

INSPECTION REPORT

BURLEIGH PRIMARY SCHOOL

Cheshunt

LEA area: Hertfordshire

Unique reference number: 117367

Headteacher: Mr Garry Virtue

Lead inspector: Selwyn Ward

Dates of inspection: 5th – 8th July 2004

Inspection number: 255662

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	393
School address:	Blindmans Lane Cheshunt Waltham Cross Hertfordshire
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Website address:	www.burleigh.herts.sch.uk
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Lesley Chamberlain
Date of previous inspection:	9 th – 12 th March 1998

CHARACTERISTICS OF THE SCHOOL

Burleigh Primary is a large suburban school catering for boys and girls aged 4 to 11. Although most of the children are white and of British heritage, there are small numbers of pupils from almost all ethnic groups. A very small number of children come from refugee families. Nine pupils are learning English other than as their mother tongue, of whom 5 are at an early stage of learning English. Pupils come from a wide range of social backgrounds, but they are average, overall. This is reflected in the average proportion known to be eligible for free school meals. Fewer pupils than average have special educational needs or statements of special educational need and, of these, the largest group is for social, emotional and behavioural difficulties. Pupils are of broadly average ability when they join the school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
9271	Selwyn Ward	Lead inspector	
32670	Graham Saltmarsh	Lay inspector	
23257	Elaine Adams	Team inspector	Science; information and communication technology (ICT); art; design technology; physical education; special educational needs; English as an additional language
30814	Liz Coley	Team inspector	Mathematics; music; personal, social and health education
32106	John Zealander	Team inspector	English; geography; history; religious education; Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Burleigh is an improving school that provides a sound quality of education and gives satisfactory value for money. Good leadership and management has resulted in improved teaching and raised standards of achievement, both of which are now satisfactory.

The school's main strengths and weaknesses are

- Children get off to a good start in the reception year
- Pupils do well in information and communication technology (ICT) and older pupils do well in mathematics
- Pupils with special educational needs achieve well because they are given good support in lessons, but more able pupils are capable of tackling more challenging work
- Some lessons are too long and too much time is allowed for some activities in lessons
- Marking gives pupils good guidance on what they need to do to do better
- Parents could do more to support their children's education by ensuring that they do not keep them out of school unnecessarily
- Pupils behave well and are very keen to learn
- Pupils do not have enough opportunity to write at length or to record work in their own words
- There are very good arrangements for the care and welfare of pupils

Although there has been much fluctuation in standards, they are higher now than they were at the time of the last inspection. All of the issues for improvement identified in the last report have been tackled well, and assessment arrangements are now a strength of the school. **There has been good improvement, overall, since the last inspection**, with very good recent improvement.

STANDARDS ACHIEVED

Results in <i>National Curriculum</i> tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	C	D	E
mathematics	A	C	D	E
science	C	C	E	E

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.

Year 6 results in 2003 represented significant underachievement. No comparisons are yet available for the 2004 test results, but they are considerably better and, from work seen, standards are average at the end of Year 6 in all of the subjects inspected with the exception of ICT, where standards are above average. In the Year 2 tests in 2003, results were below average in reading and average in writing and mathematics. Work seen showed standards that were broadly average in all the subjects inspected, with, again, above average standards in ICT. **Pupils' achievement is now satisfactory.** It is good in the reception year, with almost all children likely to attain all of the goals that they are expected to reach by the start of Year 1. Many children are likely to exceed the nationally expected standards, particularly in communication skills, social and creative development, and in their knowledge and understanding of the world. Throughout the school, pupils with special educational needs achieve well because they are given good support in lessons. Pupils learning English as an additional language do as well as the other pupils in their class.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. Pupils enjoy school, behave well and are very keen to learn. Attendance is unsatisfactory because too many parents take their children out of school for avoidable reasons, such as holidays in term time.

QUALITY OF EDUCATION

The quality of education provided is satisfactory.

The teaching is satisfactory but some lessons are less effective than they could be because they are too long, which means that pupils' concentration begins to wane. In some lessons, pupils are expected to sit for too long passively listening to the teacher or are given too much time to complete the tasks they are set. However, in the most effective lessons, pupils get a lot done because teachers vary activities and keep to strict time limits. Marking has been improved significantly over the last year. It now gives good guidance to pupils on what they need to do to improve their work. Teachers also make good use of assessment information to plan what pupils need to learn. As a result, work is frequently matched well to pupils' different capabilities. Although teachers often have high expectations of their pupils, there is an over-reliance on worksheets that narrow opportunities for pupils to write at length or to record work in their own words. This particularly limits the progress of more able pupils. Teaching assistants are generally used well to support the learning of pupils with special educational needs.

Pupils are given very good guidance to help them improve through the targets they are given that show them what they need to do to do better. Support for pupils' welfare is very good. The curriculum is satisfactory. All *National Curriculum* requirements are met but opportunities are missed to link work in different subjects and provide more opportunities for writing. The timetable does not make the best use of valuable teaching time. There is a good range of out-of-school activities. Accommodation and resources are good. There are good links with parents, other schools and the local community.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher and deputy headteacher have been effective in building a staff team with a shared commitment to raising standards. They have together been responsible for the recent rapid improvements in the school. The leadership of other key staff is satisfactory rather than good because many are quite new to their roles and have not yet had an opportunity to directly monitor teaching and learning or contribute more to improvements in their subjects. Governance is very good. Governors have a very clear understanding of the school's strengths and weaknesses and they provide appropriate challenge as well as support to the leadership team. Governors have been successful in ensuring that legal requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils expressed favourable views of almost everything in the school. Parents voice particular appreciation of the improvements that the leadership team have made over the past two years, although some would like more information on how well their children are doing. Inspectors, however, judged reports and the information provided to parents to be of good quality.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are

- Revise the timetable to make better use of valuable teaching time
- Ensure that more able pupils are set more challenging work
- Provide more opportunities for extended writing and for pupils to record work in their own words
- Further discourage parents from taking their children out of school for avoidable absence

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects and areas of learning

Pupils' achievements are satisfactory and standards are average overall.

Main strengths and weaknesses

- After a period of under-achievement, improvements put in place recently are resulting in rising standards
- Pupils achieve well in the reception year
- Standards in information and communication technology are above average and achievement is good throughout the school
- More able pupils are not always sufficiently challenged
- Pupils with special educational needs achieve well across the school

Commentary

1. Test results at the end of Years 2 and Year 6 have fluctuated quite widely but generally fell in the years following the last inspection. During this time, there has been a period of underachievement where pupils have not done as well as they should. In the last two years, a new leadership team have helped improve teaching and learning so that standards have risen and are now in line with national expectations. Pupils achieve satisfactorily overall, including those for whom English is an additional language. Pupils with special educational needs achieve well because of the good support offered by both teachers and teaching assistants and the good match of work to the needs of the pupils on most occasions. This represents satisfactory improvement, overall, since the last inspection, although recent improvement has been very good. There is no significant difference between the achievement of boys and girls.
2. The table below shows the average points scores attained in the Year 6 national tests in 2003 (with the 2002 scores in brackets). One point represents roughly one term's progress, so the table shows that, for example, pupils in Year 6 last year were, on average, one term behind pupils nationally in English and mathematics. Compared with similar schools, the results of national tests in 2003 at the end of Year 6 were well below average in English, mathematics and science. In comparison with all schools, pupils' attainment was below average in English and mathematics, and well below average in science. The downward trend since 2001 has been halted and this year's results, for which comparative data is not yet available, are much higher in all three subjects.

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

Standards in:	School results	National results
English	25.7 (27.2)	26.8 (27.0)
mathematics	25.9 (27.5)	26.8 (26.7)
science	27.0 (28.2)	28.6 (28.3)

There were 55 pupils in the year group. Figures in brackets are for the previous year.

3. In Years 3 to 6, achievement overall is satisfactory and standards are in line with those expected in most subjects. Pupils achieve well in mathematics, having made good progress recently after a period of significant underachievement. This subject has been given appropriate emphasis in the school's development plan, including an investment in resources. The setting of pupils according to their ability in the older year groups is beginning to have a positive effect on achievement. Standards are above average in ICT and pupils achieve well in

this subject. This subject has been a focus for major investment recently in terms of equipment and staff time, and very good progress has been made in ICT since the last inspection.

4. When children join the school in the reception class they have average skills and knowledge. These skills are developed systematically so that all pupils achieve well during their time in reception and reach above average standards overall. Most children are likely to attain all of the early learning goals that they are expected to reach by the start of Year 1 and many children will exceed them. They do particularly well in communication, language and literacy skills, knowledge and understanding of the world, personal and social development, and creative development. Pupils achieve well because of good teaching and because they are set work that is well matched to their needs and abilities.

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

Standards in:	School results	National results
reading	15.5 (16.1)	15.7 (15.8)
writing	14.8 (14.7)	14.6 (14.4)
mathematics	16.5 (16.7)	16.3 (16.5)

There were 55 pupils in the year group. Figures in brackets are for the previous year.

5. In the Year 2 tests in 2003, results were a little below average in reading and average in writing and mathematics. Standards seen in Years 1 and 2 are in line with national expectation. Pupils achieve satisfactorily in all of the subjects inspected. In information and communication technology (ICT), pupils achieve well, and standards are above those expected nationally.

Pupils’ attitudes, values and other personal qualities

Pupils’ personal development is good. Pupils’ attitudes are very good and they behave well. The provision for pupils’ spiritual, moral, social and cultural development is good. Attendance is unsatisfactory.

Main strengths and weaknesses

- Pupils enjoy coming to school and take an active interest in their learning
- Pupils behave well in lessons and around the school
- Pupils get on very well with each other and with their teachers
- Pupils develop into confident individuals with mature social skills
- Some parents fail to ensure that their children attend the school regularly

Commentary

6. Pupils have very positive attitudes to every aspect of their school life. Children in the reception year quickly learn orderly routines and their personal and social development is good. Throughout the school, pupils show thoughtfulness and care towards each other and to teachers and other adults. They respond well to staff expectations as to how they should behave. Consequently, behaviour is generally good and any occasional lapses or challenges are well managed by staff with a minimum of fuss. In the playground, pupils play together harmoniously and enjoy each other’s company.
7. A small number of pupils have personal behavioural difficulties but, because behaviour is managed well, this is not allowed to interrupt the learning of others. There have been eight exclusions over the past year. The school has a highly developed and inclusive reward system which recognises every positive contribution and achievement that enhances life in the school community. Recognition is celebrated at weekly class assemblies to which parents and carers are welcomed.

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	290	8	0
White – Irish	1	0	0
White – any other White background	13	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	2	0	0
Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
Mixed – any other mixed background	7	0	0
Asian or Asian British – Indian	6	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	2	0	0
Black or Black British – African	4	0	0
Chinese	2	0	0
Any other ethnic group	3	0	0
No ethnic group recorded	2	0	0

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

8. As a result of the school's effective provision for their moral and social development, pupils grow in confidence and maturity. This represents a significant improvement since the last inspection. The recent revision of the behaviour policy has reinforced and secured an understanding of right and wrong and the effect that all behaviour has upon others. Teachers and other adults are good role models and treat pupils and one another with respect and courtesy. Pupils in turn are well mannered to each other and to adults. Visitors receive a warm welcome to the school and pupils are ready to engage them in conversation with sincere interest. Pupils are encouraged to work and play together in pairs and in groups. This develops their social and interpersonal skills and their ability to form very constructive relationships. As a result, an ethos of community permeates the school. Pupils are ready to take on responsibilities, which they carry out with pleasure and care.
9. Pupils respect their elected school council which is enthusiastic and takes its responsibilities seriously. The school council has proved to be an effective means of conveying pupils' ideas and concerns to the headteacher and management of the school. It has been instrumental in a number of recent initiatives, including the introduction of a "Buddy" system in the playground to encourage friendly play.
10. Pupils' cultural development is good and this is another significant improvement since the last inspection. The school is rich with displays of pupils' artwork and a recent Arts Week culminated in a spectacular themed display throughout the entire main school to represent an airport departure lounge. This provided an imaginative vehicle to promote awareness of the art, culture and customs of a wide variety of people and their lands. Other displays represent

the schools work in studying artists from Western and other cultures and an appreciation of their artistic and creative styles some of which are unconventional and adventurous.

11. Spiritual development is good and this represents very good improvement since the last inspection when it was judged as unsatisfactory. Many assemblies are interactive and involve pupils in themes such as the varying characteristics of the apostles, friendship, and standing firm on beliefs. They include periods of reflection accompanied by selected music followed by a prayer for those who wish to participate.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.5	School data:	0.3
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.

12. Whilst the majority of pupils attend the school punctually every day, attendance is below the national average and is not as good as it was at the time of the last inspection. A relatively small core of parents and carers fail to ensure that their children attend school regularly with too many pupils missing lessons for avoidable reasons such as holidays taken during term time. The school is working to counter these attitudes and is putting considerable effort into encouraging parents to accept their responsibilities and ensure that their children consistently attend. A member of support staff has specific time dedicated to monitoring attendance, collecting data and working closely with the headteacher and the education welfare officer. This initiative is producing positive results and the attendance rate is beginning to improve.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory as is the curriculum. The school has developed an effective partnership with parents to support their children’s education. Assessment of pupils’ progress is good. Support for pupils’ welfare is very good.

Teaching and learning

Teaching and learning are satisfactory. Marking and assessment are good.

Main strengths and weaknesses

- Marking is being used effectively to help pupils to improve their work
- Very good relationships between staff and pupils aid the learning process
- Some lessons are not as effective as they could be because they are too long and time is not used to best advantage
- There is an over-reliance on worksheets and pupils do not have enough opportunities to write independently
- Teaching assistants are used well to help all pupils, especially those with special educational needs
- More able pupils are not challenged enough in some lessons

Commentary

Summary of teaching observed during the inspection in 46 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5 (11%)	16 (35%)	23 (50%)	2 (4%)	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.

13. There has been good improvement since the last inspection in the quality of teaching and much less unsatisfactory teaching was seen than was reported last time. Teaching is satisfactory overall. It is good in the reception year, in ICT and in mathematics. The leadership team has spent time focusing on teaching and learning and has put in place very recently an initiative based on “the five R’s” – re-engaging, receiving, re-energising, reinforcing and reviewing. It is intended that these elements should be present within lessons but, as yet, it is too early to evaluate the effectiveness of this initiative. Most lessons begin with clear learning objectives, so pupils know what it is they are expected to have learnt by the end of the lesson. In some subjects, for example mathematics, older pupils indicate in their books whether they feel they have succeeded in meeting the learning objective by drawing a smiley face. This then informs the teacher of the pupils’ perceptions of their own learning. Pupils say that teachers respond promptly to their drawings and give extra help when the face is downcast.
14. In the most effective lessons, teachers have good subject knowledge, and lessons are planned effectively. Suitable teaching strategies are employed that respond to the learning needs of the pupils, and a variety of activities take place that keep pupils interested and involved. In these lessons, pupils make good progress and achieve well. However, too much pedestrian teaching was seen, where activities were not as stimulating or effective as they could be. Where teaching, though satisfactory, is less effective, it is sometimes because lessons are simply too long, particularly for younger pupils, or because the tasks set are not effectively paced and pupils are given too much time to spend on them. The amount of learning that takes place is consequently reduced. Sometimes, pupils spend too long listening passively to the teacher while sitting on the carpet and they become increasingly fidgety and restless.
15. The very good relationships that staff have with the pupils helps to keep the pupils well motivated. Pupils like their teachers, and have very good attitudes towards their work, being keen to be involved in question and answer sessions and in practical tasks. They behave well because teachers use a range of effective strategies to engage them in their learning. The good support that is offered both by the teacher and by teaching assistants means that all pupils, including those with special educational needs, are encouraged to approach their work with a very positive attitude. In most lessons, work is matched well to the needs of the pupils. However, on a few occasions, more able pupils were not given work which challenged them enough, and they did not achieve as much as they could have done. In addition, many subjects use a large number of worksheets which limit the control that pupils have over how they record and report their own ideas in writing. This is also a barrier to pupils’ learning and levels of achievement.
16. Pupils with special educational needs learn well because they are given effective and appropriate support. Teachers and support staff use the targets set on the pupils’ individual education plans effectively to work out what the pupils need to learn next. Older pupils know their targets, so can comment on how well they are progressing and what they need to do to improve. Teaching assistants are given clear instructions as to what the teachers intend the pupils to learn. They assess pupils’ work when it is completed and discuss individual progress with the teacher. This enables them to support the pupils effectively and help the children to build on the skills they are developing. Work is similarly well planned for the small number of pupils learning English as an additional language. They receive appropriate support from teachers and teaching assistants.
17. The quality of marking has improved considerably over the past year and is much better than was reported in the last inspection. In marking work, teachers make comments that give pupils

clear guidance on what they need to do to improve their work. As a result, pupils know how well they are doing and how to do better.

The curriculum

Curriculum provision is satisfactory. It is good in the reception year. There is a good range of clubs and other out-of-school activities. Resources and accommodation are good.

Main strengths and weaknesses

- Some lessons are too long
- Opportunities are missed for developing writing skills in subjects other than English
- Pupils benefit from a good range of clubs and activities such as the Arts Week which help to enrich the curriculum well
- The good provision for pupils with special educational needs helps them to make good progress

Commentary

18. The curriculum in the reception year is good. It is matched well to the children's needs and enables them to make consistently good progress in all areas of learning. The curriculum in the rest of the school is satisfactory. This is similar to the position described in the last inspection. All *National Curriculum* requirements are fully met but, as the school recognises in its own planning for improvement, opportunities are missed for further developing literacy through links between different subjects. These include opportunities for more extended writing in subjects such as history.
19. The timetabling of lessons does not make the best use of valuable teaching time. A number of lessons are simply too long, to the extent that pupils begin to lose concentration. Inspectors saw several lessons that ran on to more than an hour where pupils learnt noticeably more in the first 45 minutes than in the final twenty. On occasions, the length of some lessons encouraged teachers to allow too long for some individual activities, which again limited the amount that pupils' learnt.
20. Pupils benefit from a good range of clubs and other out-of-school activities, including those for music and sports. Special themed weeks help to enrich the curriculum for all pupils by offering stimulating activities. In the Arts Week that had taken place shortly before the inspection, pupils in all classes had looked at art, music and culture from many different countries and this had clearly fired their imagination and enthusiasm, as was evident from the lively displays around the school.
21. Pupils with special educational needs are able to join in all the activities which take place in their classes because activities are modified to take account of their individual needs, particularly in English and mathematics. Planning is detailed and carefully matched to individual pupil targets for improvement. Older pupils work in ability groups in mathematics and this contributes to the good progress being made by pupils with special educational needs because work is carefully matched to individual targets for improvement. The recently developed "Special Branch" room is well resourced and provides a supportive environment in which pupils are encouraged to develop their skills.
22. There is a good match of teaching and support staff to the demands of the curriculum. Resources are good overall. Those in English are satisfactory because the library for older pupils is neither as attractive or well stocked as it should be. Pupils benefit from the school being well equipped for music, mathematics and ICT. The investment in ICT resources has been part of a deliberate strategy to develop and make greater use of computers as an aid to learning, and this has proved a notable success and has contributed to the recent rise in standards. Resources for learning in personal, social and health education (PSHE) are

currently unsatisfactory. The accommodation is good. Although it is split across two buildings, which betray its origins as separate infant and junior schools and which still preserve a clear transition between the two key stages, the accommodation is spacious, with ample classrooms and generous, attractive playing fields. There is no covered outside play area for children in the reception year. This particularly affects the school's provision for the children's physical development because it obviously limits the opportunities for them to use outdoor equipment in wet weather.

Care, guidance and support

There are very good arrangements for the care and welfare of pupils. Their views are strongly valued and a happy and safe environment has been created for them. Pupils are given very good guidance and support.

Main strengths

- The school provides a safe and caring environment in which pupils can learn and develop
- The very good guidance given to pupils is helping to raise achievement
- Pupils know that they are important and that their views are valued
- Pupils have trust and confidence in all staff at the school
- Procedures to welcome pupils new to the school are very good

Commentary

23. Pupils know that they are important and matter as individuals within the school community. Parents are pleased to readily acknowledge that adults in the school have a real concern for the care and welfare of their children. Staff make every possible effort to get to know their pupils well so that every child gets the help he or she may need. Pupils are actively encouraged to share their concerns and any child with a personal or academic problem is treated with sensitivity and in confidence. Many classes have a box in which children can place a note expressing their worries and they know that their teacher will discreetly take them aside at an appropriate moment to discuss the matter. Conversations with pupils during the inspection revealed that they have complete trust and much affection for all of the adults in the school. They confirm that they will almost always turn to one of them to discuss any problem or difficulty, even if it is not directly related to life in the school.
24. All pupils and their parents know that bullying, together with any other form of oppressive behaviour, language or harassment, will not be tolerated. During the inspection, pupils confirmed that they would not hesitate to report any instances of this kind of behaviour and they were confident that any occurrence would be promptly and firmly addressed.
25. Sound child protection procedures are in place and they are plans to further improve child protection arrangements through staff training. Health and safety checks of the entire site and equipment are regular and thorough. Staff trained in first aid look after pupils who are ill, and arrangements for dealing with accidents, should they occur, are clearly set out. Fire drills are carried out each term. The security of the buildings, outside play areas and perimeter is good.
26. The school makes a considerable effort to seek pupils' views, for example, through the school council and through the use of questionnaires. Recently the whole school was surveyed regarding bullying and this gave pupils an opportunity to make their own opinions heard. Another questionnaire sought the views of pupils in Years 1 and 2 on a variety of topics. Pupils are also encouraged to share their opinions or concerns through regular *Circle Time* sessions, where pupils sit in a circle and take it in turns to talk about issues.
27. The school's support for pupils' personal development, relationships and achievement is very good. All staff work together as an effective team to encourage pupils to develop confidence, self-esteem and work towards achieving all of their potential. Playtimes are safe and enjoyable. Pupils are well supervised and have good relationships with midday supervisors. Older pupils are actively encouraged to care for and take responsibility for younger ones and the school council is pursuing more ideas to develop this even further.

28. Support for pupils with special educational needs is good. Individual education plans are updated at least termly. The targets set for each pupil are specific and attainable, usually with targets covering both literacy and numeracy. Pupils with behavioural problems have targets to support them in improving their behaviour. However, pupils are not given sufficient opportunities to themselves contribute to the targets set for them, although older pupils know what their targets are. Discussions on pupils' progress regularly take place between the special educational needs co-ordinator, class teachers and teaching assistants. The results are used well to inform staff about future support and next steps in learning for these pupils. This is an improvement since the last inspection. Pupils learning English as an additional language benefit from good support. Their needs are identified and work is appropriately planned for them. As a result, they make good progress with their English and, in other subjects, learn at a similar rate to the others in the class.
29. Parents confirm that the school has very good arrangements for helping new pupils to settle in. Local playgroups are visited and parents are seen before their children start school. Parents and their children are invited into school where they eat together, and during the afternoon, children go to their new class whilst their parents and carers attend an informal and reassuring meeting with the school staff. There are effective arrangements in place to smooth the process of transition when pupils go on to secondary school.
30. The assessment procedures now in place to identify pupils' progress and where support in learning may be required are good. Individual pupil performance in tests is recorded and monitored well, and any underachievement is quickly noted and acted upon. Trends in the performance of different groups of pupils are analysed and followed up carefully. Teachers know and use this information consistently when planning their lessons, and this generally enables pupils to be given appropriate work and support within the classroom. Teachers set pupils individual targets in literacy and numeracy which are closely related to *National Curriculum* levels. Pupils know which level they are working towards, so they are given some responsibility over their own learning. This represents good improvement since the last inspection.

Partnership with parents, other schools and the community

The school has a good partnership with parents. There are good links with local schools, colleges and the community.

Main strengths and weaknesses

- The school actively seeks to engage and involve parents and carers in the life of the school
- Some parents could do more to support their children's education by ensuring they do not miss school unnecessarily
- An active Friends' Association raises substantial extra funds for the school
- The school provides good information for parents
- The school has developed good links with other schools and colleges

Commentary

31. Parents are very satisfied with what the school provides. Those who attended the meeting before the inspection, and subsequent conversations with many others during the inspection, revealed a strong consensus of support for the school. Parents confirm their confidence in the staff and the quality of teaching. They are also appreciative of the support the school gives to them and their children. Parents know the headteacher and his staff personally. They are aware of the school's *open door* policy and know they are welcomed whenever they come to the school to discuss any issue about their children.
32. The school places great importance on its relationship and partnership with parents and it positively welcomes contributions and participation in all aspects of school life. The school routinely consults parents about proposed future developments, and a questionnaire has been used to give the senior management and governors a clear picture of parents' perceptions and concerns. As a consequence parental support is getting progressively stronger because they know that their views are actively sought and carefully considered.

33. The headteacher and staff work hard to involve parents in supporting their children's learning. There is a home-school contract and many parents help their children by hearing them read at home and by encouraging them to complete homework assignments. This is also true of those pupils with special educational needs, whose homework reinforces work learned in lessons. However, a small minority of parents do not sufficiently support their children's learning because they take their children out of school for avoidable reasons, such as holidays in term time.
34. There is always a good attendance at parents' meetings and school performances. Many parents are actively involved in helping the school, on visits, in class, and various school functions and activities. The school regularly enriches pupils' understanding of life in their community by regular trips and visits locally, including visits to the local church, museums and sites of historical interest. Local residents come into the school and tell the children about their experiences, for example how life was during the last war and how the district has subsequently changed. The Friends' Association of Burleigh School thrives through the efforts of a core group of parents. This group holds a number of fundraising events across the school year with notable success. These include a summer and winter fair coupled with a variety of social events which have strong support from parents and the wider community. The substantial funds raised by the Friends' Association have enabled the school to purchase many extra items such as new blinds in the canteen, televisions in classrooms and new books for the junior library.
35. School newsletters and other communications to parents are helpful and informative, as is the school prospectus. They celebrate success and provide excellent detail about day-to-day life in the school. Prior to the inspection, a few parents commented that they felt that they were not kept so well informed about their children's academic progress. Inspectors disagree. School reports to parents are detailed and informative. They are well set out in plain English and include personal targets for each pupil that have been arrived at through discussions between teachers, pupils and consultation with parents. Each report has a personalised comment from the headteacher and parents are invited to make their own comments on the report itself. Parents of pupils with special educational needs are appropriately involved in the review of their children's individual education plans.
36. There are close links with the two secondary schools to which almost all pupils transfer. Secondary teachers attend the school to arrange sample lessons and introduce pupils to their new school with visits towards the end of the summer term. There are also some informal social visits and technology days are arranged, all of which are reassuring for both pupils and their parents. The school has joint funding with a nearby pre-school nursery to host a family learning programme which supports parents in spending quality time with their children whilst participating in various learning activities. The school has very strong links with two nearby teacher training colleges and student teachers are welcomed and supported by the school during their teaching practice and other professional development assignments.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership of the headteacher and deputy headteacher is good. Staff with leadership roles do a satisfactory job. Management is good. Governance is very good.

Main strengths and weaknesses

- The leadership of the headteacher and deputy headteacher has resulted in very good improvement over the past two years
- Staff work as an effective team with a shared commitment to raising standards
- Governors have a very clear awareness both of the strengths of the school and of what could still be improved
- Teachers' performance targets are not sufficiently focused on individual strengths and weaknesses

Commentary

37. The present headteacher and deputy headteacher joined the school two years ago. Working together as a leadership team, they have been very effective over this period in tackling weaknesses identified in the last report, including the weaknesses in leadership and management. Improvement over this period has been very good, with standards now rising sharply as a result.
38. The headteacher has a clear vision for driving forward school improvement and he has been very successful in ensuring that that vision is shared among the whole school community and that it is increasingly put into practice. Parents commented favourably on how, shortly after his appointment, the headteacher had met with them to explain what he wanted to achieve. Staff have been brought on board, so that they share fully in the commitment to raising standards. Importantly, the school does not merely have this as an aim but has established priorities for the changes needed to effect improvement. The school development plan is a useful working tool because it breaks action down into specific tasks to be carried out by named staff and with resources identified to support the improvements that are prioritised. The plan identifies criteria for judging whether or not actions have been successful, although some of the success criteria are too vague because they cannot be measured. The leadership of other key staff is satisfactory rather than good because many are quite new to their roles and have not yet had an opportunity to directly monitor teaching and learning or contribute more to improvements in their subjects.
39. Management is effective because the school is accurate in its evaluation of what it does well and what needs to be improved. Test results are analysed carefully to identify any gaps in pupils' understanding and work is focused on correcting shortcomings that are picked up through this analysis. Monitoring of teaching, a weakness in the last inspection, is much improved, although the school is still at an earlier stage than most others in the performance management of staff. Most of the teachers' performance targets relate to the overall school targets, for example to improve the teaching of literacy, and are not sufficiently focused on development based on individually identified strengths and weaknesses. As a result, monitoring is still not as effective as it could be in improving the quality of teaching.
40. There has been excellent improvement in the governance of the school. Governance was unsatisfactory at the time of the last inspection. Now it is very good. Most of the governors have joined the school over the past two or three years and they have made good use of the training on offer to them. During this period, they have gained a very good understanding both of what the school does well and of what needs to be improved, and they have played a key role in determining the strategy for tackling the improvements needed. There is a strong emphasis in the governing body on planning for future developments, for example, on how the school will

respond to the demands for more *release time* for teachers (time during the school day when teachers do not have class teaching responsibilities). Governors visit the school and many take responsibility for looking at and reporting back to colleagues on particular subjects or aspects of the curriculum. Because of this, the governing body is not dependant on the headteacher and staff for their knowledge of what goes on in school. This helps them provide appropriate challenge as well as support to the staff.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1,050,455	Balance from previous year	150,006
Total expenditure	1,042,667	Balance carried forward to the next	157,794
Expenditure per pupil	2,653		

41. The school has a substantial under spend that has been accumulated over previous years. Inspectors found no evidence, however, that current pupils were losing out because of any significant lack of resources or support, although shortcomings were identified in the library, resources for PSHE and in the lack of a covered outdoor play area for the children in the reception year. There are appropriate plans to utilise the surplus for the benefit of pupils.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

42. Provision for children in the *Foundation Stage* (reception year) is good. The quality of teaching is good and children achieve well. Leadership and management are good. The school has successfully adopted the new national guidance for this age group and improvement has been good since the last inspection.
43. Achievement is good in almost all areas of learning, except mathematical development, where it is satisfactory. Almost all children will meet the levels expected in all areas of learning and around one in five are likely to exceed them. Relationships are very good between the children and adults. The reception classes benefit from the good teamwork of the teachers and the teaching assistants. Planning is very good and all areas of learning are approached imaginatively. Day-to-day monitoring ensures that teaching is lively and stimulating. The assessment arrangements for monitoring children's progress are good and begin as soon as children start school. These assessments are used to give a clear understanding of the relative strengths and weaknesses of individual children in key aspects. This helps staff to provide appropriate activities for all children as they progress towards the early learning goals that they are expected to reach by the start of Year 1. Staff share their observations throughout the day, noting children's progress and deciding the next steps. The way that assessments are made and used is good. Termly contact with parents allows the free flow of information, which is focused on the needs of each child. There are very good arrangements for helping children to quickly settle in when they first start in the reception year.

Personal, social and emotional development

Provision in personal, social and emotional development is good.

Main strengths

- Adults establish warm relationships with children
- Well structured opportunities help to develop the children's social interaction and independence

Commentary

44. Teaching is good and the children respond well to the planned opportunities to develop responsibility. The emphasis that the school places on social development ensures that all children achieve well. Most children are on target to reach the expected goals by the end of the reception year and many will do better. Children work as a class with their teacher for part of each session. This helps them to learn the rules and routines of the classroom, like not calling out, taking turns to speak and not interrupting anyone else. Those who need more help in following the conventions are supported well by teaching assistants. Learning is good in the role-play area. Adults intervene appropriately, providing very good models for behaviour and language. Children work and play alongside one another happily and naturally, behaving very well even when not under the direct supervision of an adult. Children are encouraged to collect and replace resources, to tidy up after activities and they do so successfully. They know the routines of washing their hands after messy activities and do this naturally and responsibly.

Communication, language and literacy

Provision in communication, language and literacy is good.

Main strengths

- Children are given good opportunities to develop their speaking and listening skills

- The signs, notices and books displayed prominently around the classrooms emphasise the importance of language and literacy

Commentary

45. Teaching is good and children achieve well. Most children come into the school with average literacy skills and almost all are on target to reach and many exceed the expected goals by the end of the reception year. Staff in the reception classes talk to children about what they are doing to develop their vocabulary. They encourage the children to explore the use of language for themselves and this results in them making good early attempts at writing because they are willing to take risks with words and are free from fear of making errors. Expressive language is developed well through story and conversation, especially in the role-play area and adults encourage to speak correctly through gentle reminders of how to say things properly.
46. Children are helped to develop a love of books by the expressive way that adults read stories and books and interpret them, ask questions and relate the content to children's experiences. Teachers often use stories as the source of ideas for developing the other areas of the curriculum and this helps to develop the children's understanding of literature. Children are encouraged to respond and show good expression and empathy with character. Working with small groups and individuals, the teachers and teaching assistants encourage the children to explore the meaning of text and read together, building effectively on their knowledge before giving them the skills needed to learn more.

Mathematical development

Provision in mathematical development is satisfactory.

Main strengths

- A good level of practical work helps children to practise number work in a variety of settings
- Labels and numbers are displayed prominently to act as useful prompts to the children's achievement

Commentary

47. Most children are on target to reach the expected goals by the end of the reception year. Children respond well to effective teaching and make satisfactory progress in mathematical development. They sing counting songs and use other opportunities such as registration time to reinforce the notion of addition and subtraction. They play with money in the shop and this type of practical activity helps to reinforce number bonds through enjoyable play. Lots of prompts around the rooms support the development of numeracy and contribute well to children's achievement. Calendars, birthday dates and number lines in words, counters and numerals are attractively displayed. Work on shape and space is supported with appropriate charts. Teachers plan good opportunities for the children to play with sand, water, construction kits, jigsaws and various shapes. Whenever possible, staff work alongside them, introducing mathematical vocabulary and assessing the extent to which the children's learning is progressing.

Knowledge and understanding of the world

Provision in knowledge and understanding of the world is good.

Main strength

- Children develop good skills in information and communication technology (ICT)

Commentary

48. Teaching is good because teachers build successfully on the children's knowledge and extend this through the topics they teach. These link well with other areas of the curriculum, especially ICT, which means that children achieve well. They are keen to find out more about their world because they are encouraged to explore further in an atmosphere that supports the

development of the children's curiosity and their early investigative and problem-solving skills. Good use is made of the indoor space to provide activities that stimulate them so they talk accurately and fluently about their world and experiences. Construction kits enable children to manipulate objects, whilst games introduce them to sorting things using specific criteria, such as colour, shape and size. The fenced play area and the courtyard enable the children to develop their experiences and understanding of growing things and small creatures well, although the lack of a covered area restricts the opportunity to work outside in inclement weather.

Physical development

Provision in physical development is good.

Main strength and weakness

- Good practical activities in the classroom support the good development of children's manipulative skills
- The lack of a covered outdoor area limits activities when it is raining

Commentary

49. Teaching is good and almost all children reach the expected standards with a number doing better than this. Adults model skills and movements in physical education lessons and thus encourage children to extend their skills. When given challenges, children show good co-ordination skills in activities such as balancing objects, and using hockey sticks and balls. They work well collaboratively in groups and pairs and encourage one another in team games. Children's fine motor skills are developed well through opportunities in art and craft. They use scissors well and their drawing, colouring and sticking show good co-ordination. A range of climbing apparatus is available in the hall but is not available within the outdoor play area. The school has a range of wheeled toy vehicles but, without a covered area outside, the opportunities for children to use outdoor equipment in wet weather are restricted.

Creative development

Provision in creative development is good.

Main strength

- Careful guidance by teachers enable children to develop good skills

Commentary

50. Teaching is good and children achieve well. Children experience a good range of activities that develop their skills in painting and drawing, linked to good opportunities to develop their fine motor skills in using tools such as brushes and scissors. They have the opportunity to use paint and modelling materials on a regular basis, sometimes in free choice and, at other times, under the direction of the teacher. Work in the reception classes shows that children have developed good skills in artwork. They are proud of their achievements. They enjoy discussing these and explaining how they created the finished work. They enjoy listening and responding to music and the activities in which they take part in the role-play areas.

SUBJECTS IN KEY STAGES 1 & 2

ENGLISH

Provision in English is satisfactory.

Main strengths and weaknesses

- The use of speaking and listening is improving pupils' language skills and confidence
- More able pupils are capable of tackling more challenging work
- There are not enough opportunities for pupils to develop their literacy skills in other subjects
- Marking is good and assessment is used effectively to check on the progress pupils are making
- Teaching assistants help pupils with special educational needs to achieve well

Commentary

51. Results in national tests, average at the end of Year 2, have declined in Year 6 over the last three years. However, inspection findings show that standards are now rising and the previous underachievement has been dealt with effectively. This is due to a number of factors. There have been significant changes in staff in the last few years. The quality of teaching is satisfactory overall with some that is good. Standards in speaking and listening are good throughout the school. Standards in reading and writing are in line with those found nationally. However, the school has not yet fully addressed the need to improve the attainment of the more able pupils so that the proportion of pupils reaching higher levels is increased. Achievement is satisfactory.
52. Pupils in the younger classes enjoy reading. The school has reviewed the emphasis that it gives to reading at this stage and this is having a positive effect on attitudes and standards. By the end of Year 6, pupils do not enjoy reading as much and the school is seeking to address this through a number of activities, including the provision of new books in the library. Pupils throughout the school say which types of books they like to read and why and some have favourite authors, but few have developed a strong love of literature.
53. The quality of handwriting is good in all written work. Pupils have too few opportunities, however, to write at length either in English or in other subjects because worksheets are used too often in too many subjects for pupils to record their work. This limits the scope for extended writing. More able pupils, in particular, are not set challenging enough tasks that enable them to develop fully their writing skills. This is one reason why more pupils do not reach higher than average levels.
54. The quality of teaching and learning is satisfactory overall. Teaching is often, but not always, stimulating and well matched to pupils' abilities and previous experiences. When lessons are less successful, introductions are too long and pupils sit for too long listening passively to the teacher. They are then given too much time to complete some tasks and not enough time to complete their written work, which again limits the amount of work pupils produce. In all lessons, very good relationships enable pupils to feel confident in offering ideas and teaching assistants are used effectively to help lower attaining pupils to achieve as well as all the others. Teachers ensure that teaching assistants, who support their work well, have clear directions that enable them to support the learning of pupils who need additional support. This ensures that pupils with special educational needs make good progress. Marking is good and assessments gives pupils good guidance on how they can improve.
55. Leadership and management of English are satisfactory. The co-ordinator is new to the role this year but already the relative strengths and weaknesses of the subject have been evaluated and plans drawn up to address areas that need improvement. There has been satisfactory improvement since the last inspection.

Language and literacy across the curriculum

56. Literacy skills are used satisfactorily to support learning in other subjects and good use is made of other subjects to develop pupils' speaking, listening and reading skills. However, too little focus is given to developing pupils' writing skills in a range of subjects such as science, history, geography and religious education.

MATHEMATICS

Provision in mathematics is good.

Main strengths and weaknesses

- The setting of pupils into ability groups at the top of the school is beginning to raise standards
- Pupils in the younger classes lose concentration in lessons which are too long
- Very good support is given by teachers and teaching assistants so that all pupils achieve well

Commentary

57. Results in the national tests at the end of Year 2 in 2003 were in line with the national average and average in comparison with similar schools. The trend in results has been variable over the last three years and dipped last year. At the end of Year 6, results in the national tests were below the national average, but well below average in comparison with similar schools. This represents a decline in standards and significant underachievement. Fewer pupils than average achieved the higher levels in tests. However, indications are that results this year at the end of Year 6 are much improved. This is because the setting of older pupils by ability means that the work given is more appropriate to their needs. In addition, good assessment procedures are now used to monitor the progress of individual pupils and to provide relevant challenge and put any necessary support into place.
58. Standards at the end of Year 2 are average and achievement is satisfactory. Current standards at the end of Year 6 are now average. The achievement of pupils in lessons is good in Years 3 to 6. For example, in a Year 6 lesson, pupils achieved very well because the teacher had very high expectations and focused the pupils on the methodology and strategies to use in calculating the perimeter and area of rectangles. As a result, they were all able to explain how they had arrived at their answers.
59. Teaching and learning are good, and are strongest in Years 3 to 6, where some year groups are set according to their ability. In the most successful lessons, teachers have a strong command of this subject and, through effective questioning and good explanations, pupils' understanding is developed well. An effective range of activities is provided which are suited to the needs of individual pupils, and teachers have high expectations of work. Learning objectives are made clear so that pupils understand what they will learn from the task set. Very good support from teachers and teaching assistants means that all pupils, including those with special educational needs and those learning English as an additional language, achieve at least as well as the others in the class. Assessment of pupils' progress is used well to help teachers plan the next steps needed to move pupils on in their learning.
60. Very good relationships between teachers and their pupils and very good attitudes within the classroom create a good environment for learning. Lessons are generally too long, especially for younger pupils. The length of time allowed for a task to be completed was too long and pupils' interest waned. More able pupils are still not always challenged enough, especially in the main teacher-directed section of the lesson. For example, in a Year 2 lesson about money, the examples discussed were suitable for the less able pupils, so, for that section of the lesson, most pupils learnt very little that was new.

61. Leadership and management are very good – a considerable improvement since the last inspection. A clear vision is shared with staff which is focused on raising achievement. There is a commitment to moving the subject forward through supporting staff by monitoring the quality of teaching and learning and through attending relevant training. When marking, teachers give helpful feedback which shows pupils how they can improve, and pupils are given targets to work towards, which relate to *National Curriculum* levels. Resources have been recently improved and are having a positive impact on standards.
62. Improvement since the last inspection has been good, although much of it is quite recent. There is a marked improvement in lesson planning, particularly the use of lesson evaluations which help determine what is to be learnt in future lessons. As a result, long-term curriculum planning now builds progressively on pupils' skills.

Mathematics across the curriculum

63. Opportunities for developing mathematical skills across the curriculum are satisfactory and is acknowledged by the school as an area for further development. In music, pupils learn about the patterns in rhythms across the school and, in science, pupils measure the distance from a source of light to an object, and also the length of the shadow. Good opportunities are taken at other times, including assembly, to develop pupils' capability to work out answers to sums.

SCIENCE

Provision in science is satisfactory.

Main strengths and weaknesses

- Teachers make good use of assessment information to target improvement
- Pupils are very keen to learn
- More able pupils' are not always sufficiently challenged in some lessons
- Some lessons are too long

Commentary

64. In teacher assessments at the end of Year 2 in 2003, a fewer than average achieved the nationally expected level in science although a higher proportion achieved the higher Level 3. Work in pupils' books and that seen during lessons show that standards are now average and pupils achieve satisfactorily. In national tests at the end of Year 6 in 2003, the proportion achieving the expected level was well below average. Inspection findings show standards of work are average in Year 6, and the pupils are achieving satisfactorily.
65. Standards have risen by the end of Year 6 because assessment of pupils' work is being used more effectively to plan work matched to pupils' individual needs. The analysis of pupils' work across the school has resulted in a strong focus on the development of pupils' investigative skills. Good use of pupils' own experiences to hypothesise and predict outcomes. For example, in a Year 2 lesson when comparing the size of hands, the teacher asked if the pupil who had the biggest hand would have the biggest foot. In groups, the pupils compared their hand measurements and their heights to debate the relationship between hand and foot size. In Year 6, pupils make good progress in devising fair tests and setting up experiments because teachers give pupils opportunities to relate their knowledge to everyday life. However in some lessons, more able pupils are not always sufficiently challenged and, as a result, their achievements are satisfactory where they could be better.
66. Teaching and learning are satisfactory. All teachers plan carefully for science and are clear about what the pupils will learn. Planning is beginning to identify links with other subjects and there are good examples developing between science and ICT in Year 6. In the best lessons, teachers give opportunities for pupils to experiment, question, make deductions and build on their hypotheses. In these lessons, there is a good balance of written and practical work and time is used well. Pupils are excited and enthusiastic about their work, co-operate with one

another and make better progress. Some lessons are too long, however, and there is an over-reliance on worksheets as a framework for designing experiments and evaluating work. As a result, pupils are not given sufficient opportunities to record their findings in a variety of ways.

67. Leadership and management are satisfactory. A review of pupils' attainment has been undertaken and issues identified, including aspects of underachievement in experimental and investigative science. Teachers' plans have been checked to make sure work is relevant and resources are organised very efficiently. Pupils talk with enthusiasm about a recent "Science Week", partly funded by local business sponsorship, because it was practical and fun. There has been good improvement since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils' very good attitudes contribute to their good achievement
- Pupils benefit from consistently good teaching
- Accommodation and resources are good
- More able pupils are not sufficiently challenged

Commentary

68. Standards attained at the end of Year 2 and Year 6 are above national expectations and pupils achieve well throughout the school. By the end of Year 6, pupils have been taught the skills needed to use spreadsheets, databases, word-processing and other relevant software. They can amend and interrogate information that has been saved. Pupils have good opportunities to use different equipment in school. For example, in Year 6 pupils used a digital camera to record their progress in a design and technology project. Most pupils, including those with special educational needs, have work set at a suitable level for them so that they learn at a good rate. Pupils have very good attitudes to ICT and are very keen to learn.
69. Teaching and learning are consistently good. Lessons are well prepared and teachers now have good subject knowledge which enables pupils' knowledge and skills to be developed. In the best lessons, good use was made of the interactive whiteboard to demonstrate to the whole class, and work was set that was appropriately challenging for pupils of all abilities. Good links were made to other subjects and pupils were given the opportunity to discuss their work with each other and improve it. In some lessons, however, more able pupils were not set challenging enough work because they are expected just to do the same as the others in the class.
70. Leadership and management are good. The use of the school's ICT suite is well established and contributes significantly to the above average standards now being achieved. The teaching of ICT is very effectively led by the co-ordinator who, for part of the week, teaches alongside other class teachers to help build their confidence and skills. There is a well-attended computer club to give pupils additional time to extend their knowledge and practise skills. Good folders giving examples of the work carried out by each year group show how the standard and range of work covered have improved. Together with much improved resources, this represents very good improvement since the last inspection.

Information and communication technology across the curriculum

71. The use of ICT across the curriculum is good. Computers in the classrooms are used effectively during lessons to enhance pupils' learning in a range of subjects. For example, in a Year 6 English lesson, pupils were using computers to work in pairs, drafting and then evaluating their work when comparing the Japanese poetry forms, haiku and tanka. In Year 4, pupils investigated the measurement of angles in degrees by playing angle games on the computer network.

HUMANITIES

Religious education was inspected in full and is reported below. Geography and history were sampled.

72. No lessons were seen in **geography** during the inspection so it is not possible to make a judgement on provision. Evidence gained from talking to teachers and pupils and the analysis of pupils work suggests that standards are average throughout the school. Work on display in classrooms indicates that pupils are given suitable opportunities to develop their skills in the

subject, but there is an over-reliance on recording work on printed worksheets and insufficient opportunities for pupils to write in a geographical context.

73. Only one **history** lesson was seen during the inspection and therefore it is not possible to make a judgement on provision. However, analysis of pupils' work and discussion with staff and pupils suggest that standards are in line with national expectations, although pupils have had fewer opportunities to write at length in history than are usually seen. Pupils have the opportunities to develop their skills in history through some investigative work, using a number of sources including the internet. Visits and visitors supplement their work well. For example, pupils in Year 3 remembered the visit made by "Roman soldiers" that gave them a real insight into aspects of life in Roman Britain. The school is seeking to revise its planning in the next year to enable the development of stronger links with other areas of the curriculum.

Religious education

Provision in religious education is satisfactory.

Main strength and weakness

- Pupils are encouraged to develop thoughtful approaches to the subject
- Few visits are made to different places of worship

Commentary

74. By both the end of Year 2 and Year 6, standards in religious education are in line with those expected, as they were at the time of the last inspection, and achievement is satisfactory. Pupils recall key facts about some of the world's main faiths such as Islam, but their factual knowledge of some of the key events of Christianity is not secure and they do not appreciate the significance of these events to Christians. Opportunities for pupils to develop their understanding of other faiths are not fully exploited. Few visits are made, for example, to different places of worship.
75. Teaching and learning are satisfactory. In the lessons seen, teachers showed a good understanding of the subject. Good links are made to work in personal, social and health education. This helps to develop a thoughtful attitude to the subject but sometimes it diverts the focus of the lesson away from religious education. Attitudes to the subject vary and this is reflected in the work. Where pupils are enthused by aspects of the subject they respond well. However, often they are compliant rather than enthusiastic.
76. The leadership and management of religious education are satisfactory. The school has plans to review its work and try to make the subject more exciting and relevant to the pupils through the development of links with other subjects in humanities. A satisfactory range of resources support learning in religious education. There has been satisfactory improvement since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology and music were inspected in full and are reported below. Art and design and physical education were sampled.

77. No **art** lessons were observed during the inspection, but work was sampled and pupils talked to inspectors about their experiences. Standards meet national expectations by the end of Years 2 and 6 and pupils' achievements are satisfactory. A portfolio of work illustrates the wide range of artwork carried out across the school. Good links have been developed with ICT. For example, pupils use the digital camera to record their still life pictures in the style of Andy Goldsworthy. Pupils talk enthusiastically about the subject. They recall the recent "Arts Week" in detail and proudly point out their work displayed around the school. Art clubs are organised for pupils of all ages. The subject is knowledgeable and enthusiastically led.

78. Too few lessons were seen in **physical education** to make an overall judgement on standards. A study of teachers' planning shows that appropriate coverage is made for the subject during the year. Pupils' physical education is enhanced well through the good provision for extracurricular activities and pupils successfully participate in local sporting events, including football, netball and athletics tournaments. The profile of physical education has recently been raised within the school and appropriate targets are planned for further improvement.

Design and technology

Provision in design and technology is satisfactory.

Main strengths

- There are good resources and they are used well
- Teachers make good use of questioning to challenge pupils

Commentary

79. Standards are in line with national expectations at the end of Year 2 and Year 6, and pupils' achievements are satisfactory. The quality of teaching is satisfactory. In the best lessons, teachers and teaching assistants guide and challenge pupils to develop their ideas. Good links are made with English and ICT. Challenging questioning by the teacher develop pupils' thinking skills. For example, in a Year 4 lesson, pupils were constructing pop-up books with different moving parts. Pupils were asked, "*Why won't the pop-up work?*" and a boy replied, "*I need to use a thicker material and fold it tighter to make it stronger. Then it can force its way out from the page.*"
80. Leadership and management are satisfactory, bringing enthusiasm and good subject knowledge to the fore. Planning has improved since the last inspection and subject specific skills are now clearly identified. The school is aware that assessment procedures need to be more rigorously used to plan tasks that are matched to individual capabilities. The improvement since the last inspection has been satisfactory.

Music

Provision in music is satisfactory.

Main strength and weakness

- Pupils are given good opportunities to develop their practical music making skills
- Some lessons are too long

Commentary

81. Standards in music are in line with national expectations, and pupils' achievement is satisfactory across the school. All pupils in Year 3 learn to play the recorder, and singing is a regular feature of school assemblies. Pupils enjoy their music making and sing with confidence. Standards at the time of the last inspection were below average, so improvement has been good.
82. In the lessons seen, teaching and learning were satisfactory overall. Good planning engaged the pupils' interest right from the beginning, and the three-part lesson structure meant that pupils were presented with a variety of activities which kept them fully engaged. In lessons seen, resources were always prepared and set out before the lesson began, making the best use of the time available for pupils to develop their skills. Very good relationships between staff and pupils contribute to the success of the practical activities. Pupils are encouraged to develop their own composing skills in response to well-known music. For example, in a Year 5 lesson, pupils successfully used their responses to the sounds of Richard Strauss in group compositions about space. The length of lessons was too long, however, for younger pupils, and the pace slowed as their interest diminished and they became restless, especially when waiting their turn to demonstrate what they had learnt.
83. Leadership and management are satisfactory. The subject is well resourced. Pupils have access to a range of musical instruments, as well as computer programs used for musical composition, although there are no electronic keyboards. Extracurricular activities available for pupils include a recorder group and choir. Pupils take part enthusiastically in school productions and rehearsals for a musical version of *Romeo and Juliet* were observed during the inspection. Older pupils have the opportunity to attend concerts in London.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education (PSHE) was sampled. Citizenship is not taught as a separate subject but elements of citizenship are included in personal, social and health education lessons.

84. This subject is delivered through one PSHE lesson per week and *Circle Time* which takes the place of assembly once a fortnight. In the PSHE lesson observed, teaching and learning were good, and pupils achieved well. Pupils identified which clubs were suitable for young people, and then talked about the clubs that some of them already attend and their reasons for going. This provided a solid basis for pupils to create variety of clubs using their own ideas about what they thought young people wanted in today's society. Good ideas were put forward concerning content, place, cost and time and they produced an effective poster advertising their club. Pupils worked together very well.
85. Sex education is taught to Years 5 and 6 through science and PSHE, and the school nurse is involved in these lessons. Parents are invited to a meeting to see the materials to be used and so have good information about what will be taught. Drugs and alcohol education is also taught through science and PSHE. The new curriculum planning document for PSHE is comprehensive and gives good opportunities for pupils to develop personal skills and become responsible citizens. Resources are currently inadequate, but improving these has been identified as a priority in the school development plan.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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