

INSPECTION REPORT

PARK MIDDLE SCHOOL

Knypersley

LEA area: Staffordshire

Unique reference number: 124428

Headteacher: Mr. G. Hart

Lead inspector: Mrs. C. Worthington

Dates of inspection: 6 - 9 December 2004

Inspection number: 268432

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Middle deemed secondary
School category:	Voluntary controlled
Age range of pupils:	9 -13
Gender of pupils:	Mixed
Number on roll:	396
School address:	Park Lane Knypersley Stoke-on-Trent
Postcode:	ST8 7AT
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Appropriate authority:	Governing body
Chairman of governors:	Mrs S. Bowers
Date of previous inspection:	9 November 1998

CHARACTERISTICS OF THE SCHOOL

Park Middle is an average-sized comprehensive, with an equal number of girls and boys. Almost all are white British and come from the local area, which is one of high unemployment and has pockets of very high social deprivation. Pupil mobility is low. Over 20 per cent of pupils are eligible for free school meals, which is above the national average. There are a few pupils of European origin. All speak English as their first language. The percentage of pupils with special educational needs (14.6) is about average; four per cent of pupils have statements, which is above average. The designation of special educational needs is mostly for emotional and behavioural reasons or dyslexia. The school holds the Active Mark Award and the Schools Achievement Award. Attainment on entry in Year 5 is well below average.

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23528	Andrew Bird	Team inspector	Mathematics
16786	Selwyn Hodge	Team inspector	Science
3843	Graham Cooper	Team inspector	ICT, Design and technology
8632	Derrick Beer	Team inspector	Geography
32334	Martyn Groucutt	Team inspector	History; special educational needs
32122	Judith Straw	Team inspector	Religious education; citizenship
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Park Middle is an **effective school**. The headteacher gives outstanding leadership; he has great strength in recognising the talents of his staff and developing them very well. Teaching and learning are good, and pupils achieve well. The school pays great attention to inclusion and all pupils are very well cared for. The school gives **good value for money**.

Main strengths and weaknesses

- Leadership and management are good throughout the school.
- Teachers have high expectations of pupils' behaviour and achievement.
- Pupils' attitudes to learning are very good as a result of very good moral and social education.
- Pupils' low level of literacy is a barrier to learning, especially in Year 5; the school is concentrating on raising this in all years.
- Standards are below average overall by the end of Year 6 and below those expected at the end of Year 8, but are rising rapidly and achievement is good.
- In the 2004 National Curriculum tests for 11-year-olds, standards in English and science were much higher than those in mathematics.
- Assessment is good, but the school does not have enough reliable National Curriculum data to establish an effective baseline in Year 5 against which it can assess the progress made by all pupils in all subjects.
- Provision for pupils with special educational needs is good.
- Curriculum enrichment is very good in physical education and sports facilities are excellent.

All the key issues from the previous inspection have been addressed, but standards in English, mathematics and science fell sharply and reached their lowest point in 2003. Since the present headteacher's appointment 18 months ago, **good improvement** has been made in all aspects. Standards rose in English and science in 2004 and are now rising in mathematics under very recent staffing changes. Teaching and learning have greatly improved and so has pupils' achievement. The school's capacity to maintain this improvement is very good because of the headteacher's excellent leadership, the high percentage of good lessons taught and the attention to the development of literacy of all pupils. School self-evaluation is very good.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	E	E	C	C
mathematics	E	E	E	E
science	D	D	C	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.*

Standards attained in the 2004 National Curriculum tests for 11-year-olds in English and science were much better than those of 2003. In mathematics, due to severe staffing difficulties, there was only slight improvement, but this is now significantly better in the current Year 6. Pupils' attainment in the current Year 8 as shown by their written work and performance in lessons is below that expected for their age in English, mathematics and science, and average in all other subjects,

except in art where it is above. These pupils have achieved well from their well below average performance in the 2003 tests, and continue to do so. In the current Year 6, standards are below average in English, mathematics and science, and below expectation in all other subjects, except German, religious education and art, where they are in line; in ICT they are above. In lessons and over time, pupils' **achievement is good** in all years because they are being taught well; their books show that their work is improving rapidly and that they are making good progress. Pupils with special educational needs achieve well, especially in Year 5.

Pupils' personal qualities, including their **spiritual, moral, social and cultural development**, are **very good**. Behaviour is good throughout the school and pupils have very good attitudes towards their learning. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good; eight out of every ten of the 69 lessons observed were good or better and nearly one third was very good. Teaching and learning are better in Years 7 and 8; pupils' literacy has improved at this age, and there are more specialist teachers in these years.

The school pays very good attention to the development of literacy, but some daily reading sessions do not contribute to this as well as they could because of the lack of focus on guided reading. Assessment procedures are good, but it is difficult to establish the exact value the school adds to its pupils' education or to plan the curriculum better for Years 7 and 8 because of the lack of detail on pupils' attainment in the National Curriculum prior to Year 5 and after Year 8.

The school has a broad, balanced and relevant **curriculum** which helps all pupils to achieve well. This is enhanced by a good range of extra-curricular activities, particularly in sport where provision is very good. Accommodation and resources are good. The pastoral **care, welfare and support** provided by the school are very good. Pupils are given good advice and guidance. They trust the staff and know that they will respond positively and with empathy to their concerns and opinions. The school works hard to maintain a good working **partnership with parents**. The engagement with the local community is good. Links with other schools and colleges are good for induction arrangements and sporting activities, but the transfer of assessment information is insufficient.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership of the headteacher is outstanding. The management of pastoral care and of the curriculum is very good. The monitoring and evaluation of teaching and learning by subject leaders are good. **Governance** is satisfactory. The chair leads a very committed board of governors and works very closely with the headteacher to make the school successful. Governors ensure all statutory requirements are met, but have yet to monitor their areas of responsibility and the school development plan thoroughly. Financial management is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The majority of parents and pupils express high levels of satisfaction with the quality of education and care provided by the school. Good communication between the school, parents and pupils ensures that their views are noted and acted upon, and any concerns are dealt with very effectively.

IMPROVEMENTS NEEDED

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

- Continue to improve literacy and make the daily reading session more structured, particularly in Years 6, 7 and 8

- Continue to improve standards in the core subjects and ensure that mathematics standards reach those of English and science
- Establish better liaison with the lower and upper schools to determine pupils' progress in attaining National Curriculum levels more accurately

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Current standards are below the national average overall in Year 6 and below those expected in Year 8 which represents good achievement as pupils were well below average when they entered the school. Those in Year 8 were well below average at the end of Year 6. Standards in the National Curriculum tests in 2004 for 11-year-olds were in line with the national average in English and science and well below average in mathematics.

Main strengths and weaknesses

- Standards rose rapidly between 2003 and 2004 in the National Curriculum tests and continue to improve
- Achievement is good throughout the school.
- Weak literacy is a barrier to learning in many Year 5 classes.
- Pupils with special educational needs achieve well in class.
- Attainment in many subjects is average in Year 8; it is above in art and singing.

Commentary

1. Inspection evidence shows that pupils enter the school with well below average attainment. Standards attained in the 2004 National Curriculum tests for 11-year-olds were in line with the national average for English and science, and well below average for mathematics. The comparison is the same with schools whose pupils have similar prior attainment at the age of seven. For English, this represents very good improvement since the previous year's tests which were well below average, and good improvement in science from results below average. A slight improvement in mathematics did not affect its grading of well below average. The comparison with pupils aged seven is not truly valid for this school since they enter Park at the age of nine. There are, at present, insufficient accurate data on National Curriculum levels in English, mathematics and science for the school to establish a firm baseline to show the value it adds from Year 5 to Year 8 for every group of children who enter the school.

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

Standards in:	School results	National results
English	26.9 (23.6)	27.0 (26.8)
mathematics	25.8 (24.3)	27.2 (26.8)
science	28.6 (27.6)	28.9 (28.6)

There were 96 pupils in the year group. Figures in brackets are for the previous year

2. Since the previous inspection, standards in all three core subjects had been falling steadily and reached their lowest point in 2003, coinciding with the change of headship. Since the new headteacher took over, standards have risen substantially and are continuing that way. Current standards seen in books and lessons in Year 6 are below average, but this represents good progress from their entry to the school and pupils are achieving well. The current Year 8 attained well below average standards in their National Curriculum tests for 11-year-olds in 2003, and cognitive tests also showed well below average capability. Nevertheless, they now are achieving well in all subjects. Though standards are below average overall, attainment is

above that expected in art and in singing. It is as expected in German, design and technology, information and communication technology (ICT), history, geography and physical education. In Year 7, the pupils whose attainment in English and science was average in the 2004 National Curriculum tests are maintaining these standards and improving further. In both Years 7 and 8, however, achievement overall is higher than that in Years 5 and 6 because of the deployment of more specialist teachers, and of the positive effect of older pupils' better literacy. Although National Curriculum levels at the end of Year 8 are passed on to their upper schools, the school does not receive sufficient analytical information back about its pupils' performance in the National Curriculum tests for 14-year-olds to aid its curriculum planning in Year 7 onwards.

3. Pupils in Years 5 and 6 are also achieving well, however. Inspection evidence shows rapid improvement and good progress in both years. In religious education, art and music, attainment by the end of Year 6 is as expected for pupils this age. In Year 5, pupils' well below average literacy is a barrier to learning in many subjects, particularly science and the humanities. The school's focus on literacy development in lessons and the daily reading sessions are having a significant effect in widening pupils' vocabulary in Year 5, in particular. The daily reading sessions are not as effective in Years 6, 7 and 8, however, because most pupils read material of their own choice and there is not enough structure to these sessions for teachers to guide the reading of groups of pupils at a time. They do not acquire higher reading skills, such as prediction and deduction, in a wide mix of fiction and non-fiction. Pupils' literacy in German develops well throughout the school. They are particularly well-motivated by learning a foreign language early and reach standards in line with expectation for 14-year-olds by the end of Year 8.
4. Mathematics and numeracy are now developing well under new leadership; standards have improved from well below average to below average and numeracy is used well in the wider curriculum in science, design and technology and geography, in particular, as well as in mathematics lessons. Pupils' numeracy work in books is impressive in quantity, setting out, marking and detail, but pupils find it hard to remember tables and apply them to mental calculations, such as finding areas of irregular shapes. Skills in ICT, however, develop well and pupils satisfactorily apply them in some subjects across the curriculum. Pupils are particularly motivated by the interactive whiteboards in some classrooms. Skills are currently better in Year 6 than in Years 7 and 8 because the younger pupils have had the benefit of better resources and teaching for longer.
5. Attainment of pupils with special needs is well below average when they enter the school. With very good support in class, they achieve well, according to their capability. Gifted and talented pupils have been identified, and programmes are currently being worked out for them which have not had time to show results yet.

Pupils' attitudes, values and other personal qualities

Behaviour is good throughout the school and pupils have very good attitudes towards their learning. Their spiritual, moral, social and cultural development is very good. Attendance is satisfactory.

Main strengths and weaknesses

- Pupils have very good attitudes towards their learning.
- Teachers set high expectations and pupils respond very positively.
- Behaviour and relationships are good.
- Pupils are keen to take on responsibilities and contribute to the work of the school.
- The spiritual, moral, social and cultural development of pupils is very good.
- Attendance has improved greatly and is now satisfactory.
- The overall level of fixed term exclusions remains very high.

Commentary

6. The school lays great emphasis on developing positive attitudes and values in pupils and building their self confidence. There is mutual respect between pupils, teachers and support staff and very positive attitudes towards learning in all areas of the school. These positive attitudes support learning and all pupils achieve well. Pupils with special educational needs enjoy working with the support staff where appropriate and develop a very positive rapport with them, as they do with their class and subject teachers. Most work within the mainstream school with additional support, if necessary.
7. Staff have a consistent approach towards behaviour management of all pupils, and promote high expectations regarding behaviour. Pupils respond well to praise and rewards; they understand and respect the agreed sanctions. As a result, behaviour is good throughout the school. Pupils say that bullying and other behavioural issues are dealt with sensitively and fairly.
8. In lessons, pupils listen, concentrate very well and demonstrate a good work ethic. They cooperate very well and value the contributions and opinions of others. Around the school they are courteous and polite towards each other and towards adults. They greet visitors warmly and demonstrate confidence when engaged in conversation. During the past twelve months, the rate of fixed term exclusion has been very high with six girls being excluded for 67 days between them and 14 boys for 155 days. In addition one boy has been permanently excluded. This high level of fixed term exclusion is a reflection of the school's determination to maintain high standards of behaviour while at the same time implementing a policy of inclusion.

Exclusions

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	424	222	1

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

9. Pupils are encouraged to use their initiative and to take on responsibilities around the school. The school house system provides very good opportunities for pupils to develop their leadership skills as house captains and team leaders in the various inter-house sports activities. There are appointed prefects who help to monitor behaviour, librarians to help with the management of the school library and elected school counsellors who take their responsibilities very seriously and exercise a significant influence over the life and work of the school. On the school council agenda, for example, is a recent whole-school survey on bullying. The intention is to review the current strategies for dealing with such issues, whole school consultation on possible changes to the uniform and badge, healthy eating and the whole school environment.

Attendance in the latest complete reporting year (%)

Authorised absence	Unauthorised absence
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School data	5.5
National data	6.0

School data	1.0
National data	0.3

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

10. Attendance at 93 per cent is satisfactory. This judgement represents a significant improvement over recent years when attendance fell to well below the national average. The introduction of more rigorous procedures and better co-operation by parents has successfully raised attendance which is now in line with the national expectation. The judgements on pupils' attendance, attitudes and behaviour all appear to be similar to those recorded after the previous inspection six years ago, but in fact during the intervening years standards in all three fell significantly and have all substantially improved during the past 18 months. The rate of unauthorised absence is high, but it only involves a few families.
11. The spiritual, moral, social, and cultural development of pupils is very good. The spiritual ethos of the school is well embedded. Pupils are given many opportunities to explore their own values, feelings and emotions through literacy, religious education, art, music and performing arts. Personal values and social skills are strongly promoted through the personal, social and health education programme. The school provides a very clear moral code with a strong commitment towards the principles of equality, inclusion and diversity. There is a strong sense of community within the school that is clearly demonstrated in assemblies and by the way that pupils support each other at work and during recreational activities. There are good opportunities for pupils to explore their own and other cultures. Although relatively few pupils are from ethnic minority backgrounds, the general awareness of the multicultural nature of many communities in Britain is satisfactorily developed. Pupils are learning to act according to their own principles and to challenge such issues as injustice and discrimination.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching and learning are good overall and the school provides a good curriculum. Care and guidance for pupils are very good. Assessment is thorough and constructive, though not all teachers give pupils an idea of the National Curriculum level they have reached.

Teaching and learning

Teaching and learning are good throughout the school but better in Years 7 and 8, where there are more subject specialists and teaching has many very good features. In Years 5 and 6, two unsatisfactory lessons were observed; weak literacy is a barrier to learning in Year 5 in particular.

Main strengths and weaknesses

- Teachers have high expectations of pupils' behaviour and achievement
- Teachers' confidence in applying national strategies is improving learning, especially in Years 7 and 8
- Poor literacy is a barrier to learning, especially in Year 5, but teachers concentrate on improving skills in all subjects
- Assessment of pupils' work is good in most subjects, but hampered by lack of information on National Curriculum levels before Year 5 and after Year 8

Commentary

12. The quality of teaching and learning is good throughout the school, and particularly in Years 5 and 8. Teachers work very hard to improve pupils' attainment on entry and make sure they leave with attainment in all subjects which will allow them to succeed at their upper schools.

Of the 69 lessons seen, over 80 per cent were good or better, and over 30 per cent very good or better. On the whole, teaching and learning are better in Years 7 and 8: about 90 per cent of lessons observed were good or better and one lesson was excellent. In Years 5 and 6, 70 per cent of lessons were good or better and there were two unsatisfactory lessons.

Summary of teaching observed during the inspection in 69 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (1.5%)	21 (30.5%)	34 (49%)	11 (16 %)	2 (3%)	0	0

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

13. There have been many changes since the headteacher took office 18 months ago. All staff have undergone training, mostly by the local authority, which has been very effective in improving their knowledge of national strategies, such as those for literacy and for improving standards at Key Stage 3. The result is that teachers are now confident in applying methodology from these initiatives into their own subject, and pupils are benefiting greatly.
14. All teachers have good expertise in the areas they teach; in Years 7 and 8 this is very good because of the subject specialists employed in these years. In Years 5 and 6 there are more non-specialists. Teachers' planning is good throughout the school and very good in Years 7 and 8, where the three-part lesson recommended by the national Key Stage 3 Strategy is very well used, especially in the plenary session in which pupils' learning is reinforced and evaluated in the light of their achievements during the lesson.
15. Teachers develop literacy well throughout the school, though because of the well below average standards pupils start with, it takes some time for this to be at a level where pupils are all confident and accurate readers and writers. The school is putting in great effort: the current literacy objectives for all years still reflect the need for basic skills to be improved, such as the use of full stops and capital letters, and spelling. This is being reinforced well in all subjects, and the emphasis on reading aloud from subject textbooks also helps pupils to become confident readers with a sound knowledge of subject vocabulary.
16. A very important factor in the improvements over the past 18 months has been the adoption of a successful behaviour policy with its structured system of rewards and punishments. Teachers apply this consistently; pupils' behaviour is good and their attitudes to learning are very positive as a result. This enables teachers to concentrate on the teaching material and pupils to acquire subject skills and knowledge without interruption. Pupils are keen and eager to learn and extremely pleased when they do well. They are particularly well motivated by some of the teaching methods used, such as practical work in science, art and design and technology. They especially enjoy using ICT, and the school's resources now allow for the use of laptops computers in any classroom. Pupils take part in class discussions and group work which is widening and extending their vocabulary in all subjects.
17. Teachers' relationships with their pupils, and their guidance and support for pupils of all abilities are all very good. The few gifted and talented pupils in the school have been identified for their talents to be developed, whether they be academic or sporting. Pupils with a range of special needs are taught successfully in the school, with additional support when necessary. A significant number of very good lessons were observed in which individual provision was made for such pupils, enabling them to achieve well. The teachers of these classes showed a good understanding of the need to cater for the special needs of some pupils in the room, enabling them to remain fully integrated in their mainstream classes. Some teachers make specific arrangements within their planning and teaching, and examples of very good practice were seen which enabled such pupils to achieve well within their mainstream classes. However, this is not consistent, and differentiated teaching material is not always provided. The special educational needs co-ordinator is addressing this with newer teachers.

18. Teachers' expectations have risen as a result of training and have been maintained at a high level because of the very rapid improvements seen in the 2004 National Curriculum test results. Pupils respond to their teachers' high expectations and enthusiasm by wanting to learn, working hard and achieving well. Pupils' books show that they are very productive and that the quality of work improves as they go through the school. Mathematics work is particularly well set out and shows improving standards throughout the current year. Teachers extend pupils' learning by setting a good variety of regular homework, which most pupils complete with interest.
19. The assessment of pupils' work is generally good in most subjects, although there is a lack of thoroughness in a few areas, particularly design and technology. Marking is carried out regularly and is effective in helping pupils improve the quality of their work. However, too little attention is given to relating the standards of pupils' work to the attainment levels in the National Curriculum. Although the school has taken positive steps to provide pupils with easily understood criteria for the requirements at each level, pupils do not receive enough help on how to progress between levels. This somewhat limits the effectiveness of improvement targets in many subjects.
20. Pupils' academic achievements are now being tracked more effectively through the periodic recording of attainment in individual subjects. However, there is a lack of a sufficiently rigorous whole-school system for monitoring the on-going progress of pupils in lessons, so communications about pupils' work tend to be too informal and not fully up-to-date. This reduces the effectiveness of class teachers in supporting the progress of individual pupils. It is difficult for the school to assess precisely how much value it is adding to pupils' achievement because of a lack of comprehensive data on attainment prior to entry. A similar problem also exists in relation to information on pupils after they have left the school. Because teachers lack detailed statistics about pupils' subsequent attainment in the Year 9 tests, they also have some uncertainty about how accurately their assessments match national standards.

The curriculum

The school provides a good curriculum that is enriched by a very good range of lunchtime and after-school activities

Main strengths and weaknesses

- The curriculum is broad, balanced and relevant.
- The school provides a very wide range of extra curricular enrichment activities, visits and residential experiences.
- The ERIC (Everyone Reads in Class) session is successful in Year 5 but unsatisfactory in Years 6, 7 and 8 due to a lack of structure and monitoring.
- Pupils make a good head start in modern foreign languages by the study of German in Years 5 and 6.
- Links with the high school are better than those with the first schools, which are underdeveloped.

Commentary

21. The curriculum is broad and balanced and provides well for the diverse needs of the pupils. Curriculum provision for individual subjects is good overall. In art, it is very good due to the wide range of aspects studied, which include ceramics and textiles. It is also very good in religious education, which has improved since the previous inspection with a separate time allocation. In Years 5 and 6 the curriculum is enriched by access to specialist teaching in German. The school council is strong and makes a good contribution to citizenship. Outside

speakers and pupils' self-assessment are an integral part of the course. The personal, social and health education (PSHE) programme is comprehensive, covering sex and relationships, health, careers and the environment. It draws upon the strengths of teachers who have been involved in the recent revision of the course. Provision is good and likely to improve further as the system develops.

22. Good planning in most departments ensures continuity from Years 5 to 8. However, schemes of work in design and technology are not in line with national guidelines for the subject. Links with the high school are established across the school and are particularly effective in physical education, citizenship and history. However, links with the feeder schools are underdeveloped and this hampers the assessment of pupils, particularly those with special educational needs, and curriculum planning.
23. The ERIC scheme to improve pupils' literacy skills is successful in Year 5 because it is modelled on the structure of the National Literacy Strategy. However, the scheme is unsatisfactory in Years 6, 7 and 8 where sessions observed were characterised by inadequate planning and unmonitored provision. The National Curriculum requirements for ICT as a separate subject are met, and ICT is integrated satisfactorily into most subject areas, with the exception of music and mathematics. The school meets statutory requirements for collective worship through regular assemblies and 'Thought for the Day' in forms.
24. Provision for pupils with special educational needs is good. The appointment of a new co-ordinator has led to good improvement since the last inspection. Systems are now in place to identify pupils' needs and to provide the necessary support; this information is now communicated to departments. Pupils have full and equal access to the curriculum and they are fully involved in the life of the school. The new co-ordinator is building improved links with the feeder schools to further enhance provision. Individual Education Plans are much improved, with specific targets.
25. The school has identified some gifted and talented pupils in academic work, sport and music. It has begun a programme for each pupil to realise more potential.
26. Extra-curricular opportunities are good overall and very good in physical education. The broad range of opportunities enriches learning and is popular with the pupils. In physical education, there are opportunities for those talented at sport to participate in area competitions, and pupils of all abilities are involved in the 'fun-day' events and inter-house activities. The school is part of the school sports co-ordinator scheme and benefits from its links with its high school, a specialist sports college. Good use is made of local expertise to improve skills such as coaching session with Leek RFC and Stoke City FC. Pupils also take part in a variety of musical activities, such as the school band, an annual show and regular musical contributions to assembly. In addition, there is good support for out-of-class learning through a breakfast club as well as after-school and lunchtime booster sessions. There is a range of popular annual visits such as an outdoor residential in physical education, a visit to Germany and a visit to art galleries.
27. Teachers are well matched to the curriculum, with specialist teachers in most areas. Where non-specialists teach, they are well supported. The ten teaching assistants are well deployed by the new special educational needs co-ordinator and some are involved in professional development, such as a National Vocational Qualification (NVQ) and degree level study. They work well with pupils and have clearly defined roles. However, in design technology and art, technician support is insufficient, and there is currently a vacancy to teach mathematics.
28. The accommodation is good overall. The buildings are clean and very well maintained. Bright and attractive displays make the classrooms and corridors a pleasant and welcoming environment. Access for wheelchairs is good. All subjects have at least one dedicated room and the school is fortunate to have both a hall and separate canteen. Facilities for physical

education are outstanding and very good accommodation has been provided for special educational needs and ICT since the time of the last inspection. Some of the classrooms seem cramped when large classes use them and a weakness exists in there only being one science laboratory and only one room for design technology.

29. Resources for learning are good. There has been significant investment into ICT and the school has a growing number of interactive whiteboards. A set of mobile wireless laptop computers is available for use by different subject areas and CAD/CAM facilities are available in design technology. Resources for the extensive literacy programme in which all pupils read each day are at present unsatisfactory.

Care, guidance and support

The pastoral care, welfare and support provided by the school are very good. Pupils are given good advice and guidance. They trust the staff and know that they will respond positively and with empathy to their concerns and opinions.

Main strengths and weaknesses

- Welfare, support and pastoral care are very good.
- Mutual trust and respect between pupils and staff is of a high level.
- Arrangements for child protection, health and safety are very good.
- Arrangements for consulting pupils and responding to their concerns and opinions are very good.

Commentary

30. The school provides very good pastoral care, support and guidance, well matched to the individual needs of all pupils and their families. Staff know the pupils well and this enables the school to provide an environment in which everyone is encouraged to work hard and do their best. The relationships and trust between pupils and staff are very good. Pupils say they are confident that there is always someone who will listen and respond to their needs. The school regularly reviews the personal and academic development of every pupil and implements effective intervention strategies where necessary.
31. Health and safety procedures are rigorous and very well implemented and monitored by a well trained and experienced team. There is good provision for first aid. Pupils are well supervised and taught to use school equipment safely. They exercise care for themselves and others and observe high standards of hygiene. The headteacher is the child protection officer and staff are well trained and able to exercise their child protection responsibilities with vigilance and care. There are well established links with all relevant external agencies involved in meeting the needs of vulnerable families and for dealing with child protection issues. The school nurse is readily accessible to both pupils and their families. The good PSHE programme gives pupils a good understanding of the value of pursuing a healthy way of life.
32. The school councillors take their responsibilities very seriously and provide a very good consultative link between pupils and the senior management team. The arrangements for the induction of pupils when they transfer from lower to middle school are satisfactory but the quality of information concerning pupils' academic performance and personal development currently being provided is not as good as it should be. Overall the welfare, pastoral care and guidance afforded to pupils has been well maintained since the previous inspection and some aspects, such as the monitoring of pupils' development and the implementation of health and safety procedures, have been enhanced.

Partnership with parents, other schools and the community

The school works hard to maintain a good working partnership with parents. Parents express positive views and value the education and pastoral care the school provides. The engagement with the local community is good. Links with other schools and colleges are good for sporting activities and induction arrangements. Insufficient accurate data are passed from school to school

Main strengths and weaknesses

- Partnership between the school and parents is good.
- Parents have positive views of the school.
- Involvement with the local community is good.

Commentary

33. The school works hard to establish a close partnership with parents and to support and encourage them to participate in their children's learning. Parents have positive views about the quality of education and standards of care provided and feel comfortable when approaching the school with questions or concerns. The school has good arrangements for eliciting the views of parents. The improvement to levels of attendance over the past year is further confirmation that parents are prepared to support the school and value the education that it provides. The weekly newsletter provides information on school achievements, the curriculum, sporting events and other activities. The school also has a website which carries up-to-date information on the curriculum provision, the school prospectus and current events and activities.
34. The annual progress report and mid-year summary report provide a good overview of pupils' personal and academic progress. These reports demonstrate that teachers have a good knowledge and understanding of individual pupils. Consultation evenings take place every term. The autumn term meeting is used as a performance review session where parents and their children discuss and agree targets and ways in which parents can support future learning. The parent-teacher association provides good support for the school by organising social and fund raising events, including family sports evenings.
35. Formal and informal contact with parents whose children have special educational needs is good. Such positive links help to inform parents about the progress being made by their children and the support they are receiving.
36. There are good links with the wider community which are used effectively to enhance the curriculum and add to pupils' experiences. The school holds several services a year in the local church of St Johns and invites many guest speakers from community and religious organisations to address whole school assemblies. The programme of trips to places of cultural and historic interest to enhance the curriculum is good, as are links with other schools and colleges. The high school with its specialist sports status enhances the provision of sports and leisure activities for the pupils at Park Middle School. The links with the lower schools are developing well with a good programme of cross-phase visits by subject leaders, but not enough information is gathered in some subjects to ascertain pupils' attainment on entry. Insufficient accurate data are passed between schools. The partnership with parents and relationships with other schools has been well maintained since the previous inspection.

LEADERSHIP AND MANAGEMENT

The headteacher provides outstanding leadership and is well supported by a good management team. Governance is satisfactory. The governors provide appropriate challenge and support and ensure that all statutory requirements are met

Main strengths and weaknesses

- The headteacher's leadership is excellent
- Monitoring and evaluation of teaching is very good
- Financial management and administrative systems are good
- Best value principles are embedded in the good financial management practices.
- The special educational needs co-ordinator is very good
- Staff training is used very well to improve teaching and learning
- The governing body is well led and has considerable influence, but governors need more training in monitoring the school's provision

Commentary

37. Leadership and management are good overall. The headteacher gives outstanding leadership to the whole work of the school. Since he took office eighteen months ago, the school's improvement has been rapid and substantial. At the time of his appointment, standards, which had been falling steadily over the previous three years, were at their lowest point. Attendance records show a high truancy rate, and long-serving staff recall low morale amongst teachers. Evidence from the headteacher's reports to the governing body and parents and the work in pupils' books shows the great improvements in all aspects of the school's life. There is a strong sense of purpose and optimism in the school.
38. There have been many changes in staff responsibility and several key new appointments, such as leadership of mathematics, special educational needs and assessment. The headteacher places the highest priority on getting the right person for the job when appointing new staff. He also develops skills in existing staff and deploys them to best effect.
39. The drive to improve standards is relentless, and this is transmitted throughout the school. The headteacher has developed a very effective leadership structure, though the departure of the consultant deputy head has left him with a very large line management role. Major responsibilities for pastoral care, staff development and assessment are effectively delegated. National Curriculum subjects are well led and managed. Effective teamwork with a common purpose for improvement is seen throughout the school. School development planning from 2003 onwards is very good. It first tackled the fundamental task of producing a mission statement, in which the whole school, parents and governors were involved. After this, basic management structure for the school needed to be established, as did provision for special educational needs, which was unsatisfactory at the time. Teaching was observed during a local authority 'mini-inspection', called for by the headteacher, and strategies for improving teaching, learning and assessment came out of this. The good quality of provision for these aspects, particularly teaching and learning, and the rapid rise in standards bear witness to the efficacy of the school's improvement planning. In particular, the monitoring of teaching and learning through classroom observation by the local authority, the senior management team and subject leaders of core subjects are instrumental in ensuring that good practice is shared and that there is consistency of approach. The headteacher scrutinises a selection of pupils' workbooks weekly so that he can keep a personal check on standards being achieved.
40. In a short space of time the new special educational needs co-ordinator has restored effective systems of leadership and management. Her expertise and talent has been widely acknowledged and staff seek her advice and support. This has helped the school move forward with some speed in the further development of its inclusion plans. She has identified the key priorities and sought to address them. The need to review the current pattern of individual Education Plans remains.
41. The management and use of assessment data have improved considerably since the last inspection and are now good. The recent appointment of an assessment leader has resulted in systems and procedures being properly evaluated and updated. This has begun to speed up the consideration of the most effective ways of assessing, recording and reporting on pupils' work.

42. Insufficient information on pupils' progress prior to entering the school is preventing teachers gaining an accurate indication of pupils' levels of attainment, so it uses a range of commercially available tests to assess pupils' learning needs. Although these are mainly concerned with English and mathematics, improvements in the analysis of the results are enabling subject leaders to plan better for individual pupils. Good use is made of the information to predict pupils' expected progress. Because of this, systems for determining individual pupil improvement targets are becoming more helpful and reliable. Assessment data are now being used well to set targets for individuals and groups of pupils and to compare the school's performance with that of other schools. There is, however, still need for secure data about pupils' National Curriculum levels on entry to the school to establish a firm baseline upon which to build.
43. Full use is made of staff training from the local authority and other providers. All staff have received training in the past 18 months and this improved expertise and confidence. The school's performance management scheme has been reviewed and is now being implemented. The scheme meets statutory requirements, and is effective in carrying forward the school's agenda for change and in providing teachers with opportunities for personal development. The management structure of the school as it stands is an inhibiting factor in that it places too great a burden upon the headteacher alone to discharge.
44. The governing body is well led and becoming a powerful influence. Governors are extremely supportive of the school, and showed keen perspicacity when appointing their new headteacher, going to a third shortlist before they were sure they had appointed the right person. They have a sound knowledge of the school's strengths and weaknesses and were strongly involved in the evolution of the school's mission statement and, hence, its strategic direction. Many are fairly new, however, and are not yet fully able to monitor the school's development, nor to compare its performance with other schools. Moreover, governors have not yet consolidated their attachments to form groups, though email communications are in hand. With these strengths and weaknesses, governance is satisfactory.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1,415,635	Balance from previous year	28,949
Total expenditure	1,504,584	Balance carried forward to the next year	- 60,000
Expenditure per pupil	3,548		

45. School finances are managed well. The headteacher, senior management team and the governors' finance committee are all closely involved in the strategic planning process. The recent appointment of a very experienced bursar has strengthened this team. The strategic financial plan is currently under review to ensure that a possible reduction in pupil intake for the next academic year and a controlled overspend in the present financial period is taken into account. All purchases are made in accordance with best value principles; the school challenges itself in decision-making and compares itself with other schools. Financial and administrative staff perform their roles efficiently. The school gives good value for money.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS AND COURSES IN KEY STAGES 2 and 3

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **good**

Main strengths and weaknesses

- Standards are rising and achievement is good.
- Teaching is good.
- Leadership and management are good.
- Strategies to raise standards and address underachievement, especially in Years 5 and 6, are good.
- The quality of marking is a particular strength.
- Pupils are not sufficiently involved in tracking their own progress.

Commentary

46. Standards in English in the 2004 National Curriculum tests for 11-year-olds were in line with the national average. The percentage of pupils attaining the expected level 4 was average; fewer than average attained the higher level 5. Standards were also in line with other schools whose pupils reached similar levels of attainment at the age of 7. This represents a substantial and rapid improvement since, for some years, standards have been consistently well below average. Pupils enter the school with well below average attainment, and the achievement of the group who took the tests in 2004 was very good. All pupils currently in Years 5 and 6, including those with special needs, are achieving well. Girls do better than boys, in line with the national trend.
47. Attainment in Year 6 is below average. Pupils make good progress in the use of detail and description to add interest to what they write, which is difficult for many. Most begin to appreciate that writing has an intended audience and a specific purpose, and that understanding this influences how they write. Pupils across the attainment range know how to write instructions, for example. By following these, some very low ability pupils wrote clearly and confidently about how to make a cup of tea. Pupils have a generally sound sense of narrative and make good progress in planning a clear structure for stories. Many pupils find it difficult to understand paragraphing and this detracts from the clarity and effectiveness of their writing, as does their inconsistent spelling and punctuation. They are, however, very conscious of the need to spell accurately and regularly use dictionaries and other methods of checking spelling. The very limited general vocabulary of most pupils prevents them in both speaking and writing from developing ideas with any depth.
48. The attainment of pupils in Year 8 is on course to be below national expectations by the time they leave the school. The attainment of pupils in Year 7 is in line with national expectations. The pupils in Year 8 started at the school with well below average attainment and their attainment by the start of Year 7 remained well below average. Their achievement has been good since then. They make good progress in planning and structuring their written assignments in order to write coherently, but they do not always edit their work rigorously. Pupils have a developing sense of the need to appeal to the intended audience for their writing and begin to plan their work with this aim in mind. They make good progress in their response to literature and show increasing interest in this. Pupils studying 'Romeo and Juliet', for example, showed a degree of insight into the nature of the feud between the two families.

Some pupils begin to make references to the text and use quotations to illustrate their understanding. Pupils generally have a limited vocabulary and they are not able to use a range of connecting words to vary the length and structure of their sentences. They make insufficient progress in the use of paragraphing. The school has identified this as a target to improve for all years.

49. The quality of teaching is good overall; some of the teaching seen in Years 5 and 6 was very good. Teachers plan well and each lesson has a clear focus which is communicated to pupils so that they understand what is expected of them. They are very eager to do well and work hard. Sometimes the objectives set for higher ability pupils lack challenge and they may show an uncritical response to their own efforts. Planning is good for a wide range of activities to help pupils maintain interest and concentration. Teachers make good use of resources and give pupils examples of effective writing for inspiration. A group of pupils planning the writing of information leaflets, for example, were intrigued by an abundance of real leaflets with which they were provided. They began to understand how they could use these examples to help them decide how to set out their own information effectively, and made good progress. Similarly, teachers make good use of demonstrating the details of writing in front of the class to enable pupils to understand how to set about their tasks successfully. Marking is a real strength of the teaching; it is detailed, supportive and offers good advice on what pupils need to do to improve. The quality of the use of questioning is variable. When it is used to probe and extend pupils' understanding, it is very effective, but it is less successful when teachers are willing to accept an inadequate answer. When this happens, the tendency of many pupils to make brief, undeveloped comments passes without challenge and this limits the progress they make.
50. Leadership and management of the subject are good, with a strong commitment to raising standards. Procedures for identifying weaknesses to set precise targets for pupils' improvement are effective. Monitoring of teaching and learning is regular and efficiently documented; procedures for the monitoring of pupils' work to set individual and group targets are particularly good. There are good systems for the additional support for pupils who are identified as underachieving, and the effectiveness of these is monitored. However, these procedures place considerably more emphasis on pupils in Year 6 who are preparing for their National Curriculum tests than on the pupils in Year 8 who, by the time they leave the school are close to their next set of tests. Assessment is regular and data are recorded to form a clear picture of the achievement of each pupil. The school is not regularly provided with the results attained in tests by pupils soon after they have left the school and so it is not possible to draw up a complete picture of how well they have achieved. Pupils are not sufficiently involved in taking responsibility for recording and tracking their own progress.
51. Overall, progress since the previous inspection has been good. Although standards are currently lower than were reported at that time, good progress is being made to raise attainment after the recent significant dip in standards. The quality of teaching throughout the school shows greater consistency. Good progress has been made in using data on pupils' attainment to monitor their achievement and there is clear focus on what pupils need to do in order to improve.

Language and literacy across the curriculum

52. Overall, standards of literacy are below expectations. Although there is some variation, in many subjects, including mathematics, science and English, pupils' inadequate literacy presents a barrier to learning. Most pupils have a limited vocabulary and this inhibits their ability to express their ideas clearly and precisely, and to use discussion as an effective learning tool. Pupils' speech generally contains grammatical errors, some of which are repeated in their written work. Some pupils find reading a considerable challenge, but most

read aloud accurately, albeit with a lack of expression and incorrect intonation, which indicates that they do not always fully understand what they read.

53. Most pupils find it challenging to record their knowledge and understanding in a range of written forms. Although pupils' specialised subject vocabulary is frequently better than their general vocabulary, limitations in the range of words they use restricts the quality of their written accounts, explanations and descriptions. They do not develop or extend their writing sufficiently. The accuracy and consistency of spelling is unsatisfactory for pupils across the attainment range and while most pupils show awareness of the importance of spelling, many of the mistakes they make are due to carelessness. Punctuation suffers for the same reason.
54. Literacy has a very high profile around the school. Most classroom walls display advice on how to improve it. In some subjects, the development of literacy is routinely identified in the planning of lessons and good support is given to pupils who find writing difficult, for example in music where pupils are shown how to use dictionaries, and in geography where special writing frames are successfully used to help pupils plan and execute their work. In one science lesson, pupils were given some very striking and effective support when they were asked to write a letter to the teacher's uncle, who was having gardening problems, to explain how to test his soil for acidity. In all subjects, the use of specialised vocabulary is emphasised and well supported; the effectiveness of this is clear in the way that pupils frequently have subject vocabularies which are wider than their general vocabulary.
55. As part of its strategy to raise standards of literacy, the school devotes nearly two hours each week to the use of private, personal reading in class groups. However, there is inconsistency in the effectiveness with which this time is used. In most cases, apart from Year 5, teachers do not offer effective structured guided reading during this time, which would be of particular benefit to those pupils with limited skills in literacy. They simply expect pupils to read silently whilst, in some cases, they themselves proceed with other unrelated tasks. Because of this, pupils do not attach a high priority to the activity and they do not all concentrate well or derive sufficient benefit from it. Reading records are often completed only cursorily and this does not enhance pupils' sense of achievement. Pupils are not routinely encouraged to write evaluative comments. Teachers have made admirable use of their own initiative to supplement the supply of books available in each classroom, but since this activity requires a very large quantity of books if it is to be fully successful, in many classes the stock is inadequate and lacking in range. Despite the amount of time devoted to it, there is no system to monitor the consistency or effectiveness of this provision.

Modern foreign languages

Provision in German is **good**

Main strengths and weaknesses

- Lesson planning makes good use of creative activities to stimulate pupils' interest in German.
- Pupils have positive attitudes to language learning.
- The new subject leader has established a vibrant learning environment.
- There are no formal systems for the recording and tracking of pupil performance.
- Higher ability pupils have insufficient opportunities to extend their writing in German.

Commentary

56. Standards seen in German are in line with national expectations. There are no national data for German in Years 5 and 6 and pupils leave the school at the end of Year 8 before National Curriculum assessments take place. In Year 8, higher ability pupils use the perfect tense, and lower ability pupils are beginning to distinguish the difference between the present and perfect tense. In Year 7, pupils talk about themselves and their lessons, and understand the main points from German spoken at near normal speed. In a Year 7 lesson, for example,

pupils understood and responded well to their teacher who used German throughout the lesson, including the explanation of the use of the article with clothing items. Pupils in Years 5 and 6 are extending their German vocabulary. They write short phrases on familiar subjects and respond in German from memory.

57. Achievement is good in German in all year groups, due to pupils' positive attitudes to language learning. They are keen to do well and one boy stated how pleased he was to be able to learn how to speak a foreign language. Boys achieve as well as girls and pupils with special educational needs are making good progress due to the work being matched to their needs.
58. Teaching in German is good. The range of creative pair work, ICT and starter-activity sessions motivates pupils to work with interest and to make good progress. In all lessons, the teacher uses challenging questions and pupils are involved in the review session at the end of each lesson. Pupils respond particularly well when they are actively involved in their learning. In a Year 8 lesson, for example, pupils performed actions to a new set of vocabulary and, as a result, they could recall the new words when questioned. However, in some lessons, pupils do not develop newly acquired vocabulary into sentences and higher ability pupils are given insufficient opportunities to extend their writing.
59. Leadership in German is good, and management satisfactory. The newly-appointed subject leader has established a vibrant learning environment and experience, resulting in pupils' positive attitudes to language learning. She has identified key priorities for improvement in line with school priorities, for example using ICT successfully to motivate pupils and introducing a German reading scheme into all year groups. Pupils' work is marked regularly and there are comments on how to improve. However, pupils are unaware of their National Curriculum levels and there are no procedures for the recording and tracking of pupils' progress.
60. Provision is not as good as at the time of the last inspection. However, the department has identified the issues and is already addressing them. As a result, German has returned to the Year 5 curriculum this year and new initiatives have been integrated into the good teaching.

MATHEMATICS

Provision in mathematics is **good**

Main strengths and weaknesses

- Standards in the 2004 National Curriculum tests were well below average, but showed significant improvement from 2003
- Teachers' subject knowledge is good.
- Pupils' attitudes and behaviour are very good.
- The quality of teaching and learning is good.
- New leadership and management are good.
- Information and communication technology is under-used as a resource for learning.

Commentary

61. When pupils enter the school their standards are well below average. Standards in the Year 6 National Curriculum tests in 2004 were well below the national average and that of schools in a similar context. Standards have improved compared to the previous year with a significantly greater proportion of pupils achieving the national average for their age. Achievement, therefore, is good. Current standards of work seen in Year 8 and Year 6 are below average overall though the higher ability pupils are performing broadly in line with national expectations and achieving very well. There is no significant difference between the achievement of girls and boys.

62. The quality of teaching and learning is good. In Years 5 and 6, teachers' good subject knowledge is evident in the ways they present their subject to pupils. They provide well for the next steps in pupils' learning. The content of lessons is planned well and much effort is made to provide a variety of learning experiences, though opportunities to relate theory and new ideas to pupils' experience and the real world are overlooked. All pupils benefit from the quick-fire mental starters to lessons as part of the National Numeracy Strategy, but plenary sessions to provide some understanding of what pupils know, understand and can do not common. Teachers do not plan to monitor pupils' understanding during lessons. Lower ability pupils profit well from the use of small-step activities and regular routines in lessons. Pupils with special educational needs perform as well as their peers, particularly when supported by teaching assistants.
63. In Years 7 and 8, teachers' command of the subject is good, and teaching reflects the requirements of the scheme of work, with good continuity and progression from Year 6. Teachers have high expectations of pupils and lessons show a strong work ethic. Good use is made of the time available though there is insufficient opportunity for pupils to practice newly-taught skills. Relationships between the teacher and the pupils and between the pupils themselves are very good. Homework is set regularly and marked up-to-date with useful comments by teachers, though no grades are awarded and there is no provision to extend the more able pupils. Exercise books provide a good record of work aiding pupils learning.
64. Pupils listen and respond very well to questions supporting the brisk pace of lessons. Higher ability pupils in Year 6, for example, quickly reviewed coordinates in four quadrants, the properties of simple geometrical figures and their reflection in horizontal and vertical lines using well prepared work sheets. Pupils work very well independently, but opportunities for collaborative work are less common. Resources that are available are used effectively, though ICT is under-used as an aid to teaching and learning.
65. The new leadership of the department is good and management effective. Issues raised in the previous report have been addressed and there is clear vision for improvement. A strong team of subject specialists is committed to raising standards. Teachers provide good role models, exhibiting a strong work ethic in a visually stimulating working environment which contributes well to pupils' learning. The monitoring and evaluation of policy and practice is robust enough to effect improvement. The assessment structure is secure, and analysis of assessment data is guiding both curriculum development and classroom practice. The pupils are aware of their levels and what to do to improve. However, links with the first schools and the secondary school are not strong enough to obtain firm evidence of pupils' prior attainment and performance to aid curriculum development further. The department documentation is thorough and detailed, though department policies and methods for their implementation are not all up-to-date. In particular, ICT provision is not included in schemes of work and how pupils should use it is unclear.

Mathematics across the curriculum

66. Pupils' basic numeracy skills in mental arithmetic, patterns of number and simple operations are below average. They do not know multiplication tables thoroughly and, for younger pupils in particular, poor literacy prevents full understanding in problem-solving involving the four rules of number. The school is putting in measures to address this. Pupils benefit from the quick-fire mental starters to mathematics lessons, and this is consistently applied in all year groups. Multiplication table charts are displayed in classrooms. Other departments, notably science, geography and design and technology, develop numeracy appropriately. Teachers make the best use of pupils' existing numeracy skills and are developing them well, but no systematic planning exists across the curriculum to build on them. Pupils measure, interpret information and draw graphs without having to rely on the calculator. Recent training has

raised staff awareness of the issues with respect to numeracy, but no audit of provision has taken place. As a result, opportunities that exist within schemes of work and programmes of study are not being taken advantage of. There is no whole school policy on numeracy and no appointment currently exists to co-ordinate, monitor and evaluate the work of departments. Improvements in standards in National Curriculum tests and the quality of teaching and learning indicate that pupils' competency in mathematics is improving.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Well planned and knowledgeable teaching provides good learning opportunities for all pupils and stimulates their interest.
- The subject leader gives clear direction to raising standards.
- A significant number of pupils in Years 5 and 6 have weaknesses in literacy which reduce their rate of progress.
- Pupils enjoy the subject, work hard and respond well in lessons.
- Pupils with special educational needs receive well targeted support from teachers and teaching assistants.
- Laboratory accommodation and storage facilities are unsatisfactory.

Commentary

67. Standards in the Year 6 National Curriculum tests in 2003 were below the national average. In 2004, test results were much higher, and the percentage of pupils attaining the expected level for their age is close to the national average. Girls performed slightly better than boys in 2004.
68. The standards reached in last year's tests are being sustained by these pupils now that they are in Year 7. Most of them have a reasonable knowledge of scientific processes, and they carry out simple investigations effectively. While standards overall are in line with expectations, a significant number of pupils are attaining above average. They show good awareness of scientific concepts such as pH. Standards in Year 8 are not as high as in Year 7 because a significant number of pupils find difficulty remembering previous work and linking together different aspects.
69. Attainment is relatively higher in Years 7 and 8 than in Years 5 and 6, mainly because pupils' literacy is better developed. Standards in Year 6 are below average since, although pupils can usually describe what they are doing, many have difficulty recording their observations properly, and they have trouble remembering work unless prompted by the teacher. Many pupils in Year 5 are working well below average. Weaknesses in literacy are a significant barrier to their progress. Pupils lack confidence in using scientific vocabulary and require considerable help to follow instructions correctly.
70. Achievement throughout the school is good, and improving. Teachers are very aware of pupils' individual problems and provide very effective help and encouragement. Pupils usually respond well to the teaching they receive and make significant progress, particularly in Year 5. They show interest and are keen to learn. Pupils gain confidence through the school, and by Year 8 they contribute very effectively in lessons. Most pupils make similarly good progress because teachers involve them all fully in the work. However, a few, particularly boys, do less well because they fail to concentrate sufficiently on extended tasks. Pupils with special educational needs receive good support from teachers and teaching assistants and make good progress, particularly in overcoming literacy problems.
71. Teaching in science is good throughout the school. No unsatisfactory teaching was seen and a significant amount of teaching was very good. Teachers have good subject knowledge, which they use well to explain and develop scientific ideas. Pupils make good progress because they are helped to learn effectively. Lessons are invariably well planned, structured and organised. Most teaching is exciting and successfully engages pupils' interest.

Relationships are good and pupils enjoy science lessons. Enquiry approaches are used effectively to help develop pupils' independence and thinking skills. Although the work is often challenging, teachers sometimes miss opportunities to develop pupils' understanding during practical work, and do not plan sufficiently for the needs of the more competent pupils. Marking is consistently good, but there are insufficient references to National Curriculum levels to help pupils know how well they are doing and what they need to do to improve. Booster classes in Years 6 and 8 are effective in increasing targeted pupils' knowledge and understanding.

72. Schemes of work provide a range of interesting activities and visits are arranged to places of scientific value. Although resources are more than adequate and well deployed, there is a shortage of laboratory accommodation. This, together with too little technician time to help teachers prepare, detracts from the overall quality of provision.
73. Leadership and management are good. Work in the subject is well organised and good attention is paid to teachers' professional development. Team working is effective and there is a shared commitment to raising standards further. Good analysis of strengths and weaknesses has led to appropriate development planning. However, the subject leader has too little time to monitor work in lessons effectively and, in common with the findings of the previous inspection, there are too few opportunities for the improving practice in the subject to be properly identified and shared. Since that time, the effective work of the subject leader, together with the support of governors and senior managers, has produced good improvements. In particular, standards are higher, ICT is used more effectively, pupils' progress is assessed well, and the support given to pupils with special educational needs is good.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The quality of teaching is good and has a positive impact on pupils' standards of achievement.
- The attitude and behaviour of pupils in lessons contribute to their good progress and success.
- Assessment and tracking systems contribute to pupils' good achievement.
- The strategic leadership and day-to-day management of ICT are strong.
- The use of assessment data to identify patterns of achievement by different groups of pupils' is underdeveloped.

Commentary

74. Attainment in Years 7 and 8 is in line with national expectations for pupils of that age. In Years 5 and 6 it is above because these pupils had the benefit of improved resources and teaching since they started in the school, but those in Years 7 and 8 have not. Pupils understand the concepts taught in their courses and many produce work of a good standard. Achievement seen in lessons and work books is good, but the school cannot accurately assess the value added to pupils' achievement since it does not have comprehensive data prior to entry.
75. Teaching and learning are good overall. Teachers have a good command of their subject and their teaching strategies fully engage the pupils. The use of interactive whiteboards to introduce lessons and to support learning is very good. The effective use of the three-part lesson is having a positive impact on pupils' achievement. Behaviour management is effective

and the good pace of lessons is rarely slowed down by the need to control pupils. Teachers effectively use a full range of resources.

76. Teachers plan their work thoroughly. Assessment and tracking systems are excellent and have a positive impact on the quality of work. The use of assessment data to identify patterns of achievement by different groups of pupils is underdeveloped, though individuals are given advice on the work they have completed and how it can be improved. Attitudes to learning are very good and the working atmosphere in lessons is positive, which further improves the effectiveness of teaching.
77. Leadership is very good and there is a clear strategic vision of how ICT is to be developed throughout the school. Plans for school improvement are identified through very good self-evaluation procedures. Day-to-day management is very good.

Information and communication technology across the curriculum

78. Provision of ICT across the curriculum is good. Pupils' skills in using ICT are developing throughout the school. Classes are offered outside lesson time to support and further develop ICT competencies.
79. There is growing use of ICT to support subject teaching with eight interactive whiteboards installed and used well around school. Interesting examples were noted in history where Year 8 pupils were using wireless networked laptop computers to explore the demise of the wives of Henry VIII. In German, good use of the interactive whiteboard was made for lesson starter activities, and in a Year 7 PHSE lesson, pupils were researching skin care on the internet, particularly related to the dangers of sun and products to protect skin. However, some subjects do not use ICT effectively enough in their teaching, notably mathematics and English.
80. There has been considerable investment in hardware and the school is progressively providing both hardwired and wireless networked access to its servers and to the Internet throughout the school. This has resulted in the widespread use of the Internet as a resource for learning with a broadband connection offering rapid and secure access. The school has created a well-presented website and Intranet for use by staff and students.

HUMANITIES

Geography

Provision in geography is **good**

Main strengths and weaknesses

- Good teaching stimulates pupils to do their best.
- Leadership and management are good.
- Literacy is weak in lower ability pupils, hampering their progress in geography.
- Fieldwork opportunities are under-developed.
- Very good display work celebrates pupils' achievement and supports learning in the classroom.
- Pupils are not given sufficient opportunities to develop their skills in numeracy.

Commentary

81. Pupils enter the school with levels of attainment that are well below expectation for their age and, for a significant proportion, poor literacy inhibits their understanding of geographical ideas. Attainment at the end of Year 6 is still below that expected for pupils this age, but closer by the end of Year 8. Achievement is good overall. Pupils with special educational

needs make good progress when supported and monitored in class, and average pupils also make good progress. The progress of higher ability pupils is satisfactory but they are not always presented with sufficient challenge. Differences in achievement between boys and girls largely reflect the differences observed nationally.

82. Teaching and learning are good. Some lessons observed were very good and one was excellent. The best lessons were those in which learning objectives were clear, activities were varied and matched to the range of learning needs and pupils were encouraged to work both individually and collectively and to display independence. Year 8 pupils showed a developing understanding of the ways in which rain forest plants are adapted to their environment, and Year 6 pupils were able to assess the importance of physical and human factors in the location of settlements.

Example of outstanding practice

In an excellent Year 7 lesson, pupils worked independently in planning a holiday.

The class was presented with the task of arranging a backpacking holiday in Italy. A number of pupils marked in their route using the interactive white board and then began to plan what they would need to carry for each leg of the journey. Items were chosen from a list that showed the weight of each and pupils knew that they had to keep within a weight limit. Each pupil had a laptop computer with wireless connection to the internet as well as a range of other sources of information. They planned their trip, drawing on information from the World Wide Web concerning climate details, attractions at each point on their journey and aspects of Italian life and customs. The teacher urged the class to calculate the weights without calculators, to use their ICT to the full and made sure that the pace, challenge and expectation never slackened.

The laptops were distributed and collected efficiently and carefully by class members adding to the atmosphere of independence, and the lesson ended with a discussion on the methods of presentation that could be used for the reports, and the ways in which the activity might be improved. Achievement was excellent because many pupils gathered information and developed skills and understanding not only in the manner expected, but also through unexpected outcomes.

83. Teachers are confident, enthusiastic, well prepared, and reinforce the almost uniformly good behaviour in lessons. The very few incidents of inappropriate behaviour were handled effectively, reminding pupils of the clear expectations that are set throughout the school. Teamwork with teaching assistants is very good and group work is used effectively although the timing and structuring of some activities requires development. Teachers' use ICT effectively in lessons and although some excellent use of ICT by pupils was seen, it is not extensive. The department places considerable emphasis on literacy through the use of key words, writing frames and examples of good work. The development of numeracy is weak overall.
84. Leadership and management are good. The subject leader is an excellent role model. A comprehensive departmental handbook containing development plans that reflect school priorities has a clear focus on improving the quality of teaching and learning. Schemes of work are currently being reviewed and produced in a common format for all years. The work done so far is very good and offers clear directions to ensure progress and continuity. Marking is carried out conscientiously according to a code that is clearly understood by pupils. Assessment practices provide them with guidance on how to improve, enable teachers to plan effectively and ensure that attainment is measured accurately. Greater use of data allows pupils to track their own progress. Fieldwork opportunities are inadequate, although there are plans for future development of activities for all year groups.

85. Accommodation is good and resources are very good. Display work is also very good in recognising pupils' work, offering guidance on assessment and providing visual stimulation that is used by teachers in lessons. Progress since the previous inspection has been satisfactory overall. Standards have been largely maintained and the quality of both teaching and learning has improved.

History

Provision in history is **good**.

Main strengths and weaknesses

- Leadership and management of the department are very good.
- Teaching and learning are good.
- Most pupils are well motivated and work hard in lessons.
- Literacy and ICT are used well in lessons.
- Higher ability pupils are not extended enough.
- Liaison with the First schools to ensure a smooth transition for pupils in the study of history is not strong enough.

Commentary

86. Pupils' attainment on entry to the school is well below that expected of nine-year-olds, but they achieve well to reach the expected level of attainment by the end of Year 8. Standards are rising, particularly in Years 5 and 6, where they were previously below the expected level.
87. The good quality of subject teaching creates a desire in pupils to learn; most are well motivated and work hard in lessons, being encouraged by their teachers to give of their best. Teachers use a variety of styles and activities which keep lessons flowing, and provide a high level of stimulation to which pupils respond very well, enabling them to learn effectively. Pupils with special needs are well supported so that their learning is good. Pupils clearly enjoy their study of history – many said they would like to continue with it throughout the High School. The work undertaken by pupils in their exercise books is of a good standard and it is marked well so that it is clear what has been done well and what areas could be developed further. Pupils are therefore aware of their own progress throughout the year. Teachers understand that pupils learn in different ways and this is reflected in their planning. Similarly, ICT is used effectively to create stimulating opportunities that involve pupils and help them to achieve the best of which they are capable. However, the higher ability pupils are not stretched enough to achieve better outcomes. There is no significant difference between the achievement of boys and girls.
88. The scheme of work is good, and lessons are well planned. In Years 7 and 8, the specialist teachers make good use of their subject knowledge to stimulate an interest in the study of history. Pupils' knowledge of history is developed through excellent classroom displays and through lively teaching. Key words and concepts that might be difficult are displayed and explained and opportunities are taken to develop literacy through the teaching of history throughout the school. Similarly, the teachers are confident with their use of ICT and use computers to good effect, such as in the Year 8 class on the Tudors in which both literacy and ICT skills were developed through the use of laptop computers to write a script of a conversation between Henry VIII and Jane Seymour. All pupils know their level of achievement and what they need to do to develop this further both from inserts into their exercise books and from poster displays in the classrooms. It is difficult to track pupils' progress because of the small degree of collaboration with teachers in the feeder First Schools

89. Leadership and management of history are very good. The subject leader has held this responsibility for three years and has taken the department forward during this time. She ensures that all non-specialists are well supported. Resources are up to date and used effectively, and all the rooms in which history is taught have high quality displays which stimulate interest and enjoyment.
90. Improvement since the previous inspection has been good. Attainment and achievement have certainly risen. The scheme of work is good and planning rigorous; the school plans to meet the needs of the highest ability pupils in the year ahead.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Stimulating, thoughtful and challenging teaching leads to good learning.
- Most pupils are well-motivated, achieve well and produce sound standards of work.
- Poor literacy limits the progress of lower ability pupils, in particular.
- The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development.
- Not enough use is made of ICT in lessons.

Commentary

91. Standards by the end of Year 6 are in line with national expectations and above in the case of some higher ability pupils. Pupils achieve well from their attainment on entry in Year 5. By the end of Year 6 they have studied the basic beliefs of Islam, Judaism and Christianity. Those of higher ability use specialist vocabulary accurately. They explain how religious belief affects behaviour, such as how a Muslim would treat the Qu'ran, and they compare and contrast different faiths. Lower ability pupils and those with special educational needs are very well supported, particularly when they are taught in smaller groups, but their low level of literacy seriously impedes their progress. They are better in their work on learning *from* religion; they have produced some good poetry, for example, but have more difficulty in remembering facts *about* religion.
92. In Years 7 and 8, attainment is as expected for pupils this age and they continue to achieve well because they were below average at the start of Year 7. By the end of Year 8 most pupils have a thorough grounding in the key skills for religious education. They express a personal response and give reasons for their opinions. Higher ability pupils respond well to the academic rigour of comparing gospel accounts and understanding sacred texts. They show an impressive ability for cross-reference in what they have learned about different faiths. Lower ability pupils take care and pride in their work and offer opinions, but are less secure on giving reasons for their views. Girls and boys make equally good progress.
93. Teaching and learning are good. Stimulating and thoughtful teaching leads to pupils valuing and enjoying their learning. Lessons are very well planned and use many different teaching strategies to provide pace, variety and challenge. Literacy is a learning focus in all lessons. Pupils read, write, listen and discuss and take time to reflect upon what they have learned. Teachers challenge them to consider what they, as individuals, can do to build a better society. In this way, the subject contributes significantly to pupils' spiritual, moral, social and cultural development. Year 6 pupils learned satisfactorily about the Hindu celebration of Diwali and found similarities and differences with other festivals they have studied. Learning was very good in a Year 7 lesson where pupils worked in groups to determine the actual cost of Christmas as it is celebrated today, considering whether it is too commercialised, comparing it with Christmas in the past and thinking about how some people can be very unhappy at

Christmas time. Teachers mark work well with helpful comments for pupils to improve, but there is some disparity of practice across the department. In Years 7 and 8, good use is made of attainment levels. At present, the department does not make sufficient use of ICT.

94. The subject is very well led and well managed. The new subject leader inherited a strong department and has a clear vision for how it can be developed. The profile of the subject is being raised. A strong team of teachers share the same vision. Pupils' work is assessed thoroughly. Pupils know what to do to improve their work. The use of levels recommended by the Staffordshire LEA is being introduced to all classes. Improvement since the time of the previous inspection has been good.

TECHNOLOGY

Design and technology

Provision in design and technology is **satisfactory**

Main strengths and weaknesses

- Teachers' subject expertise and overall management of pupils are good.
- The quality of teaching and learning in Years 7 and 8 is good.
- Assessment is not made fully against National Curriculum levels.
- The scheme of work does not fully reflect the National Curriculum programme of study.

Commentary

95. Attainment at the end of Year 8 is in line with national expectations for pupils of this age and achievement is good. They achieve particularly well where the teachers' expectations are consistently high and examples of pupils' work are used to promote the achievement of high quality outcomes. By the end of Year 6, attainment is below that expected and achievement satisfactory because they have made satisfactory progress.
96. The quality of teaching and learning is good overall, especially in Years 7 and 8. Teachers' expertise and management of pupils are good. The good lessons observed had clear learning objectives, good pace, high expectations and well-planned resources to stimulate ideas and encourage pupils to achieve their best. Pupils' attitudes were good; they work well individually and in pairs when requested to do so. Pupil relationships showed respect for each other. Only one lesson was observed in Year 6 because of the fortnightly timetable where design and technology and art alternate. It was satisfactory. The use of assessment to set targets for pupils in Years 7 to 8 has been recently introduced using National Curriculum levels, but this is not yet fully implemented across the school.
97. Leadership and management of the subject are satisfactory. Currently, the subject leader, who also co-ordinates art, has little allocated management time for either subject. Therefore, the overall co-ordination for design and technology consequently lacks of vision and direction particularly in Years 5 and 6. The scheme of work is satisfactory, but is not fully mapped against the programme of study to ensure coverage and progression. Opportunities to observe and share good practice in teaching are few, and expectations in lessons are not consistent enough to ensure continuity across the subject. The quality of accommodation is satisfactory. There is no technician support for the subject.

VISUAL AND PERFORMING ARTS

Art and design

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

Main strengths and weaknesses

- Teaching and learning are very good in Years 7 and 8; the majority of the pupils achieve well and progress at a good rate.
- Use of sketch books for research and development is good.
- Display of work in classrooms and around the school is very good and creates a positive learning environment.
- Assessment procedures relating to National Curriculum levels are underdeveloped.
- The absence of technical support and insufficient teaching time in Years 5 and 6 limits the range of media activities taught.

Commentary

98. Attainment in the current Year 6 is as expected for pupils of this age, with no significant difference between boys' and girls'. Their achievement in relation to their knowledge, understanding and skills when they entered the school is good. Lower ability pupils and those with special educational needs make good progress. Pupils apply themselves purposefully to their work and are supported well in lessons. They observe well from direct observation and are able to use line, tone and texture effectively in their drawings. Attainment in Year 8 is above expectation. This represents good achievement for all pupils, including those with special educational needs. Higher ability pupils are challenged sufficiently to achieve their full potential. Pupils develop and sustain a chosen theme in their work and make very good connections to art movements and artists.
99. The quality of the teaching and learning is good in Years 5 and 6 and very good in Years 7 and 8. Very good teaching was observed where pupils were actively engaged in debate about their work, and when they were clear about their intermediate learning objectives. Teachers make very good use of praise to encourage the participation of all pupils and make very good use of question and answer to ensure all pupils are actively involved. However, assessment procedures are not used well enough to inform pupils of the levels they are working at or what they need to do to improve. Information and communication technology is now used effectively in Years 7 and 8 to support pupils' learning in art and design. Active support with the development of reading and writing is evident in well-annotated sketch books. Homework is used well to support the development of project work in all years. The use of artist-in-residence and visits to galleries and museums has a positive impact upon the knowledge and understanding and range of pupils' work.
100. Leadership and management are good. Teachers are committed, caring and very supportive of all pupils. The lack of technical support and insufficient teaching time for Years 5 and 6 limits the range of media activities and hence the further development of ICT and ceramics. Schemes of work and departmental policies provide good guidance for staff so that consistency is ensured throughout the department. Improvement since the previous inspection has been good as a result of very good teaching and clear leadership within the department. The use of ICT has improved significantly, together with pupils' knowledge and understanding of artists and other cultures and the use of sketch books for research and development. The very good display of art work around the school creates a positive learning environment.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Achievement overall is good because of good teaching.
- Music has a high profile in the school and pupils confidently enjoy performing to each other.
- The achievement of less able pupils is very good because they receive very good support in lessons.
- The provision of ICT to support learning is unsatisfactory.

Commentary

101. Pupils enter the school with below average attainment. By the end of Year 8, this is as expected for pupils this age, and this represents good achievement. Achievement is consistently better in Years 7 and 8 than in Years 5 and 6 because all classes in Years 7 and 8 are taught by an experienced specialist teacher. Less able pupils are taught in small groups and their achievement is very good.
102. Pupils have very good understanding of musical notation, and use this to support their performing and composing work. However this leads to some pupils composing to a formula and in these cases their work lacks creativity. Pupils evaluate their own and each other's work, showing good understanding of what makes a successful composition. The standard of singing in assembly is above that heard in most schools. Music makes a very good impact on the personal development of all pupils. This was demonstrated by the willingness of both boys and girls of a range of musical abilities to perform in assembly, and the receptiveness of the whole school in listening respectfully.
103. The quality of teaching and learning is good overall. Some teaching is very good, but some in Year 5 is weaker, though usually satisfactory because of non-specialist teaching. The best lessons are characterised by excellent relationships between teacher and pupils built on high expectations and a positive approach. Pupils of all abilities are encouraged to express themselves fluently and there is a good focus on musical vocabulary. In less successful teaching, pupils are presented with too much information to assimilate, and are not given sufficient structure and guidance to enable them to succeed in individual work. Less able pupils are given very good individual support and encouragement by teachers and teaching assistants, based on a thorough understanding of their needs.
104. Leadership is very good. The subject leader provides an excellent role model and as a result, pupils are keen on music and very willing to perform. The management of the subject is good. The accommodation provides an organised, pleasant working environment, although there are insufficient ICT resources for use in the curriculum. Pupils have very good opportunities to extend their musical learning through instrumental tuition and a range of extra-curricular activities, including a school show. The school band plays to a good standard. Some pupils who are keen to play the guitar are not given the opportunity to learn because the school has no guitar teacher. Progress since the time of the previous inspection has been good because the curriculum has been extended to embrace music from a range of cultures, and less able pupils are now achieving very well.

PHYSICAL EDUCATION

Provision in physical education is **good**

Main strengths and weaknesses

- Pupils achieve well from good teaching and learning.
- Leadership and management of the department are good.
- Extra-curricular provision and take-up are very good.
- Assessment data are not secure, especially for pupils entering the school.

Commentary

105. When they enter the school, pupils' attainment is below that expected for their age. By the end of Year 6, they have improved to attain just below expectation and by the end of Year 8, they attain a standard of performance seen in many other schools. Achievement is good. In all years the attainment of boys and girls is similar; pupils with special educational needs achieve at the same rate as other groups of pupils. In a Year 5 dance lesson, pupils performed a sequence of movements and kept in rhythm with the music, but some of them did not maintain the quality of body shape when performing the sequence. In a Year 7 hockey lesson, pupils were seen transferring basic stick control into the technique of dodging. However, many did not transfer this technique into situations where they had to beat an opponent.
106. Teaching and learning are good; teachers are knowledgeable and pupils benefit from their experience. Teachers tell the pupils what they are expected to learn and use a range of teaching and learning styles which motivates them and keeps them busy. Teachers have good systems for the management of pupils' behaviour. However, in some lessons pupils are moved on to new tasks before they are ready to do so. Teachers do not always help individual pupils so that they know how well they are doing and how to improve. Systems and procedures for the assessment of pupils work are improving, but teachers do not relate pupils' performance to National Curriculum levels as part of learning.
107. Provision for extra-curricular activities is very good, with plenty of sports for pupils to choose from, including netball, football, basketball, cross-country, badminton, athletics and tag rugby. Pupils may be coached at Leek RFC and Stoke City FC. Some pupils have been identified as gifted and talented in sport - athletics and soccer - and are given opportunities to participate in area competitions. The school is part of the school sports co-ordinator scheme and benefits from its links with the high school, a specialist sports college.
108. Leadership and management are good. The head of department has a good vision of how to raise standards more quickly than hitherto. Good use is being made of opportunities for development in partnership with the local specialist sports college. There is a good department handbook, which supports teachers through clear policies and schemes of work. The assessment systems do not yet give the department the secure data to be clear about pupils' attainment on entry to the school. The monitoring of teaching and learning is not ensuring consistency in all lessons. The school has good community links with local coaches and clubs. Many pupils enhance their learning by attending a very good extra-curricular programme. Pupils' learning is enhanced by excellent accommodation and facilities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

109. Citizenship was sampled during the inspection. Citizenship is taught within the carousel of work in personal, social and health education. Good planning ensures that teachers delivering the citizenship programmes of study develop expertise in specialist areas. Teaching and learning are satisfactory; discussion is hampered by pupils' poor literacy. Pupils are given the opportunity to look at many aspects of society. In a Year 8 lesson, pupils were learning about the United Nations Charter on the rights of the child. They applied their knowledge of the charter to a specific newspaper case of an abandoned child and defined in basic terms what were the rights and responsibilities of all those concerned. Pupils were asking intelligent questions about the role of the UN. They enjoy the work they do in citizenship and consider it to be a valuable subject.
110. The School Council gives pupils the opportunity to experience democracy in action. They play a full role in electing the council and in deciding what action to take in helping to improve the school and its environment.

111. Visitors come into the school to enhance the curriculum and broaden the experience of pupils in citizenship. A local town councillor, for example, regularly visits classes to tell them about local initiatives and developments.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
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	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
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	4
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	1
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).