

INSPECTION REPORT

ALVERSTOKE C OF E JUNIOR SCHOOL

Alverstoke, Gosport

LEA area: Hampshire LEA

Unique reference number: 116392

Headteacher: Mrs. Marilyn Mullen

Lead inspector: Sue Orpin

Dates of inspection: 22nd – 25th September 2003

Inspection number: 255338

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

© Crown copyright 2003

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior school
School category:	Voluntary
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
Number on roll:	267
School address:	The Avenue Alverstoke Gosport
Postcode:	PO12 2JS
Telephone number:	(023) 9258 0450
Fax number:	(023) 9251 0346
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Jean Morgan
Date of previous inspection:	June 15 th 1998

CHARACTERISTICS OF THE SCHOOL

Alverstoke Church of England Junior School is for boys and girls who are 7 – 11 years old. It is a large, aided school with 267 pupils organised in 8 classes. It is situated in Alverstoke, which forms part of Gosport, a large town on the south coast. Pupils come mainly from localities outside Alverstoke and are from a wide range of social circumstances but, taken together, these are similar to most families nationally. Most pupils join the school from Alverstoke Infant school and overall, their attainment when they join the junior school is in line with the national average, although there is a wide range of ability within each year group that varies from year to year. Sixty pupils have been identified as having special educational needs for a variety of physical, learning and behavioural difficulties and 3 have statements to outline particularly challenging needs. The proportion of pupils needing support is average. Nearly all pupils are from white ethnic backgrounds and none has English as an additional language. Schools Achievement Awards, for good results in the National Curriculum Tests at the end of Year 6, have been received in 2001 and 2002. Community provision was a particular focus for this inspection and the school have chosen for this aspect to be commented upon throughout the report.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17808	Sue Orpin	Lead inspector	Science, Design Technology, History, Geography
9569	Jan Leaning	Lay inspector	
23315	Irene Green	Team inspector	Mathematics, Art and Design, Music, English as an Additional Language
20948	John Linstead	Team inspector	English, Information and Communication Technology, Physical Education, Special Educational Needs

The inspection contractor was:

e-Qualitas Ltd

Langshaw
Pastens Road
Limpsfield Chart
Oxted
Surrey
RH8 0RE

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	16
SUBJECTS IN KEY STAGE 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	25

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The **overall effectiveness of the school and the value for money it provides are good.** Standards achieved, the quality of education provided and leadership and management are good and improving.

The school's main strengths and weaknesses

- Pupils achieve well and reach good standards, particularly in English, maths science, art and music.
- Pupils' attitudes to their lessons and their behaviour are very good and their interest and enthusiasm makes a substantial difference to their work.
- The leadership and management of the school are good and have ensured that the school has improved well since the last inspection. The leadership of the head teacher is very good and has made a significant contribution to the improvements in the quality of education.
- The good curriculum provides a stimulating range of activities, which make learning interesting and enjoyable.
- Teaching is good overall but there are weaknesses in a few lessons.
- Partnership with parents and links with the community are excellent and make an important contribution to pupils' achievement.

The effectiveness of the school has improved well. Pupils' standards of work, their achievement and their behaviour have all improved significantly. The school has successfully addressed all other key issues from the last inspection, although in a few lessons, the higher attaining pupils still need further challenge in their work.

STANDARDS ACHIEVED

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

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

Pupils are achieving well. They enter the school having gained average standards and by the end of year 6, they have gained standards that are generally above national averages and comparable to similar schools, over recent years in English and mathematics. The recent results for 2003 show a distinct improvement in the results gained by the higher attaining pupils and pupils' achievements in English and mathematics are good in relation to what they can do when they enter the school. This was confirmed by findings during the inspection and is the result of improved teaching for this group of pupils, particularly when they are taught separately. The results in science have been well above average when compared nationally and with similar schools, and they were very high in 2001, again representing very good achievement in relation to previous results. Standards in art and music are above national expectations.

Pupils' personal qualities are developed very well. They relate very well with others, and have a very strong sense of spiritual awareness, well developed respect for the views and opinions of others and a very strong recognition of right from wrong. Pupils have developed a clear appreciation of their own culture, while that of others is less well developed. Pupils behave very well and attendance at the school is very good. Pupils want to come to school.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching is good.

Teachers use questions that stimulate pupils to think for themselves. They generally have good subject knowledge and inspire confidence in their pupils. The school makes good use of teachers' different specialisms by exchanging classes and this engenders pupils' interest in the different subjects. They manage their pupils well so that any minor misdemeanours are quickly checked and pupils' attention remains focussed on their lessons. In those few lessons when teachers are less clear about what they want their pupils to learn, or when activities have been less well planned to meet pupils' different needs, learning slows and their interest declines. Sometimes, teachers' planning of work does not make the best use of time

The curriculum is good and a wide range of extra-curricular activities provide very good enrichment. Pupils experience the full range of subjects that have been planned carefully to ensure that their interest is sustained. Provision for pupils' care, guidance and welfare are excellent, and their views are sought, valued and acted upon very well. Partnership with parents and the school's use of the local community are excellent and make an important contribution to pupils' learning.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. There is clear importance attached to the improvement of the standards that pupils achieve and the staff and governors work as an effective team. The head teacher provides very good leadership and her determination has been a significant factor in the school's improvement. She has established a very good atmosphere for learning in which everyone feels valued. The governing body undertakes its responsibilities well, is well informed and influential in the setting of priorities.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are extremely pleased with the work of the school and their children's achievements. They know their children like school and are expected to work hard. They think their children are helped to settle in very well, they are offered a good range of activities and that teaching is good. Pupils are very positive about the school. They know there is an adult they can go to if they are worried, they feel trusted, that their ideas are listened to, know they have to work hard and think that teachers show them how to make their work better.

IMPROVEMENTS NEEDED

Although there are few weaknesses, things the school should do to improve are:

- Use assessments of pupils' achievements to plan work which consistently meets all pupils' needs well.
- Ensure that all teachers are clear about what they want their pupils to learn and always make the best use of lesson time.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve well and overall standards are **above average**.

Main strengths

- Pupils achieve very well in science and standards are well above the national average.
- Standards at the end of Year 6 are above national averages in English and mathematics and they continue to improve.
- Pupils achieve well in English, mathematics, art and very well in music and standards are above those expected nationally in these subjects.

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

Standards in:	School results	National results
English	27.8 (28.2)	27.0 (27.0)
mathematics	27.7 (27.9)	26.7 (26.6)
science	30.3 (31.4)	28.3 (28.3)

There were 66 pupils in the year group. Figures in brackets are for the previous year

Commentary

1. Standards in English and mathematics have been good and improving over recent years and pupils good achievement is a direct result of the efforts the schools has made to improve the curriculum and teaching. Although pupils' standards were slightly lower in 2002, these results represented good achievement in relation to the previous results for this group of pupils. In 2003, more pupils achieved the higher levels in English and mathematics and this again has been the result of improvements made to the range of activities provided throughout the curriculum and improvements to teaching made by the school are now beginning to take effect. Standards in science that are well above national averages and represent very good achievement are the result longer-term adjustments and improvements to both the curriculum and teaching, which the school continues to review.
2. Since the last inspection, the school has worked hard to improve standards and results in these subjects. Improvements in leadership and management have ensured that the curriculum, pupils' assessment and teaching have all contributed to this success. Recent strategies to challenge the higher attaining pupils through different groupings taught separately have effectively begun to improve standards at the higher levels. Standards in art and music continue to be above national expectations because the curriculum and teaching provide a rich and interesting range of experiences in these subjects. Standards in information and communication technology, geography, history, design technology and physical education are in line with national expectations and improving. In all of these subjects, the recently introduced schemes of work and developments in teaching and learning will lead to improvement. The school quite rightly has chosen to focus attention upon the key subjects of English, mathematics and science first.
3. Pupils achieve well in all subjects and in science and music their achievement is very good. The range of the curriculum and stimulating teaching have developed and encouraged pupils' interest and enthusiasm, providing the desire and motivation to do well. Although younger pupils are achieving well in geography, history, and design technology, some older pupils do not achieve as well as they might because the newer schemes of work have not been in place long enough for these pupils to have made good progress throughout their school career. However, the learning seen in lessons and in pupils' work suggests that they are now making better gains. Pupils with special educational needs achieve well and there is little difference in the achievements of different groups.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school, their values and their personal qualities are developed very well and their behaviour is **very good**. Attendance at the school is very good and pupils want to come to school. Their spiritual, moral and social developments are very good, and their cultural development is satisfactory.

Main strengths and weaknesses

- Pupils are motivated and find their work interesting. They are very keen to learn.
- Pupils are confident and are often independent learners.
- All pupils feel valued, listened to, safe and part of the school community.
- There is a strong sense of spiritual awareness and respect for others; pupils relate to each other very well.
- The school sets high expectations for both pupils' behaviour and learning, to which they respond.
- Pupils are helped to learn clear principles of right and wrong.
- Although pupils gain good experience of their own culture, there is limited opportunity to appreciate that of other cultures.

Commentary

4. The improvement in pupils' behaviour has been very good since the last inspection. A balanced range of rewards and sanctions has been established to ensure that pupils behave well. The school has high expectations for their behaviour, pupils feel valued as individuals and they know that their learning is important. When necessary, appropriate action, including exclusion, is taken to deal with misbehaviour.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – any other mixed background
Asian or Asian British – Indian
Chinese
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
256	5	
2		
1		
2		
2		
4		

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

5. Pupils interact very well, are keen to talk about their work and listen carefully to each other and to adults. They are interested and enthusiastic about their work and find learning fun. Pupils with special educational needs receive good encouragement, are well supported and so develop very good attitudes to their work.

6. As a result of the school's approach, pupils are very highly motivated and work hard, and their attitudes have considerable effect on their learning. Although they are lively at times, pupils usually retain a strong focus in their lessons. In those few lessons where there is small amount of silly or exuberant behaviour, it is dealt with swiftly and appropriately. The school has fostered these very positive attitudes within pupils by a clear focus on developing the breadth of the curriculum and ensuring there is an emphasis on activities that are practical, challenging, stimulate thinking and are fun. Teaching is being developed to ensure that no time is wasted, and that there are clear objectives for what pupils need to learn. At times, they are so engrossed that there is a gasp of disappointment at the end of the lesson. Pupils are encouraged to take a full part in school life, whether through responsibility, such as befriending others in the playground, or more formally through contributing to the school council. Pupils' views of the school are very positive and they feel that their ideas are considered seriously by the school and then acted upon. Through their work, pupils are given opportunities to research and discover. Teachers often refer to them as "Geographers" or "Scientists" and they are able to take initiative in their lessons. Subjects, such as science or art are taught in a way that provides opportunities for pupils to experience moments of inspiration and fascination, which together with shared experiences in assemblies, enables pupils to develop their spiritual awareness.

7. Pupils are taught a sense of right and wrong very well through assemblies, lessons and life around the school. They respond very well to the wide range of strategies to deal with misbehaviour and all feel valued members of the school community. They work and play very well together and are welcoming to visitors. They are very proud of their school. The school provides a broad range of opportunities for pupils to gain insight into their own culture, for example the use of visiting artist, or visits to local historical sites, but there are fewer opportunities for them to learn about other cultures. During the inspection there were no incidences of bullying. The school has very effective procedures to deal with any incidents and both pupils and parents are confident that swift and effective action would be taken.

8. Attendance at the school is very good. The school has very good procedures for promoting good attendance and parents and carers do their utmost to ensure that their children are in school.

Attendance in the latest complete reporting year 2001/02 (%)

Authorised absence		Unauthorised absence	
School data	4%	School data	0%
National data	5.4%	National data	0.5%

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Pupils achieve good standards because they are taught well, experience a broad and interesting curriculum and are expected to behave very well.

Teaching and learning

The quality of teaching and learning is good, and at times it is very good. In those few instances where there are weaknesses, these are recognised and being improved. Teachers assess their pupils well and the information is usually used effectively.

Main strengths and weaknesses

- Very good subject knowledge.
- Good use of teachers' subject specialisms.
- Good use of questions.
- Good management of pupils and their behaviour.
- Sometimes teachers need to be clearer about what they want their pupils to learn so that lesson time is consistently used well.
- At times the work is not well matched to some pupils' needs.

Commentary

9. Teaching and learning are good and improving in all subjects and in all classes, and where there are inconsistencies they are few. Teachers are very confident in most subjects and this inspires pupils to be interested and self-assured in their lessons. Although a few teachers are less confident in music, the school's use of the specialist music teacher ensures that usually pupils' learning does not suffer. Good use is made of teachers' subject specialisms through the exchange of classes, and this adds a new dimension to pupils' learning that stimulates and motivates them. Teachers use questions very well to encourage pupils to think for themselves and to engage their pupils' interest. Learning is often fun, pupils enjoy their lessons and therefore want to learn. As a result, pupils achieve well, gaining new knowledge and developing their skills and understanding, so standards continue to improve across all subjects. Teachers expect their pupils to behave very well and they do so. This represents a substantial and important improvement since the last inspection.

10. Teaching assistants are used effectively and they make a good contribution to pupils' learning and in particular that of pupils with special educational needs (SEN). Teachers are careful to include all pupils and do so well through the use of varied and interesting activities and the careful use of questions to individual pupils. Lessons are usually planned well, although in a few lessons, the use of time was miscalculated so that the final session of the lesson became hurried and was less effective in helping pupils summarise their learning. Teachers make good use of a wide range of resources and use a variety of methods to make their lessons interesting, and in this they succeed. They set homework regularly and this makes a good contribution to pupils' learning and is appreciated by parents.

11. Teachers assess their pupils thoroughly, carefully and regularly, particularly in English, mathematics and science. In other subjects, such as art, assessment procedures have been developed more recently so have had less time to make as much impact on teaching and learning. The assessment of pupils with special educational needs is good. The school uses test information well to identify pupils needing 'extra' help and to form teaching groups. The assessment of pupils' progress during a few lessons is not always sufficient to ensure that subsequent work is planned at the right level to meet all pupils' needs. Assessment records are used to analyse pupils' progress as a year group, as a class and at an individual level. Pupils are set targets in English, mathematics and science and these are successfully helping them to understand what they need to improve in English and mathematics. Targets in science are not yet sufficiently focused on pupils' individual needs.

12. Despite the detailed assessment records, there are a few lessons where teachers have not matched pupils' work sufficiently to their abilities, with the result that in those lessons, sometimes the higher attaining pupils were being insufficiently challenged and at other times the lower attaining pupils found the work too difficult. However, there were other lessons where assessment was being used well to plan work matched to pupils' abilities. Teachers mark their pupils' work regularly and often include encouraging praise. However, sometimes there is insufficient comment from teachers to pupils to enable them to understand how they can improve their work, and in these few instances, pupils do not receive enough information about how well they are doing.

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	7 (21%)	17 (52%)	8 (24%)	1 (3%)	0 (0%)	0 (0%)

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

The curriculum

The school provides a good and varied curriculum and a **very good** range of other learning opportunities for its pupils. The school's accommodation and resources are having a good impact on pupils' learning.

Main strengths

- The enrichment opportunities offered by the very good range of extra curricular activities.
- The good use of the expertise available both within the school staff and outside specialist.
- The high number and effective use of learning support assistants.
- The interesting activities provided in science, music and art.

Commentary

13. The curriculum meets all statutory requirements and has developed well since the last inspection, most notably in its provision for pupils who require support for special educational needs (SEN), which is now satisfactory, and the quality of its long term planning. The school has carried out considerable changes in recent times to broaden the range of activities offered to its pupils and improve achievement in all subjects. This it has done successfully while at the same time continuing to improve the attainment of pupils in English, mathematics and science. Pupils' attainment in science has risen well and the activities provided in this subject ensure pupils have very good opportunities to investigate and experiment. Although the long term planning of work in all subjects is now securely in place the work planned in a few lessons does not always meet the needs of all pupils. At times, this means work is either too hard for pupils of lower ability or not challenging enough for more able pupils.

14. Pupils are prepared well for their secondary education through the experience of being taught by different teachers for different subjects and learning the skills relating to that subject in a more academic way. The school makes very good use of the expertise of outside specialists to provide pupils with opportunities to learn a variety of sports. In addition, artists and musicians make a very good contribution to the work of the school. For example during the school's 'Art Week' pupils worked alongside artists, gaining valuable experience and knowledge. Many pupils benefit from music lessons and the school orchestra and choir are well supported, producing music of a good quality. The school provides many clubs before school and during break times augmenting its work during lessons. Particularly successful is its 'social skills' club, which is providing pupils with the skills needed to raise their confidence, for example through learning how to hold a conversation. The specialisms and skills of the school staff are put to good use especially in music and physical education.

15. Pupils' experiences are enhanced by the school's provision of a high number of learning support assistants who work especially well with SEN pupils. The provision for these pupils is satisfactory. Although they are well supported by learning support assistants, when they are on their own in lessons, they sometimes find the work they are set by teachers is too difficult for them and they occasionally struggle when they do not have additional help. All pupils on the school's 'register' have an individual education plan. Targets on these plans and directions for class teachers are not always specific enough to ensure pupils make as much progress as they might, particularly when they are not supported by additional help. Despite these shortcomings, pupils with SEN achieve well, are stimulated by the interesting and varied curriculum and are motivated to do well.

They are often supported by learning support assistants within lessons and some pupils are taught in very small groups outside these classes. This is effective support and assistants are skilled in encouraging and teaching planned activities. All pupils are included well in all aspects of school life.

16. The school's grounds and accommodation are very good and provide a stimulating environment for pupils to work in. These include expansive playing fields, a swimming pool, adventure trail and gardens. Inside the school buildings classes are bright and spacious with many areas used around the school for teaching groups of pupils. The school's computer suite is too small to adequately accommodate the size of groups using it, and at times this has an adverse effect upon their learning. The school is resourced well and this makes a positive contribution to pupils' learning. For example, in a science lessons, there are sufficient resources for all pupils to engage in practical experiments and experience the learning first hand.

Care, guidance and support

The school provides **excellent** care for its pupils.

Main strengths

- Relationships between adults and pupils are excellent.
- Procedures for child protection, health and safety, attendance and behaviour management including procedures to prevent bullying are working very successfully.
- There are very good links with the secondary and infant schools which ensure that transition between the schools is managed very well.
- All pupils feel very involved in the school community.

Commentary

17. The staff know children and their families very well indeed and relationships with pupils are excellent. Very good procedures ensure that health and safety, which includes staff trained in first aid, child protection and behaviour are very carefully monitored and personal, social, health education and citizenship (PSHE) are very well developed. The behaviour policy is used very effectively and pupils work and play together exceptionally well, in an inclusive atmosphere, where no one is left out. Very good records of pupils' personal progress and development are kept; these are linked to marking, pupils are carefully tracked and records are used successfully to guide target setting for personal development. Pupils are very clear about whom they should approach if they have a problem; they feel that they are always treated fairly, are listened to and that school is fun! They take the school council seriously and know that issues they raise will be considered carefully. There are very good links with the infant and secondary schools, with opportunities for shared activities, such as music, staff liaison, taster days and other visits. The standards of care are excellent and this has a significant effect on pupils' achievement. Parents spoke very highly of the headteacher and the school, felt that their children are happy and were glowing in their praise of induction and liaison between the infant and secondary schools. The team agrees with these positive comments. This represents a significant improvement since the last inspection.

Partnership with parents, other schools and the community

The school has **excellent** links with parents and the community and these have improved very well since the last inspection.

Main strengths

- The excellent range of information in a user-friendly format is greatly appreciated by parents.
- Parents are overwhelmingly pleased with and supportive of the school and parents' association.
- The school has excellent links with the parish church and volunteers from the community work in school very effectively.
- Parents at the meeting, in discussion and on questionnaires praise the work of the head teacher and the school.
- A wide range of visits and visitors greatly enhances pupils' experience.

+

Commentary

18. Many parents provide very valuable help in school; they are given clear ideas of their tasks and feel very welcome. They help on visits and with swimming and almost all support their children's learning at home very well, which has a beneficial impact on pupils' achievement. Many more take part in the very successful fund raising of the parents' association, which provides funds for many projects. Parents receive excellent quality of information about the school and about their children's progress and they are very successfully involved in their children's learning. This includes regular meetings, newsletters and a good quality written annual report with targets for improvement and an opportunity for parents and pupils to respond. These features play an important role in supporting and helping pupils to achieve well. The school regularly seeks parents' views and then acts upon the findings. Parents are very comfortable to approach the school if they have a concern and they know that the school will deal effectively with any complaint. The school prospectus and the governor's annual report to parents are presented very well, are clear, informative and meet statutory requirements. Parents state that homework is set regularly, is consistent and contributes very well to their children's learning and the team agrees.

19. There are excellent links with the Church and the local community; the vicar is a regular visitor and the organist is involved in the good provision for music throughout the school. Other links include visiting artists; pupils are involved with the local village for the elderly and the school gives a concert and a Christmas lunch for up to a 1,000 people. There are very strong links with the local schools and past pupils are welcomed in for work experience. Many visits and visitors greatly enrich the curriculum, for example in art, music and history and pupils in Year 6 enjoy a residential visit. This contributes to making lessons and learning interesting and stimulating and has an important effect on pupils' high levels of motivation. Parents speak very highly of the opportunities that are provided for their children.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good** and having a positive impact on pupils' achievement. The governing body undertakes its role well. The leadership and management by senior staff and subject managers are good and that of the headteacher are very good.

Main strengths

- Clear vision, high expectations and appropriate action to improve and secure very good behaviour and improving standards.
- Effective teamwork between all members of the school community.
- Clarity and vision for curriculum improvement.

Commentary

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	747930.12	Balance from previous year	11698.05
Total expenditure	741785.41	Balance carried forward to the next	18483.22
Expenditure per pupil	2778.22		

20. The Governing Body is well organised, contributes well to the vision for the school and has a good knowledge of the school's strengths and weaknesses. Governors keep themselves well informed through effective communication with the headteacher, and provide good challenge and support to the head and deputy head teachers. They actively seek our further information when necessary to enable them to make careful decisions about the school's future developments. This is reflected in the commitment shown by the school and governors working together to broaden the curriculum whilst continuing to raise standards. The Governing Body fulfils its statutory duties well,

and since the last inspection, has set up Performance Management systems which effectively incorporate whole school targets and initiatives, for example, ensuring that there is rigorous identification and monitoring of all groups of pupils, and that standards and achievement continue to rise.

21. The headteacher is dedicated to ensuring the highest possible standards and achievement in all areas of the school's work. In a short space of time she has created a team of governors, staff, parents and pupils who not only share her vision, but also are working together co-operatively to ensure that everyone moves forward purposefully. Her approach is inclusive and ensures that everyone in the school community feels valued. Governors and senior staff now have a better understanding of how this can be achieved, for example, through working together in formulating the school development plan. Subject managers and governors found this experience helpful in sharpening their focus on how to promote and achieve the school's aims and ambitions. There is a strong sense of teamwork in all the school's activities, and the headteacher leads both by example, and by ensuring that all teams work towards common goals. She has a regular teaching commitment with higher attaining pupils, which has had a significant impact on raising standards, reflected in recent national test results. The headteacher also observes teachers at work in the classroom, and provides individual feedback and targets for development. These targets are monitored by the headteacher, and have brought about improvements in areas such as mental/oral starters, and presentation in mathematics.

22. The headteacher is a very effective manager. Since her appointment just over a year ago, she has built on strengths of the school, and confidently addressed its weaknesses. For example, she has developed subject managers' expertise and understanding of their roles and responsibilities with a more focused approach to raising standards for all pupils. Considerable improvement has been made in assessment systems, which now give detailed information on the performance of every pupil in key subjects. Staff are better informed about pupils' progress, achievement, and potential to improve. Performance Management, recently put in place, ensures that all staff have targets, which focus on whole school curriculum priorities and subject management. This has also ensured a more effective system of identifying professional development needs both for the individual and the school as a whole, for example, developing senior management skills in a school where there is little turnover of staff. The school manages its finances effectively, and understands the principle of best value well. It has evaluated its generous provision of support staff and reorganised working practices to make sure that these staff are deployed as effectively as possible.

23. The school and the governing body are well aware of the need to continue to raise standards, and recognise the strengths of a very effective headteacher, stable staffing, good teamwork, much improved pupil behaviour and very good accommodation. There are no significant barriers to learning. The school recognised that the curriculum was too narrow, particularly for pupils in Year 6, and was limiting pupils' breadth of learning and experience. In consultation with parents, a richer curriculum was introduced recently where subjects such as art/music/history are given more time and are linked well. Many extra curricular activities are offered. The school is not complacent, and remains committed to ensuring that every pupil receives the best possible educational opportunities, by rigorous self-evaluation and monitoring. The leadership and management of the school's provision for pupils with special educational needs are satisfactory. Pupils achieve well and reach levels of attainment that are often beyond those suggested by their capabilities. The assessment of these pupils' attainment is good although the assessment of 'day-to-day' progress and the targets in individual education plans are less well developed so far. At the moment, learning support assistants have a large responsibility for the teaching of these pupils and sometimes, too little direction is being given to teachers by the SEN coordinator to help them plan appropriate work, particularly when additional adults do not support SEN pupils. Nevertheless, the stimulating and interesting range of activities, the ways that pupils work together and help one another, and the pupils' high levels of motivation and aspiration have a very positive impact on their achievement.

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

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Good standards are being achieved in all aspects of the subject.
- Good quality teaching in most lessons.
- Good quality of assessments.
- The work of learning support assistants.
- Teachers are not always clear about what they want pupils to learn in a lesson.
- Inconsistencies in providing work that is appropriate for all pupils.
- Marking is not always clear enough about how pupils can improve.

Commentary

24. Results of the national tests at the end of Year 6 (2003) showed pupils reached levels of attainment that are in line with national averages. The results for 2003 are lower than 2002, reflecting the lower abilities of the pupils in the year group. The number of pupils reaching the higher levels has increased. Pupils' achievements are good in relation to what they can do when they enter the school. They become confident speakers able to express themselves well using an increasingly wide vocabulary. Their writing improves as they move through the school so that by Year 6 pupils can write for a variety of purposes and convey their meaning well. Pupils write using punctuation correctly and spelling common words accurately. Their sentences are often enhanced through the use of a wide range of vocabulary. More able pupils use complex sentences often incorporating adventurous punctuation and parts of speech such as similes and metaphors. Pupils read well throughout the school using appropriate expression and gaining a good understanding of what they read. They have a good understanding of styles of writing and different authors. There is a very good range of books available to pupils with a well-stocked and attractive library.

25. The standard of teaching is good overall. Teachers manage their pupils well and have established good relationships by encouraging pupils and praising effort. They make good use of questions to deepen understanding and use responses to make general points to help all pupils understand. In the best lessons teachers stimulate pupils well through their lively delivery and contagious enthusiasm, for example by encouraging pupils in a younger class to act out 'verbs' for their classmates to guess. Learning support assistants play a vital part in lessons through the help they give to lower attaining pupils or those with special educational needs. Learning support assistants have the responsibility for teaching a small group within the class, which they do with skill and success. In some lessons, the work planned is not matched well enough to the needs of all pupils, which limits the progress they make. Teachers are not always clear enough about exactly what pupils are to learn during the lesson or have too many learning objectives. This lack of precision dilutes the effect of planned activities. There is also some inconsistency in teachers' marking which means pupils are not always aware of how they could improve their work next time.

26. The leadership and management of the subject are good because of the identification of areas to improve and the actions taken to do this. The school has introduced a good, comprehensive system of assessing pupils' attainments and progress with the coordinator using this information well to set targets and improve pupils' achievement. Effective measures to raise standards have been introduced and include organising the younger classes by attainment, lessons for higher attaining pupils in the older classes taken by the coordinator, and the provision of spelling logs and targets for individuals, classes and year groups.

27. The school has improved satisfactorily since the last inspection. Standards have risen, the school's resources improved and a good system of assessment introduced, which is having a beneficial impact on pupils' learning. The school has set itself challenging targets, for example to improve further the quality of spelling and increase the quality writing of higher attaining pupils – even though they are already reaching a good standard. Most of the measures to raise standards are recent and although improvements have already been seen, the full impact of these has yet to be reflected in pupils' achievement.

Language and literacy across the curriculum

Provision for language and literacy across the curriculum is good, for example in information and communication technology (ICT) where pupils were encouraged to use vocabulary that was precise and in Year 3 geography where pupils were learning to use the term 'rural environment' with accuracy and understanding.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average and all pupils achieve well.
- Teaching and learning are good overall.
- The subject is managed well and there are very good assessment systems.
- In a few lessons, pupils have insufficient opportunities to solve problems independently.
- Pupils work at a slower pace during independent tasks in some lessons.

Commentary

28. Standards in mathematics are above average, and this is reflected in the recent national test results (2003), where there has been considerable improvement in the number of pupils achieving the higher levels. All pupils achieve well taking into account their level of attainment at the age of seven. For example, pupils in Year 3 construct simple block graphs and charts, and by Year 6 interpret graphs relating to 'stretch/weight', and to convert tables of results to bar graphs or line graphs. However, achievement is not as good in pupils' individual problem solving because this area is given more limited coverage in curriculum planning. Teaching is good overall. Lessons always begin with lively, well-planned mental/oral starters. Most teachers have a good knowledge and understanding of mathematics, and this is reflected in confident teaching, accurate use of terminology, and clear explanations when responding to pupil questions or misconceptions. All teachers have very good control of the class, and pupils behave very well. Any minor disruptions are dealt with quickly and effectively. Pupils are well motivated, show interest in learning, and present their work neatly. Where teaching is very good, the final session of the lesson challenges pupils to apply what they have learned by the use of open questions, for example, 'Tell me about $25/4$ '. Responses show a good understanding of mathematical concepts and accurate use of terminology such as 'mixed number' and 'improper fraction'. Where teaching is less successful, some pupils worked on independent activities, with less sense of urgency because no time limits had been set and there were few opportunities for pupils to evaluate or discuss their use of strategies. In a few instances, the teacher's expectations were either too high or too low, and this resulted in a few higher attaining pupils wasting some time on unnecessary repetition for part of a lesson, because they found the work easy, and some lower attaining pupils repeating the same mistakes because they did not understand what had been taught. In most lessons, pupils with special educational needs are supported well by effective learning support assistants.

29. Mathematics is managed well. Detailed tracking systems have recently been put in place to identify individual strengths and weaknesses and to monitor progress through the school. This information is used to set individual and group targets. The co-ordinator has a good knowledge of standards in the school, through monitoring pupils' work. The headteacher observes teaching and discusses strengths and weaknesses with individual teachers. Common factors of good and less successful teaching are dealt with at staff meetings, giving points for development for the subject

overall. This has been an effective approach in improving oral and mental sessions at the start of lessons. Priorities for development identified by the school are appropriate, for example, rigorous monitoring of the most/least able pupils, and developing expertise in problem solving so that pupils are more confident in selecting and applying appropriate calculations.

30. Since the last inspection, standards have risen. Teaching is more effective overall and there is a more rigorous structure to the curriculum, based on the national strategy for mathematics. Thus, work usually builds carefully on previous learning. Pupils are grouped according to ability and this has resulted in higher levels of attainment in national tests. Behaviour in lessons has improved, and pupils are more focused on their learning. Overall, there has been good improvement since the last inspection.

Mathematics across the curriculum

The provision in mathematics across the curriculum is **good**, for example through the use of graphs in ICT and the use of pupils' knowledge of different shapes and their skills in measurement when they were evaluating picture frames in design technology.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- The high standards and very good achievement.
- The broad range of activities and practical opportunities.
- Pupils' interest, enjoyment and enthusiasm for the subject.
- Good teaching, with some very good features.
- Assessment provides insufficient information to pupils so that they know what they need to do to improve.

Commentary

31. Standards in science are well above average and this is reflected in test results. Pupils are particularly talented using their practical skills and are confident in undertaking experiments and recording their findings. For example, Year 4 pupils have clear understanding of the term conduct in relation to electricity and they are easily able to make circuits and then test the conductivity of different materials. In a Year 5 class, pupils had a very good understanding of the circulatory system, the heart and pulse rate, They were able to take and record their own pulse rates and then make comparisons between the rate at rest and after exertion. Pupils' achievement is very good. They have very positive attitudes to their work and enjoy their lessons. Their interest and enthusiasm for the subject have a very positive impact on their rate of learning. The wide range of practical opportunities mean they easily remember the work they have done.

32. The quality of teaching is good, and some is very good. In lessons that were very good, the teacher had planned activities well and all pupils were being challenged. For example, in an experiment to investigate whether burning different materials resulted in reversible or irreversible changes, all pupils could see the results for themselves and, because they were all involved in the practical activity, every pupil had to think and make decisions for themselves. Pupils worked hard and the teacher maintained the pace of their learning through the resources provided, the organisation of the class, and the questions used to stimulate thinking. In the same lesson, the pace of learning slowed noticeably when the activity changed to drawing a poster. This activity did not stimulate the pupils and their interest and enthusiasm slowed. Pupils' work shows that they receive a rich and varied curriculum that is very good and meets the needs of all pupils. They are provided with lots of opportunities for the development of their skills as well as their knowledge and understanding. Pupils' enthusiasm and interest in the subject has a direct impact on their achievements and are attributable to the wide range of stimulating activities they experience, and the way that they enjoy what they are doing and want to learn more. Assessment is good and teachers record their pupils' progress carefully, using the information to ensure that all pupils

achieve as well as possible. Individual pupil targets are being to be used, but as yet there is insufficient information to pupils about what they need to do to improve and how well they are doing. The subject is being led and managed well. Planning ensures that all aspects of the subject are covered throughout the school and resources are managed well. The coordinator provides good support for other teachers and uses assessment very effectively to make sure all pupils achieve their best possible standards. Improvement since the last inspection is very good.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils achieve well.
- A good range of planned activities covering all strands of the programmes of study.
- The timetabling of lessons in the ICT suite provides good opportunities for pupils to acquire the necessary skills.
- Good training has been provided for staff.
- The small size of the ICT suite means that classes held here are often too cramped.

Commentary

33. By Year 6, pupils are reaching standards that are in line with national expectations in all aspects of the subject and they are achieving well. The carefully planned curriculum ensures that they develop their skills in a balanced way. Pupils add to, amend and combine different forms of information from a variety of sources. They routinely retrieve information from CD-ROMs and the Internet and compile their own databases from information they have gathered. Pupils use ICT to present their information in different ways and are beginning to understand the needs of different audiences and the best ways of conveying what they want to say. For example, older pupils are currently using a graphics program incorporating sound, animation and text on topics they have chosen. Through experimentation they are becoming aware of what are the best ways to engage and inform their audiences. Pupils are proficient in sending and receiving e-mails with older pupils learning the setting up of web pages.

34. The standard of teaching is good and pupils make good progress and achieve well. Teachers have a good understanding of the subject and receive regular training from the coordinator to keep them up to date with new software and equipment as it becomes available in school. Teachers are making the best use of the computer suite and each class is allocated at least two sessions every week. This enables teachers to provide sufficient opportunities for pupils to learn the new skills being taught. At the moment teachers are becoming familiar with the recently installed interactive whiteboard. (This is a whiteboard that acts as an enlarged monitor screen.) This they use to demonstrate new skills and techniques which pupils then practise. However, the size of the room restricts the number of machines and so pupils invariably share equipment with up to three pupils at each machine. The school is aware of this difficulty and has plans to increase the number of computers in the school. Pupils cooperate well when sharing and useful discussions often result. Their positive attitudes and high levels of motivation, combined with experiences gained at home, mean that they achieve well despite the lack of direct hands-on experience at times in school. The leadership and management of the subject are good. The school has made good improvement since the last inspection when pupils' attainment and progress were unsatisfactory. The coordinator provides good support for her colleagues, which has raised their expertise and confidence. The assessment of pupils' progress has also improved. The various skills in each of the strands have been broken down into smaller steps with pupils recording their progress in learning them. This has helped teachers measure progress more accurately and plan work accordingly.

Information and communication technology across the curriculum

The provision for ICT across the curriculum is satisfactory. As most computers are located centrally in the computer suite, their use for other subjects is as yet more limited.

HUMANITIES

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Pupils achieve well.
- A varied and interesting curriculum.
- Practical activities and field work.
- Good opportunities for pupils to develop their map work and thinking skills.
- Good use of the local environment.
- A wider range of distant places should be taught throughout the school.

Commentary

35. Pupils' work shows that by Year 6, they are achieving standards that are in line with national expectations and the standards attained by younger pupils are above those expected for their age. Achievement is good, although the work of younger pupils shows better achievement than that of some older pupils. This is because the recently developed scheme of work is now ensuring pupils learn and progress well, but older pupils have not benefited from these experiences for all of their time at school. The range of work is good and pupils gain from varied opportunities to learn through fieldwork and direct experience. For example, last year, older pupils learned about river basins by building a river, using flowing water from a hose, in the school playground. Pupils are given good opportunities to develop their map work and to use geographical skills. For example, Year 5 pupils compare local settlements through their study of Alverstoke and Southwick. As yet, some pupils have not sufficiently developed their understanding of distant places and older pupils were not able to talk about more than one or two that they could remember learning about. From the two lessons seen during the inspection, it is evident that pupils enjoy geography and have a good understanding of a rural environment. The lessons were developing their observational skills and they were encouraged to make judgements about the environment they could see in the picture book being used, and the environment viewed from the classroom window. The subject is being led and managed well, with very clear and appropriate priorities for development. Resources and opportunities for using ICT are also being developed well. Good improvement has been made since the last inspection.

History

Provision in history is **good**.

Main strengths and weaknesses

- Pupils achieve well.
- Broad range of experiences, including good opportunities for developing pupils' skills in research.
- Good use of visits and the local environment.
- Interesting activities mean that pupils are motivated and enjoy their work.
- Some activities are insufficiently purposeful.
- Teachers' marking is regular but gives pupils insufficient information about that they need to do to improve.

Commentary

36. Pupils' work shows that in Year 6 they are achieving standards that are in line with national expectations and their skills in research and enquiry are above. Throughout the school pupils are achieving well, so the school is a strong position for standards to continue to rise. In particular, pupils are making good progress in their skills of research and developing their ability to analyse and interpret information. They make good use of opportunities to use ICT for their research. The use of resources enables pupils to consider different versions of events and develop their skills of empathy. For example, in one lesson seen during the inspection, the class were using photos of people at the time of World War 2 to help them understand how people tried to keep themselves safe and how they felt during the wartime period. From the small number of lessons seen during the inspection, teachers were making good use of links with other subjects and plan work well. Teachers provided good opportunities for pupils to talk about their research, work together to help each other and think for themselves. However, in the second half of one lesson, the pace of work slowed when a poster activity no longer provided stimulation, nor did it serve the purpose of the lesson. The subject has been planned well and provides a broad range of interesting activities that stimulate pupils' interest and enthusiasm. Good use is made of visits and the local environment to make history come alive. Assessments are made effectively and already help teachers plan their work to improve pupils' learning, but these are still at an early stage. Pupils' work is marked regularly, but there is insufficient information to pupils about what they need to do to improve. There has been satisfactory improvement since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

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

Main strengths and weaknesses

- Standards are above national expectations and pupils are achieving well.
- There are good links with other areas of the curriculum.
- Good use is made of visiting artists and community links.
- Assessment is at an early stage.
- Opportunities for discussion during lessons are limited.

Commentary

37. Standards in art are above national expectations. All pupils achieve well due to confident teaching, inspiration from visiting artists and a well-planned curriculum. Observational skills are developed well through the school, and by Year 6, pupils apply line, tone and colour effectively in their pictures and sketches. Pupils have a range of good quality experiences in art, and teachers have high expectations of pupils to do their best. This is reflected in the very good clay figures by Year 5 pupils, inspired by Henry Moore.

38. From the very small amount of teaching seen during the inspection, it is evident that pupils enjoy art and apply themselves well to tasks. They are keen to learn new techniques, and are attentive during demonstrations and explanations. The lessons seen were planned well to provide opportunities for pupils' self-evaluation at the end of the session. However, discussion during the lesson was limited. Assessment procedures have recently been introduced, but it is too early to see their impact on raising standards.

39. The subject is managed well. The curriculum is enriched by events such as Artsweek, where many local artists are invited to work with and inspire pupils in a range of new ideas and techniques, for example, depicting sea creatures using a mock batik process. Art is strongly linked to other subjects in the curriculum, particularly dance and drama for school productions.

Design technology

Provision for design technology is **good**.

Main strengths and weaknesses

- Pupils achieve well.
- A good scheme of work that covers all aspects of the subject.
- Some good teaching providing good opportunities for pupils to evaluate commercially produced items.
- Older pupils' infrequent experiences of design technology mean that some of their skills have not yet developed as well as they might.

Commentary

40. Pupils' work shows that by Year 6 pupils have gained standards that are in line with national expectations. They have designed and evaluated fairground models well, although their ideas show a lack of experience in working with a range of materials. Pupils are able to gather information and consider it as part of a planning process, using sketches and diagrams. The accuracy of their work and their skills in evaluating are not yet as well developed as might be expected. Younger pupils are achieving standards that are above those expected for their age. They have had some lessons of food technology and some of their work has been recorded by digital photography. Younger pupils are achieving well and are designing objects with moving parts. The achievement of some older pupils is more limited as they have missed opportunities to learn important designing, making and evaluating skills earlier in their school life. There is a well-planned scheme of work in place now that is being carefully followed by teachers. In the two lessons seen during the inspection, it is evident that pupils enjoy the work and are making progress. In a class of older pupils, their lack of skills in making, and in particular, stitching, meant that they needed to be carefully controlled by the teacher and this limited their opportunities for creativity. In a younger class, the teacher had planned a lesson to evaluate picture frames well. The pupils had a wide range of different picture frames to consider and the teacher's questions stimulated them to think deeply about the design of the frame. This experience puts them in a strong position when they are designing similar objects for themselves. There has been satisfactory improvement since the last inspection.

Music

Provision for music is **good**.

Main strengths and weaknesses

- Pupils' singing is of a high standard and pupils achieve very well.
- Very good teaching by the music manager.
- Strong curricular and community links.
- Good leadership and management.
- Some teachers lack confidence in teaching music.

Commentary

41. Standards in music are above national expectations, and the subject makes a very good contribution to pupils' spiritual development. Pupils achieve very well and their singing is a major strength of the school, both in performances and in lessons. The quality of their singing reflects very good teaching by the subject manager, who insists on high standards and helps pupils to achieve a very tuneful, rhythmical and confident result. This was demonstrated in a lesson where pupils learned a difficult Gilbert and Sullivan song very quickly in preparation for a workshop with professional opera singers.

42. The school makes good use of the subject manager's expertise, and in the very small amount of lessons observed during the inspection, teaching was very good. Pupils achieved very well because the lessons had a full musical content, and they were taught with confidence. Lessons were very well planned, with many elements of the curriculum in each, for example, composing a harvest song, appraising others' efforts, and learning and performing a new setting of the Lord's Prayer. Pupils with special educational needs are supported well, and learning support assistants ensure that these pupils participate fully in lessons.

43. The subject is managed well, and pupils have a rich variety of experiences throughout their time in school, through internal and external performances and other musical events. Visiting musicians teach many pupils to play instruments well, and pupils are invited to join the orchestra as soon as possible. There are strong links with other subjects of the curriculum, for example, pupils in Year 6 learned to play fanfares on glockenspiels in connection with their history studies on Victorians.

Physical Education

Provision in physical education is **good**, especially through the use of outside coaches and the many after school clubs available.

Main strengths and weaknesses

- The range and quantity of after school clubs.
- The good use of 'outside' expertise and specialisms within the school staff.
- The school's accommodation which includes a swimming pool.

Commentary

44. In the lessons observed pupils are reaching standards in gymnastics and dance that are in line with national expectations but exceeding these in games. Pupils achieve well in the lessons seen. They show a satisfactory range of movements when responding to the stimulus of music and combine well together to form a dance, changing their movements to improve as they learn new steps. In gymnastics, pupils balance well and combine these to form a simple sequence of movements showing good control and style. They are keen to demonstrate what they can do and watch each other's performances critically. Pupils work well together and cooperate in order to carry out a task. This was illustrated well in one lesson when younger pupils carried out a series of different movements using a large parachute, none of which would have worked without the successful application of the correct skills by all in the group. In the one games lesson observed, pupils displayed good ball skills. Pupils used a hockey stick to dribble the ball keeping good control. They trapped and passed with accuracy showing a good awareness of the changing positions of those to whom they were passing the ball. Thanks to the quality of the coaching they received they quickly learned how to position their hands and bodies in order to carry out these skills effectively. The standard of teaching observed was good. Teachers manage their pupils well, encourage them and give them support and reassurance so that all pupils try their best and make good progress. Teachers demonstrate as well as explain what pupils are to do. In the games lesson, for example, the teacher's expertise enabled her to show the finer points of stick and body control. When pupils practised they were helped considerably because their teacher understood the sub-skills involved and so gave the appropriate directions to improve.

45. The leadership and management of the subject are satisfactory. Standards have been maintained since the last inspection, equipment updated and added to and the provision of sports clubs increased. The assessment of pupils' attainment and progress is not developed sufficiently for teachers to be able to accurately ascribe National Curriculum levels to pupils' attainments. The school is successful in encouraging pupils to participate in sport and clubs are well attended. Pupils benefit therefore from expert coaching in a number of activities including, rugby, tennis, football and karate.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- A very effective school council.
- Positive impact on pupils' sense of being valued, listened to and their motivation in school.
- Good opportunities for pupils to develop their social skills.
- Positive effect on improving behaviour.

Commentary

46. Pupils achieve well, they feel valued and that their views are respected by the school. They have a good range of opportunities to learn to work and live together in the school community, through the planned use of circle time and opportunities in other lessons, pupils learn to take turns, to share and to work together well. They are given opportunities to discuss the school and class rules, and they know that their views will be heard through the very effective school council. This body represents all pupils and there are equally effective class councils that provide a means of communication and consultation that is valued by pupils. Meetings are conducted in a purposeful and business like way. The school provides a good programme of personal, social and health education and citizenship, including both drug and sex education, about which parents are consulted. The subject is led and managed well and has made a distinct contribution to the improvement of behaviour at the school.

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	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	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	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	1
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
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).