

INSPECTION REPORT

BISHOP WOOD CHURCH OF ENGLAND JUNIOR SCHOOL

Tring

LEA area: Hertfordshire

Unique reference number: 117458

Acting Headteacher: Mr J P Hall

Lead inspector: Mrs V Bagilhole

Dates of inspection: 17-19 May 2004

Inspection number: 255520

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Junior
School category: Voluntary Aided
Age range of pupils: 7-11
Gender of pupils: Mixed
Number on roll: 204

School address: Frogmore Street
Tring
Hertfordshire
Postcode: HP23 5AU

Telephone number: 01442 822024

Fax number: 01442 382950

Appropriate authority: Governing Body

Name of chair of governors: Mrs S Doyle

Date of previous inspection: 5 July 1999

CHARACTERISTICS OF THE SCHOOL

Bishop Wood Church of England Junior School is a two-form entry school for children aged 7 to 11. It is situated very near the town centre in Tring. It is a voluntary aided school that fosters Christian values. Pupils' home circumstances are broadly above average and their attainment when they start in Year 3 is above average. Most of the pupils are of white-UK background and a small proportion are Chinese or of mixed white and black Caribbean and Asian heritage. There are no pupils who are learning English as an additional language. Sixteen per cent of pupils have special educational needs, which is broadly average and three pupils have a statement of special educational need. These pupils are receiving support for moderate or specific learning difficulties and there are also some with a hearing or visual impairment. About a third of the pupils have a social, emotional and behavioural difficulty. There has been no permanent headteacher for the last two years.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17517	Mrs Bagilhole V	Lead inspector	English Information and communication technology Music Physical education
9275	Mrs C Kalms	Lay inspector	
26232	Mr C Grove	Team inspector	Mathematics Science Art and design Design and technology Geography History Special educational needs Personal, social and health education and citizenship

The inspection contractor was:

PBM Brookbridge & Bedford
13A Market Place
Uttoxeter
Staffordshire
ST14 8HY

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
SUBJECTS IN KEY STAGE 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	25

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The effectiveness of the school is **satisfactory** and it provides satisfactory value for money. In the 2003 tests the pupils attained standards that were well above the national average in English and average in mathematics and science. This year overall standards in Year 6 are above average in English and broadly average in mathematics and science. Standards in information and communication technology are below those typically expected of the pupils by Year 6. Teaching is good and the school is well led and managed. Achievement is good in English and satisfactory in other subjects. It is satisfactory overall.

The school's main strengths and weaknesses are:

- Many pupils throughout the school achieve high standards in English.
- The acting headteacher is leading the school well.
- Standards in information and communication technology are below those expected nationally of pupils in Year 6 because the provision is unsatisfactory.
- The provision for pupils with special educational needs is very good.
- The attitudes and behaviour of a significant number of boys, especially in Year 6, are unsatisfactory.
- Teaching assistants support learning very well.
- Arrangements for target setting for pupils are not sufficiently established.
- A significant minority of parents are dissatisfied with some aspects of the school.

The school has made **satisfactory** improvement since the last inspection in July 1999. Standards in English are considerably higher but they are lower in science and information and communication technology. The school has effectively addressed the key issues from the last inspection: curricular planning, assessment and homework have all improved well and the co-ordinators lead their subjects well. Information for parents has good features although the quality of annual reports is insufficiently detailed. Teaching has also made a good improvement. However, there are currently a large number of exclusions compared to none at the time of the last inspection and the attitudes and behaviour of a small but significant number of pupils are unsatisfactory. The capacity for improvement is good.

STANDARDS ACHIEVED

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

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

Overall achievement is **satisfactory** with pupils achieving well in English. In the 2003 tests, results in English were very high and in the top five per cent nationally when compared to similar schools. Standards this year are a little lower than last year mainly because teachers have been unable to teach practical and investigative skills effectively because of the unsatisfactory attitudes and behaviour of a group of pupils in both classes, mainly boys. This

year, standards overall are above average in English and most pupils achieve well during their time in school. Standards in mathematics and science are close to average and most pupils achieve satisfactorily and some do well. Standards in information and communication technology are below those normally found but are beginning to improve. Pupils with learning difficulties are achieving well. Higher attaining pupils are doing well, particularly in English, because teachers plan challenging work for them. Pupils who are from minority ethnic backgrounds do as well as other pupils. In other subjects observed during the inspection standards in music and personal, social and health education and citizenship are in line with those found nationally.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are satisfactory. Pupils' moral and social development is good. The attitudes of the majority of pupils in the school are good and their behaviour satisfactory. A small number of pupils, particularly boys in Year 6 have unsatisfactory attitudes and behaviour that disrupt learning. The rate of the pupils' attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning are **good**. Some very good teaching was observed during the inspection in English, mathematics and information and communication technology. Teaching assistants support pupils very well. Overall the curriculum and assessment are satisfactory. The provision for pupils with special educational needs is very good. The curriculum is enriched well through innovations such as the good provision for personal, social and health education, including citizenship, and there is a good breadth in the range of visits and visitors to the school. Links with parents are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good and governance is **satisfactory**. The acting headteacher has led the school well and introduced a number of effective improvements. The governors are developing their monitoring role and support the school well but have yet to play a more active part in strategic planning. Statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents support the school. The majority feel comfortable about approaching the school with questions or a problem and are happy with the good range of activities. However, a significant minority would like more information about how they can help their child at home. Many are worried about behaviour. Although the majority of pupils who answered the inspection questionnaire are happy that there is a known adult to go to if they are worried in school, about a third do not share these views. Inspectors spoke to a group of boys and girls in Year 6 who all seemed happy to be in the school.

IMPROVEMENTS NEEDED

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

- Improve the standards and provision in information and communication technology.
- Do all it can to enable teachers to motivate those pupils whose attitudes and behaviour cause concern so that they become productive and interested learners.
- Ensure that pupils know their targets for improvement and are involved in the process.

- Listen to and consult more fully with parents in areas where they have expressed dissatisfaction and improve the quality of reports for pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Standards in the school are **average** overall but **above average** in English. The pupils' achievement is **good** in English and **satisfactory** in other subjects. The unsatisfactory behaviour of a minority of pupils inhibits the pupils' achievement overall.

Main strengths and weaknesses

- Many pupils throughout the school achieve high standards in English.
- Standards in information and communication technology are below those normally expected of pupils in Year 6.
- Achievement is satisfactory overall but a significant number of pupils, mainly boys, are not achieving as well as they could because their attitudes to school are unsatisfactory.
- Pupils with learning difficulties make good progress because work is planned very effectively to meet their identified needs.

Commentary

1. The attainment of the children on entry to Year 3 is above average overall. In the national tests for 2003, pupils in Year 6 attained standards that were well above average in English and average in mathematics and science compared to all schools nationally. When compared to similar schools and those whose pupils attained similarly at the end of Year 2, results were very high in English and in the top five per cent nationally. In science they were above the average and in mathematics they were average. Pupils achieved significantly higher results in English, similar results in mathematics but lower results in science to those attained at the time of the last inspection. English has been a key focus for the school since the last inspection and a full review of provision and practice has taken place. This has been very successful.
2. Pupils' results over the last five years are in line with the national trend. This is a positive result for the school, which has suffered from a period of instability over the last three years because of the long term illness of the headteacher. When the previous headteacher started long term sick leave, the deputy took on the role of acting headteacher at the request of the governing body; not a role he had sought for himself. He has, however, faced the challenges well and grown into the post. Although standards have dipped in science and mathematics, there have been many recent improvements under his leadership the most significant of which is empowering subject leaders to effectively monitor and evaluate the standards and provision in their subjects so that they can plan for improvement.

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

Standards in:	School results	National results
English	29.9 (28.4)	26.8 (27)
mathematics	27.1 (28)	26.8 (26.7)

science	29.3 (29.2)	28.6 (28.3)
---------	-------------	-------------

There were 61 pupils in the year group. Figures in brackets are for 2002

3. The school has set challenging targets for 2004. This year standards are above average in English and close to average in mathematics and science by the end of Year 6. Overall pupils achieve well in English and achievement in mathematics and science is satisfactory. In other classes standards are high in English with pupils achieving well and many pupils also do well in mathematics and science. Standards and achievement in Year 6 are not as good this year as in 2003 because some of the pupils are underachieving due to unsatisfactory attitudes and behaviour. This has restricted the teaching of investigative skills in mathematics and science for pupils in the Year 6 classes. Overall pupils with special educational needs achieve well. However, pupils with behavioural difficulties are often underachieving. Higher attaining pupils are doing well, particularly in English, because teachers plan challenging work for them. There is no significant difference between the performance of boys and girls reaching the level expected for eleven year olds but more girls are attaining the higher standard. The school has identified that this is the case and has provided resources, such as computer software and books, to help motivate boys more but is struggling to identify why the attitudes of some boys are so negative to school. Pupils who are from minority ethnic backgrounds do as well as other pupils.
4. Achievement in English is good. Many pupils in classes throughout the school are attaining high standards in reading and writing and those pupils who have difficulties are also doing well. This is because teachers promote basic skills well, challenge the pupils and have a good command of how to teach reading and writing. Standards of handwriting and presentation are good and skills are built on well from Year 3. Teachers' planning enables pupils of all abilities to write across a good range of styles and to use their literacy skills well in most other subjects; however, insufficient use is made of information and communication technology. Speaking and listening skills are not quite so well developed but are still above average by the time that the pupils leave the school.
5. Overall pupils are achieving satisfactorily in mathematics with a significant number of pupils in most classes achieving well. From its analysis of performance data the school has identified that it needs to improve standards in mathematics and had introduced a number of developments such as setting, which are generally having a positive effect on teaching and standards. The subject is well led and teaching is good and although standards in Year 6 this year have not risen there is evidence that the overall standards in the school are showing good signs of improvement.
6. Achievement in science is satisfactory. Standards are lower than they were three years ago and also lower than those found at the last inspection. Scientific enquiry is not receiving sufficient attention and the schools tracking systems have not included the subject which would enable the school to identify those pupils whose achievement could be better so that work can be better planned to meet their needs. Fewer pupils in Year 6 are likely to attain the higher level this year.
7. Standards are below those expected in information and communication technology and the pupils' achievement is unsatisfactory. During the inspection pupils were achieving satisfactorily in lessons but have missed out on regular opportunities in some aspects of the subject and have very limited experience in others. This is because of weaknesses in teachers' planning. The purchase of new laptops, which are just beginning to be used

weekly in all classes, is having a positive impact. Teachers are improving their knowledge of the subject through training and support. Pupils' skills in information and communication technology are not used sufficiently in other subjects.

8. Insufficient work was seen to form overall judgements about standards in other subjects. From this limited evidence, however, standards in music are at least typical of those expected and improving due to good teaching. Standards in personal, social and health education and citizenship are also in line with those found nationally. Most parents who responded to the questionnaire feel that their child is making good progress but a significant minority do not.

Pupils' attitudes, values and other personal qualities

The attitudes of the majority of pupils in the school are **good** and their behaviour **satisfactory**. A small number of pupils, particularly boys in Year 6 have both unsatisfactory attitudes and behaviour that at times affect the learning of the pupils themselves and of others in the class. The spiritual, moral, social and cultural development of the pupils is satisfactory overall but their moral and social development is good.

Main strengths and weaknesses

- The good attitudes and sometimes very good attitudes in lessons help learning.
- Many pupils behave well but there is a small but significant number of boys with unsatisfactory attitudes and behaviour.
- Relationships between pupils and pupils and staff are good.
- The number of exclusions is high.
- Although satisfactory, a greater emphasis should be placed on pupils' cultural development.
- Pupils are rarely late for school.

Commentary

9. Most pupils come to school with good attitudes to learning, as was found in the previous inspection. On occasions their attitudes are very good. This makes a valuable contribution to their learning. They are motivated and want to do well. Many take part in the wide range of activities provided by the school. In lessons they are enthusiastic, maintain high levels of concentration and follow instructions. They respond quickly and confidently to questions engaging in discussions and developing their ideas. In contrast, boys in some classes, especially Year 6 and to a lesser extent in Year 4 have unsatisfactory work attitudes. They are less attentive, restless and do not concentrate on their work especially in lessons they do not find interesting. This has a negative effect on the learning of all the pupils
10. The behaviour of pupils is variable but satisfactory overall. Most pupils know the standards of behaviour expected and respond well to the 'golden rules'. There is, however, a small minority of boys who do not always behave appropriately in lessons. Most teachers deal effectively with these pupils, but the flow of lessons is sometimes disrupted and learning is then affected. Although the recent strategies aimed at improving behaviour have resulted in some improvements, they have not been effective for all pupils. A small number of boys have challenging behaviour and this is leading to the high number of exclusions. Last year six boys were involved in 19 exclusions. To date this year only four boys have been excluded. In the questionnaire parents and pupils expressed their concerns about pupils' behaviour, and inspection evidence confirms that unsatisfactory behaviour sometimes occurs in lessons. The majority of pupils know the differences between right and wrong because of the school's good moral provision. There are some, however, who do not always apply what they have learnt to their own behaviour. The pupils agree that any incidents of bullying, racism or other forms of harassment are dealt with effectively.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	147	18	0
Mixed – White and Asian	1	1	0

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

11. The school's provision for spiritual development is satisfactory. Although mainly promoted through assemblies, pupils' efforts are regularly acknowledged and praised and displays of work celebrate their achievements. Opportunities to explore the spiritual dimension in the curriculum are insufficiently emphasised.
12. Provision for social development is good because of the emphasis staff place on pupils' social and personal development. An example is participation in a new local initiative 'developing personal attributes' where pupils have personal and social targets to achieve. Pupils have good relationships with each other and mostly respect one and others views and beliefs. In lessons pupils are frequently encouraged to work together in pairs or small groups. As a result they co-operate and share equipment and ideas sensibly. Pupils are helped to become increasingly mature because of the encouragement to take responsibility such as returning registers acting as the 'playground squad' in Years 5 and 6 as well as helping younger pupils during 'golden time' at the nearby infant school. The school council gives pupils opportunities to take part in the decision making process in the school. They helped interview the new headteacher. Involvement in fund raising activities and support for a number of charities at home and overseas helps pupils appreciate the needs of those less fortunate than themselves.
13. The school's provision for cultural development is satisfactory. Most pupils do not have enough experience of cultures other than their own. In religious education, they learn to respect some of the major world religions and develop knowledge of British culture through visits to places of interest. They learn about non-western cultures in lessons, such as the study of India in geography, but the school does not offer enough regular opportunities for pupils to appreciate the wide cultural and ethnic diversity that exists in Britain today.
14. The rate of the pupils' attendance is satisfactory as parents ensure that their children attend regularly. It is broadly in line with the national average. Levels have declined slightly since the previous inspection but this is because the school has a small number of pupils who for a variety of reasons do not attend regularly. Unauthorised absence is low because most parents contact the school when their child is absent. As a result, the school has informal systems to follow up absence. It is rare for pupils to arrive late.

Attendance in the latest complete reporting year 94.8%

Authorised absence		Unauthorised absence	
School data	5.1	School data	0.1
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. The curriculum is **satisfactory** and opportunities for enrichment, including extra-curricular activities, are **good**. Teaching and learning are **good**.

Teaching and learning

The quality of teaching and learning is **good**. Assessment is **satisfactory**.

Main strengths and weaknesses

- There is a brisk pace in many lessons.
- Teaching is good in English, mathematics and science.
- Lessons are well planned and organised.
- Teaching assistants support learning very well.
- The school is addressing issues in assessment well.
- Teachers have found it difficult to motivate a number of pupils in Year 6 who have unsatisfactory attitudes to work.

Commentary

There has been a good improvement in the quality of teaching since the last inspection. Many of the lessons observed during the inspection displayed very competent and effective teaching. A key strength was the brisk pace of lessons with teachers showing high expectations of the standards expected and tasks that the pupils were expected to complete.

Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	12	6	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

15. Teachers plan and prepare well for lessons, creating a positive climate within their classes. The basic skills of literacy are taught very effectively and numeracy skills are well taught overall. Teachers plan good opportunities for pupils to discuss, plan and prepare work in groups and the pupils respond well to this. Work is challenging for pupils of all abilities. Pupils mostly show a great enthusiasm for the work they do and are good at working independently and collaboratively sustaining interest well for the whole lesson. They listen to each other's point of view and make sure that all tasks in the group are shared between them. Questioning of the whole class is used effectively in most lessons but sometimes the teachers talk too much and do not allow the pupils to explain their answers or get involved in deeper classroom discussions. In the good or better teaching in English, mathematics and science, teachers have a thorough knowledge of their subjects and most pupils apply themselves well and are productive learners. Subject knowledge is not so widespread in information and communication technology but training and good organisation and management are having a positive effect. Very good teaching was observed during the inspection in English in Years 4 and 5, mathematics in Years 5 and 6 and information and communication technology in Year 4. In these lessons the teachers used very good teaching methods that enabled all pupils to learn effectively. Homework is effectively used to reinforce and extend what is learned in school. Teaching

assistants give very good support in lessons and are well informed and knowledgeable about their responsibilities. No unsatisfactory teaching was observed during the inspection but some satisfactory teaching could have been good if the teachers did not have to pause the lesson so that they could manage inappropriate behaviour. Teachers are managing this behaviour satisfactorily but need more training and support to re-examine why these pupils are not well motivated or productive learners.

16. Pupils with special educational needs who have been identified as having learning difficulties or have a sensory impairment are very well supported and teachers maintain very good records on these pupils' progress. The learning of these pupils is very well supported by the special educational needs co-ordinator and class teachers in that they match activities and tasks to pupils' prior levels of attainment very effectively. Learning support assistants know pupils' individual education plans and accordingly provide very good support for these pupils. Liaison between the co-ordinator, class teachers and learning support assistants is effective because of regular contact to ensure appropriate planning.
17. Assessment is satisfactory and development is well prioritised in the school development plan. This is a good improvement from the last inspection where it was judged unsatisfactory. There are now whole-school procedures for all subjects. Assessment is good in English and satisfactory in mathematics and science. The school has established tracking systems in English and mathematics and these show the progress of pupils though the year groups but it is not easy to use this information as a diagnostic tool. The school is still developing this system. Marking is good in English but weaker in mathematics because it is not so consistently carried out. The school has recently begun to set pupils targets but this is not as yet being consistently and regularly applied and many of the pupils do not know their targets. Assessment in other subjects is developing well and all teachers keep a record of the key skills to be learnt and check pupils' progress. They do not, however, identify National Curriculum levels against which they can judge standards. In history, mathematics and writing there is a good file which shows samples of work at all expected levels which provides a good guide for teachers. Pupils also have good portfolios with examples of completed work in literacy, numeracy and science so that they can see the progress they have made. The assessment of pupils with special educational needs is very good.

The curriculum

The curriculum provides a **satisfactory** range of learning experiences. It is enriched by a good range of extra-curricular activities including visitors and visits to places of interest. The school's accommodation and resources support the curriculum well.

Main strengths and weaknesses

- The provision for information and communication technology is unsatisfactory but is improving.
- The provision for pupils with special educational needs is very good.
- The provision for personal social and health education is good.
- Skilled members of the support staff are used very well.
- There is a good range of activities to enrich pupils' learning.

Commentary

18. The quality of the curriculum is satisfactory. The school has acted well on the issue from the last inspection and has developed and fully implemented whole-school planning for most subjects to ensure that the pupils' knowledge, understanding and skills are developed consistently. There is now a good range of activities to enrich pupils learning. However, there are weaknesses in information and communication technology and the curriculum lacks depth and effective coverage across all aspects. This is because many teachers have lacked confidence in teaching the subject and have not planned appropriate opportunities for the pupils to use computers sufficiently. This situation is now improving and all classes are timetabled each week and all members of staff have received training and are more confident. Pupils are effectively prepared for the next stage of their education due to the good links with the local secondary school.
19. Teachers' planning is based partly or wholly on the national guidance and schemes of work, which they use effectively as a basis for their medium and short-term plans. Curriculum co-ordinators monitor these plans to help ensure adequate coverage and progression in each subject. The national strategies for literacy and numeracy have been thoroughly implemented. Teachers plan lessons well with different activities for pupils with different levels of ability. Joint planning by teachers in year groups provides pupils with similar experiences in the different subjects. The curriculum includes a well-devised programme for personal, social and health education and citizenship across the four year groups in the school. The programme includes attention to health questions including drug education and sex and relationships education. Elements of citizenship also form part of the programme through treatment of issues such as the law, and desirable personal qualities, for instance honesty. There is also appropriate attention to moral education, rights and duties, fairness and unfairness and issues of bullying.
20. The quality of provision for pupils with special educational needs is very good and is achieved in some instances through withdrawal from the classroom by the special educational needs co-ordinator for specialised work. The coordinator is new to the school and she has already established very effective provision, which has enabled the pupils to make progress and achieve well this year. She works closely with class teachers and the learning support assistants who work with these pupils. The provision has improved since the previous inspection because there is more support from teaching assistants and this is available in many subjects. Pupils with special educational needs are carefully identified from transfer records, contact with parents, and the school's assessments and observations. They have individual education plans with clear and achievable targets, and the plans are very well written in considerable detail by the special educational needs co-ordinator. Wherever necessary the school involve specialist external agencies to assess pupils. The plans are regularly reviewed to ensure that they are up to date. Copies are provided for the learning support assistants designated to support such pupils as well as for the class teachers. If appropriate, plans address pupils' behaviour as well as their academic progress.
21. Visits by the children to places of interest and visitors to the school, enhance the curriculum. There are regular visits by the local vicar. Local magistrates also visit as part of a project which seeks to bring together education and business. All pupils benefited from a visit by the drummer of 'Status Quo'. Older pupils are offered a residential visit which contributes well to their enjoyment and personal development. A new pilot scheme 'developing personal attributes' enriches the curriculum further. The provision for extra-curricular activities is good and these help to foster pupils' interests and skills further with a good emphasis given to sport and music. Football and netball clubs are available and extra curricular activities such as the gardening club are available. The school is also active in local schools competitive sports. In music many pupils have instrumental lessons. Parents are pleased with the range of activities provided.

22. The school has a good number of qualified and experienced teachers to meet the needs of all pupils and cover the requirements of the National Curriculum. Pupils benefit from specialised teaching in music. Teachers and pupils are very well supported by a good number of suitably trained and effective learning support assistants who make a valuable contribution to pupils learning. The recent introduction of behaviour support assistants is helping to improve the behaviour of the pupils with specific needs.
23. Accommodation is good. This ensures that all areas of the curriculum can be taught effectively. The exterior grounds are extensive and include a wild life area. There are plans to further improve access to the school building for the disabled. Resources are good and, in the main, used well to support learning. In information and communication technology they have significantly improved by the recent purchase of 16 laptop computers and this is having a positive effect on pupils' standards and achievement. However, the school is experiencing technical difficulties with the laptops which are restricting their effectiveness.

Care, guidance and support

The **satisfactory** care guidance and support pupils receive provides a secure environment that supports their learning. The school involves pupils satisfactorily in its work and development.

Main strengths and weaknesses

- Members of staff know pupils well and care about them.
- Pupils speak positively about their school.
- Pupils are not involved enough in their own assessment and target setting.

Commentary

24. The school continues to offer its pupils a caring atmosphere that contributes to learning and enables them to take advantage of the educational opportunities provided. Close links have been established with other agencies to support the care of pupils, especially those with specific needs. Child protection procedures are in place and the school is following local guidance. The governing body takes an active interest in the premises. They carry out an annual check and each day checks are carried out by the site manager. Regular formal arrangements to identify and document health and safety risks and subsequent action have not, however, been established. Day to day first aid and care for pupils who are unwell are in place.
25. Teachers have a good knowledge of pupils in their class despite some recent staff changes. They are responsive to their individual needs especially those pupils with specific requirements or those experiencing personal difficulties that may adversely affect their learning and well being. Monitoring of the pupils' personal development is largely informal and any concerns are discussed with the headteacher. Pupils' achievements are recognised and rewarded in assemblies. Systems for monitoring their learning are more established especially in English and mathematics where their attainment is regularly reviewed and modified. Satisfactory arrangements for the induction of pupils from the infant school enable them to become familiar with their new surroundings and make a smooth transition into the school.
26. Pupils' involvement in the school's work and development is satisfactory. The school council gives pupils the opportunity to regularly share ideas on what could be improved in

the school and charities to support. In the pupil questionnaire, pupils expressed mixed views about their school. The responses indicate that a number do not feel that there is a known adult in whom they can confide and have concerns about other children's behaviour. Their views however, were far more positive in discussions with inspectors. Pupils are not yet sufficiently involved in setting their own targets, assessing their work or evaluating their own achievement. New systems have been recently set up and are not yet being consistently carried out.

Partnership with parents, other schools and the community

Links with parents and those with other schools and the community are **good**.

Main strengths and weaknesses

- The parents association is supportive and raises significant sums of money to support the school.
- The home school diaries are used well to communicate between home and school
- There are good links with the local church.
- Many parents are happy with the school but a significant number are unhappy with some areas of school life.
- Written reports to parents provide insufficient detail about how their child should improve.

Commentary

27. Most parents give encouragement and support to their children and this is an important factor in their learning. Many who attended the meeting and responded to the questionnaire expressed a great deal of support for the school and what it offers their children. In contrast a significant number expressed concerns about some specific aspects of the school. Almost half of those parents who responded to the questionnaire expressed concerns about behaviour. Others are unhappy with the information on how to help their children at home, the leadership and management of the school and the amount of information they receive about their children's progress. Inspection findings agree that more information on how to help their child could be given but find the school is well led and does not share their concerns.
28. The school has maintained good links with parents. Their support is encouraged and they are regularly invited to attend assemblies and productions as well as an open day at the end of the year. A small number of committed parents make a valuable contribution towards school life and the pupils' learning. They help in lessons and accompany trips. The school association raises considerable funds that help improve resources in the school. Members of staff are very accessible to parents who feel comfortable discussing any concerns or complaints but they are not being consulted as part of managing improvements. Homework has improved since the previous inspection.
29. The information parents receive about the school and their children's progress is satisfactory. It enables them to have an understanding of the school's work and become involved in their children's learning. Regular newsletters inform parents about school matters and key dates. Each term parents receive information on what pupils are learning. The prospectus contains basic information about school routines but together with the annual governor's report has minor omissions. The school homework diaries are well used by parents and teachers to communicate with each other. Parents write notes

to the teacher asking questions such as whether their child can attend after school clubs and teachers respond well giving all necessary information. Some parents felt they were not well informed about their children's progress; annual written reports do not provide clear information on strengths and weakness or indicate clear targets for improvement and parents have difficulty in pin-pointing how to help their children.

30. Good links with the community make a valuable contribution towards the curriculum and enrich pupils' learning. Pupils experience school visits and a wide range of visitors including local magistrates and the vicar who takes regular assemblies in the school. Pupils also visit the local church for monthly assemblies. The school is regularly used by outside organisations, generating additional income for the school. Pupils' contribute to the local and wider community. They fund raise for local and national charities and compete in a variety of sports matches. Business links are through the local business and education project. These have a good effect on the quality of education.
31. Links with the other local schools are good. Pupils visit the local secondary school each week to use the swimming pool. The transition arrangements for pupils at the end of Year 6 are appropriate. There are occasional joint assemblies with the nearby feeder infant school in addition to shared training days which give staff and pupils valuable opportunities to share expertise and experiences.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** and governance is **satisfactory**.

Main strengths and weaknesses

- The acting headteacher is leading the school well.
- Curriculum coordinators are now well involved in monitoring and leading the provision in their subjects and planning for improvement.
- Leadership and management of the provision for special educational needs are very good.
- Governance is satisfactory and improving.
- Although the leadership have supported teachers well they have been unable to identify exactly why some pupils are not well motivated.

Commentary

32. The acting headteacher, senior management team and curriculum leaders have created a clear vision for the school. They work together effectively to improve the quality of education and provide good role models for other staff and pupils. Governors are supporting them well and have a good understanding of the strengths and weaknesses of the school. Leadership and management have improved since the previous inspection. Most parents support the leadership of the school but some have been worried about the lack of a permanent headteacher. A new permanent headteacher has now been appointed to take up post in September. The office is run efficiently and effectively and day to day administration is good.
33. The acting headteacher has been in post for the last eighteen months after the previous headteacher retired through sickness. He has not let the school stand still and has taken the necessary steps to ensure that the school takes appropriate action as a result of

school self-evaluation. Innovations have been encouraged such as the Esteem, Energy and Enquiry project for developing personal attributes. The school development plan is a good working document and is reviewed regularly, providing the school with a clear educational direction. The school is good at identifying where its weaknesses lie and has introduced a number of actions to improve standards in mathematics and information and communication technology. It has been hampered by the behavioural difficulties of a number of pupils, which has had a negative impact on standards in Year 6 but has been tireless in seeking guidance and reviewing its behaviour policy to overcome these difficulties. In this the school has been well supported by the local education authority. The governing body have supported the school well and appointed behaviour support assistants to ease the stress on Year 6 teachers with the result that the worst of the behaviour is being managed. However, these pupils' attitudes still remain a cause for concern. Other positive results of school evaluation are the empowering of subject leaders enabling them to take on full responsibility for strategic development in their areas. Of particular note is that they are in charge of the planning and managing the budget for their subjects and this is being done efficiently and effectively. The acting headteacher has also introduced time away from teaching for coordinators to monitor and plan development in their subjects.

34. The key issue at the last inspection was to ensure that co-ordinators take responsibility for monitoring the quality of teaching and the impact of the curriculum on pupils' learning. The improvement has been mainly good and good procedures have been introduced this year by the acting headteacher. Monitoring of the curriculum and teachers' planning are good and all coordinators have identified how development and improvement can take place. Standards are being monitored through work scrutiny. A rigorous evaluation of performance data also takes place from which targets for improvement are set. There is a programme of monitoring of teaching that takes place and all teachers are observed teaching English, mathematics or science in the autumn term. From this targets for improvement are set and linked to an effective system for the performance management of teachers. Monitoring of teaching in other subjects is not so regular. Professional development of staff is good and is well linked to performance management. The school has limited involvement in initial teacher training.
35. The special educational needs co-ordinator works closely with the acting headteacher and is providing very good leadership and management. The quality of documentation is extremely good, and processes and procedures are well devised. The co-ordinator reviews all special educational needs pupils frequently as to their academic progress. The acting headteacher also holds data of good quality on these pupils to assess the success of the school's work with them.
36. The governors ensure that all statutory requirements are met. The race equality policy is being implemented satisfactorily but no clear arrangements for monitoring its impact have yet been agreed. They are developing their monitoring role satisfactorily and have observed lessons and taken financial decisions when necessary such as appointing the behaviour support assistants. They have been keen to foster an open relationship with the staff. Classroom observations and social occasions have enabled this to happen. The school has a governor responsible for special educational needs who is also employed as a learning support assistant. She reports back regularly to governors on special educational needs issues. The governors are beginning to take on more control of the budget and have identified that their overview has not been as good as it should be in the past. A governor is now working more closely with the school finance officer to

improve their understanding of budgetary planning. Although the acting headteacher has been very careful in ensuring best value when purchasing the new laptops the governors admit that their knowledge in this area is under developed and are seeking training. Training in other areas such as developing their role as a critical friend to the school has taken place already and is good. The chair holds a very informative file which gives a good overview of their work in school. With no permanent headteacher for the last two years the governing body has now appointed a headteacher and is awaiting new strategic ideas from the appointee so that they can help shape the future vision and direction of the school.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	572,673
Total expenditure	560,165
Expenditure per pupil	2,593

Balances (£)	
Balance from previous year	9,622
Balance carried forward to the next	22,130

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Many pupils throughout the school attain high standards in reading and writing because of the good and often very good teaching.
- Overall standards in Year 6 are not so high as last year because too much time and energy has been taken up managing the unsatisfactory behaviour of a significant group of pupils in both classes.
- Pupils with learning difficulties achieve well.

Commentary

37. The pupils' achievement is good in English. In the 2003 national tests standards were well above average and the performance of pupils was in the top five per cent nationally when compared to pupils who attained similarly at the end of Year 2. There has been a good improvement since the previous inspection. Most pupils achieve well and some achieve very well but there is also some underachievement, especially in Year 6. Pupils with learning difficulties are very well supported and make good progress. The more able pupils also do well because work is challenging for them. Pupils who are from minority ethnic backgrounds do as well as other pupils. However, there is a significant group of pupils, some of whom are on the special needs register, who disrupt their own and others' learning and this has a negative impact on their achievement. These pupils are not well motivated and have unsatisfactory attitudes to learning.
38. Standards in speaking and listening are above average but lack the depth noticeable in other aspects of English. The substantial majority of pupils are confident speakers and listen attentively. Teachers plan effective opportunities for pupils to work in pairs and in groups discussing and planning presentations and whole-class debates. In a lesson in Year 5, groups of pupils thought carefully about how to recite a poem and the most effective way to present it. They paid close attention to what others said and asked questions to develop ideas. Other pupils evaluated their performance identifying strengths such as their use of expression. However, in some lessons teachers talk too much during initial sessions reducing opportunities for the pupils to enter into discussions where they can explain or give reasons for their views. Personal, social and health education and citizenship is making a good contribution to extending pupils' speaking and listening skills. Drama is being appropriately used in some lessons but the school has rightly identified that this is an area for development.
39. Standards in reading are above average with a significant number of pupils reaching high standards. Most pupils achieve well and some do very well. They read with fluency, accuracy and understanding and read challenging and lengthy texts, stories, poems, fables and plays independently. Teachers promote skills very well and have a good command of the subject. Reading sessions are given a good focus in timetabling and pupils all have a reading journal where they record the books they have read and

complete tasks that are specifically planned for their level of ability. In most lessons group reading sessions are good and the teachers discuss the books well with the pupils, asking probing questions to develop understanding. Other pupils work very well independently on their own reading and follow their journal. Teaching assistants work very well with pupils with special educational needs enabling them to make good progress. In a Year 4 lesson one of these pupils had difficulty with some words such as 'aisle' but other pupils supported him well.

40. By Year 6 standards are above average in writing with a significant number of pupils attaining high standards. Pupils with learning difficulties do well but those who have been identified with behavioural difficulties often show a lack of care and pride in their work. In Years 3-5 the standard of writing is very good and shows imagination and creativity with good attention to grammar and spelling. Most pupils present their work well and use a good joined handwriting style. Pupils plan stories very well and use a good range of vocabulary. They capture the reader's interest from the start. A Year 6 pupil started a story saying 'Brrring Brrring. The doorbell rang loudly waking me up'. Teachers plan very well ensuring that the pupils experience a wide range of styles. Year 6 pupils write well thought out letters of complaint and application letters for jobs. They plan debates carefully presenting good arguments.
41. The quality of teaching and learning are good and often very good. In the lessons observed. The teachers showed a good knowledge of the subject and taught literacy skills effectively. Teachers have high expectations of the standards of work the pupils should attain. Lessons are conducted at a brisk pace and the level of challenge is high. Work is very well planned to challenge pupils of all abilities and teaching assistants give very good support to those pupils who need it. The pupils in Year 6 have presented the teachers with a high level of challenge this year because of disruptive behaviour by a group mainly consisting of boys. Teachers are managing this behaviour but time is wasted because of this in lessons. They are implementing the school's behaviour policy well but have not been successful in changing the bad attitudes of this group to their work. This has had a negative impact on the standards achieved. Assessment of pupils' work is good and marking contains further challenge for the pupils. Teachers track pupils' progress from year to year and all teachers keep good records of this. The subject makes a good contribution to pupils' spiritual, moral social and cultural development.
42. The subject is well led and managed. The co-ordinator is reasonably new to the post but has a very clear vision for the development of the subject and has identified the strengths and weaknesses well. There is a good library, which is staffed by a librarian for two days a week and used well by the pupils.

Language and literacy across the curriculum

43. Literacy skills are well used in most other subjects such as history and science but insufficient use is made in information and communication technology because not enough opportunities are planned.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Achievement is satisfactory but pupils' standards in the current Year 6 are lower than last year.
- Mathematics is well taught and teachers instruct, explain and question pupils well.

- Mathematics is well led and managed.
- Marking of work and target setting for pupils is under developed.
- Pupils have positive attitudes to mathematics.

Commentary

44. The pupils' results in the 2003 National Curriculum tests at the end of Year 6 were broadly in line with the national average. They were also in line with schools whose pupils had similar results at the end of Year 2. At the last inspection, pupils' standards were in line with the national average. Pupils' results since then have been above average, but are currently about in line with the national average again. Mathematics has been a priority for the school this year and setting in Years 4, 5 and 6 has been introduced and a new scheme has been purchased. A booster group has also been set up for part of the year. These initiatives together with good teaching are generally having a positive effect but have not been able to raise the standards in Year 6 this year. Standards in the rest of the school, however, show clear signs of improving with many pupils achieving well.
45. The pupils' achievement is satisfactory in Year 6 although standards are lower than last year. The investigative elements of the mathematics curriculum are not as well developed in Year 6 as in other year groups in the school, because of the continuing need to manage the behaviour of some pupils, principally boys. However, many pupils in the different sets in Years 5 and 6 have well-developed number and calculation skills and make good progress in understanding new concepts such as grids, co-ordinates and angles. Many pupils in other year groups are also achieving well and become increasingly accurate in their calculations, predict what the answer may be and explain how they arrived at their answers. The quality of presentation of the written work of all year groups is good or better.
46. The quality of teaching and learning is good and has improved since the previous inspection. One very good lesson was observed in Year 5. Lesson planning, including the identification of tasks suitably matched to all pupils' differing attainment, is strong. Teachers have high expectations and they use language clearly. For instance, they introduce new vocabulary, explain and instruct well, and question pupils to good effect. This encourages the pupils' skills of reasoning. Lessons are taught at a good pace, and are well organised, involving good use of time and a frequent focus on different strategies to answer mathematical questions. In a very good lesson in Year 5, the teacher had produced very good classroom resources of her own, which were very well used to explain and practise the principles involved. Most pupils have positive attitudes. In a lesson where some pupils were challenging, the teacher calmly made good use of the school's strategy for managing the pupil's behaviour, so that the flow of the lesson was not interrupted and the progress of other pupils was not impeded. Teaching assistants frequently make a very good contribution to the learning of pupils with special educational needs. The assessment of pupils' work is satisfactory, and teachers are quick to help pupils with any misunderstanding about the concepts taught, but marking is not helping pupils to achieve more. Although targets are set, this has been fairly recent and pupils do not always know their targets or what they have to do to improve.
47. The co-ordinator is providing good leadership and management. The checking of teachers' planning and pupils' work is being effectively undertaken and is resulting in improvements, but classroom teaching is not yet being regularly checked so that strengths and weaknesses can be clearly identified and acted on. There has been good

analysis of assessment information and the mathematics action plan is an effective document. Individual pupils have been set targets, but review procedures are inconsistent between teachers. The school has set up systems to track pupils' progress from year to year but acknowledges that the system is in need of more refinement so it can easily identify any underachievement at the earliest stage possible.

Mathematics across the curriculum

48. Pupils have opportunities to apply mathematics elsewhere in the curriculum. For instance, in a geography lesson, Year 6 pupils chose an appropriate graph to illustrate the numbers of various sorts of beach on particular Ordnance Survey maps. Pupils construct graphs and simple spreadsheets but insufficient use is made of information and communication technology.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Achievement is satisfactory, but standards in the present Year 6 are lower than last year.
- Pupils are well taught and teachers explain well and question pupils to good effect.
- Pupils' attitudes to science are good.
- Learning has been adversely affected by the behaviour of some Year 6 boys who are not well motivated.

Commentary

49. In the 2003 National Curriculum tests in science at the end of Year 6, pupils' overall results were in line with the national average. They were above average when compared with schools whose pupils had similar results at the end of Year 2. Higher-attaining pupils achieved above average standards on national comparisons. Since the last inspection, yearly results have generally been above the national average. At the last inspection, pupils' standards were judged as above average. Pupils' attitudes remain good overall, and teaching has improved from satisfactory to good.
50. The achievement of pupils in Year 6 is satisfactory overall. However, the standards of these pupils are lower than last year because a significant group of pupils, mainly boys, are not achieving as well as they could. The challenging behaviour of a number of present Year 6 boys has inhibited the full implementation of enquiry-based elements of the science curriculum for all pupils. The limitation on the amount of enquiry-based work is also preventing some higher-attaining pupils from achieving to their potential. This is an issue affecting current Year 6 only. However, when Year 6 pupils investigate the factors which could affect plant growth, they show that they understand that the light, water and other conditions could be varied. The quality of presentation of most pupils' written work across the school is good or better.
51. The quality of teaching is good. The planning of the curriculum in the medium and longer terms is good, as also is the planning for individual lessons. Teachers make good use of resources in lessons. They demonstrate good use of language, including effective techniques of explaining, and questioning skills which help pupils to think scientifically.

Discussions are used well to provide pupils with opportunities to explain their work to others in the class. Where teaching is good, the use of time within lessons is effective. Some organisation, however, is less effective in that the work of groups of pupils is not well enough set up initially, which results in the loss of time, thus reducing opportunities for learning. Pupils' attitudes to work are positive, but the behaviour of a minority of boys in Year 6 requires effective management, which they are receiving. Those with special educational needs make good progress as a result of the very good support of teaching assistants. Teachers' use of assessment, including marking, is satisfactory, but is not being used sufficiently as a diagnostic tool. Teachers do not use assessment information to match work to pupils' levels of attainment. More use could be made of information and communication technology.

52. The leadership and management of science are satisfactory. The co-ordinator has a good overall understanding of her role, and a clear vision for the development of the subject. Teachers' planning is being checked, as also is the quality of pupils' written work. Weaknesses, such as an excessive reliance on worksheets, have been noted and are being rectified. Checking of teaching is also beginning to take place, but this is not yet a routine activity.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **unsatisfactory**.

Main strengths and weaknesses

- Standards are improving but are not yet at the expected level for the pupils in Year 6.
- Not all aspects of information and communication technology are being planned regularly enough or in sufficient depth.
- Pupils' skills in information and communication technology are not used sufficiently in other subjects.
- Pupils learn new skills quickly and are confident users of information technology.

Commentary

53. Pupils in Years 3-6 do not attain the standards they are capable of because the curriculum is insufficiently broad and teachers' planning does not ensure that there is a good progression of skills in all aspects of the subject. The subject now has a clear focus in the school and standards are beginning to improve. Achievement in the lessons observed was satisfactory but a scrutiny of work and discussions with the pupils show that achievement in the subject overall is unsatisfactory. Standards are lower than those found at the time of the last inspection. The school is aware that standards are not good enough and has prioritised the subject in the school management plan and sixteen new laptops have recently been purchased which are now in use in the classrooms. Also teacher confidence to teach the subject effectively has been raised through training and this is having a positive effect on the pupils' learning.
54. Pupils in all classes now have a timetabled session each week. The pupils talk positively about their work on computers and enjoy the work they do. They adapt quickly to learning and listen intently to teachers about how to look after the new laptops. They boot up and logon with confidence and quickly open up the software program they are using. They practise skills on the various programs such as spelling words and accessing websites. The pupils in Year 4 are making good progress in giving commands on a logo program. Data handling and spreadsheet skills are just about adequate and are used in more than one year group but there is very limited evidence that pupils use drawing and painting packages regularly or make multi media presentations and their experience with email is very thin. Most know how to import pictures into their work and are beginning to understand how to layout their work to best effect. There is no rigorously planned programme where they can learn new skills in all aspects of the subject, try out new ideas and improve them and then apply them at a later date to a new situation when using that program again. Pupils in Year 6 visited the information and communication technology suite at the secondary school for one session and had experience of using animation and presentations but these skills have not been followed up in class. During the inspection there were good examples where teaching assistants were using classroom computers to support pupils with special educational needs.
55. Teaching is satisfactory and a very good lesson was observed during the inspection. All teachers and support staff have received training on using the new laptops and are setting up good procedures for their use in classrooms. However, there are some technical difficulties, which are causing some lessons to be less effective than they could be. The pupils show a good deal of interest and concentrate well. Some boys who present problem behaviour have good attitudes to information and communication technology but not all. In the very good lesson in Year 4 the teacher had high expectations of the pupils and organised and managed the lesson very well saying 'Go for it' as the pupils began a well planned task to give commands to produce a shape on screen. Pupils predicted what the shapes would be and knew that the numbers and commands they were entering 'give you a clue'. In the lessons the pupils worked together well in pairs allocating tasks in turn. Satisfactory assessment systems have been set up and all teachers are beginning to keep a record of the skills covered.
56. Leadership and management are satisfactory and strategic planning has been good. No monitoring of teaching and learning has yet taken place but there is an appropriate plan for the development of the subject.

Information and communication technology across the curriculum

57. The use of information and communication technology is underdeveloped in all subjects especially art and design. There is some use in English and mathematics, such as writing poems on the word processor or producing graphs. Pupils also use the Internet well for research in science, history and geography. Pupils use a computer book exchange system well in the library.

HUMANITIES

58. It is not possible to make a judgement about provision in **geography** or **history**. One good lesson was observed in geography in Year 6. The content of the work which pupils produced in this lesson was good, but the quality of their presentation was variable, and some boys underachieve in this respect. There was very good behaviour management, which ensured that all pupils concentrated well at the beginning of the lesson. Planning was good and included preparation of a task that was well matched to the pupils' differing levels of attainment. This included the more able, for whom challenging extension work was set. The style of teaching included good command of the subject. Instructions to complete the task were clearly given and expectations for work rate were well set. Very good use of time was made to ensure progress and achievement by pupils. The teacher checked progress effectively by moving around the classroom, making very good contact with individual pupils, and ensuring satisfactory achievement. However, there was little opportunity for pupils to respond to questions, and their thinking was not probed deeply. The learning support assistant provided very good support for lower attaining pupils. The homework set was closely related to the lesson content, and expectations about its completion were made clear.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

59. Because of constraints of the timetable only one lesson was seen in **music** and none were seen in **art and design**, **design and technology** or **physical education**. It is not therefore possible to make a judgement about provision. However, satisfactory assessment systems have been established in all these subjects and all teachers are keeping good records. There are also clear action plans available, which show how the co-ordinators intend to guide improvement.
60. Work in **art and design** was sampled through analysis of the drawing books of Year 4 pupils. Standards of pupils' artwork in Year 4 are average. The pupils draw eyes, hands and whole faces, and subsequently apply colour to their drawing of these personal features. Pupils have also had experience of drawing a variety of types of chairs and cushions. Using pencil and then colour, higher attaining pupils draw chairs with well-proportioned and imaginative elements, whereas the lower attaining pupils show less control of the use of pencil and their line drawing is less assured. Pupils learn various techniques of drawing, including using a light or a hard touch, drawing more finely and smudging work for effect. Pupils benefit from a good range of **physical** activities. They attend swimming lessons at the secondary school. They take part in a good range of sporting events and after school clubs and the school uses a coach to teach cricket.
61. A good lesson was observed in **music** and also inspectors listened to singing in assembly. A specialist music teacher teaches all classes and has been in school for one

day a week this year. Singing in assemblies is typical of those standards expected but the standards rise when the specialist teacher leads the whole school and organises and conducts singing in a round, which the pupils enjoy. In a Year 3 lesson the pupils listened to 'Dance Macabre'. They had good opportunities to play instruments and were able to identify many of the instruments in the music. They worked well in groups composing a short piece in the same style as the music and one group performed what they called 'spooky music' achieving satisfactory standards. The teacher conveys her enthusiasm and enjoyment of music very well to the pupils and her knowledge of music ensures that the pupils are well challenged and make good progress. A good number of pupils also have music tuition in instruments such as the flute, violin and guitar from visiting teachers. There is also a band, choir and recorder group. Music lessons take place in the new music room which is a little removed from the main building. The room is resourced well and provides good accommodation. However, each class is given a thirty minute lesson and this is too short, particularly because more time is taken up by having to cut lessons off before they are finished because another group has arrived and is waiting (sometimes in the wet or cold weather) to get in. The management of this is not effective enough and puts unnecessary pressure on the teacher. Also the hall has not been available to her to allow stand up performances and practice to take place and this adversely affects standards.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- The good leadership of the subject co-ordinator is resulting in innovative curricular and extra-curricular developments.
- The subject well supports the inclusive atmosphere of the school.
- Much teaching is engaging and involves pupils well.
- Less effective teaching does not give a clear purpose to the lesson and the pace is slow.

Commentary

62. The standard of work in Year 6 is average and achievement is satisfactory. The quality of teaching and learning is good. Teachers plan their lessons in this subject well, including the visiting magistrates, who made a well-organised presentation to Year 6 pupils as part of the school's programme. Overall, teaching is most effective where the pace of learning is good and where pupils' interest or concern is engaged early in the lesson. The presentation to Year 6 pupils elicited a good range of perceptions from the pupils about the powers of the magistrate's role before the correct answers were confirmed. Pupils engaged well with two magistrates who visited to explain their work and enact a court scene with them. Pupils read the court scene script to a satisfactory standard and demonstrated good speaking and listening skills in their discussion with the magistrates and subsequently with their class teacher. Pupils in Year 5 effectively discussed with their class teacher the importance of personal honesty, and those in Year 4 were eager to put forward their views on the subject of fairness. A strength of lessons in personal and social education is that the work is regularly conducted in an inclusive atmosphere, showing respect for others' views. A further positive aspect of strong teaching is where the teacher links pupils' current experience to other learning, for instance when Year 6 pupils

are asked to use their experience of considering both sides of an argument in literacy lessons to report a trial.

63. Where teaching is less effective, pace is lacking. Similarly, pupils make less progress when the lesson purpose is not made sufficiently clear to them, or when the teacher provides insufficient opportunities for them to consider the views of others in the class. Pupils show positive attitudes to personal, social and education work, but the behaviour of a minority requires teachers to intervene on occasions, notably to remind some Year 6 boys of classroom expectations with regard to inattentive, distracting or overly casual behaviour which has an adverse effect on learning.
64. The co-ordinator is highly committed to the subject, has a clear vision for its development, and is thus providing good leadership and management. The subject is well embedded within the school's curriculum, and is being well used to give reality to the positive ethos of the school. Personal and social education work is leading to innovative approaches elsewhere within the school. For example, concern over behaviour issues has given rise to the Playground Squad by which older pupils seek to provide positive conditions to support play and relationships for younger pupils at break times. Curricular innovation also includes the Three E's (Esteem, Energy and Enquiry) project in association with the feeder infant and secondary schools, whereby personal achievements in these three areas are recognised and verified by teachers, leading to certification for pupils.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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