

# INSPECTION REPORT

**BRANSTON JUNIOR SCHOOL**

Branston, Lincoln

LEA area: Lincolnshire

Unique reference number: 120403

Headteacher: Mr R G E Hall

Lead inspector: Mr Chris Kessell

Dates of inspection: 8<sup>th</sup> – 10<sup>th</sup> December 2003

Inspection number: 255591

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7-11
Gender of pupils:	Mixed
Number on roll;	171
School address:	Station Road Branston Lincoln
Postcode:	LN4 1LH
Telephone number:	01522 880555
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Appropriate authority:	The governing body
Name of chair of governors:	Mr David Boyd
Date of previous inspection:	21 <sup>st</sup> September 1998

## CHARACTERISTICS OF THE SCHOOL

Branston Junior School is smaller than most other schools of its type and serves a mixed community of private and rented accommodation. About five per cent of the pupils come from outside the village of Branston. Nearly all pupils come from white ethnic backgrounds, although a very small number of other minority ethnic groups are represented. There are no pupils who use English as an additional language. The school has not received any travellers, refugees or asylum seekers. The number of pupils who either join or leave the school during the academic year is about average. At five per cent, the proportion of pupils who are entitled to free school meals is well below average. Thirty-three per cent of pupils are assessed as having special educational needs; this is well above average. Four pupils have a statement of special educational needs. Children start school with attainment that is above that expected for their age. Most of the pupils have attended the village infant school. In 2002, the school was awarded 'Investors in People' status and has received 'School Achievement Awards' for the last three years.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20695	Mr Chris Kessell	Lead inspector	Mathematics Science Geography History Religious education English as an additional language
19664	Mr John Bayliss	Lay inspector	
18709	Ms Nina Bee	Team inspector	English Information and communication technology Art and design Design and technology Music Physical education Personal, social and health education Special educational needs

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# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

**This school provides a satisfactory education for its pupils** and gives satisfactory value for money. Pupils' achievement is sound overall. Teaching and learning are satisfactory. There needs to be a higher proportion of good teaching to improve pupils' achievement further. Standards in Year 6 are above average in English, mathematics and science. The leadership and management of the headteacher and senior staff are satisfactory. The school has a caring ethos and good relationships are promoted well.

The school's main strengths and weaknesses are:

- The pupils are achieving good standards by the end of Year 6.
- Teaching and learning is not monitored effectively.
- Although the school's assessment procedures are satisfactory, the information provided is not used rigorously enough to respond to the needs of individual pupils and help them make better progress.
- Insufficient emphasis is placed on the development of literacy skills across the wider curriculum, particularly writing. Speaking and listening skills could also be promoted more effectively.
- There are good links with parents.
- The school's curriculum is supported well by a good range of extra-curricular activities.

Improvement since the last inspection has been satisfactory. Academic standards are higher and the school's trend of improvement is similar to the trend found nationally. The governors now fulfil their statutory requirements, and the responsibilities of teaching and non-teaching staff are defined more clearly. The leadership and management of the school are better, but there are still weaknesses in evaluating the quality of teaching and learning. Teachers could still raise their expectations regarding what pupils can achieve; this was a weakness at the previous inspection. Homework is now used well to support pupils' learning, and handwriting is taught regularly. Better use could still be made of assessment information, particularly in allocating work for different ability groups and helping pupils to understand how they could improve.

## STANDARDS ACHIEVED

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

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

**Pupils' achievement is currently satisfactory** in relation to their prior attainment when they started school. Recent national test results show that boys perform better than the girls in mathematics and science. This is different to the trend found nationally. The data, shown above, indicates that pupils did not achieve as well they should have in the national tests for English in 2003. The school's analysis of the test results indicated that there were weaknesses in the pupils' writing. This has become a major focus in the school and the subject co-ordinator for English has recently produced clear guidance on the development of targets for the teaching of writing. Pupils' writing skills could still be developed more effectively in lessons. For the pupils currently in Year 6, standards are above average in English, mathematics and science. In religious education and information and communication technology, standards are similar to those expected, for pupils of this age. This represents good achievement in information and communication technology, given that these pupils had very little experience of the subject when they were in the lower part of the school.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development are satisfactory.** The pupils have good relationships with each other and the adults in the school and they are keen to take on responsibility. Their attitudes to learning and standards of behaviour are satisfactory. The attendance rate at the school is well above the national average and punctuality is good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory.**

**Teaching and learning are sound.** Although the majority of lessons are well planned, there needs to be more good teaching to raise pupils' achievement beyond satisfactory. Many lessons start well, but the organisation of work for pupils of different ability could be more rigorous. Pupils are not always as productive as they could be when working independently or in groups. Pupils are too eager to talk amongst themselves or call out answers in class discussions. Some teachers need to have higher expectations with regards to this kind of behaviour. Numeracy skills are satisfactorily promoted in other subjects such as science and information and communication technology. Assessment information could be used more effectively.

The curriculum provided by the school is satisfactory. Good extra-curricular provision and other out-of-class activities enrich the curriculum well. Partnerships with parents are good. The school provides satisfactory care for its pupils.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory overall.** The teaching and non-teaching staff work effectively as a team. The monitoring and evaluation of the curriculum is good but there are weaknesses in the leadership of teaching and learning by the headteacher and other key staff. Although performance data is evaluated satisfactorily, more could be done with the information it provides to improve the achievement of some pupils. The governance of the school is satisfactory. The school fulfils its statutory requirements.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

The parents have positive views about the school. They are particularly pleased that the school works closely with them and that they are well informed. Pupils are also happy with the school and enjoy their learning.

## **IMPROVEMENTS NEEDED**

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

- Monitor teaching and learning more effectively to improve the quality of lessons and pupils' achievement;
- Make better use of assessment information for the planning of pupils' work, monitoring the progress of pupils and helping them understand how they can improve;
- Improve the development of pupils' literacy skills and ensure that speaking and listening skills are promoted well.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Pupils' achievement is satisfactory overall. Standards in English, mathematics and science are above average. The boys tend to perform better than the girls in national tests.

#### Main strengths and weaknesses

- National test results in the core subjects<sup>1</sup> are above average.
- Although pupils' achievement is satisfactory in relation to their prior attainment, there are some pupils who could do better still and this is a weakness.
- There was some underachievement by pupils in the 2003 national tests for English.

#### Commentary

1. Standards have improved in the school since the previous inspection. The majority of parents are happy with the progress that their children make. When responding to the pre-inspection questionnaire, 96 per cent of the parents who replied agreed that their children made good progress. The inspection team judges the pupils' progress as satisfactory in relation to their prior attainment, but also believes that some pupils could do even better if the proportion of good teaching was higher. The school has set itself challenging targets in its school development plan to raise the percentage of pupils who achieve the expected Level 4 to 90 per cent in the national tests for pupils in Year 6. This will be difficult to achieve unless some pupils make better progress as a result of better teaching. Pupils start the school with attainment that is above average. This was confirmed by the 2003 national test results for the feeder infant school.

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

Standards in:	School results	National results
English	27.6 (29.0)	27.0 (27.0)
Mathematics	28.3 (28.9)	27.0 (26.7)
Science	29.8 (29.0)	28.8 (28.3)

*There were 32 pupils in the year group. Figures in brackets are for the previous year.*

2. The national test results in 2003 for pupils in Year 6 indicated that, when compared to all schools, standards were above average in English and science and well above average in mathematics. However, there was a decline in the school's average points<sup>2</sup> score over the previous year in English and mathematics. When compared to similar schools<sup>3</sup>, standards were above average in English and well above average in mathematics and science. The data also indicates that the pupils made satisfactory progress in mathematics and science in relation to their prior attainment. The pupils' progress in English was not as good as it should have been. The school identified pupils' writing as a weakness. This has become a whole-school focus, but the teachers could address the problem more rigorously. Taking the three years from 2000 to 2003 together, the performance of the pupils exceeded the national average in English, mathematics and science. The school's trend of improvement in the national tests for pupils in Year 6 from 1999 to 2003 was broadly in line with the trend found nationally.

<sup>1</sup> The core subjects are English, mathematics and science.

<sup>2</sup> **Average points scores:** The average points scores table compares the school's performance with the national results. The calculations are arrived at by using the total test scores gained by pupils, and dividing the total by the number of pupils with a test result. This calculation is carried out for each subject tested.

<sup>3</sup> In this example, similar schools are defined by the proportion of pupils eligible for free school meals.

3. At the pre-inspection meeting, a minority of parents suggested that some pupils could be challenged further. The inspection team would agree with this, despite the pupils' satisfactory achievement overall. However, the test results for 2003 did show that the percentage of pupils, who achieved the higher Level 5, was above average in mathematics and science and average in English.
4. National data indicates that the gap in performance between boys and girls in the school is not as wide as that found nationally. The school is aware of this situation, but has not really undertaken sufficient analysis to reach any conclusions about why boys are performing better in mathematics and science. In a minority of lessons observed during the inspection, boys were allowed to dominate class discussions or question-and-answer sessions. This could have a detrimental effect on girls' learning.
5. Pupils with special educational needs make satisfactory progress against the targets in their individual education plans.
6. Pupils presently in Year 6 are achieving above average standards in English, mathematics and science. Standards in information and communication technology and religious education are similar to those expected for pupils of this age. In the case of information and communication technology, the pupils in Year 6 have achieved well, as their access to computers in school was very limited when they were younger. Pupils in Year 6 spoke with appropriate levels of understanding about the recent work they have undertaken in history. The inspection focus did not enable the team to make judgements about standards in any other subjects.

### **Pupils' attitudes, values and other personal qualities**

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

### **Main strengths and weaknesses**

- There are consistently high levels of attendance.
- Pupils have good attitudes and behaviour when lessons are stimulating, but when they are not sufficiently challenged, their attention wanders.
- Pupils show respect for the feelings, values and beliefs of others.
- The school's ethos promotes good relationships.

### **Commentary**

7. When inspected previously, pupils' attitudes were judged to be a positive feature of the school with pupils being interested in their work, enjoying school and trying hard to do their best. For many pupils, the situation is the same. They are proud of their school, but there is a mixed picture across the school. Though opportunities to be responsible for their own learning have increased, there are a number of pupils in every lesson not fully involved all the time. Eighteen per cent of pupils responding to the pre-inspection questionnaire think that lessons are not always interesting, and 12 per cent say they don't have to work hard all the time. Overall, therefore, attitudes, although satisfactory, are not as strong a feature as reported previously. In the lively and stimulating lessons, the pupils respond with real enthusiasm listening carefully and courteously to teachers, but in too many lessons some pupils are not sufficiently challenged. Work is not always matched to their needs and capabilities and, as a result, they lose interest and become disengaged. Pupils with special educational needs show satisfactory attitudes to learning.
8. Though not such a strong feature as when inspected previously, pupils' spiritual, moral, social and cultural development is promoted appropriately. Teachers receive and value pupils' ideas and encourage them to develop feelings of self-worth. Positive values are promoted through the school's programme for personal, social and health education. Collective worship meets statutory requirements. Through assemblies and class discussions, the pupils are taught to

reflect on their own actions and those of others, to show consideration for others, to listen to others and to learn to respect their views, as well as to consider how what they have learnt impacts on their daily life.

9. Pupils are taught the difference between right and wrong. They accept school rules as fair, and understand the consequences of breaking them. However, a small number do not always behave as they should during some lessons, and teachers sometimes allow rather too much noise and lack of attention, meaning that behaviour overall is judged to be satisfactory now, rather than good or very good as found when inspected previously. It has not, however, been necessary to exclude any pupils in the past year. Breaktimes are pleasant, social occasions when the pupils behave well, boys and girls playing happily together without any sign of bullying or other anti-social behaviour. The pupils say that they are happy in school most of the time and have no significant concerns about the behaviour of others. Parents think that behaviour is good overall, although a small number have reasonable concerns about instances of minor inappropriate behaviour. They agree, however, that when concerns are drawn to the attention of the school, response is speedy and effective.
10. Harmonious relationships exist throughout the school community. In most lessons and in the playground, the majority of pupils get on well together. They share resources and equipment sensibly and work co-operatively in a range of situations. They relate easily with adults, rarely in a disrespectful way. The pupils are taught to be polite to visitors and to other members of the school community and to show an awareness of the needs of those less fortunate than themselves, when, for example they involve themselves in charitable activities. The 'House' system promotes team spirit effectively. Parents feel, rightly, that the school builds confidence in its pupils.
11. Pupils are provided with an appropriate range of opportunities to appreciate their own and cultural traditions as well as those of others, and to learn about the celebrations and beliefs of other faiths. Much of this is delivered through the curriculum, for example, through stories from other cultures and religions, religious education lessons, history and geography lessons, and the work of a range of artists.
12. Attendance has improved since the last inspection when it was judged to be satisfactory. The pupils like school and readily attend. In recent years, attendance has been consistently above or well above that achieved by similar schools nationally. Punctuality in the morning is good. Registration procedures are efficient, and records of attendance properly comply with statutory requirements. The very large majority of parents ensure that their children attend school regularly, though a few organise holidays during term time, and others do not always provide reasons for absence, resulting in a small amount of unauthorised absence.

***Attendance in the latest complete reporting year (%)***

Authorised absence		Unauthorised absence	
School data	3.3	School data	0.1
National data	5.4	National data	0.4

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a satisfactory education for its pupils. Teaching and learning are sound but the use of assessment is unsatisfactory. The curriculum is satisfactory overall and successfully enriched by a good range of after-school activities.

**Teaching and learning**

Teaching and learning are both satisfactory, but the proportion of good teaching needs to be higher to enable pupils to make better progress. Although assessment procedures are satisfactory, the

information provided is not used well to plan work for different ability groups or to help pupils to understand how they can improve; this is unsatisfactory.

### Main strengths and weaknesses

- The expectations of some teachers are not high enough.
- Homework is used successfully to support learning in school.
- Although teaching is satisfactory overall, there are inconsistencies in the promotion of literacy skills and speaking and listening.
- Not all pupils are able to work independently.
- The use made of assessment information is unsatisfactory.

### Commentary

13. Parents are pleased with the quality of teaching in the school. This was reflected in the comments made at the pre-inspection meeting and the 97 per cent of parents who agreed that teaching is good when responding to the questionnaire. Although a significant proportion of teaching was good in lessons observed during the inspection, this was not reflected in the scrutiny of pupils' books that identified a number of inconsistencies. On this basis, teaching and learning are judged as satisfactory overall. This also reflects the satisfactory achievement that pupils make through the school.

#### Summary of teaching observed during the inspection in 18 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	0	7	11	0	0	0

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

14. The majority of lessons are well organised, and this is a strength of teaching through the school. Lessons often start well with the lesson objectives clearly explained to the pupils. Unfortunately, the good momentum and pace that is often seen at the start of lessons, is not maintained and learning becomes less effective. Although teachers manage pupils' behaviour satisfactorily, and classroom relationships are often good, when pupils are expected to work either independently or in small groups, they often find it difficult to do this without being distracted, and they spend too much time talking to each other. It is almost a culture within the school that has a negative effect on the pace of learning. Groups of pupils, who work with a class teacher or teaching assistants, often make better progress because they are more focused.
15. The National Strategies for Literacy and Numeracy are used satisfactorily by the teachers. During the inspection, some good teaching was observed in numeracy, but not in literacy. This is a weakness. Although in lessons during the inspection, work was planned for different ability groups, this feature is not readily apparent when examining pupils' past work. This was also a feature of other subjects in the curriculum. Consequently, a minority of pupils do not finish work because it is too difficult for them whilst other pupils, the higher attainers, can clearly achieve more. This was also an issue at the previous inspection. More emphasis needs to be placed on pupils listening to each other, and the skills of writing could be encouraged more effectively, particularly in other subjects. Overall, literacy skills could be promoted better. The pupils undertake handwriting lessons where they produce fine examples of good handwriting. This is not transferred to other books so their presentation is not always good. Higher expectations by some teachers, with regard to pupils' capabilities, would remedy this situation. Too often, pupils are given work to do as part of the main activity in a lesson, with no demands made on them about the amount of work that is actually expected. Very few extension activities are provided for the higher-attaining pupils.

16. In lessons where expectations were higher during the inspection, the pupils achieved more and made good progress in developing their understanding, knowledge and skills. Pupils in Years 5 and 6 developed their ideas effectively as they discussed 'expressing gratitude' as part of a personal, social and health education lesson. Much was achieved in a short space of time, because the class teacher moved the lesson along at pace and also demanded that pupils listened to each other's ideas and thoughts carefully. In an information and communication technology lesson for Years 3 and 4, pupils achieved well, because of the high expectations by the class teacher in terms of pupils' listening and behaviour. Consequently, the pupils were enthusiastic and showed positive attitudes to learning.
17. The teachers and the teaching assistants satisfactorily support pupils with special educational needs in lessons. Learning is sound when work is accurately matched to the needs of the pupils. However, teachers do not consistently use assessment information when they plan lessons. As a result, pupils with special educational needs sometimes receive work that is not accurately matched to their needs. When this happens it is either too difficult for them or does not challenge them sufficiently.
18. The teachers promote equality of opportunity. Pupils are treated respectfully and their views, opinions and answers to questions are valued and encouraged. In a minority of lessons observed during the inspection, boys were able to dominate class discussions, or only a few pupils contributed answers to questions. Staff need to be aware of this. Teaching assistants could be used at the beginning of lessons to monitor this.
19. Work is marked regularly, often with positive comments, but it could be used more effectively to raise pupils' achievement and promote higher expectations. Not all of the marking shows pupils what they have done wrong, how to improve, or what is needed to move onto the next stage of learning. Comments regarding unfinished work are often not followed through. Poor presentation is allowed and spelling mistakes are not corrected.
20. There has been an improvement in the use of homework since the previous inspection. It is used well to support learning in school, particularly in English. It is quite remarkable how some of the pupils' homework books are neater and tidier than their school exercise books. Both the pre-inspection meeting and responses to the questionnaire indicated that parents are more than satisfied with the school's arrangements for homework.
21. The teaching assistants make a satisfactory contribution to the pupils' learning. However, they are more effective when working with individuals or groups of pupils than at the start of lessons when their role is often too passive. During teachers' introductions, or in class discussions, they could be deployed more effectively.
22. Thorough assessment procedures have been developed which enable teachers to see how well pupils are progressing as they move through the school. Teachers use this performance information to place pupils into ability groups within literacy and numeracy lessons. This is an improvement since the school was last inspected. However, this information is not used effectively to plan lessons that ensure all pupils receive work which is matched well to their different abilities.
23. Recently developed assessment procedures are now in place for all other subjects. By the end of the academic year, these will inform teachers of the National Curriculum levels the pupils have reached. Targets are beginning to be developed for writing and numeracy, but there is no consistent format and teachers do not promote them effectively in lessons or in the marking of pupils' work. At present, individual or group targets are doing little to raise standards.

## **The curriculum**

The school provides a satisfactory curriculum, which contains a good range of activities that support learning outside the school day. The school's accommodation and resources are satisfactory.



## **Main strengths and weaknesses**

- The curriculum benefits from well-organised visits, which reinforce many subject areas, and the many visitors who are invited into school to work with the pupils.
- Pupils have good opportunities to take part in activities outside the school day.

## **Commentary**

24. The school provides a satisfactorily planned and balanced curriculum, which embraces all subjects of the National Curriculum and religious education. Personal, social and health education, including sex education and attention to drugs and alcohol misuse, is provided for satisfactorily. Visitors who are regularly invited into school, either to talk to, or work with the pupils, support the curriculum well. For example, the local vicar comes in to talk to pupils as does the school nurse and representatives from the local community police. These visitors reinforce and develop themes and topics previously taught, and promote the pupils' personal, social and health education. Other visitors have supported work in other subjects, such as physical education, music, history and English.
25. All pupils have many opportunities to take part in a number of extra-curricular activities that are available outside the school day and these promote many subject areas. Almost all the parents who responded to the pre-inspection questionnaire thought that there was a good range of extra-curricular activities. The inspection team would support this view. The 'Cyber Café' enables pupils to reinforce and develop their information and communication technology skills. Pupils have the opportunity to learn how to play musical instruments, and many pupils take part in sporting activities, such as football and netball. In addition, there is a 'gardening gang' and a cross-stitch club.
26. There are good opportunities for all pupils to experience well-organised visits into the local and wider community. Pupils in Year 6 have recently visited their local community college for six weeks to develop their information and communication technology skills. Pupils from all year groups were involved in the Grantham Dance Festival. Older pupils have good opportunities to take part in residential visits to places, such as Low Mill in Yorkshire. Such visits develop pupils' social skills well, as they learn to live alongside their classmates.
27. There is a sufficient number of teaching and support staff to meet the demands of the curriculum. The accommodation is satisfactory and comprises a large playing field and playground areas for physical education lessons. There is a satisfactory range of resources to support all areas of the curriculum. Resources in information and communication technology have improved significantly since the previous inspection.
28. Procedures for the identification and assessment of pupils with special educational needs are satisfactory. Individual education plans generally have clear targets, but a few contain targets, which are vague and make the rate of progress difficult to measure.

## **Care, guidance and support**

The way in which the school provides for pupils' care, welfare and health and safety is satisfactory. It provides pupils with appropriate support, advice and guidance, based on teachers' knowledge of the individual need of each pupil. There is satisfactory involvement of pupils in the work of the school.

## **Main strengths and weaknesses**

- Most pupils are happy at school, feeling safe and well looked after.
- Pupils trust their teachers and readily turn to them for advice and guidance.
- There are good child protection arrangements.
- Parents are very happy with how the school looks after their children.
- Through the school council, and elsewhere, pupils are involved in the work of the school.

## **Commentary**

29. As was found at the previous inspection, the school undertakes properly its responsibility for ensuring that its pupils work in a healthy and safe environment. Regular risk assessments ensure that statutory requirements are met, and the physical well being of all is protected, so that the pupils can work in surroundings that contribute to their well being, and the quality of learning. Teachers, teaching assistants and mid-day supervisory staff relate well to the pupils. They provide good support in classrooms and during breaktimes, which has a positive effect on learning, behaviour and safety. Parents appreciate the level of care provided.
30. There is effective liaison with the feeder infant school, and a carefully planned induction programme helps new pupils to settle quickly and happily into school routines.
31. Pupils are treated equally so that their learning is helped by the way in which their welfare needs are met, whatever their age, sex, background or special needs. The very large majority of the pupils are happy at school and confidently turn to adults, when they want help or advice, knowing that they will be treated fairly and listened to sympathetically. A small number of pupils say they are not always happy at school and do not think that teachers are always fair, but comments such as 'the teachers are nice and fair', 'I feel well looked after' and 'I love the humour and kindness of teachers' are more typical. Pupils' views, as communicated through the work of the school council and through lessons when thoughts and feelings are discussed, are respected and notice is taken of them.
32. First-aid arrangements and those for fire safety are as they should be. The school's procedures for dealing with the very occasional accident are generally good, although an instance of treating a blood wound without protective gloves was not in line with recommended practice. Appropriate records are maintained. There are good procedures for liaison with parents when necessary.
33. Legal requirements regarding child protection are met fully. The weakness identified when the school was last inspected has been addressed successfully. The headteacher and a senior female member of staff undertake the statutory responsibility for ensuring the effective delivery of the school's child protection policy. They are suitably trained and have relevant experience. They work closely with staff to ensure that everyone is fully aware of their role and responsibilities. These are undertaken conscientiously with a good understanding of the procedures to be followed should a pupil be at risk.
34. The school's arrangements for the monitoring and support of pupils' personal development are satisfactory. Monitoring of personal development is effective, although informal arrangements, that reflect the good knowledge that teachers have of pupils as individuals, are stronger than formal ones. Information is exchanged regularly between staff so that they all are able to respond to the individual welfare needs of the pupils sensitively.
35. Outside agencies are used well to support pupils with special educational needs and to provide training for teachers to become more aware of the needs of pupils with specific difficulties.

## **Partnership with parents, other schools and the community**

The school's partnership with its parents is good. Links with the local community and other schools are satisfactory.

## **Main strengths and weaknesses**

- Parents think the school is a good one.
- The quality of information provided by the school is good, with some very good features.
- There are effective arrangements for consulting parents.
- Parents support the school well by their contribution to their children's learning at home and in school.
- An effective 'Friends' group supports the work of the school well.

## Commentary

36. The school recognises the importance of good relationships with parents and works hard to promote its partnership with them. As at the time of the previous inspection, parents have no significant concerns about what the school provides for their children, although a small number now think that pupils' behaviour could be better. There is little concern about the school's homework arrangements, which was an issue previously.
37. When inspected previously, the overall effectiveness of the school's partnership with parents was judged to be satisfactory. Since then, staff have reached out to parents and their efforts have been rewarded, with links with parents now being good, both in the way it provides information and the way in which parents support the work of the school. Parents appreciate the help given to ensure a smooth start to school life for their children and the guidance they are given about how they can support the work of the school at home. Pupils are helped to make a happy and successful start to their junior school life and there is a smooth transfer to secondary school, much appreciated by parents.
38. All parents are encouraged to become involved in their children's learning, and this has a beneficial impact on pupils' progress. The school's expectations for behaviour, attendance and how parents can help the work of the school are clearly laid out in the prospectus and the home-school agreement. Parents are made to feel welcome, and there is encouragement for parents to play a full part in the education of their children. Many parents support their children well at home by sharing books with them and helping them with their homework. A few help in school on a regular basis. The 'Friends' group successfully organises social and fund-raising events that support the work of the school well. Regular consultation with parents, through questionnaires that cover a wide range of aspects of the school's provision for their children, keeps the school informed about its success in meeting parental wishes.
39. The quality of information provided by the school has improved and is now good. Parents are kept well informed about school activities and how their children are getting on. Regular newsletters, much liked by parents, and meetings with teachers contribute positively to good exchange of information between home and school. The school's prospectus, enlivened by effective use of photographs and pupils' comments, is a well-organised, comprehensive document. The governors' annual report, though meeting statutory requirements, is a more formal document that provides only brief details about much of what the school is doing and opportunities are lost to 'sell' the school to its parents.
40. Parents are encouraged to contact the school if they have concerns, and staff make themselves readily available subject to teaching commitments. Consultation evenings are organised throughout the year for parents to meet with teachers to discuss the children's attainment and progress and to look at their children's work. Such meetings are supported by pupils' annual reports which have improved and are satisfactory overall. Parents are presented with reports that give them a generally good view of what their children know and can do, although some subject reporting is quite brief and the information provided on how attainment matches that expected is inconsistent. Statutory reporting requirements are met. There is good use of a summary section on classroom progress with well-focused and objective comment, and indications of areas for development, both academically and personally, that is clearly the result of teachers taking time and trouble to make these reports truly individual, which parents like.
41. Parents of pupils with special educational needs are satisfactorily informed about how their children are doing in relation to targets on their individual education plans.
42. Links with other schools and with the local, and wider, community are as they should be. The school's facilities are used by a variety of community groups. The development of a community partnership between governors, parents, children, the community and business is a positive feature and already some benefits have been seen. Educational visits to places of worship, residential visits, trips to places of historical and cultural interest and initiatives with

the local secondary school successfully enrich the curriculum by extending pupils' knowledge and appreciation of the world outside school.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management provided by the headteacher and other key staff are satisfactory. Governance of the school is sound.

### **Main strengths and weaknesses**

- The curriculum is monitored and evaluated effectively by subject co-ordinators.
- The monitoring of teaching and learning is not rigorous enough.
- Arrangements for monitoring the school's finances are good.
- The management of special educational needs is unsatisfactory.

### **Commentary**

43. At the time of the previous inspection, there were significant weaknesses in the leadership and management of the school. These have been overcome, and the parents are happy about the way the school is run. There is a consistency across the school about the values and culture that the school is trying to promote, and this has had a good impact on the strength of relationships found across the school and the respect shown by the pupils for the feelings, values and beliefs of others.
44. The staff work well as a team, and the curriculum planning that is undertaken in 'phase' groups is a strong feature of the school. The leadership of the curriculum by subject co-ordinators is also effective. They produce all of the medium-term planning for their subjects that is evaluated well after units of work have been completed. There are weaknesses in the monitoring of teaching and learning by the headteacher and subject co-ordinators. Although monitoring takes place, it is not having sufficient impact on raising the quality of teaching in order to increase the proportion of lessons that are good.
45. The school's strategic planning is satisfactory and reflects high aspirations with regard to raising academic standards in the school. However, it is difficult to see how the priorities for 2003 fit into the overall long-term vision for the school. The school's vision statement talks about creating a 'learning community', although it is not absolutely clear what this means in reality. Management will have to be far more rigorous if the school is going to achieve its aims. Performance data is monitored and evaluated satisfactorily by the assessment co-ordinator and other key staff, but the action taken to address issues or concerns requires better focus. For example, the school has quite correctly identified pupils' writing as a weakness, after the latest national tests in English, but opportunities to develop pupils' writing are still not being promoted well enough across the school.
46. The management of special educational needs is unsatisfactory. The procedures for monitoring how well pupils are achieving within classes are not rigorous enough. Inconsistencies in teaching have not been addressed. For example, pupils' targets on their individual education plans are not referred to consistently in lessons or in the marking of their work. In addition, work is not always accurately matched to the needs of all pupils because information collected on individuals is not always used effectively.
47. The involvement of the governing body in the work of the school has improved since the previous inspection identified a number of weaknesses in the way in which it undertook its duties. Governors, many of whom are relatively new, are anxious to understand and properly fulfil their responsibilities. As a result, they are now making an appropriate contribution to the work of the school, both as members of various committees and as individuals properly undertaking their responsibilities. There is a good awareness of the need to apply best value principles when securing goods and services, and there are some appropriate procedures for consulting with the pupils, parents and staff about how the school is doing.

48. Whilst being supportive, governors are aware of the need to challenge what is going on in the school and are doing so sensitively, as critical friends. Governors liaise appropriately with the school, both formally and informally, to offer support and to monitor developments in provision and standards. An appropriate understanding of the school's strengths and weaknesses enables them to be increasingly effective in holding the school to account for the standards it achieves. Governors are kept well informed by the headteacher, formally through his regular reports and informally through meetings and discussion, so that they have a clear picture of what goes on in the school. They are proud of the school, showing an active interest in all aspects of its work. Governors fulfil their statutory duties, including agreeing performance targets.
49. The school has satisfactory procedures for ensuring that the financial resources available to it, that are in the middle range of those enjoyed by similar schools nationally, are properly used to provide for the needs of its pupils. Governors meet their statutory duty to agree and regularly monitor the school's budget. There is a clear cycle of financial planning, with planning linked to the school's improvement plan. The monitoring of expenditure is regular and well-organised. No evidence was seen of any expenditure that was not being used to improve the quality of the educational provision provided by the school.

***Financial information for the year April 2002 to March 2003***

Income and expenditure (£)	
Total income	335,200
Total expenditure	335,729
Expenditure per pupil	2,195

Balances (£)	
Balance from previous year	19,670
Balance carried forward to the next	19,141

50. The school contributes from its own funds to supplement these specific grants to ensure that there is support appropriate to need for those requiring it. The investment made in providing this support from the school's own resources is a positive feature of its financial planning.
51. Prudent contingency planning, that recognises the implications of fluctuating numbers on roll, and includes an awareness of how best to plan and use its financial reserves, is in place to enable the school to sustain its focus on raising pupils' attainment. Attention has been focused on maintaining staffing levels, improving learning resources and raising the quality of the physical environment.
52. Despite disruption caused by building works, resulting in the temporary loss of the school office, the school's administration arrangements and the day-to-day control of its finances are good. The conscientious school secretary performs her duties in a quiet, unobtrusive, but efficient way. She contributes significantly to the smooth running of the school.

# **PART C: THE QUALITY OF EDUCATION IN SUBJECTS**

## **SUBJECTS IN KEY STAGE 2**

### **ENGLISH**

Provision in English is **satisfactory**.

#### **Main strengths and weaknesses**

- Standards in reading and writing are above average for pupils in Year 6.
- Writing skills are not transferred when pupils write in other subjects.
- Speaking and listening skills are not promoted well either in literacy lessons or in other subjects.
- Teachers do not use information collected on pupils' attainment consistently to plan lessons.
- Although provision of the curriculum is monitored well, teaching and learning are not scrutinised as effectively.

#### **Commentary**

53. By Year 6, standards are above average in reading and writing, and this is an improvement since the previous inspection. Standards are similar to the results in the 2003 national tests. Standards are lower for speaking and listening. Although pupils have many opportunities to develop these skills, adults do not consistently promote the need to listen carefully and speak clearly, in particular during the beginning and end of the lesson. Pupils' achievement is satisfactory in relation to their prior attainment when they enter the school. However, information collected on pupils clearly shows that in previous years, a few pupils have not made the progress that they should have made. This was also reflected in national data.
54. Teaching is satisfactory. Most lessons are well organised, and homework is used well to support the subject. However, in many classes, teachers do not use the information collected on pupils to plan work accurately to meet the needs of all pupils. This results in some pupils receiving work that is too difficult and other pupils not being challenged sufficiently. When teachers ask pupils to complete written tasks, they do not reinforce the skills, which have been developed in handwriting lessons. As a result, much of the work produced is untidily presented. Teachers keep a record of which books pupils have read, but comments on individuals are not detailed enough to develop targets for improvement. These inconsistencies in teaching affect the learning of pupils of all abilities, including those with special educational needs, and are a result of ineffective monitoring of teaching and learning in the subject. This is unsatisfactory.
55. Teachers collect information on individuals and predict future grades. Target setting is evident but, as yet, is not being used effectively to raise standards. This is because targets are neither referred to effectively in lessons or in the marking of pupils' work. The school has identified the need to focus on the teaching of writing. As a result, the co-ordinator has recently developed sound guidelines that will be helpful for teachers to identify clear targets for writing. The leadership and management of the subject are satisfactory but the pupils' past work indicates that insufficient attention is paid to this evidence with regards the monitoring and evaluation of teaching and learning. This is a weakness. For example, past work clearly shows that the quality of marking is variable. The best examples inform the pupils what they need to do to improve but these are limited. Information and communication technology is beginning to be used to support the subject, in particular through the use of pupils' word-processing skills.

#### **Language and literacy across the curriculum**

56. Language and literacy skills are not promoted well across the curriculum. There are satisfactory opportunities to write in other subjects, such as history and religious education, but, on these occasions, pupils do not transfer and teachers do not reinforce the skills taught in handwriting lessons. As a result, much of the work produced is untidily presented. Pupils have many opportunities to develop speaking and listening skills, but these are not used well either.

Too many pupils talk whilst adults or other pupils are speaking. When speaking skills are required during class discussions, teachers do not insist on the need to speak clearly or the importance of listening carefully.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are above average in Year 6.
- There are inconsistencies in teaching. Expectations of what some pupils achieve could be higher.
- Assessment information and data are not used as effectively as they could be.

### **Commentary**

57. Standards in mathematics are above average for the pupils in Year 6. Test results in 2004 are unlikely to be as high as in 2003. The pupils achieve satisfactorily in relation to their prior attainment. This is an improvement since the previous inspection, when both standards and the pupils' progress were not as good as they should have been. However, despite this more promising picture, some pupils could achieve more. Trends over time indicate that boys do better than girls in mathematics to a greater degree than that found nationally. The school has not addressed this issue. Pupils with special educational needs generally achieve as well as their classmates.
58. The quality of teaching and learning is satisfactory overall. Although many numeracy lessons during the inspection were good, with pupils achieving well, scrutiny of pupils' past work suggests a slower pace of learning overall. The review of pupils' books indicates some inconsistencies in teaching, particularly with regard to teachers' marking, expectations and the suitability of work for different groups of pupils. Lessons are always well planned and organised. The pupils have a good understanding of what they are learning and in good lessons this is constantly reinforced. During the inspection, a number of good lessons had pace and time was used well. This meant that pupils were being continually challenged and working well. This was seen to good effect in a Year 5 and 6 lesson, where the class teacher gave the pupils a specific length of time in which to complete some work on multiples. There was not a sound in the class, as the pupils maintained good concentration and effort to complete their work. Unfortunately, teachers do not always use this approach, and pupils are given work to do without any specific guidance about what is expected of them. This leads to pupils working at a slower pace and not learning as effectively as they could do. Pupils who are expected to work independently often do so whilst holding conversations with their friends. Although this is not bad behaviour, it does detract from some of the learning processes. Teachers use the National Numeracy Strategy satisfactorily, but with higher expectations of what the pupils could achieve in lessons, the use of the strategy could be better.
59. Pupils' work also shows that some teachers do not have high enough expectations and could use marking more effectively. The school groups pupils into sets for numeracy according to their ability. However, there is still a significant range of ability in these groups, and some of the work given to pupils is not matched accurately enough to pupils' needs, particularly those of the higher-attaining pupils in each 'set', who could often be challenged more effectively. Although the pupils discuss their work enthusiastically, more care could be taken with presentation which varies quite significantly. All work is marked regularly, but the marking rarely helps pupils to understand what they have done wrong or how to move onto the next stage of learning.
60. The management of the subject is better than at the time of the previous inspection and is now satisfactory. The co-ordinator monitors the planning effectively and has a good understanding of what is happening in the school but has had insufficient impact on raising the quality of teaching and learning. The school has satisfactory assessment procedures, but better use

could be made of the information these provide. Although the pupils have targets for improvement, this is not a well-established process, and not all of the pupils understand how it works or benefits them. This process needs to be more rigorous to have any effect.

## **Mathematics across the curriculum**

61. Numeracy skills are promoted satisfactorily in other lessons. Pupils in Year 6 discussed using spreadsheets in information and communication technology, and examples were provided that showed links with other areas of the curriculum, such as science and history.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Standards in Year 6 are above average.
- Literacy skills could be better promoted through the subject.
- Some pupils could learn more effectively with some teachers having higher expectations.

### **Commentary**

62. Pupils' achievement through the school is satisfactory. Standards in Year 6 reflect the results of the 2003 national tests. Although this is a more positive picture than at the time of the previous inspection, some pupils could do better. This was illustrated well by the discussions held with some pupils in Year 6 about science. They were articulate and well-motivated scientists, who spoke confidently about investigations into air resistance, why scientific tests should be fair and gave considered answers to questions such as 'would paper float or sink in water?' However, the pupils' exercise books do not reflect this quality, with pupils of all abilities undertaking the same work and completing non-scientific 'copying' activities. There are examples of work that are not finished and some unsatisfactory presentation. Some of the higher-attaining pupils could be challenged more.
63. Only two science lessons were observed during the inspection, but pupils' work indicates that teaching and learning are satisfactory overall. Both of the lessons in Years 3 and 4 seen during the inspection were well organised. This is a strength of the subject. The pupils showed enthusiasm for the lessons and worked well together as they planned a scientific investigation into which kind of paper towel would be best for mopping up a liquid. However, despite many good features in both lessons, too many pupils of different abilities were doing the same work and, on occasions, the pupils were too noisy when working in groups. These lessons and the pupils' work indicate that some teachers need to have higher expectations of what their pupils can do and what should be expected of them. Although work is marked regularly, this process is not used rigorously enough to challenge pupils and provide them with an understanding of how they could improve. Better use could also be made of the subject in developing pupils' literacy skills. Insufficient attention is paid, for example, on how the subject could be used to develop pupils' writing.
64. The subject is managed satisfactorily by the subject co-ordinator. He is heavily involved in planning the curriculum that is a strong feature of the subject, as are the links with other areas of the curriculum. For example, pupils in Years 5 and 6 designed and built model cars in design and technology as part of a science investigation into propulsion. The co-ordinator's evaluation of different units of work is good. The subject is promoted well through the school, with relevant and supportive displays in all classrooms related to the work that pupils are undertaking. More could be done to improve the quality of teaching and learning and making better use of assessment information.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

### Main strengths and weaknesses

- Information and communication technology has been developed well since the previous inspection, and the information and communication technology suite is used well by all classes.
- Pupils in Year 6 have achieved well.
- The information and communication technology support teacher has good subject knowledge.
- Procedures for monitoring teaching and learning are unsatisfactory.

### Commentary

65. Standards are similar to those expected for the pupils in Year 6. Improvement since the previous inspection has been good. Information and communication technology was then regarded as a weak area of the curriculum. The curriculum that is now offered to all pupils and the standards achieved have improved significantly. This is because teachers now use the national guidance to plan lessons and the information and communication technology suite to deliver and develop skills and knowledge in the subject. During the last two years, the curricular provision for information and communication technology has improved and pupils have achieved well.
66. There is too little evidence to make a judgement on teaching. One lesson for pupils in Years 3 and 4 was observed and the teaching in that lesson was judged to be good. The session was led by the information and communication technology support teacher. The lesson was well planned and organised effectively, with work accurately matching the different abilities within each class. Pupils in Year 3 enthusiastically opened an e-mail from their teacher and sent a reply. Pupils in Year 4 confidently used texts and graphics. There were good opportunities for pupils to work in pairs and support staff were used satisfactorily to support lower-attaining pupils and those with special educational needs.
67. Although the subject has been managed well since the previous inspection, leadership is unsatisfactory. There are satisfactory assessment systems, which inform teachers of how well pupils are doing, but there is insufficient monitoring of teaching and learning in the subject.

### Information and communication technology across the curriculum

68. Past work does show that pupils in Year 6 have developed a multi-media presentation to support their 'space topic' in science. In addition, they have used mathematical skills to develop spreadsheets. There is some planned time in the information and communication technology suite for other subjects. For example, during the inspection, information and communication technology skills were developed well during a numeracy lesson that took place in the information and communication technology suite. Pupils achieved well as they used a screen turtle program to draw shapes with right angles. However, there is little evidence of information and communication technology skills being used consistently in all classes to support other subjects.

## HUMANITIES

**Geography and history** were not part of the inspection focus. One lesson in **history** was observed in a class in Years 3 and 4.

69. As part of their 'invaders and settlers' project, the pupils were researching the kinds of foods that Romans and Vikings ate and comparing these with the modern-day diet. This good lesson enabled pupils to use their research skills as they found and shared information from text books or the Internet. The pupils talked confidently about what they were doing and worked well with each other in small mixed-ability groups. Much was achieved because the class teacher

placed a time limit on the lesson activity so that the pupils were very clear about what was expected of them.

70. Pupils in Year 6 spoke confidently about the history projects that they have covered this term. They identified the main features of the Second World War and talked enthusiastically about a day trip to Eden Camp, a visitor to the school who was an evacuee, and their participation in a tea dance. Visits and visitors and additional activities are a strength of the humanities curriculum. The annual Christmas production for parents and friends of the school also promoted the work that pupils had done from this unit of work effectively. The pupils also spoke well about their project on the fifties and sixties. This had included a 'sixties fashion day'. The pupils successfully identified influential people from this time, such as Neil Armstrong and the Beatles, and discussed the similarities and differences with the periods in history that they have studied and today. Less impressive is the pupils' written work for history. Although the pupils have undertaken tasks for homework that develop their literacy skills, more could be done in their actual history lessons.

## Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- The subject makes a positive contribution towards the pupils' personal development.
- Literacy skills are not promoted as well as they could be.
- Work is not always planned for different ability groups.

### Commentary

71. The pupils' knowledge and understanding in Year 6 is similar to that expected for pupils of their age. Pupils make sensible comparisons between Christianity, Islam, Hinduism and Sikhism. They sensibly and respectfully talk about their visit in Year 5 to different places of worship in Leicester and also to a multi-ethnic school. This kind of opportunity that is provided for the pupils is a strength of the subject. Pupils are not expected to learn in isolation about ideas and beliefs that are not familiar to them and, consequently, they respect other religious traditions beyond Christianity and appreciate the richness and diversity of the society in which they live.
72. No teaching of religious education was observed during the inspection so it is not possible to make an overall judgement on the quality of teaching. However, a study of pupils' past work identified some areas that could be improved upon. Although the pupils have covered a sufficient range of work during this term, some of the pupils' work is poorly presented and there appears to be no consistency about whether work should be written in pen or pencil. Marking is unsatisfactory. Incorrect spelling is not corrected and some work is unfinished. The work provided for the pupils is often the same, regardless of ability.
73. The subject is managed satisfactorily by the co-ordinator for religious education. The curriculum is well organised and the coverage is based on a two-year cycle because of the mixed-age classes. The co-ordinator produces all of the medium-term planning and then evaluates its effectiveness. The school curriculum takes into consideration the demands of the locally agreed syllabus and national guidelines. There are assessment procedures in place, but they do not contribute effectively to monitoring pupils' progress or in the planning of future work.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were seen in **art and design, design and technology, music** and **physical education**. These subjects were not part of the inspection focus. It is not possible, therefore, to make judgements on provision or teaching and learning. A limited amount of past work was submitted for examination. In these subjects, teachers follow satisfactory guidance in order to plan lessons.

74. In **art and design**, pupils in Year 6 show satisfactory drawing and sketching skills in their art books. These pupils speak confidently about the work that they have produced after looking at perspective in drawings and pictures. Art and design has been cleverly linked with pupils' history work about the Second World War. Landscape collages of country and town have been linked with personal, social and health education, as pupils discuss how people felt during the war and where was the safest place to live. Pupils have developed a satisfactory idea of the work of a few famous artists.
75. In **design and technology**, pupils in Year 6 have had opportunities to use a range of materials, as they developed the expected subject skills through designing and making. The subject has been linked with science in Years 5 and 6. After making the shell of a car during their topic on 'forces and power', pupils planned and then followed their designs in design and technology to develop the top of the car.
76. In **music**, pupils in all age groups were observed singing in assembly. Singing was tuneful and enthusiastic, in particular during their Christmas concert performance. All pupils have the opportunity to play the recorder. Visiting music specialists offer extra music tuition for instruments such as the violin.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

### **Personal, social and health education**

The provision for personal, social and health education is **satisfactory**.

77. A planned programme for personal social and health education is taught weekly. Pupils in Years 3 and 4 have recently identified their personal strengths and qualities and have been encouraged to be positive about them. In Years 5 and 6, this knowledge is built on, as pupils discuss why they should keep themselves safe, as they begin to develop an awareness of the different relationships they have to make in life. Visitors to school, such as the school nurse, support this area well as they promote the importance of a healthy life-style and keeping safe. One lesson was seen in a class for pupils in Years 5 and 6 and teaching was judged to be good. Speaking and listening skills were promoted well as pupils discussed their feelings after receiving a present, which they did not like. The lesson was resourced well and linked to literacy, as pupils read a poem about saying thank you for Christmas presents. Pupils experienced opening presents and focused on their individual reactions whilst doing this. All pupils took part and learning was good.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>4</b>
Attendance	2
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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