

INSPECTION REPORT

CASTLE HILL JUNIOR SCHOOL

Basingstoke

LEA area: Hampshire

Unique reference number: 116005

Headteacher: Mr J D F Martin

Lead inspector: Rosalind Johns
22745

Dates of inspection: 3rd to 5th November 2003

Inspection number: 255728

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
Number on roll;	247
School address:	Greenbank Winklebury Way Basingstoke Hampshire
Postcode:	RG23 8BN
Telephone number:	01256 473777
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Appropriate authority:	Governing Body, Castle Hill Junior School
Name of chair of governors:	Mr B Dixon
Date of previous inspection:	September 1998

CHARACTERISTICS OF THE SCHOOL

Castle Hill Junior School is an average sized school on the outskirts of Basingstoke. It serves a mixed area of private and local authority housing. There are nine more boys than girls on roll with some imbalance in Year 4. Eight pupils are from minority ethnic backgrounds. There are two pupils whose mother tongue is not English but this is not a barrier to their learning. Thirty-eight pupils have special educational needs (SEN) which is below average. Two have statements of SEN. In the last year, six pupils joined and four left. This is a lower than average rate of turnover. Pupils' attainment is broadly average on entry to the school. The school was awarded Charter Mark in 1997 and 2000, School Achievement Award and Meridian Business Excellence Award in 1999 and Investors in People and Healthy Schools Awards in 2003.

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16492	Bob Lever	Team inspector	Mathematics, information and communication technology, design and technology, physical education, special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Castle Hill Junior School is a good school with very good features in its work. Good teaching ensures that all groups of pupils achieve well so that, by Year 6, they reach above average standards in mathematics, science, religious education (RE) and personal, social and health education (PSHE). The overall very good leadership and management mean that the school has the vision and the systems in place to drive it forward successfully. Throughout last year, the headteacher was absent from the school working for the Department for Education and Skills. The deputy headteacher also left and four other teachers including two during the school year. The school gives good value for money.

The school's main strengths and weaknesses are:

- The excellent leadership of the headteacher and his high expectations of himself and everyone in the school are central to its success.
- The outstanding ethos of the school means that all pupils feel personally valued and are keen to do their best.
- Pupils' very good attitudes and behaviour are firmly rooted in the school's very good provision for their personal development.
- The very good provision for pupils with special educational needs (SEN) is enabling them to make good progress not only in basic skills but in confidence and attitudes to learning.
- The school's very good systems for tracking pupils' progress enable teachers to plan lessons very carefully and pupils to know what to do to improve their work.
- Pupils are not given enough opportunities to write freely and at length to enable some of them to reach higher standards.
- Pupils do not use information and communication technology (ICT) enough in other subjects.
- Displays are not used adequately to reward pupils' efforts or to encourage them to seek further information.

There has been a good improvement since the last inspection given the barriers to achievement that the school has had to overcome recently. The school has addressed the minor points from that inspection well and attendance is now satisfactory. In most respects, the high standards identified by the school's last inspection have been maintained. There is not so much excellent or very good teaching as in 1998 because there are now more inexperienced staff. Parents continue to regard the school highly.

STANDARDS ACHIEVED

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

*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.*

Achievement is good. During the inspection, standards were above average in mathematics, science, RE and PSHE. They were average in English and in all other subjects where there was enough evidence for judgements to be made.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good. Their attitudes to learning and their behaviour are very good so that pupils work and

learn together in a happy atmosphere. Attendance is satisfactory. Punctuality is generally satisfactory but valuable learning time is wasted when pupils return to the classroom at the end of the afternoon break.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Overall, teaching and learning are good. Teachers' calm and sensitive management of pupils makes them feel confident and eager to try out new ideas. They plan lessons well and achieve a successful balance between giving information, careful questioning, lively discussions and useful practical activities. In some instances, the pace of lessons is too comfortable and pupils adopt a relaxed rate of working. A broad range of activities outside lessons effectively brings the curriculum to life. Good levels of care help pupils to be secure and confident learners. Good links with the community and other schools mean that the school can draw on outside resources and expertise to help pupils.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The outstanding leadership of the headteacher inspires staff and pupils to strive for the highest standards in all aspects of the school's work. The leadership of other staff is good. The school's good management structure means that there is real energy and teamwork but, because of recent staff changes, it has not yet had time to be fully effective. Governors support the headteacher, staff and pupils well and use their interests and skills to help the school. However, they do not pay enough visits to the classroom with a clear focus to give them a better view of the school's strengths and needs.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very happy with the school. They feel well informed and that their children are making good progress. Some thought that there was a different feel to the school during the headteacher's absence and were reassured by his return.

Nearly all pupils said how much they liked being at school. Some commented on the questionnaires and in discussion that they liked their teachers and were proud of their school.

IMPROVEMENTS NEEDED

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

- Raise standards in writing especially at the higher levels.
- Create more opportunities for pupils to use and develop ICT skills in other subjects.
- Improve the quality of displays to reflect the range of subjects taught, to reinforce learning and to value pupils' efforts.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, achievement is good. This includes pupils with SEN, more able pupils, the gifted and talented and those from minority ethnic groups. Overall, standards are above average in mathematics, science and RE and average in English and ICT.

Main strengths and weaknesses

- All groups of pupils achieve well as they move through the school.
- Standards in Year 6 are above average in mathematics, science, PSHE and RE.
- Setting by ability groups is helping to maintain high standards in mathematics and science.
- Although pupils are achieving well in writing, standards are not as high as they could be.
- ICT is not being used as a regular and natural part of pupils' learning.

Commentary

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

Standards in:	School results	National results
English	26.5 (28.4)	27 (27)
Mathematics	28.4 (28.5)	27 (26.7)
science	29.7 (30.6)	28.8 (28.3)

There were 58 pupils in the year group. Figures in brackets are for the previous year

1. Standards in the end of Year 6 national tests in 2003 were below average in English, above average in science and well above average in mathematics. Compared with similar schools whose pupils obtained comparable results at the end of Year 2, standards were below average in English, and well above average in mathematics and science. Standards in English are lower than other subjects because of reasons detailed more fully in the subject section of this report. In general, standards show an upward trend similar to the national trend with dips in English and mathematics in 2001 and in English in 2003.
2. The findings of the inspection are that, in Year 6, standards are average in English and above average in mathematics and science. Standards in English are higher than those reached in the national tests because writing is one of the main priorities in the school's improvement planning. Standards are above average in RE and PSHE and average in PE and ICT which were the only subjects where sufficient evidence was gathered to make valid judgements. Where the evidence allows comparisons to be made, these standards are broadly the same as they were when the school was last inspected except in English where they are now lower. In the last inspection, teaching and learning in English were reported to be 'mostly very good' whereas they are now good.
3. Achievement is good in writing, listening, science, mathematics, RE and PSHE. It is satisfactory in reading, speaking, ICT and PE. Pupils in the present Year 6 entered the school with below average standards in writing. They have achieved well to reach the current average standards because of the intensive focus on this aspect of their work. However, pupils are not given enough opportunities to write freely and at length in English or to develop writing fully in other subjects, for example, history and RE. This means that they do not build up their skills and stamina as writers sufficiently to allow more of them to reach the higher levels. The school's arrangements for setting pupils by ability in English, mathematics and science have a positive impact on their achievement. Within these sets, assessment information is used very well to match work carefully to pupils' various levels of need. Targets in these subjects are based on a thorough knowledge of pupils' capabilities and good expectations. It also means that pupils with SEN make good progress against

specific targets and goals because they benefit from close, intensive teaching. Regular reviews of their individual education plans show that they generally achieve their targets.

4. Pupils' literacy, numeracy and ICT skills are used satisfactorily to support learning in other subjects. The amount of written work in some subjects is not extensive. In some classes, too many undemanding worksheets do little to improve writing skills. ICT is used in other areas of the curriculum but it is not developed well enough.

5. Discussions with pupils and their views in the questionnaires showed that they were required to work hard at all times and were doing as well as they could. Parents too felt that their children were challenged and that their individual learning needs were well addressed by the school.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Their attendance and punctuality are satisfactory. Pupils' spiritual, moral, social and cultural development is very good overall.

Main strengths and weaknesses

- Pupils have very good attitudes to school.
- Their behaviour meets teachers' very high expectations.
- Pupils get on very well together.
- Pupils with SEN are secure and happy in school.
- The very good spiritual, social and moral development of pupils is at the heart of the school's ethos.
- Teaching and learning about the pupils' own cultural traditions and those of people from other ethnic backgrounds are not developed well enough.

Commentary

6. Pupils enjoy school and most of them are fully involved in lessons. They are proud of their school and most of them are able to discuss their work clearly with visitors. Pupils from all year groups appreciate, and take advantage of, the range of extra curricular activities offered by the school and the activities available to them at lunchtime.

7. When the opportunities are offered, pupils willingly take responsibility for tasks around the school. They undertake a range of duties including operating the recorded music equipment during assemblies. The 'buddy' system gives pupils in Year 6 the responsibility for looking after younger pupils and those who may be new to the school at break times and lunchtime.

8. Pupils with SEN form very good relationships with teachers, support staff and each other. Those with behavioural and emotional difficulties are well supported so that they grow in confidence and self esteem.

9. Members of staff act as good role models for their pupils, and they have very high expectations of conduct. As a result, pupils behave very well and try very hard to live up to the school motto *Manners Matter*. There is a system of rewards in place that recognises the achievements of individual pupils. There is also a clearly understood system of sanctions that can be used on those occasions when the behaviour of individuals falls below the high standards expected. On those occasions when unacceptable behaviour does occur in a lesson, it is dealt with effectively by the teacher. During the period of the inspection, there was no evidence of bullying or any other form of oppressive behaviour.

10. Fundraising for local and national charities such as the leprosy project LEPROA, the Starlight Foundation which helps to make dreams come true for terminally ill children and the animal welfare society, the RSPCA, gives pupils an awareness of the needs of others. Pupils show great respect for the feelings of their peers. Classroom and general rules for behaviour help pupils to understand their responsibilities towards others and themselves.

11. The overall attendance rate for the school is in line with the national average. The school works to ensure that all parents are aware of their responsibilities in this respect. Most pupils arrive at school on time but time is lost when they return to class following the afternoon break. There were

no exclusions during the school year before the inspection.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5	School data:	0.3
National data:	5.4	National data:	0.5

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

Exclusions

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
143	0	0
1	0	0
1	0	0
1	0	0
3	0	0
1	0	0
1	0	0
94	0	0

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

12. There is a strong emphasis on pupils’ spiritual, moral and social development throughout the school. Pupils’ spiritual development is very good. They are very respectful of the feelings, beliefs and values of others and are given many opportunities to reflect on these feelings. Although pupils learn about other religions and worship together in assemblies, where there is a genuine feeling of spirituality, their spiritual development goes far beyond this. They are aware of the preciousness of life and take great care of both the natural and man-made aspects of the school. The headteacher and staff encourage them to take ‘ownership’ of the school. These very high standards help to create a very caring community where pupils feel safe, secure and at ease with each other. Pupils are very aware of what is right and wrong. They create their own rules for their class and try to live by these very positive ideals such as ‘Together every one achieves more’.

13. Relationships between pupils and with all staff are very good. They get on very well together and are able to work and play together collaboratively. They take great pride in taking on responsibilities, such as being representatives on their class council or the school council, and feel that their ideas matter. They felt that the old quadrangle was in need of renovation and helped to draw up plans for a new courtyard. Many of their ideas were incorporated very well into the newly designed courtyard, where they enjoy sitting quietly at break times or studying the plants, fish and mini beasts in science lessons. Older pupils are very proud to represent the school as Head boys, Head girls and deputies. Pupils have a sound understanding of their own culture, but have a limited understanding of life within a multi-cultural society in Britain. Visits include museums, the local church and synagogue, Sparsholt Farm and the theatre. A good range of visitors to the school, such as the Bournemouth Symphony Orchestra, theatre groups and visitors from Pakistan and Nigeria, enriches pupils’ lives.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The strongest features are provision for pupils with SEN, the equality of access and opportunity for all pupils, support and guidance for pupils, assessment procedures and the way the school takes pupils' views into account. Areas most needing improvement are a few aspects of teaching and learning, the use of ICT across the school, pupils' awareness of cultural diversity and the use of displays to reflect the range of the curriculum.

Teaching and learning

The overall quality of teaching and learning is good. Assessment is very good.

Main strengths and weaknesses

- Teachers' skilful and sensitive management of pupils makes them confident learners.
- The partnership between teachers and teaching assistants promotes learning very well.
- Pupils with SEN learn effectively.
- Good subject knowledge enables topics to be taught rigorously.
- Teachers' searching questions make pupils think for themselves.
- Very good assessment procedures enable individual learning needs to be pinpointed.
- A few lessons lack a sense of urgency.
- Teachers do not encourage pupils enough to use ICT across the curriculum.

Commentary

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactorily	Poor	Very Poor
0 (0%)	3 (9%)	19(56%)	11 (32%)	0 (0%)	1 (3%)	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.

14. Teaching and learning are good in Years 3, 5 and 6 and satisfactory overall in Year 4. In one Year 4 class, teaching and learning are consistently good. This profile of teaching is not as good as in the last inspection when 75 per cent of teaching was good or better and no lessons were less than satisfactory. However, in addition to the absence of the headteacher throughout the last school year, five members of staff left and new staff in September included three newly qualified teachers. Teaching and learning are good in English, mathematics and science, RE and PSHE and these subjects are well led and managed so that pupils achieve well. Ninety-nine per cent of parents in the survey felt that teaching was good and all agreed that teachers expected their children to work hard. All pupils in the questionnaire said that they mostly learned new things in lessons and found them interesting and fun.

15. Foremost among teachers' skills is their consistent and positive management of pupils' behaviour. This creates a happy atmosphere for learning where pupils are not afraid to ask questions, express their feelings or say when they do not understand. In a Year 5 literacy lesson where pupils were reading *Zlata's Diary*, the teacher's calm, sensitive approach enabled pupils to discuss Zlata's growing frustration and confused emotions in a mature way. The relaxed and natural teamwork between teachers and teaching assistants in the classroom enlivens learning and develops pupils' skills and confidence well especially those with SEN. Teachers also take good account of the targets set out in individual education plans, which are sufficiently practical to implement when support staff are not present. Teachers' good subject expertise means that explanations and demonstrations are fluent and well-informed, presentations are lively and topics are taught at the required depth. Linked to this good subject knowledge are teachers' skills in asking questions which help pupils to think carefully and to make connections between different aspects of their work. In a Year 4 literacy lesson, the teacher's probing questions enabled pupils to expand their

imaginations as they learned how to use similes effectively in their writing. The best teaching is based on high and clearly expressed expectations of the quality and pace of pupils' work. In a Year 3 numeracy lesson, the teacher challenged her pupils to think very hard when they were halving odd numbers. Resources are used imaginatively to encourage ideas and make subjects interesting for pupils. All these good features mean that pupils of all levels of ability are given a chance to shine.

16. Most teachers move lessons along quickly by their spirited approach, lively interaction and effective use of timed targets. However, in some lessons, the pace flags because of overlong explanations or repetition so that pupils become restless or relax into a comfortable rate of working. In general, teachers do not make ICT an integral part of pupils' learning. Other, mostly intermittent, weaknesses include a lack of variety in teaching methods, not adequately valuing pupils' responses and not drawing all pupils into discussions when appropriate.

17. Assessment procedures are very good and data from these are used very well to plan an appropriate level of work for pupils of all abilities. Very good tracking systems are in place and are checked every term to ensure that pupils are on line to achieve the standards of which they are capable. Teachers adapt the planned work to the needs of pupils very well. This was observed in an English lesson, when the teacher realised that pupils needed to reinforce their learning on using dictionaries before moving on the next piece of planned work to create a glossary. Assessment arrangements for pupils with SEN are very good and records are thorough and well maintained. The school uses assessment data from teachers and standardised tests to inform target-setting procedures in individual education plans. Assessments made on entry to the school enable early identification of pupils needing extra support. The school uses a range of specific tests to monitor individual progress.

18. The standard of marking is very good throughout the school. This enables pupils to have a very good understanding of how they can improve and how to achieve higher standards. The analysis of pupils' work showed that tasks had a common theme, but the level of work was appropriately adapted to the needs of pupils of all capabilities. This ensured that the tasks were suitably challenging for each pupil, including the most able. Achievable targets are set for every pupil and are regularly reviewed and updated. From discussions with pupils, they are aware of their targets and know that each time they achieve a target, this means that their work is improving. However, although pupils can say what they are good, or not good at, there is little indication to show how pupils judge this. Teachers know the National Curriculum level at which pupils are working but most pupils are unaware of it. This means that pupils, especially older ones, do not know what they need to do in order to achieve a higher level.

The curriculum

The curriculum is good. It provides good opportunities for enrichment, including extra-curricular provision. The quality and quantity of accommodation and resources at the school are good.

Strengths and weaknesses

- Provision for pupils with special educational needs (SEN) is very good.
- Very good provision for pupils' personal, social and health education.
- Good opportunities for extending the curriculum.
- Accommodation and resources support the curriculum well.
- Provision for pupils who have English as an additional language is good.
- Pupils are included very well in all lessons and activities.
- There is insufficient use of ICT across the curriculum.
- In some subjects, there is an overuse of worksheets and writing is not developed well enough.

Commentary

19. The curriculum is appropriately planned to provide breadth and continuity in learning. Time allocations are broadly in line with recommendations although the amount of teaching time is below

national recommendations. There is some slippage around the afternoon break, which is not usually a feature of junior schools.

20. Overall the provision for SEN is very good. The curriculum is well organised for those identified with special educational needs and no pupils are disapplied. Arrangements for using individual education plans are effective in ensuring that needs are met whilst still enabling pupils to have access to the whole curriculum. The provision of support assistants and additional teachers is very good and they give effective support. They are experienced and receive training within school. Accommodation is good. There are shared areas in each year, where pupils can be withdrawn to be taught individually or in groups. Resources for SEN in terms of books and materials are good and provide well for the range of needs.

21. The very good provision for pupils' personal development leads to pupils' very good attitudes and positive relationships. The school has been granted the Healthy Schools award. Sex education is delivered as part of the PSHE and science curriculum. The school nurse discusses issues of puberty and the subject is handled sensitively. 'Circle times' and assemblies give good opportunities for pupils to explore a range of themes. Pupils have opportunities through the class councils, the school council and as playground buddies to take responsibility.

22. The curriculum is enhanced by a good range of clubs, visits and visitors. There are clubs at lunchtimes and after school. These include sporting activities for netball, football, athletics and dance. Other clubs include chess, French, guitar and a fun club. Pupils make visits locally and further afield. They have visited the church, a synagogue, farm and the theatre and have visits from drama and music groups.

23. The accommodation is good overall. Outdoor facilities are very good. Inside accommodation is good with good sized classrooms for the number of pupils and central areas for each year. The library and the computer suite are too small for whole class lessons. Resources to support the curriculum are generally good but the ratio of computers to pupils is lower than the national recommendation.

24. The setting arrangements in English, mathematics and science are successful and all pupils are challenged to achieve higher levels. The two pupils who speak English as an additional language are fluent and have full access to all that the school has to offer. Equality of opportunity and fairness to all pupils are very evident in all aspects of the school's work. ICT is not used enough in some subjects. Pupils' recording skills in science are good but, in some subjects, there are too many undemanding worksheets and there is not enough written work.

Care, guidance and support

The provision for pupils' care, welfare, health and safety are good. The provision of support, advice and guidance based on the monitoring of pupils' achievement is very good. The involvement of pupils through seeking and acting on their views is very good.

Main strengths and weaknesses

- Care and welfare of the pupils are good.
- Pupils' views are valued and the school works hard to ensure that pupils participate fully in the life of the school.
- Pupils' personal development is very well supported.
- The contributions of pupils with SEN are highly valued by the school.

Commentary

25. The school has an excellent ethos. It is a welcoming, supportive community which appreciates the full range of pupils' achievements highly and treats every one of them as valued individuals. The

school has good systems in place to ensure the welfare, health and safety of its pupils and staff. These systems are implemented well by a caring staff. There is a trained first aider on the staff and a medical room where pupils who are unwell can be looked after. The headteacher and the caretaker together carry out regular health and safety inspections. The building is clean and well maintained. There are procedures for child protection in place and a member of the teaching staff is the nominated person for child protection. The staff handbook gives clear guidance to staff on child protection procedures.

26. Pupils' personal development is very well recorded and the staff make very good use of the information provided. As a result, pupils are very well supported and cared for. The relationship between pupils and staff is good and teachers are aware of each pupil's level of personal development. Pupils know who to go to with any problems that they may have. The good relationships in school ensure that this is a well-ordered and safe community so that pupils enjoy coming to school. The school has very good assessment procedures in place, which are very effectively used to ensure that pupils receive good advice and guidance. Pupils are aware of what they have to do to improve their work.

27. The school has a good induction programme for new pupils, which is supported by the good relationship with the adjoining feeder infant school and good transfer arrangements with secondary schools.

28. The well-established school council is made up of a pupil from each class elected by their peers. The council successfully seeks the views of pupils. The school takes these views very seriously and pupils feel involved in the broader life of the school. As a result, there have been several improvements to the school environment. As well as the courtyard development, pupils drew up the specification for the new, very well appointed toilets. When all the plumbing arrangements were in place for the new toilet areas, pupils also helped to paint their imaginative under water and jungle scenes on the walls.

29. Pupils with SEN are also well cared for. They have trust and confidence in those who support them and staff ensure that pupils' contributions are highly valued and their achievements well recognised. The school taps into the specialist knowledge of outside agencies to support individual pupils' programmes of work.

Partnership with parents, other schools and the community

The school's links with parents are good. There are good links with other schools. There are good links with the community.

Main strengths and weaknesses

- The parents have positive views of the school.
- The school deals very well with any concerns or complaints.
- Parents of pupils with SEN are encouraged to support their children.
- Arrangements for discussing pupils' annual progress report are unclear to some parents.

Commentary

30. The results of the pre inspection questionnaire to parents, together with the comments made at the parents' meeting, indicate that the majority of parents are very satisfied with the work that the school does. The school seeks the views of parents through questionnaires and informal discussions and, as a result, has a good relationship with them. Procedures for dealing with parents' concerns and complaints are very good and parents feel happy about approaching the school.

31. There are two consultation evenings each year that give parents an opportunity to talk to the staff about their child's progress. Parents are also welcome to come into school at any other time to

discuss any concerns they may have with the headteacher or a member of his staff. Annual reports on pupils' progress are issued at the end of the summer term. Arrangements for discussing the annual report with staff are unclear to some parents and they would welcome a more formal process. The school prospectus, governors' Annual Report and regular newsletters keep parents informed of events in school. Curriculum information for the following year is provided for parents at the end of the summer term.

32. The school maintains good links with its partner high schools, and there are clear arrangements for the transfer of pupils from Year 6 to Year 7. Visits to Castle Hill by staff from the high school, and 'taster days' at the high school for pupils in Year 6, ensure that pupils move smoothly to secondary education.

33. There is some regular parental help in school. Parents support the school through various fund raising events. The school has involvement with the wider community through the school choir and fund raising for a range of charities. It also provides opportunities for teaching practice for students from a number of colleges and universities.

34. Parents of pupils with SEN are encouraged to be involved in identifying their needs and providing support. They are very well informed and very supportive. They speak highly of the support their children receive. There is close liaison with the infant and secondary schools.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The leadership of the headteacher is excellent. The leadership of other staff is good. The management of the school is good. The governance of the school is satisfactory.

Main strengths and weaknesses

- The dynamic leadership of the headteacher brings vision, energy and team spirit to the work of the school.
- Staff work as a committed and cooperative team who believe in their ability to succeed.
- The school is overcoming barriers to achievement well.
- The school has built up a very comprehensive picture of its own performance and uses it to ensure that every pupil benefits fully.
- Very good systems for checking pupils' performance are guiding the work of the school successfully.
- There is a constant focus on raising achievement or maintaining existing high standards.
- The leadership and management of provision for pupils with SEN are very good.
- Very careful financial planning, administration and monitoring of expenditure ensure that the school's resources are used very well to further pupils' learning.
- Governors are committed and conscientious but they do not pay enough formal visits to the classroom.
- Systems for checking how expenditure has an impact on raising standards are not rigorous enough.

Commentary

35. The excellent leadership of the headteacher is the key to the success of this school. He has the strength, vision and ability to drive the school forward and to aim for the highest standards in all aspects of its work. His philosophy of a continuously evolving school *Aiming for Excellence* is shared by staff, pupils and governors and has been communicated effectively to parents. The headteacher has a genuine concern for the well-being of pupils and their parents and respect for the personal and professional needs of staff. This has resulted in a very strong team spirit and a dynamic ethos within the school. He has built up an energetic and close-knit team who share his high expectations in both the academic and pastoral work of the school. As a result, the barriers to achievement caused by his absence last year and the high turnover of staff including the deputy headteacher, are being overcome well. At the parents' meeting, parents were fulsome in their praise of the headteacher and all who replied to the questionnaire stated that the school was well led and managed.

36. Although the headteacher leads by example, the concept of leadership is embedded in the school and is not confined to senior staff. This open culture means that year heads and subject leaders are enabled to use their initiative, take risks and be responsible for their own decisions. It is built on professional trust and flexibility but all are expected to give high quality, creative input. Subject leaders are given time to play a pivotal role in overseeing and developing their subjects and managing a budget. However, because of the recent staff turnover, this approach has not had time to become fully embedded in the school's work.

37. Effective and rigorous self-evaluation procedures underpin the good management of this school. In-depth evaluation is based on careful interpretation of data from national and internal tests and analysis of pupils' responses. Data are used to check trends such as value added, differences in performance between boys and girls and the progress of pupils with SEN. The school's very detailed assessment systems ensure that it has a very accurate picture of pupils' past and present performance. This ensures that gaps in the skills, knowledge and understanding of pupils of all abilities are quickly pinpointed and planning appropriately adjusted. In this way, the school builds up a complete picture of its performance and ensures that there is full equality of opportunity for all pupils. Consideration of this information leads to informed decisions about setting, and individual, group and year group targets. Systems for checking the quality of teaching are also regular and careful. Strengths are recognised and built on and problems addressed through professional dialogue and discussions at inset meetings. However, this monitoring does not always look closely enough at the impact of teaching on pupils' learning.

38. The school's cycle of Performance Management is an integral part of the development of the whole school. Individual objectives are related to the priorities of the school improvement plan, teachers' professional needs and subject responsibilities. Support staff are also included. There is a strong commitment to the continuing professional development of staff and the headteacher holds an action plan meeting with individual staff every half term to discuss current issues and developments in their areas of responsibility. This means that the school improvement plan which is at the heart of the school's work is a constantly evolving document.

39. The leadership and management of the provision for pupils with SEN are very good. The coordinator leads a strong team of teaching assistants who provide very clearly focused work for pupils. The coordinator tracks pupils very carefully, keeps concise records and acts as a very good focal point for staff to discuss strategies and air concerns. Any designated funds for pupils with SEN are used appropriately to ensure good achievement for these pupils.

40. Governors work closely with the headteacher and staff and make a sound contribution to steering the direction of the school. Some are well-established whilst others are relatively new so the committee structure is undergoing reorganisation. They use their interests and expertise well to help the school. Through questioning and discussion at governors' meetings, headteacher's reports, analysis of data and comparison of standards with other schools, they are prepared to challenge the headteacher and staff while supporting and valuing their efforts. However, they are not involved enough in monitoring the progress of the school improvement plan. There is no structured programme of visits to the classroom to enable them to get a clearer view of the school's strengths and needs.

41. Financial planning is very well related to the school's educational needs as they are set out in the school improvement plan. Expenditure is checked very rigorously and financial reserves are projected as being close to the recommended five per cent at the end of the financial year. Governors ensure that they get good value for money when making spending decisions and consider a number of options. However, they do not have adequate systems in place for checking the effects of expenditure on the standards achieved by pupils and do not undertake formal consultations with parents about major planning developments.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	572,258	Balance from previous year	37,934
Total expenditure	538,614	Balance carried forward to the next	33,643.43

Expenditure per pupil	2,225		
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PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS IN KEY STAGE 2

ENGLISH

English

Provision in English is **good**.

Main strengths and weaknesses

- Pupils are attentive and reflective listeners.
- They read fluently and accurately but not always with expression.
- Pupils write for a wide range of purposes and most take care with presentation.
- There are not enough opportunities for pupils to write freely and at length.
- Teaching is confident and well informed so that pupils achieve well.
- Good subject leadership means that there is a strong focus on improvement.
- Assessment is used very sharply to meet the needs of individual pupils.
- ICT is not used enough in the subject.
- Pupils do not write a great deal in some subjects and there is an over use of worksheets.

Commentary

42. Overall, standards in English are average in Year 6 and achievement is good. Standards are lower than at the previous inspection but standards in writing were below average when this year group entered the school. In view of this, and the barriers to improvement detailed elsewhere in this report, improvement in English has been satisfactory.

43. Standards are average in speaking and above average in listening. In Year 6, some pupils give their opinions confidently, ask questions to develop their ideas and make thoughtful comments. Others are aware of different points of view but find it more difficult to elaborate upon their ideas or to use precise words to express them. When they took on the role of investigative journalists in the Marwell Manor mystery, some pupils asked very specific, probing questions when discrepancies occurred in different accounts but others did not have the breadth of vocabulary to pursue the flaws in the case. Teachers work very hard to build up pupils' confidence as speakers and actively extend their language through drama, discussion, talk partners and role play. Pupils are careful and responsive listeners so that they absorb new information quickly, know what is expected of them and settle to work without delay. In discussion, they listen closely, build on the ideas of others and respect their views.

44. Reading skills are average in Year 6. Pupils enjoy books and many read with confidence, fluency and pleasure. They can give a precise summary of events and discuss characters in some detail. More able pupils consider wider themes in their reading and some can predict how the story may develop. Less able pupils read simple texts competently but lack the confidence and understanding to draw conclusions and form opinions. Many readers lack an awareness of how the quality of their voices can affect the enjoyment of the listener. In a Year 6 lesson, many pupils read very accurately but without expression and often inaudibly. Although they were reading accounts of a mystery story, the teacher did not make her pupils aware of how the voice can be used to create tension and build up a sense of drama. Pupils have sound skills in locating and using information from books and other sources.

45. Standards in writing are average in Year 6. Pupils write in a wide and interesting range of styles and make sound use of knowledge gained in studying texts to improve their own work. They show increasing confidence in organising their ideas and in coping with the technicalities of writing. They plan and draft work carefully. Some pupils write with flair and pace and are developing a lively style. The work of others is imaginative but their output is small and ideas are not sustained consistently enough. Pupils are not given enough opportunities to tackle extended pieces in order to build up their skills and stamina as writers. Time is no longer allocated specifically to extended writing because of the development of PSHE. Worksheets also limit the scope and imagination of more competent writers. Older pupils are not given sufficient opportunities to experiment with language and content and to be bold and innovative in their choice of words. These factors limit their creativity and lead to underachievement at the higher levels. Work on grammar is good and many pupils have a sound grasp of spelling and punctuation rules. Handwriting is generally fluent and legible and the presentation of some pupils' work is very good. ICT is also not used enough to support work in English.

46. Overall, the quality of teaching and learning is good. Teachers' calm and efficient approach to the management of pupils' behaviour creates a supportive atmosphere for learning. In a Year 5 class, pupils were very silent and then gave very thoughtful responses after the teacher's powerful reading of *Zlata's Diary*. Teachers are also good at injecting a sense of fun into the lesson which heightens pupils' enjoyment of learning. In a Year 5 warm up session, the teacher threw a beanbag at each pupil who then had to find a synonym for 'nice'. Teachers' good subject knowledge means that presentations are lively and confident and challenging questions prompt pupils to think creatively and to make connections between different aspects of their work. In a Year 3 class, pupils were engrossed in finding time, technical and topic vocabulary which the teacher had skilfully linked to work on the Ancient Egyptians. Most teachers move lessons along sharply but, in some cases, the pace flags and pupils settle into a leisurely rate of working. In some lessons, although teachers give full instructions about the activities to be followed, they do not make their expectations of the quality or quantity of work clear to pupils or remind them of their targets. This means that pupils do not fully realise what they are aiming for.

47. The subject is well led and managed. The leader has a good overview through regular classroom observations and monitoring planning and pupils' books. Assessment is very good and is used very precisely to alter the focus of planning if necessary. Marking is also very good and gives constructive and clear explanations of how pupils can improve their work. Displays are not used sufficiently to celebrate pupils' work and to give the subject a higher profile.

Language and literacy across the curriculum

48. The development of language and literacy in other subjects is satisfactory. For example, pupils' recording skills are good in science and they know technical vocabulary in subjects like geography, numeracy and science. However, writing in some subjects like history and RE is not extensive and worksheets do not develop writing skills or broaden pupils' experience of the purposes of writing.

MATHEMATICS

Provision in mathematics is **good**

Main strengths and weaknesses

- Teaching and learning are good overall.
- Support in mathematics for pupils who have SEN is very effective.
- Setting arrangements work well for pupils of all abilities.
- Good improvement since the previous inspection.
- Pupils have very good attitudes to the subject.
- Good leadership and management.
- Use of ICT is developing.

- Limited mathematics on display.

Commentary

49. The quality of teaching is good and leads to pupils learning well and attaining above average standards in Year 6 in all aspects of mathematics. Teachers have good command of the subject and employ effective teaching methods. They plan well with their teaching assistants, who give very good support. Marking of pupils' work is very good. It offers praise and encouragement, tells them how well they are doing and what they need to do to improve. This good teaching and pupils' very good attitudes lead to all pupils doing well. In a very good lesson in Year 3, more able pupils were well challenged to explore the relationships between odd and even numbers. Teaching methods were well selected and led to a high level of interest. The teacher managed the lesson very well and pupils were extremely attentive and very well behaved.

50. Setting arrangements are very successful and enable pupils of all abilities to achieve well. Work is well matched to their needs and enables them all to make good progress. Teaching assistants and an extra teacher give very good support to pupils with SEN and they benefit greatly from working in small groups.

51. There has been a good improvement in provision for mathematics since the previous inspection and the standard of work seen is above average. The school has concentrated on using and applying mathematics and there is good evidence of a range of mathematical investigations.

52. The use of computers to handle and display data is satisfactory and is developing. In all classes, pupils build on these skills in ICT lessons as they develop their mathematical and computer knowledge. For example, in Year 4, they control a robotic toy by a series of mathematical instructions and, in Year 5, handle data. Year 6 pupils have learned to use a spreadsheet for mathematical modelling.

53. The coordinator manages the subject well. She monitors teaching, looks at books and thoroughly analyses data from detailed assessments of how pupils are doing and sets targets for improvement. She oversees planning and has ensured good resources to support pupils' learning. The subject is not given high profile in the form of displays of pupils' work in classrooms or around the school.

Mathematics across the curriculum

54. The use of mathematics in other subjects is satisfactory. There are time lines in history and data collection and graphical representation in science and geography. Pupils measure temperature in science and construct nets for making 3D shapes as packaging in DT.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Consistently good teaching and learning.
- Very good assessment and use of assessment.
- Very good leadership and management.
- Limited use of ICT.

Commentary

55. Throughout the school, pupils achieve well in science due to a good, consistent approach to teaching, which enables pupils to make good progress in their learning. They enjoy investigations and are interested in their work in science. As a result, pupils in Year 6 are reaching above average standards. Pupils have very good attitudes which enable everyone to learn. Teachers use correct scientific vocabulary with clear explanations so that pupils understand and extend their learning well. Teachers provide pupils with a stimulating range of resources, which arouse their curiosity. They are able to observe closely and gain first-hand experience of a wide range of resources.

56. In a good Year 3 lesson, the teacher explained that pupils were going to find out how they could group different rocks, which ensured that they knew what they were going to learn about. She used open-ended questioning well to find out what pupils already knew about rocks, before providing them with a good range of various rocks. The teacher encouraged them to look at and handle the rocks. She provided very good support through quietly questioning different groups of pupils, such as 'How do they feel and do they all feel the same?' 'Why do you think?' 'What is happening?' Pupils chose their own criteria to put the rocks into groups and they worked very well together in small groups. At the end of the lesson, each group explained how they had grouped the rocks and from all the answers, pupils found that they had grouped the rocks either by colour or texture. The teacher referred back to the task set at the beginning of the lesson and pupils realised that they had achieved this.

57. Assessment is used very well to ensure that the work provided is suitable for every pupil's needs. Pupils in Years 5 and 6 are set by prior attainment so that the more able are appropriately challenged and sufficient support is provided for lower ability groups. In the spring term, a few pupils in Year 6, who require extra help, attend booster sessions to help them to achieve the average level in the National Curriculum tests. Teachers now use a consistent approach to assess pupils' level of attainment at the end of each topic. This information is used well to plan future work in order to build on pupils' scientific skills. Very good marking enables teachers to know what pupils can do and understand, and helps pupils to know what they need to do in order to achieve higher standards.

58. The science coordinator is enthusiastic, has very good subject knowledge and leads the subject well. She has a clear vision of how to teach science and understands well how pupils learn. She is a good role model for other teachers. She has attended many courses, which she has used as a basis to provide training for staff. One aspect of this has been to encourage teachers to allow pupils to explore, with many Why? and How do you know? questions and for pupils to set their own criteria for observing. Through her good leadership, she is helping them to provide a very good range of science work for pupils. During the inspection, only a limited use of ICT was observed for science. This limits the range, experiences and knowledge of science for pupils. Improvement since the previous inspection has been good.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for ICT is **satisfactory**.

Main strengths and weaknesses

- Staff are confident in teaching the subject.
- Good assessment shows how well pupils have learned.
- The computer suite is small and a lack of some resources hinders teaching.
- Use of classroom computers in other subjects is limited.
- There is very little work on display or in pupils' books.

Commentary

59. Teachers are confident in the use of computers. They have all received appropriate training to cover the curriculum. In the lessons seen, teaching and learning were overall satisfactory. Pupils achieve satisfactorily and reach average standards in Year 6. Teachers give clear instructions and

pupils are attentive and concentrate well. In all the lessons observed during the inspection, new topics were being introduced. In Year 3, pupils told the story of Goldilocks by building up screens and manipulating objects. In Year 4, one group learned to control a screen turtle with the teacher using a range of commands and others worked well with teaching assistants to program a robotic toy. Year 5 pupils learned to use a database to sort and access information and to pose their own questions. Year 6 had an introductory lesson on the use of spreadsheets and learned how to use formulae to handle the data. The teacher gave clear explanations and, by the end of the lesson, most showed a sound understanding.

60. The leadership and management of the subject are satisfactory. The new leader is keen to develop the subject and plans to produce a portfolio of work to show coverage of the whole curriculum and the levels pupils should achieve. Previous management has ensured that all teachers received national training and put in place appropriate planning and assessment. These ensure that appropriate skills in ICT are covered and how well pupils have done.

61. The computer suite is small and this means that whole class teaching is not possible. Teaching relies on using a small monitor which leads to some crowding and restricts demonstration. The school has improved resources since the previous inspection but they are still on the low side. There is a ratio of 12 pupils to each computer in the school, which is above national recommendations. During the inspection, little use was made of class computers and there is insufficient use of computers in other subjects. There is very little pupils' work on display to show what they can do or to enhance work in other subjects. Improvement since the previous inspection has been satisfactory.

HUMANITIES

62. In **geography**, only one lesson was seen, and there was insufficient previous work available to make a reliable judgement about overall standards or the quality of teaching and learning. There was little evidence of the use of ICT for geography, either in the limited amount of previous work or in displays. In a display about the immediate local area, Year 3 pupils had drawn a simple map with symbols in a key to represent buildings and different uses of the land. They had found out about the occupations of some of the residents and how the environment is damaged through graffiti and dumped rubbish. The quality of teaching and learning seen in a Year 6 observed lesson was good. Pupils' standard of attainment was average for their age and they made good gains in their learning on the new topic about the source of rivers. Their good attitudes to learning enabled everyone to learn. The teacher's use of good quality photographic secondary information enhanced pupils' learning well about bog land, springs, glaciers, lakes, rills and streams. Pupils' learning was extended well by the teacher's use of correct geographical terms, which she explained very well, ensuring that pupils fully understood the new vocabulary.

63. Only one lesson in **history** was observed. No history is taught in Year 3 in the autumn term. Evidence from displays, the work in pupils' books and talking to them show that Year 6 pupils have studied how the Ancient Egyptians were dependent on the riches of the Nile valley for their survival. They have complemented this well with work in art and design on 'Cleopatra's Needle'. Year 4 pupils in 'The Romans are coming' have looked at the impact of invasion on the native Britons and Boudicca's revolt. In Year 5, pupils are studying the Tudor Court and, in the lesson observed, their enquiry skills were developed well as they used secondary sources to research aspects of Tudor life such as food, clothes and leisure. In this lesson, teaching and learning were good as the teacher successfully channelled pupils' natural curiosity and enthusiasm about the past so that they covered a lot of ground in the time available. Overall, the limited evidence indicated average standards.

Religious education

Provision in religious education is **good**.

Main strengths and weakness

- The outstanding ethos of the school underpins good teaching and learning in RE.
- Teachers provide opportunities for pupils to ask important questions.
- Pupils are aware of the significance of religious symbolism.
- The good rapport between teachers and pupils enables pupils to explore their own feelings.
- Good subject leadership encourages innovative approaches to the subject.
- There is not enough use of ICT.
- There is insufficient recorded work in some classes especially for the more able.

Commentary

64. Pupils' attainment is above the expectations of the locally agreed syllabus and achievement is good. This is the same as the findings of the last inspection so that improvement is satisfactory. The outstanding ethos of the school based on spiritual values supports the teaching and learning of RE very well. Together with collective worship, it makes a distinctive contribution to pupils' personal development and ensures a sense of purposefulness and community in the school.

65. As in the previous inspection, the overall quality of teaching and learning seen during the inspection was good. However, one poor lesson was observed. These lessons and looking at displays, pupils' books and talking with them show that they have a good understanding of the basic concepts of world religions such as Christianity, Judaism and Buddhism. Teachers have good confidence and expertise in teaching the subject. They achieve an effective balance between imparting knowledge and providing pupils with opportunities to reflect imaginatively and sensitively on important issues. In preparation for Christmas, the Year 3 teacher asked her pupils whether they believed in angels and what purpose they served. After a quiet period of reflection, they suggested angels 'Guard the gates of Heaven', 'Tell someone when you are in danger' and 'Look after babies'. The Year 6 teacher also encouraged pupils to think deeply and form questions in their minds. In a lesson about the significance of Jesus to Christians, she drew pupils' attention to a present day icon, David Beckham. Pupils were asked what both had in common and suggested charisma, talents and a large following. The teacher's thought-provoking questions guided pupils to reflect that Beckham would go down in history as a famous footballer whereas the values of Jesus had endured for over 2000 years.

66. Pupils are also taught how symbolism expresses religious meaning and the significance of light in Judaism and Christianity. The Year 4 teacher helped her pupils to explore their personal responses and express their feelings about light and darkness. A strong bond of trust and support promotes learning well as pupils have the confidence to ask questions and develop new thoughts and ideas. There was a quiet, focused atmosphere in a Year 5 lesson which started with a period of meditation and linked well with pupils' learning about Buddhism. Pupils then discussed how family traditions in celebrating the same festival, such as Christmas, differed around the world. At the end of their discussions, they realised how these festivities evoked the same feelings of warmth and security that they had experienced during the meditation at the beginning of the lesson.

67. The subject is well led and managed. Innovative ways of teaching the subject are encouraged and staff show initiative by bringing new ideas to their work. ICT is not used adequately in the subject. In some classes, there is not much writing and, occasionally, recorded work is not challenging enough to enable more able pupils to think more deeply about the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Inspectors did not see any lessons in art and design and there was insufficient previous work available to make a reliable judgement about standards or the quality of teaching and learning.

68. Inspectors saw only one **music** lesson and, as no evidence of previous work was available, there was insufficient evidence to make reliable judgements about overall standards or the quality of teaching and learning of music in the school. During an assembly, pupils sang *Shalom* very well, as an unaccompanied two part round. They sang tunefully and had a good sense of rhythm. In the Year 5 music lesson, the quality of teaching and learning and achievement were satisfactory. The teacher

had chosen a good range of music from different times and cultures for pupils to compare and to express their opinions. Short extracts from a Tudor piece *La Volta*, to nineteenth century French composer Bizet's *L'Arlesienne Suite*, to the modern day with Warren G's *Coming Home* and the Irish group the Corrs' *Erin Shore* presented pupils with a wide range of music to appraise. Most pupils listened attentively, but a few found this quite difficult, as most of the music was different from their own choice. Pupils' ideas about the different styles of music and how it made them feel ranged from 'jolly', 'happy', 'calm', 'relaxing', 'quick beat' to 'boring' and 'I don't like it'. The lesson helped pupils to learn how various types of music can create different moods and atmospheres, and that everyone is entitled to choose their own style of music.

69. No lessons were seen in **design and technology** on which to judge teaching and learning. There was insufficient previous work on which to judge standards. This work and other evidence indicate that a full curriculum is planned against national guidelines and the coordinator has introduced sound assessment procedures. The accommodation and resources are sufficient to support pupils' learning in the topics planned. Little use is made of computers in the subject but it supports mathematical development appropriately. This was seen in the work on packaging in Year 3. Here, pupils measured accurately and made nets for three-dimensional shapes.

Physical education

Provision for physical education is **satisfactory**

Main strengths and weaknesses

- Good management of lessons leads to good behaviour.
- Good facilities support pupils' learning.
- A good range of additional activities extends pupils' learning opportunities.

70. Two lessons of indoor games in Year 3 and one lesson of dance in Year 6 were observed during the inspection. In these lessons, pupils reached average standards. This represents satisfactory achievement, promoted by the satisfactory quality of teaching and learning. This reflects the findings of the last inspection when pupils were reported to be making satisfactory progress so improvement has been satisfactory.

71. In both these lessons, teachers managed lessons well and pupils were attentive. They listened carefully to instructions and performed sensibly and safely. In Year 3, pupils enjoyed the lessons and made steady progress in developing their skills of throwing and catching. They worked well in pairs and groups and showed good co-operation. In Year 6, there was planned and practised movement linked to pupils' geography topic on water. In groups, they explored a range of levels, changing direction and speed. Most pupils worked sensibly but some boys were plainly embarrassed and did not behave well.

72. Leadership and management of the subject are satisfactory. The school enjoys good facilities. Outdoors, there are good hard surfaced areas and a good sized field for a range of sports and games. The hall is of sufficient size for whole class lessons and a good range of resources support pupils' learning in the subject well. Swimming takes place as a six week block in Year 4 when about two thirds of pupils achieve the standards expected by the time they leave the school. There is, however, no 'catch up' for pupils who do not achieve this or for those arriving after the programme has taken place.

73. There is a good range of extra curricular activities for sport. Pupils can play netball, football, tag rugby and learn golf. Friendly matches are arranged with other schools. There are opportunities for athletics and a skipping workshop and gymnastics display were most successful.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

Provision for personal, social and health education is **very good**.

Main strengths and weaknesses

- Great emphasis is placed on the importance of pupils' developing very good personal and social skills.
- Good planning ensures that there are good links across the curriculum.

Commentary

74. Standards in the subject are above average and achievement is good. Personal, social and health education is given a high priority in the school and throughout the curriculum. It is taught as a subject, but it is also seen as an integral part of everyday life. It pervades all aspects and creates a very positive ethos within the school. Pupils are encouraged to be confident, have an optimistic attitude to life and feel that they can succeed. They are also given many opportunities to be aware of the needs of others, both in school and in the wider world. The success of this is reflected in the very good relationships between everyone in the school and in pupils' very good attitudes to learning, which enables them to achieve well in their work.

75. All aspects of the personal, social and health education curriculum are planned well. The good scheme of work for the subject is linked well to other subjects and is taught in its own right. For example, work on healthy eating in design and technology and being active in physical education lessons is linked very well to the national *Healthy Schools* initiative, which is given a high profile in the school.

76. Sex education is sensitively taught appropriate to the level of pupils' age and stage of development within personal, social and health education lessons. In an observed lesson on the qualities that make someone a good friend, teaching, learning and achievement were very good. Pupils felt sufficiently at ease to be able to share their thoughts and concerns. They listened well to others' ideas and felt that they should treat others as they liked to be treated themselves. In discussions with pupils about PSHE, they feel confident that they can discuss any issues with any adult in the school, as they will always be listened to. PSHE was not taught formally at the time of the last inspection so it is not possible to make a judgement about improvement. However, good leadership and management of the subject have ensured that it has become well established in the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	1
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
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	2
The governance of the school	4
The leadership of the headteacher	1
The leadership of other key staff	3
The effectiveness of management	3

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