the pupils in the school have special educational needs. Assessment procedures for pupils with special educational needs are good and all staff know the pupils well. Pupils receive high quality, additional support and this ensures that they succeed and achieve very well.
11. Pupils apply their language and literacy skills well in various areas of the curriculum and they make good progress in acquiring vocabulary and terminology specific to subjects such as history and design and technology. Their mathematical skills and knowledge are used effectively in subjects such as geography and science. There are some good examples of using ICT in other subjects, for example in art and design and in science. However, during the inspection the use of ICT in other subjects was underdeveloped. Extending the use of ICT in other subjects is an area for further development and this has been identified by the school.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes towards their work and the school in general, are very good. The school sets very high expectations for pupils' behaviour which is good overall. The school is highly successful in promoting good relationships and achieving racial harmony. Pupils' spiritual, moral, social and cultural development is very good. School attendance and punctuality are satisfactory.

Main strengths and weaknesses

- Pupils' interest in school life and the range of activities provided is very good.
- Pupils are very willing to take responsibility.
- The school is very successful in enhancing pupils' confidence and self-esteem and in instilling in pupils a genuine desire to learn.
- The school deals very effectively with all forms of harassment, including bullying.

Commentary

Attitudes and behaviour

12. Pupils' attitudes towards their work and the school in general, are very good and they have continued to improve since the last inspection. Pupils are keen to come to school, work hard in lessons and want to succeed. Relationships are very good. Pupils are very willing to work in pairs or small groups and co-operate and support one another very well. They clearly care about one another.
13. Overall, pupils' behaviour, in and around school, is good. They are polite and courteous and willing to help. The school sets high expectations of pupils' behaviour and good behaviour is acknowledged. Pupils have a good understanding of right and wrong and this is actively promoted throughout the school. Even though the school sets very high expectations of pupils' conduct, the behaviour of a small number of pupils is at times unsatisfactory. However, this challenging behaviour is very well managed by the school. High quality and exciting lessons motivate the pupils to learn and encourage their involvement and interest.

Inclusion

14. Pupils' with special educational needs (SEN) and those who speak English as an additional language have very good attitudes to learning, give of their best and are happy in school. In the classrooms they are busy, interested and co-operative with both adults and other pupils. Behaviour is good. Children feel secure and valued in an environment in which cultural and religious diversity is not only recognised but also celebrated. The adults in the school and members of the governing body who visit, are excellent role models who contribute to the very high level of racial harmony. Pupils gain in confidence as they progress through the school and become increasingly independent.

Personal development

15. Provision for personal development throughout the school is very good and has improved since the last inspection. Provision for the personal, social and emotional development of children in the Foundation Stage is very good.
16. The school has introduced and extended a number of activities in support of personal development including:
 - introducing a school counselling service for pupils and parents;
 - giving pupils opportunities to express their views, opinions and feelings through the use of 'Circle Time', and through the personal, social and health education programme;
 - widening the range of activities available to pupils during and after the school day such as singing, dancing, sports and opportunities for residential visits;
 - regular opportunities to celebrate the talents and achievements of individuals, for instance, in school assembly; and
 - a school council that influences the work of the school.
17. Adults listen to pupils very carefully and treat them with respect as well as showing a genuine interest in their ideas and opinions. Pupils who have low self-esteem are monitored carefully by adults and, if necessary, external agencies are contacted for specialist advice and guidance.
18. The on-site counselling service has a high profile in school and this has made pupils much more aware of the many factors that can influence the way a pupil feels and behaves. Pupils

and adults can drop-in to see a counsellor if they want to pass on general information or ask advice.

19. Provision for spiritual development is very good. In lessons and collective worship, pupils are given opportunities to reflect on their thoughts and feelings and to share them with others.
20. World faiths and religions, music, art, poetry and literature and educational visits all contribute to the wealth of cultural experiences on offer. The school actively promotes and celebrates the diversity of a multicultural society. Provision is very good.

Attendance

21. Attendance and punctuality are satisfactory. Last year the attendance rate was broadly in line with the national average. The very great majority of parents ensure that their children attend school regularly and arrive punctually. When this is not the case the school takes prompt and appropriate action. The rate of unauthorised absence at the school was below the national average. This is an improvement on the last inspection, when unauthorised absence was high. Attendance registers are well maintained and up to date. Arrangements for registration fully meet requirements. This is an improvement from the last inspection when arrangements for registration at the start of the afternoon sessions did not meet requirements. Some pupils are late for school but this is followed up if it persists, resulting in some improvement in punctuality.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.1
National data	5.4

Unauthorised absence	
School data	0.3
National data	0.4

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

Exclusions

Ethnic background of pupils

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

Exclusions in the last school year

No. of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
89	1	0
1	0	0
18	3	0
5	0	0
4	0	0
6	0	0
14	0	0
2	0	0
10	1	0
2	0	0
4	0	0
2	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

Teaching and learning **are very good** overall. This is an improvement since the last inspection. The best lessons are vibrant and exciting and very well suited to the varying needs and interests of all the pupils. Teachers' expectations are high. This ensures that pupils are motivated, enjoy learning and achieve very well. The teaching and learning in the Foundation Stage and in Years 1 and 2 are predominantly very good, particularly in English and mathematics. In Years 3 to 6, the teaching and learning are good although there is much very good teaching, particularly in English.

Main strengths and weaknesses

- Teachers are very knowledgeable about the subjects they teach and know the pupils well.
- All pupils are included in the full range of learning opportunities that the school has to offer and they achieve very well.
- Pupils' behaviour is managed very well.
- Excellent support is provided by teaching assistants.
- Learning in lessons is brisk and no time is wasted.
- Pupils respond very positively to lessons and apply themselves well to their tasks.
- Younger pupils often demonstrate an impressive capacity to work independently.
- Overall, teachers assess pupils' progress carefully and use this information well to respond to individual needs and to inform future lesson planning. Assessment arrangements in the Foundation Stage are excellent.

Commentary

Common strengths

22. There are some common strengths in the best teaching throughout the school that enable all pupils to learn very well. Providing high quality learning opportunities is at the heart of these lessons. An animated, dynamic style of teaching enthuses the pupils. Staff manage behaviour very effectively. They are engaging and humorous and have very positive relationships with the pupils. They take great care to plan exciting and stimulating lessons to meet the varying needs and interests of all the pupils. The pupils respond very positively to this and enjoy their learning. Classrooms are very well managed and pupils are expected to take on increasing responsibility for their own learning. Teaching assistants are very well deployed and make an excellent contribution to pupils' learning. Excellent use is made of time and lessons are brisk. Informative and attractive displays celebrate pupils' achievements and stimulate further enquiry. The questioning techniques used by the teachers assess very effectively pupils' understanding and challenge them to improve further.

Example of outstanding practice

An excellent part of a very good literacy lesson. Year 1 pupils talked about their understanding of one of the main characters in a story.

The teacher read aloud, expressively and in character from the tale of little red riding hood. The children loved the story. They were engrossed, wide-eyed, smiling and nodding whilst following the text and its bright illustrations. Working in pairs, carefully organised by the teacher, the children then described the character of the wolf from the tale, using words like 'horrible', 'scary', 'nasty', 'selfish', with some pupils imitating the wolf with the tone of their voices and through their movements, actions and body language. The pupils demonstrated impressive levels of collaborative working and were completely absorbed in the activity. Standards in speaking and listening were above average and all pupils achieved very well.

An inclusive approach

23. The teaching and learning of pupils with special educational needs and of those with English as an additional language are very good. Teachers are very skilful in ensuring that pupils with special educational needs receive the support they need to achieve very well. Tasks are matched well to the capabilities of lower attaining pupils so that they are appropriately challenged and supported. The literacy support teacher is effectively deployed and she, together with the teaching assistants make an excellent contribution to the teaching and learning of pupils with special educational needs.
24. The teacher who leads and co-ordinates the teaching of English as an additional language works closely with classroom teachers and learning support assistants to plan the support for pupils. This means that the needs of pupils are well known and kept under constant review. Pupils are taught either in very small groups which are withdrawn from classes, or are given support in normal lessons, according to their particular needs. The quality of teaching is high, providing an appropriate level of challenge.

Assessing pupils' progress

25. Assessment arrangements are good overall. Teachers assess pupils' work thoroughly and constructively and careful records of pupils' progress in their learning are kept. In the best lessons, teachers' assessments are used effectively to provide the information needed for future planning. Tasks are carefully matched to pupils' needs in lessons. Marking is of generally good quality. It is conscientiously undertaken and, at best, identifies strengths and targets for future improvements, although this is not always consistently done. The school is developing good arrangements for the setting of individual pupil targets, particularly in Year 6. Mostly, teachers' assessments are shared effectively with the pupils and consequently they are clear about what they need to do next, but this is not always the case.

The leadership of teaching and learning

26. The school's main priority is to establish a love of learning within the pupils and it is very successful in this. The headteacher is an excellent role model in setting high expectations for all and in demonstrating an extremely high commitment to meeting the needs of all the pupils at the school. A high priority is placed on the training and development of all the adults in the school so that they are well placed to meet the particular needs of the pupils. The quality of the teaching and learning is monitored rigorously. Teachers receive constructive feedback on their performance and good practice is shared. This results in a strong sense of teamwork and a consistently high quality of learning for the pupils.

Summary of teaching observed during the inspection in 54 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	26 (48%)	25 (46%)	2 (4%)	0 (0%)	0 (0%)	0 (0%)

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

The curriculum

The curriculum is broad, balanced and well sequenced and enriched by a wide variety of exciting learning experiences including innovative international links and a vibrant out of school learning programme. Expertise from within and outside the school is used very well to enrich the curriculum,

for example in music, sports and in the counselling programme. The quality of the curriculum encourages high levels of motivation and involvement and high standards.

There have been significant improvements since the last inspection. The requirements of the National Curriculum for ICT are now fully met. Religious education takes full account of the locally agreed syllabus. The school has policy documents and schemes of work for all subjects. The quality of the planning for all subjects is very good. Very good links are made between subjects, without losing their discrete nature, for example in art, design and technology and ICT.

Main strengths and weaknesses

- The school makes excellent provision for pupils who have special educational needs and for those whose first language is not English.
- Provision for personal, social and health education is excellent.
- The curriculum is inclusive and all pupils have equal opportunity to take part in all the school has to offer.
- Preparation for later stages of education are excellent.
- Visits and visitors enrich the curriculum and help pupils to appreciate the diversity within their community and beyond.

Commentary

Planning

27. Meeting the needs of the pupils is at the heart of the curriculum. Teachers know the pupils exceptionally well. They have worked extremely hard to make the curriculum exciting and relevant to the pupils at this school. Learning opportunities are varied and exciting, capture pupils' interests and motivate them. Teachers' plans clearly identify what is to be learned by pupils and ensure progression in their learning. Planning frameworks provided by the National Strategies for Literacy and Numeracy are used very well to ensure that lessons have a clear purpose and that pupils achieve well. Teachers plan very good opportunities for using literacy and numeracy skills in other subjects. The curriculum has a strong emphasis on English and mathematics but the school also promotes creativity very effectively, for example, in art, dance, music and design and technology. Pupils regularly take part in the performances of plays, musicals and concerts. This develops pupils' self esteem and confidence, which transfers to other subjects. The curriculum planning fulfils the requirements of the National Curriculum and the locally agreed syllabus for religious education.
28. Excellent use is made of the opportunities provided through the school's international links. Throughout the curriculum there is an emphasis upon different cultures and, indeed, in 2003 the school obtained an International Schools Award from The British Council and has been accredited for outstanding development of the international dimension in the curriculum. Staff and pupils have established links with other schools in Canada, Malta, Denmark, Spain and Sweden. Staff have visited these schools and hope to host return visits. The consequence of this is that pupils have undertaken exciting studies of life in other countries and appreciate the diversity of the community to which they belong. Involvement in the project has a very positive impact on raising standards of achievement and improving pupils' motivation, behaviour and attitudes to learning.
29. In addition, pupils from Year 1 to Year 6 are offered a rich and exciting range of experiences in their out of school learning programme. An extensive range of activities takes place at playtimes, before and after school. They are organised by staff, parents and visiting experts. They include sports, art, performing arts, Spanish, cheerleading, breakfast booster maths and homework clubs. There are two computer clubs in school. In addition, 20 Years 5 and 6 pupils use the resources at the Nottingham Forest ICT Study Centre after school in the autumn and spring terms. The range and quality of sporting opportunities are considerably enhanced by links with other agencies, including, for example, Notts County football and cricket clubs. The

school also provides an annual five-day residential visit for pupils in Years 5 and 6. The quality and range of these activities make a very positive impact on pupils' attitudes to learning and ensure that they are enthusiastically involved in all the school has to offer.

An inclusive curriculum

30. The curriculum is inclusive and all pupils have equal opportunity to take part in all the school has to offer. The curriculum provided for pupils for whom English is an additional language is very good. It enables these pupils to access the National Curriculum and take a full part in all lessons. All the teachers and learning support assistants work closely together to ensure that the work is suitably adapted to meet a variety of individual needs. Curriculum provision for pupils with special educational needs is excellent. Planning is meticulous. Careful assessment leads to clearly defined programmes of learning, which address the needs outlined in pupils' individual education plans. Staff liaise closely with parents and outside agencies. Pupil tracking enables teachers to monitor individual pupils' progress and to make the necessary adjustments to lesson plans. The needs of individual pupils are very well met by both teachers and teaching assistants and a high priority is placed on sustaining very good communication between all adults working with any one pupil. There is good dialogue between support staff and pupils to promote independent learning and minimise dependence on adults. Pupils with special educational needs are highly motivated and enjoy their work. Catch-up materials are used effectively and targeted support is provided for small groups and individuals as needed. Consequently, pupils achieve very well.

Personal development

31. The school places a high priority on pupils' personal development and provision for pupils' personal, social and health education (PSHE), including sex and drugs education, is excellent. Personal development is promoted very effectively through a wide range of opportunities, including PSHE lessons, circle time and through the day to day expectations of the school. The school takes good care of its pupils and they are all valued equally. All staff take care to know the pupils individually and they have a good understanding of their needs. The school is a very orderly and caring community and being a good citizen is at its heart. Adults at the school provide excellent role models and expectations of the pupils are consistently high. The school's aims and values are promoted well through the PSHE programme. In all classes, pupils can discuss matters relevant to their personal development in 'Circle Time'. For example, a group of pupils were asked what they enjoyed in their work and what they would like to do more often next term. The pupils' responses were exceptionally mature and sensible and resulted in a very high quality discussion around balancing their personal needs against the needs of the group as a whole. Pupils are encouraged to take on responsibility through the school council and its members take their responsibilities seriously and feel that their views are valued and acted upon by the school.

Moving from the primary school to the high school

32. In recent years, there has not always been a local secondary school that the pupils could attend. Consequently, the school placed a high priority on ensuring that pupils were well prepared for secondary education wherever this might be. This included ensuring that pupils were developing very good independent learning skills, that they could relate well to others, that they were able to take responsibility for themselves and that they were motivated and enjoyed their learning. In addition, very good opportunities have been provided for pupils to work with pupils from other schools in sports and ICT activities in particular. The school has been extremely successful in this area of its work and, as a result, pupils are prepared extremely well for secondary education. Links with a local feeder secondary school have now been re-established and these are very good. Pupils have regular induction visits and look forward to starting at their new school and this ensures a seamless transfer and a continuity of learning for pupils at the end of Year 6.

Resources

33. The school has a favourable level of staffing and the pupil to teacher ratio is low. Teachers and teaching assistants are very well qualified to teach the curriculum. The classroom learning assistants who support children with special educational needs and the specialist teacher who works with pupils at the early stages of learning English are particularly well deployed and all are very effective in their roles.
34. The accommodation is pleasant and very well maintained, if a little cramped in some areas. The dining room is used effectively as a computer suite and good use is made of a library area in the hall. Teachers use high quality displays to celebrate pupils' achievements and this ensures that the school looks bright and cheerful. The range and quality of learning resources are very good in the Foundation Stage and good in the school overall.

Care, guidance and support

Pupils receive very good support, advice and guidance from all the adults in the school. The school gives the highest regard for pupils' care, welfare, health and safety. The views of pupils are sought, valued and acted upon whenever possible. The very good quality of support ensures that pupils feel secure and happy and makes a significant contribution to their learning.

Main strengths and weaknesses

- Pupils settle quickly and happily into the school.
- The adults in the school know every pupil very well and they provide very effective care and support. The headteacher sets an excellent example to all her staff by treating all pupils fairly and with respect.
- Pupils are provided with good quality advice, support and guidance on how they are progressing in school.
- The school council actively seeks the views and suggestions from other pupils in the school. These are discussed fully and passed on to the headteacher for consideration and possible implementation.

Commentary

Pupils' care, welfare and safety

35. The arrangements for pupils' welfare, health and safety, including child protection procedures are excellent. Great care is taken to ensure that those pupils with medical conditions are looked after sensitively and correctly. The school ensures that pupils work in a healthy and consistently safe environment. Action is taken to eliminate or minimise hazards within and beyond the school. Relationships are based on mutual trust and respect and pupils are comfortable in approaching adults with any problems or concerns. Personal issues are dealt with very effectively in personal, social and health lessons and in circle time.
36. The varying needs of different groups of pupils are met very well and all pupils are included fully in the life of the school. In particular, the academic and personal progress of pupils with special educational needs and those with English as an additional language is closely monitored and very good support is given. A particularly good feature of the work is the close contact between parents and teachers, partly through well-attended parents' evenings and partly through regular informal contact. When necessary, the school engages the services of interpreters.

Support and advice

37. Throughout the school, pupils' achievements and their personal development are monitored carefully and they are given very good quality feedback on the progress they are making. Excellent care, together with very good guidance and support, including a very effective counselling service, ensure that pupils make very good progress. Pupils feel secure and valued and take a pride in their school.

New pupils

38. Children in the Nursery are sensitively supported by the staff and they quickly settle into the life and routines of the school. The very effective induction of pupils entering the school during the school year ensures that they are carefully absorbed into the school community. Pupils are confident and self-assured by the time they leave the school.

Involving pupils

39. The processes for seeking pupils' views are very effective. Pupils know that their views matter, both in the classroom and in the school council. The work of the school council is taken very seriously by the whole school. It provides a very good forum for pupils to express their views on all aspects of their life at school. Staff listen closely and welcome their ideas and comments and act upon them.

Partnership with parents, other schools and the community

40. Links with parents are very good, their views are regularly sought and this supports pupils' learning very well. The links with other schools and the community are excellent. Parents rightly hold the school in very high regard and feel a strong sense of partnership based on mutual trust and confidence in the school. There is great demand from parents on the Meadow Estate and beyond for places at the school.

Main strengths and weaknesses

- Parents are very well informed about the school and their children's progress.
- Excellent community links support learning.
- Excellent links with other schools and colleges enrich the learning opportunities for the pupils.

Commentary

Links with parents

41. Regular newsletters keep parents well informed about activities in school. The school prospectus is of high quality, professionally printed and is very informative. The governors' annual report to parents is comprehensive and helpful to parents. Details of forthcoming curriculum topics are provided to parents regularly so that they can support their children's work at home. In addition workshops are held for parents to involve them further in their children's learning. Annual reports for pupils give parents good quality information about the progress of their children, the standards they are achieving and targets for the future.
42. The parents of pupils with special educational needs are consulted regularly to review their children's progress. Links with parents of pupils with English as an additional language are strong. The headteacher and her staff are very welcoming to parents from ethnic minority communities. Two governors are members of ethnic minorities and they provide valuable insights into the local community and links with other ethnic minority parents.

Links with the community

43. Links with the local community and in the wider city area are extensive. Local partners include Surestart, the Meadows Partnership Trust and the community centre. The school takes every

opportunity to involve itself in local events such as the Health Centre Promotion Week and the Black Perspectives exhibition. The local community is regularly used as a high quality resource to support the pupils' learning and local experts and visitors regularly work with pupils in school. For example, the school makes very good use of the local environment by arranging regular educational visits to the library, the windmill and local museums.

Links with other schools

44. The school has excellent links with local schools and colleges. Joint sporting and educational events are held including the Meadows Singing Festival, sports tournaments and swimming galas. The counselling service provided to the school is the result of collaboration between the schools in the Meadow Estate cluster. Transition arrangements to the feeder secondary school are excellent and great care is taken to ensure that significant information is shared to ensure curriculum continuity. The school provides very good opportunities to share best practice with other schools, which include shared training days and visits to and from other schools. The school has established very good links with Trent University which arranges for students to work in it. The school has the British Council International School Award and participates in exchange visits to schools in other countries. This provides a valuable opportunity for teachers' and support assistants' professional development and enhances the learning opportunities of the pupils.

LEADERSHIP AND MANAGEMENT

45. The leadership and management of the school are excellent. This results in consistently, very good teaching and learning in the school and a relentless focus on continuing to improve. The central goal of the school is that pupils should enjoy learning and achieve the highest possible standards. Learning, for both pupils and adults, is at the heart of the school. The headteacher provides outstanding leadership. She leads by example and is highly effective in promoting high expectations and establishing a harmonious and caring ethos throughout the school. She inspires confidence and dedication in staff, pupils and parents.

Main strengths and weaknesses

- The governing body is extremely well led and makes a major contribution to the leadership of the school and its successes.
- The leadership of the Foundation Stage is excellent. The leadership of other key staff is good overall.
- The school has developed a highly successful team approach to achieving its goals and ambitions.
- The school demonstrates a very high commitment to inclusion and equality of opportunity. All pupils are valued equally.
- The school is highly reflective, self-critical and innovative and has a clear and detailed knowledge of its strengths and areas for further improvement.
- The commitment and arrangements for the performance management of the staff, their training and development are exemplary.
- The school provides very good value for money.

Commentary

Leadership

46. The headteacher is highly skilled in developing an effective team of teachers and support staff who share her high expectations of pupils' achievements and who work relentlessly in improving their performance and effectiveness. Expectations of behaviour and achievement are consistently very high. The school is particularly successful in providing for pupils who do

not respond well to school or have difficulties in learning. The school is ambitious and keen to learn from best practice elsewhere.

47. The leadership of other key staff is good overall. The headteacher and deputy headteacher have a productive and supportive working relationship. Subject leadership is very good in English and music and good in all other subjects. In English, mathematics and science, the teaching and learning within the subject are monitored carefully and improvement priorities are established. In other subjects, the monitoring arrangements are not always so consistently developed. The effectiveness of subject leadership has improved well since the last inspection because good training opportunities have been provided in the analysis of data and in monitoring and evaluation of the teaching and learning.
48. The leadership and management of the provision for pupils with special educational needs are excellent. Pupils are well supported by teachers and teaching assistants and other adults. Each pupil has an action plan with clear targets and tasks to meet their individual needs. There are close links with external agencies and parents. Liaison is very good and review meetings are completed once a term with teachers, teaching assistants, parents and pupils, as appropriate. Resources are skilfully deployed and this enables all pupils to make very good progress.
49. The leadership and management of the provision for English as an additional language are very good. The co-ordinator, classroom teachers and assistants work very well together in supporting the pupils and in developing good links with the community. Good opportunities have been provided for relevant training.

Management

50. The approach to self-evaluation is rigorous and thorough. It is embedded in the school's practice and means that governors, headteacher, teachers and support staff have a very good shared understanding of the school's strengths and what they are working towards. The school welcomes an external view of its performance. Evaluation is embedded in the school's practice and it is honest and accurate. Leadership development is supported and encouraged throughout the school, including excellent opportunities for the development of support staff. Performance data is thoroughly analysed and priorities for improvements are identified for each key stage and for the whole school. Teaching and learning are monitored regularly, targets are set for all staff and professional development opportunities are targeted carefully to meet the needs of both individuals and the school. The school development and improvement plan is well informed by this process and arrangements for performance management and staff training are an integral part of it.
51. The school is rightly proud of its commitment to staff training and professional development. This has been externally recognised with an Investors in People Award for a second time. The headteacher is an excellent role model, encouraging staff to be reflective and evaluative practitioners with personal goals and ambitions for their own career as well as their role in school. Professional development activities have clearly contributed to developments and innovations in school provision. For example, the pupil counselling service provided, was introduced after a visit to Canada to find out more about provision for pupils with poor self-esteem and challenging behaviour. The school's own work has also been of interest to others beyond these shores in terms of its approach to strategic planning and evaluation.
52. The school is an attractive place to come and work. It has a stable, well-qualified staff and all new appointments and new governors are provided with an effective induction programme. The deployment of staff to work in flexible team arrangements is very effective in using individual strengths for the greater good. In consequence, pupils have access to a wide range of expertise to support them in their learning and personal development and they achieve very well.

53. Arrangements for financial management are excellent. Systems are efficient and expenditure is monitored regularly by senior managers and school administrators as well as the finance committee of the governing body. Decisions to spend money are well informed and relate closely to school priorities. The school applies the principles of best value very well to the management and use of resources, ensuring that any expenditure has the maximum impact on improving standards and qualities for the pupils of the school. The school has a significant number of pupils who join it throughout the year, including some children of refugee families and asylum seekers, and consequently aims to have a balance to carry forward to cover the potential costs of additional resources which may be required. The Local Education Authority (LEA) is reorganising schools in the area and the school is keen to ensure that it can support any proposals that might be made.

Governance

54. The governing body is very well informed and involves itself fully in the strategic planning of the school. Governors are well aware of the school's strengths and areas for improvement and they are proud of its achievements. The governing body has a clear and strong focus on continuing to raise standards and improving the quality of provision and influences the work of the school very effectively through challenge and support. In particular, arrangements for the performance management of the headteacher and deputy are excellent. Expectations of their performance are appropriately high. The targets set are sharply focused on school improvement priorities and progress towards their achievement are monitored carefully.
55. The governing body always expects to see improvements and developments in school provision and is vigilant in monitoring and evaluation, for instance, in the analysis of performance data and ensuring best value. The Governors request regular reports on performance management as well as school improvement priorities and use this information to make decisions about the allocation of financial resources. For example, this year, they have invested a substantial sum to buy more books to appeal to boys.
56. Governors know that training is important and are committed to keeping themselves informed. Recently they have received training, led by a governor and the headteacher, on performance management and plan to further their skills in the analysis of data and the monitoring of teaching and learning.

Capacity to continue to improve

57. The excellent leadership, teamwork and commitment of the governors, headteacher and staff, together with the very effective management systems that have been established to support developments, mean that the school is very well placed to sustain the rate of recent improvements.

Financial information

Financial information for the year April [2002] to March [2003]

Income and expenditure (£)		Balances (£)	
Total income	602,892	Balance from previous year	62,206
Total expenditure	579,199	Balance carried forward to the next	36,298
Expenditure per pupil	2,881		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage has improved since the last inspection and is now very good overall with excellent provision in communication, language and literacy, knowledge and understanding of the world and creative development. Children are making very good progress in all areas of learning because teaching through the Foundation Stage is consistently very good, their curriculum is rich and stimulating and they enjoy learning. All children are likely to reach or exceed the goals expected by the end of their Reception Year. Children enter the Nursery on a part-time basis as soon after their third birthday as is possible. Each term, the oldest 12 children are given the option of a full-time place, preparing them well for a full day in Reception at the beginning of the term in which they become five. Thorough early assessments of the children confirm that a significant proportion of children start the Nursery with well below average skills in communication and personal independence. Some children do not have English as their first language. These groups are well supported and, together with all other children including those with special educational needs, they achieve very well. The cohesive staff team is expertly led by the Foundation Stage co-ordinator. Teachers and support staff know the children extremely well and regular, accurate assessment combined with exemplary planning ensures that activities are well matched to children's needs. The accommodation is attractive and children have access to activities in a separate secure outdoor area. The range and quality of learning resources are good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- All children are achieving very well and reaching or exceeding the expected standards by the end of the Reception Year because of very good teaching and support from staff.
- Staff are consistent in their high expectations and make these clear to children.
- Routines are very well established.
- Positive relationships encourage confidence and high self-esteem.

Commentary

58. The excellent teamwork of the adults in the Nursery and in the Reception class gives the children very good role models for co-operation. Children have very good attitudes to their learning and to each other. They settle quickly, eager for what is coming next, focus on their activities and consequently make very good progress. They know how to share and take turns, for instance they share the toy characters from 'The Three Billy Goats Gruff' story and act it out together. Adults sensitively support all children, but particularly those who have behaviour difficulties, by a set of 'five finger' classroom rules: listen, be kind, be helpful, have a go, be happy. These are simple, consistent and easy for children to remember. Routines, such as the sound of the triangle to indicate tidying up time, are well established and support children in becoming independent in their learning. The children are relaxed, nurtured and secure. They

show evident pleasure in their work. Adults and children treat each other with courtesy and respect. This leads to trusting relationships and helps the children achieve very well.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The quality of teaching is consistently very good and this results in all children achieving very well and reaching or exceeding the expected standards by the end of the Reception Year.
- Teachers and support staff listen to the children and take every opportunity to develop the children's language skills.
- Teachers plan a well structured and rich range of learning opportunities.

Commentary

59. Great value is attached to talk, with the result that children want to communicate their ideas, thoughts and feelings. Teachers and teaching assistants are highly skilled at encouraging this, both through their own examples and through the rich possibilities in the well-planned learning environment. Children listen very well and clearly love hearing stories, joining in with the bits they know or predicting what might happen next. During the Foundation Stage children progress through a carefully structured phonic programme and the more able are using this knowledge effectively in their early attempts at writing. In the Nursery, children know how books work, left to right, top to bottom and front to back. They learn that letters make sounds and many can identify and form the letter for a sound at the beginning and end of a word. In the Reception Year, children focus on the reading and writing of the 20 most commonly used words in their word of the day activities. They are able to write lists, cards, notes and labels. All children make good progress in reading, writing, speaking and listening. Almost all children leave the Reception class able to read.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Teachers plan a wide range of practical activities that stimulate children's interest and enjoyment, ensuring that they learn well.
- Teachers create opportunities to promote mathematical development across all areas of learning.
- Opportunities to use ICT are planned and used well.

Commentary

60. By the end of the Reception Year, all children are achieving very well and they are achieving the expected standards in this area of learning. The teaching and learning are very good. The Foundation Stage staff are adept at helping children explore mathematical ideas in their work and play. These include giving the children time to think, encouraging them to describe how they do things, as well as giving correct answers to questions. Children develop good mathematical knowledge, understanding and skills and have many opportunities to count and

to compare size, position and shape, for example, in their role-play and through computer programs. In the Nursery, children are able to recognise longer and shorter when measuring the beans they are growing. More able children can combine two numbers by counting the apples and pears for their daily fruit. Most children are able to make simple patterns using apparatus such as multilink, and to sort and match pairs. In the Reception class many children can form the digits 0-9 and count confidently to ten and some beyond. The teacher in this class is highly skilled at asking children of all abilities questions that challenge them. In this way learning is extended and the children maintain their interest.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers plan this area of learning very thoroughly, using the local environment well.
- Staff use questioning very effectively to enhance the children's knowledge and understanding of the world around them.
- Opportunities to use ICT are planned and used well.

Commentary

61. Teaching and learning are very good and this ensures that children achieve very well, and reach or exceed the standards expected at the end of the Reception Year. The children have a very wide range of opportunities to find out about the world around them. The very good teaching in this area is characterised by the quality of questions that make children think about their own and others cultures. Children try out new ideas, talk about their likes and dislikes and record what they have found out through writing and creating pictures, including on the computer screen and by making models. They show great interest in new experiences, asking how things work and showing each other how to do things. They explore and describe the properties of living things. For example, they were able to talk about why the grass and beans they are growing need to be near the window. Children are beginning to understand how their bodies work through making simple puppets with moving arms and legs. High quality interaction between adults and children enriches the children's vocabulary and extends both their scientific and cultural understanding.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- The teaching and learning are very good and this ensures that pupils achieve well and reach or exceed the standards expected by the end of the Reception Year.
- Teachers provide very good experiences that will enrich children's physical development.
- Other areas of learning are supported well through physical activity.

Commentary

62. There are well-planned opportunities for promoting children's physical development, both through a daily outdoor session and through sessions in the school hall. Children move freely and confidently in a variety of ways. Many show good co-ordination and awareness of space, for example in a dance lesson where reception children demonstrated good levels of control in their body movements and their use of ribbons. Outdoor sessions are well planned and are linked to other areas of learning. For instance feeling their own and others' hearts beating after running and jumping show children the effect exercise has on their bodies. Children have a

good awareness of the importance of safety. They behave very well when engaged in physical activity both inside and out, listening and responding to instructions well. Children show increasing control over tools such as scissors and brushes and their manipulative skills develop well as they cut, stick and use materials like playdough and clay. As in all the lessons observed, children with special educational needs are sensitively supported and all are encouraged to take full part. Resources for this area are very good.

CREATIVE DEVELOPMENT

Provision for creative development is **excellent**.

Main strengths and weaknesses

- Creative development links together effectively all the areas of learning in the Foundation Stage.
- Teaching is consistently very good and this ensures that all children achieve very well and reach or exceed the expected standards by the end of the Reception Year.
- Learning experiences are rich and diverse.
- Children have opportunities to initiate their own activities.

Commentary

63. The learning environment provides a very strong stimulus for children's creativity. Originality and expressiveness are highly valued. Teaching is enthusiastic and animated and encourages all children to join in. Children work with a wide range of media, for instance pastels to make observational drawings of tulips and clay for leaf imprints. Role play areas are set up in the Nursery and in the Reception class and children have fun initiating their own activities in these, for instance when pretending to be characters from 'The Great Big Enormous Turnip' story. They enjoy singing familiar songs and learning new ones. They listen to music well and respond to it freely in dance.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards in English are average and achievement is good by the end of Year 2 and Year 6.
- Lesson planning is tailored to the needs of all pupils.
- Teaching assistants and teachers who provide specialist support to groups of pupils, are highly skilled.
- Pupils make very good progress in their speaking and listening skills.
- The range and variety of writing opportunities are very good.
- Subject leadership and management are very good.

Commentary

64. This area has continued to improve since the last inspection. Overall the quality of teaching and learning is very good which helps pupils to develop very positive attitudes towards speaking, listening, reading and writing from an early school age.

65. National test results in 2003 show that by the age of seven, compared to similar schools nationally, scores in reading were average and in writing they were in the top five per cent of schools of their group. Compared to all schools nationally, results in reading were well below average and in writing they were above average. The proportion of pupils achieving higher levels was well below average in reading and well above average in writing. For several years there has been a marked difference in pupils' test results in reading and writing. However, inspection evidence shows that, from well below average attainment on entry to school, all pupils in Years 1 and 2, including higher and lower attainers, make good progress and are achieving well in both reading and writing. There is no significant difference between the achievement of boys and girls.
66. National test results in 2003 show that by the age of 11, compared to previous years, there has been an improvement in standards in English. Compared to similar schools nationally, results in 2003 were above average. Pupils' performance remains below average compared to all schools. However, given the test results achieved by this cohort of pupils as seven year olds, they made very good progress by the time they were 11 years old and had clearly achieved well. Inspection evidence shows that in Years 3 to 6, all pupils, including higher and lower attainers, continue to make good or better progress in both reading and writing. There is no significant difference between the achievement of boys and girls.
67. The school has maintained English as a focus for improvement since the last inspection. Persistence and professional skill have proved to be effective in raising standards, especially in writing and in the development of early reading skills.
68. Standards in speaking and listening are good. On entry to the school, standards in these areas are below average, because of a large proportion of pupils with specific learning needs. From the Nursery onwards, pupils have very good attitudes to learning because they are well supported and encouraged to speak about their experiences and to listen hard to others. This provision is highly effective in helping pupils make very good progress so that, by the age of seven, they listen very well to instructions given to them by adults and speak to others with an increasing and varied vocabulary. Pupils are given many interesting opportunities to practise and extend these skills through for instance, drama and singing. By the age of 11, they frequently question the opinions and views of others, including those of their teachers.
69. Reading standards on entry to the school are below average but pupils make good progress in learning to read. The school is successful in instilling a love of books in pupils from an early age. Parents are valued as partners in helping their children to read. They are actively encouraged to support their children's development of language and literacy skills and this is clearly helping to motivate young pupils to read and to use books for a purpose. These young pupils very quickly develop an interest in books and other written materials. They receive intensive and highly effective reading support in lessons and this gives them confidence to experiment with letter sounds, new words and spellings. Younger pupils clearly enjoy reading aloud either in groups or to an adult. As they grow older, pupils continue to enjoy reading activities and in Year 6 they read widely, both fiction and non-fiction books, regularly taking them home to read too. Older pupils are aware of how to use non-fiction books in order to locate and retrieve information, for example, by skimming a piece of text for key words.
70. The school has been successful in improving standards in writing since the last inspection. It has achieved this in several ways by:
- making good use of national guidance to increase staff subject knowledge and expertise in language and literacy;
 - skilfully targeting extra literacy provision to help pupils with additional learning needs, including those with special educational needs and those with English as an additional language;
 - adopting a consistent approach to the teaching of spelling from class to class and ensuring that the learning of new words and spellings gets progressively harder;
 - giving pupils their own individual targets for reading and writing which tells them what they have to learn next;

- encouraging pupils to use and apply their writing skills learnt in literacy lessons in other subjects such as science and history;
 - giving pupils more opportunities to complete longer pieces of writing such as a story based on a novel they have read and enjoyed; and
 - giving pupils better guidance and more time to practise handwriting skills.
71. The teaching and learning are very good. In the best lessons, teachers skilfully use their assessment of pupils' needs to plan activities and set targets that will help them to make progress in their reading and writing. They make excellent use of time, ensuring that they use a variety of interesting and often exciting teaching methods and resources to engage and sustain pupils' interest in a piece of text or a writing task. For instance:
- encouraging Year1 pupils to take on the voice and also some of the facial expressions of a character like the wolf from the story of Little Red Riding Hood; and
 - providing Year 6 pupils with an authentic template of an invitation card to send as a formal invite to a party.
72. Pupils make good or even better progress in group activities because the adults supporting them in their learning know them well and are expert at challenging them to think hard about their work. For example, asking pupils to explain the similarities and differences between three different poems in one session.
73. The subject is co-ordinated well by the deputy headteacher, who is ably assisted and supported by the Special Educational Needs Co-ordinator (SENCO) and the co-ordinator for ethnic minority pupils. This partnership is particularly effective because pupil data and other important information is regularly shared between them and used to monitor and evaluate progress in raising standards in English. There are some very good examples of the use of ICT in English, but this has been identified by the school as an area for further development.

Language and literacy across the curriculum

74. Pupils make good use of speaking, listening, reading and writing skills in many other areas of the curriculum. For example, older pupils use their knowledge about children evacuated during the Second World War to add historical detail to entries in personal diaries. In many instances they also use vocabulary that is specific to a subject such as in science, religious education, design and technology and history.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve consistently well or better.
- The quality of teaching is good in Years 3 to 6 and very good in Years 1 and 2.
- Homework is relevant and related to work done in lessons.
- Worked is match well to pupils' capabilities.
- Arrangements for assessing pupils' work are good overall, although the outcomes of assessments are not always shared with pupils, leaving them sometimes unsure as to how they can improve.

Commentary

75. In the national tests for seven-year-olds in 2003, results were well above average compared with similar schools. All pupils achieved the expected level and the proportion of pupils achieving higher levels was above average compared to similar schools. When compared to all schools nationally, results were average. Scores have continued to rise since 1999 and

although they dipped in 2003, the trend in the school's results is above the national trend. Evidence from the inspection indicates that standards are good and all pupils, including those with special educational needs and those with English as an additional language, achieve very well. Boys and girls are making similar progress.

76. National test results for 11-year-olds in 2003 show that the proportion of pupils achieving the expected level, compared to similar schools, was average. The proportion of pupils achieving higher levels was also average. Compared to all schools nationally, these figures are well below average. In 2003, girls outperformed boys at the higher level, but there is no evidence to suggest that this is a trend throughout the school. Overall, boys and girls make similar progress. The trend in the school's results since 1999 is below the national trend, although the improvement since 2001 has been above the national trend. Evidence from the inspection indicates that standards are average and all pupils achieve well. Provision for pupils with special educational needs is excellent because individual needs are identified early and high quality support is targeted to meet those needs. Provision for pupils with English as an additional language is very good and pupils make very good progress.
77. There has been a significant improvement in standards since the last inspection because:
- the teaching has continued to improve;
 - teachers make effective use of assessment data;
 - pupils' progress is tracked very carefully;
 - targets are set for each year group; and
 - the National Numeracy Strategy is used well to support teachers' work in this subject.
78. Pupils achieve very well in mathematics in Years 1 and 2. By the age of seven pupils are beginning to select the mathematics they use in classroom activities. They can count, read and write numbers to 100 and beyond. They are developing good skills in mental calculation. They can recognise simple shapes and are beginning to develop a good mathematical vocabulary to explain their thinking.
79. In Years 3-6, pupils achieve well. They can use numbers and calculate with greater confidence. For example, pupils in Year 4 can explain how they know that one half is the same as five tenths. Pupils explore the properties of shapes and can measure in a range of contexts. For example, by the age of 11, pupils are able to calculate missing angles using their prior learning about the properties of acute, obtuse and reflex angles. They can discuss and present their work using a wide range of mathematical language, diagrams and charts.
80. The teaching of mathematics is very good in Years 1 and 2 and good in Years 3-6. Strengths include:
- lively teaching which captures pupils' interest and enthusiasm;
 - good use of mathematical vocabulary;
 - very good relationships which encourage pupils to feel secure and to contribute with no fear of failure;
 - extremely effective use of teaching assistants;
 - excellent use of time which ensures a brisk pace to the learning; and
 - skilful questioning techniques to check pupils' understanding and to deepen their thinking.
81. The school has successfully introduced the National Numeracy Strategy (NNS) and staff and pupils are enthusiastic about its benefits. Teachers themselves feel that the strategy has helped them improve their teaching. Teachers plan their lessons very thoroughly and make very good use of the unit plans provided by the NNS. There are some very good examples of the use of ICT in mathematics, for example in the recording of charts and tables, but this has been identified by the school as an area for further development. Teachers make effective assessments of children's progress and information from these is used to help plan future lessons. Currently, these assessments are not consistently shared with the pupils and consequently, they are not always clear what they need to do next to improve their work.

82. Subject leadership in mathematics is good and is having a direct impact on the raising of standards. Pupils' progress is tracked carefully and targets are set for each year group. This has helped to raise standards.

Mathematics across the curriculum

83. Pupils are using mathematics well as part of their work in other subjects, for example in geography, science and music.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average in Years 1 and 2 and average in Years 3 to 6.
- Teaching and learning are consistently good throughout the school.
- The needs of all pupils, including those with special educational needs and those with English as an additional language are met very well.
- Subject leadership and management are good.

Commentary

84. Teacher assessments in 2003 for pupils aged seven, were very high compared to similar schools nationally and well above average compared to all schools. The proportion of pupils achieving higher levels was well above average. There was no significant difference in the performance of boys and girls. Inspection findings indicate that standards are above average and all pupils in Years 1 and 2, including those with special educational needs and those with English as an additional language, achieve very well.
85. Results in national tests for 11 year olds have continued to improve significantly from a low base in 2001. Compared to similar schools nationally, test results in 2003 were average and well below average when compared to all schools nationally. The proportion of pupils achieving higher levels was above average. There was no significant difference in the performance of boys and girls.
86. Inspection findings show that standards by the end of Year 6 are average and that all pupils, including those with special educational needs and those with English as an additional language, achieve well. Pupils' knowledge and understanding is generally stronger than their skills in scientific enquiry.
87. Pupils achieve very well in Years 1 and 2 and well in Years 3 to 6. This is a significant improvement on the last inspection when standards in science were below average throughout the school.
88. In Years 1 and 2, pupils observe, explore and ask questions about living things, materials and phenomena in topics such as ourselves, materials, electricity and light. In a Year 2 lesson, for example, pupils were exploring physical variation in people, making observations of their classmates, noting similarities and differences. They are developing good skills of scientific enquiry and can work together well to consider whether tests are fair, for example, when investigating sycamore spinners. They record their ideas using a good range of scientific language, drawings, charts and tables.
89. Pupils in Years 3 to 6 undertake a wider range of scientific investigations. They begin to apply their knowledge and understanding of scientific ideas to familiar phenomena. For example, in a Year 6 lesson, pupils were exploring how salt dissolves, as a wider investigation into how

materials change. They learned that when a soluble solid is added to a liquid, eventually no more will dissolve. Pupils understand that scientific investigations need to be systematic and that each task needs to be clarified: What will we do? How do we make a fair test? What will change? How will we decide when no more salt will dissolve? Does the test need to be repeated? How will we record our findings? The pupils can communicate their ideas using a wide range of scientific language, diagrams, charts and graphs, including some good examples of the use of ICT, although the latter is more generally underdeveloped.

90. Teaching and learning throughout the school are consistently good and ensures that all pupils make at least good progress. Strengths of the teaching include:
- good quality planning and organisation which ensures that all pupils, including high attaining pupils and those with special educational needs, are supported and challenged appropriately;
 - good subject knowledge of the teachers; and
 - good arrangements for assessing pupils' work, although the setting of individual targets for pupils is an area for further development.
91. The subject leader has taken on responsibility for science since the beginning of the year but has a good understanding of the strengths and areas for improvement in the subject. She is developing her monitoring role well and provides good leadership.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils achieve well throughout the school.
- The planning for teaching the skills of ICT throughout the school is effective.
- Class lessons are supported well by a specialist technician.
- Pupils have very positive attitudes towards ICT.
- Resources, their organisation and the expertise and confidence of staff are generally good.
- The school has identified the need to further extend the use of ICT in other subjects.

Commentary

92. At the last inspection, raising standards in ICT and improving planning and resources were key issues for improvement. Good progress has been made. Standards in ICT are average for seven-year-old pupils, and above average for 11-year-olds. Teachers and support staff have completed training and overall, teaching is now good. All pupils have a weekly session in the ICT area. This area is well resourced and pupils are well supported by an expert technician. These improvements are having a positive and decisive impact on pupils' learning and achievements.
93. Pupils in Years 1 and 2 have good opportunities to explore ICT and learn to use it confidently. Younger children can use a mouse confidently. They are starting to use ICT to develop their ideas and record their creative work. They are developing sound skills in word processing and using graphics. Pupils in Year 2 use ICT control skills to program a remote device (a Roamer), placing instructions in the right order.
94. Year 4 pupils are able to input data into a spreadsheet and then use a menu to select a type of graph to represent the information. Pairs of pupils in Year 6 work collaboratively to organise, refine and present information in the form of timed slideshows using PowerPoint. These pupils are able to import into their presentation photographs that they have taken using the school's

digital cameras. They can download images from the Internet to enhance their work. All pupils have their own e-mail address and older pupils are confident in sending e-mails with attachments to contacts made through the school's international links.

95. Pupils are enthusiastic about ICT and they are justly proud of their achievements. They talk knowledgeably about what they are doing and support one another well when problems arise. Pupils confidently use an expanding range of equipment, for example, digital cameras and an interactive whiteboard. They make valuable contributions to the excellent school website, which has been set up by the technician.
96. Teaching and learning are good. Teachers have high expectations of pupils' capacity to concentrate and to work independently in ICT lessons. Pupils respond well and work hard. Teachers confidently use an interactive whiteboard and a networked system to explain ideas and demonstrate new skills. Pupils are given good opportunities to practise, develop new skills and evaluate their usefulness.
97. Subject leadership is good. The school keeps very good portfolios of work in ICT on the network and teachers add to these regularly. Monitoring of teaching and learning is mainly through samples of work, teachers' assessments and discussions with pupils and teachers.

Information and communication technology across the curriculum

98. There are some very good examples of the use of ICT in other subjects, but extending this use of ICT in other subjects is an area for further development, which has been identified by the school.

HUMANITIES

In humanities, two lessons in history and one in geography were observed. Inspectors also examined a sample of pupils' work including subject portfolios completed in each year group over the period of an academic year. Discussions took place with subject leaders.

Provision in both **history** and **geography** is **good**. Pupils make good progress in their learning and standards are average at the end of Year 2 and Year 6. The range and depth of work has improved since the last inspection, especially in geography because both subjects have a higher profile in the curriculum.

Main strengths and weaknesses

- Curricular planning ensures that there is good progression from year to year in pupils' knowledge and understanding of history and geography.
- The range of work is broad, giving pupils many first hand experiences of historical sources and artefacts as well as opportunities for fieldwork.
- Pupils are curious and keen to learn about the past and about the world around them.
- Subject leadership is good.

Commentary

99. In the lessons sampled, the quality of teaching and learning in both subjects was at least good. Pupils enjoy using their skills to investigate the world around them. For example, in geography, younger pupils use their knowledge of the immediate locality to plot their route to school, noting key features along the way. In history, older pupils devise questions to ask a peasant about what life is like in Tudor times. They are highly motivated to learn, gathering historical evidence from various sources such as illustrations and engravings as well as history books and artefacts seen in local museums. Imaginative and varied approaches are used to present work including role play, keeping diaries and class surveys. However the use of ICT, although adequate, remains an area for further development.

100. Subject leadership and management are good. Both subjects are monitored and reviewed on an annual basis and points for further development are acted upon. Since the last inspection, both subjects have a higher profile in the curriculum and are better resourced. The international links with other schools in Canada, Denmark and Sweden are used well in these subjects and bring a wealth of new and exciting learning opportunities for the pupils.

Religious education

Provision in religious education is **satisfactory** overall.

Main strengths and weaknesses

- The curriculum recognises the importance of world faiths and religions including Christianity and this supports the school well in promoting tolerance and respect for cultural and religious diversity.
- There have been several improvements since the last inspection; planning has improved, as has the range and quality of learning resources.

Commentary

101. Only a small sample of pupils' work was available during the inspection. The judgements are therefore largely based on displays of pupils' work around the school, observations of three lessons and discussions with the subject leader. Based on this evidence, pupils make generally good progress and achieve the expected standards of the locally agreed syllabus at the end of Year 2 and Year 6. In the lessons observed, teaching and learning were satisfactory in Years 1 and 2 and good in Years 3-6. Learning objectives were clear, good use was made of prior learning, pace was good and pupils were effectively encouraged to reflect and discuss their own experiences.
102. Pupils are taught about the beliefs and customs of Christianity and other world faiths including Buddhism, Hinduism and Islam and actively celebrate different faiths and festivals within the school community. Religious education makes a strong contribution to pupils' personal development. Pupils' accounts of their own faith and experiences and other positive images of world religions are displayed on walls around the school, confirming the respect that this school has for the values and beliefs of others. During school assembly, pupils continue to respect the opportunities for quiet reflection or prayer.
103. There have been several improvements since the last inspection. Planning for teaching and learning is detailed and thorough across both key stages. This helps pupils to make consistent progress in their learning from one year to the next. The range and quality of learning resources has improved. Subject leadership is good. The new subject leader is clear about future priorities for development and these include modifying the scheme of work and increasing the use of people and places of worship in the local community.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

104. Three lessons in music were observed. The provision for **music** throughout the school is **very good**. This is an improvement since the last inspection. Standards are good and pupils achieve very well. The teaching overall is very good and well supported by excellent specialist support. The support teacher plans with class teachers at the beginning of each term, linking music to class work in other curriculum areas. Music plays a strong part in the life of the school. Good opportunities are provided for the pupils to perform, for example in Superstars or

during the karaoke club. Weekly brass instrument lessons are provided by a peripatetic teacher and the specialist music teacher offers flute lessons. Concerts and performance make a valuable contribution to pupils' overall musical experience. Subject leadership is very good

105. Two lessons in physical education were observed and discussions took place with the subject leader. This limited evidence indicates that the provision for **physical education is good**. In both lessons the teaching and learning were good. The pupils achieved well. In a dance lesson, pupils demonstrated a developing control of their movements and a good awareness of space. Some of the more able pupils demonstrated a very imaginative response to the music. In a gymnastics lesson, good opportunities were given to the pupils to plan, perform, evaluate and improve their movements. Pupils involved themselves very well and enjoyed both lessons. Since the last inspection, there have been good improvements in the subject. There is now a clear framework which ensures progression and balance in curriculum opportunities for the pupils. This includes good opportunities for swimming and almost all pupils in Year 5 are currently achieving the National Curriculum expectations for Year 6. Very good links have been made with outside agencies to enrich the opportunities for the pupils in cricket, hockey, lacrosse, football, athletics and tennis. The school has established good links with other schools locally and in the city. Subject leadership is good. Assessment arrangements are satisfactory overall, although the school has identified that it needs to develop assessment and monitoring arrangements further in physical education.
106. The provision for **art and design is good**. Pupils achieve well and standards are above average. This is an improvement since the last inspection. Only two lessons in art and design were observed and in both of these the teaching and learning were good. Teachers demonstrated good subject knowledge and placed a good emphasis on the development of skills and techniques. This ensured that pupils made good progress. Pupils' work around the school and in the extensive portfolio indicates that pupils have a wide range of opportunities to develop their skills, knowledge and understanding in art and design. There are many examples of high quality work. For example, in Years 1 and 2, pupils have produced a large scale weaving, imaginatively using a range of natural materials and there are excellent examples of observational drawings of fruit using pastels. There are good examples of computer generated designs, but more generally the use of ICT is under-developed. In Years 3 to 6, there are excellent examples of overprinting from a study of the work of Georgia O'Keefe, sculptures, textile collage and imaginative mixed media collages and paintings. The use of sketch books is, however, underdeveloped. Subject leadership is good. Since the last inspection, there have been good improvements. The school has now developed the scheme of work so that skills can be taught in topics. It ensures that there is breadth and balance as well as progression. There is a good range of activities to enrich the curriculum such as the annual art week, after school clubs and involvement in a city art project for the Foundation Stage. The school has identified that it needs to access local galleries more regularly and that progression in some areas (for example printing) needs to be developed further.
107. Provision in **design and technology is good**. Pupils achieve well and standards are above average. This is an improvement since the last inspection. In the one lesson observed, the teaching and learning were very good. There are many good examples of pupils' work in design and technology with a strong emphasis on planning, making and evaluating. Pupils work with a good range of materials and tools and they are developing a good understanding of materials and components. For example, pupils in Years 1 and 2 have made and tested kites, puppets and moving pictures. They have designed, made and tested fruit salads and pizzas. In Years 3 to 6, pupils have designed slippers, communicating their ideas through drawing, planning the order of their work, choosing appropriate materials, tools and techniques, constructing and evaluating them. There are good examples of moving toys, using air pressure and simple pneumatic systems. There have been good improvements since the last inspection. A scheme of work is now in place and this provides good breadth, balance and progression. Subject leadership is good. The curriculum is enhanced by after school cooking

clubs. Improving the range of resources in Year 6 has been identified as an area for improvement.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for pupils' personal, social and health education (PSHE) is **excellent**.

Main strengths and weaknesses

- The school is a very orderly and caring community.
- All pupils are valued equally.
- The quality of circle time is very good.
- The school council and its members take their responsibilities seriously and feel that their views are valued and acted upon by the school.
- The school's counselling service provides very good support for pupils and parents.

Commentary

108. Provision for pupils' personal, social and health education has a high priority in the school. It is taught through discrete lessons as well as through many other school activities. As a result, pupils have a very good understanding of the responsibilities of living in a community and show very good respect for the feelings, values and beliefs of others. In the lessons observed, the teaching and learning were good or better. Pupils feel comfortable in discussing personal issues with adults and their peers.
109. PSHE very effectively promotes racial harmony and good behaviour. Aiming high is encouraged for all pupils. Healthy living has a high priority and the school is a safe and happy environment. The school places a strong emphasis on celebrating success. Every individual has something to offer others. Raising self-esteem and self-confidence are important aspects of the school's work and pupils are happy to take on responsibility. All pupils are included fully into the full range of opportunities available in the school. Good pastoral support is provided by the staff of the school. This results in good levels of pupil involvement in clubs, high levels of motivation and participation in lessons and good behaviour.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2

Overall standards achieved	2
Pupils' achievement	2

Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	3
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	3
How well the curriculum meets pupils' needs	1
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	3
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	1
The school's links with other schools and colleges	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	3
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).