

# INSPECTION REPORT

## **CHAPEL FIELDS JUNIOR SCHOOL**

Solihull

LEA area: Solihull

Unique reference number: 104076

Headteacher: Mrs N Rogers

Lead inspector: Adrian Simm

Dates of inspection: 6<sup>th</sup> – 8<sup>th</sup> October 2003

Inspection number: 255752

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Junior School
School category:	Community
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
Number on roll:	283
School address:	Lyndon Road Solihull West Midlands
Postcode:	B92 7QF
Telephone number:	0121 706 2644
Fax number:	0121 765 4886
Appropriate authority:	The Governing Body
Name of chair of governors:	David Harwood
Date of previous inspection:	1 <sup>st</sup> – 4 <sup>th</sup> February 1999

## **CHARACTERISTICS OF THE SCHOOL**

Chapel Fields Junior School educates 283 boys and girls between the ages of seven and 11 years. The school is larger in number than other schools educating the same age range. The school serves its immediate surrounding area close to the centre of Solihull, which is mostly owner-occupied housing. Twelve per cent of pupils are known to be eligible for free school meals, which is broadly in line with the national average. Thirteen per cent of pupils come from backgrounds that are not white British although only a very small minority need help with speaking English. Around 16 per cent of pupils have special educational needs. This is broadly in line with the national average. However, the school has a unit for pupils statemented with moderate learning difficulties. In comparing how well the school is doing in comparison with other similar schools, the high number of pupils with learning difficulties must be taken into account. Attainment of pupils on entry to Year 3 is variable but as a whole is above what would be expected in comparison with other schools nationally. Many of the pupils with learning difficulties are not included in this comparison because they are older when they start. The school was without a permanent deputy headteacher during the inspection because he had left at the end of the previous term for promotion.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21138	Adrian Simm	Lead inspector	Science Art and design Design and technology Music Special educational needs English as an additional language
9649	Jean Smith	Lay inspector	
32234	Elaine Jackson	Team inspector	English Geography History
28200	Paul Stevens	Team inspector	Mathematics Information and communication technology Physical education Religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a satisfactory school** that is soundly led and managed. Overall, pupils' standards and achievement are satisfactory. However, the number of pupils who attain higher than national expectations by the end of Year 6 is lower than expected in English, mathematics and to a lesser extent in science. The school is underachieving in this respect. Income per pupil is around what would be expected nationally. **The school offers satisfactory value for money.**

The school's main strengths and weaknesses are:

- A good school ethos and the very effective motivation of staff by the headteacher is leading to improved teaching and learning and as a result, improved standards. Staff have good access to training, and support from the local education authority (LEA), to improve their skills.
- However, the school does not use effectively all of the data it is increasingly gathering about pupils' levels of learning and their areas of uncertainty. Staff do not sufficiently challenge pupils capable of attaining higher than expected of pupils nationally. Also, pupils who are known to be gifted and talented in specific areas of learning are not yet fully provided for.
- The expertise, drive and commitment of the new subject co-ordinators of English, mathematics and science are contributing well to the upward trend in pupils' standards.
- Part of the success in improving the school is the good attitudes and behaviour of the pupils and the relationships they have with staff who know their needs. The school and class councils contribute to this very well. Staff care for their pupils' welfare very well.

Very good improvements in the accommodation, improved management of pupils' behaviour and much better systems for checking on and improving the quality of teaching and learning have started to pay off in increased standards, particularly in science. However, the school has further to go in this for higher attaining pupils and in standards in writing for all pupils. Improvement since the last inspection is satisfactory.

### STANDARDS ACHIEVED

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

*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.*

*\*Care must be taken with this data because the table includes a significant number of pupils with special educational needs. The issue is even more pronounced in 2003, for which the comparable data is not yet available.*

**Pupils with special educational needs (SEN) in the unit achieve well.** Once the number of pupils with SEN is taken into account, **the school's standards compare more favourably with similar schools** in the core subjects of English and science, and to a lesser extent in mathematics in 2002. The number of pupils achieving the expected Level 4 in science in national assessments in 2003 has risen considerably. Whilst overall, this has remained the same in English and mathematics, the very high number of pupils with SEN in 2003 means that pupils' achievement overall in the core subjects taken together, has improved and is now satisfactory. Achievement in the other subjects inspected in detail of information and communication technology (ICT) and religious education is satisfactory.

**The very good provision for pupils' spiritual, moral, social and cultural development** is helping to improve pupils' attitudes and behaviour, which are good. Pupils try their best throughout the day. **Attendance is satisfactory.**

## QUALITY OF EDUCATION

**The quality of education provided by the school is satisfactory.** It has strengths in provision for pupils in the SEN unit but weaknesses in providing for higher attaining and gifted and talented pupils.

**Teaching and learning are satisfactory.** Lessons are now rooted in good subject planning that builds in difficulty as pupils get older. Teachers understand that for pupils to learn there must be high standards of behaviour in lessons. This approach is effective. Whilst more needs to be done in challenging pupils to improve, particularly higher attaining pupils, signs of this happening are evident in the school. In some very good and excellent lessons seen, pupils were enthralled and fully involved in exciting lessons that captured their imagination. As a result, they concentrated very well, worked hard and learnt effectively. Pupils benefit from good links with a local high school and an interesting range of musical activities provided by the LEA's music service. Literacy, numeracy and ICT are built soundly into lessons in other subjects. Through the school and class councils, pupils have very effective ways of expressing their views. This is an element of the very good provision provided in caring for pupils' welfare.

## LEADERSHIP AND MANAGEMENT

**Leadership, management and governance are satisfactory.** The headteacher's vision for improving the school has started to pay off. New co-ordinators of English, mathematics, science and the SEN unit have the drive and skills to support the headteacher with improvements in pupils' achievement. However, the analysis and use of data about how well pupils are progressing is not sufficiently effective to support further improvement in standards. Governors are active in challenging the school to develop but more needs to be done. Also, they need to ensure that all pupils have access to a daily act of collective worship and that parents receive information about how the school does in its Year 6 national assessments in comparison with other schools.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

**Parents are well satisfied** with the school and **pupils are very happy** attending. Parents are particularly pleased with how their children are settled in when they first start and how the pupils are expected to work hard and achieve their best.

## IMPROVEMENTS NEEDED

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

- Improve achievement for those who are potentially higher attaining pupils. This is most obvious in mathematics and writing by the end of Year 6.
- Improve the school's systems for finding out and analysing how well pupils are progressing and making better use of this.

and, to meet statutory requirements:

- Ensure all pupils are provided with a daily act of collective worship.



- Ensure parents receive enough information in the school prospectus and governors' annual report to parents to be able to see how well the school is doing in their national assessments at Year 6 in comparison with other schools.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

*Standards and pupils' achievement are satisfactory. Achievement is good for pupils with statements of SEN in the unit. For pupils who attain the higher Level 5 in national assessments in comparison with similar schools, the school underachieves in English, mathematics and to a lesser extent, in science.*

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

- Achievement in science is satisfactory. This is an improvement on previous years.
- More Year 6 pupils attained the higher Level 5 in science in 2003 than had happened in the last five years.
- More Year 6 pupils attained the higher Level 5 in mathematics in 2003 than had happened in the last four years. Even so this is not good enough.
- Whilst pupils are achieving satisfactorily in reading, low attainment in writing is holding down pupils' overall levels in English, where higher attaining pupils are underachieving.
- Pupils' speaking and listening skills are good.
- Pupils with statements of SEN in the unit achieve well in literacy, numeracy and against other targets set in their individual education plans (IEPs).
- There is no significant difference overall in achievement between pupils of different cultural heritage. Girls do better than boys in writing. The school does not yet follow good practice in recording the monitoring of this.

#### **Commentary**

The following table shows how the school compared in July 2002 with schools nationally. The results for national comparisons for 2003 are not yet available.

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

Standards in:	School results	National results
English	26.6 (25.5)	27 (27)
mathematics	25.2 (24.5)	26.7 (26.6)
science	27.4 (26.7)	28.3 (28.3)

*There were 93 pupils in the year group. Figures in brackets are for the previous year*

1. Care must be taken in using the national data for comparing results with other schools

because of the high number of pupils with statements of learning difficulties in the school's unit. Once this has been taken into account, attainment by the majority of pupils will always be better than the national data shows. Also, whilst attainment on entry to the school in Year 3 is above what would be expected overall, most pupils with statements of SEN start later. This too has to be taken into account in judging the achievement of year groups in comparison to when they started.

2. In the table above for 2002, even taking into account the number of pupils with statements of SEN, pupils' attainment fell below expectations in comparison with similar schools in mathematics and science. However, a trend of improvement started in 2001 has continued and pupils' standards and achievement in English, mathematics and science are currently satisfactory. Improvement is strongest in science with much work still to be done in mathematics and in ensuring pupils' writing levels are satisfactory. School targets set at a very challenging level in English and mathematics in 2002 and 2003 were not achieved. As a group, Year 6 pupils in those years did not attain what was expected of them. However, once the pupils with statements of SEN are taken into account, English targets were only just missed in 2003 although mathematics fell well short.
3. The school has many systems in place designed to check on pupils' achievement. Information from these has been analysed to some extent but this has not yet been done fully effectively. Currently, pupils' standards are as would be expected and they achieve satisfactorily overall but not in writing. This is across the school in all year groups. The number of Year 6 pupils who attained the expected Level 4 in science national assessments in 2003 was the highest for a long time. This is because the new co-ordinator for science has led developments well. Staff have been given much support in how to improve standards. The level of improvement in English and mathematics was far less secure. In comparison with similar schools, there are not many pupils who could attain the higher Level 5 in national assessments. In this area, the school is under achieving particularly in mathematics and writing. Co-ordinators for English and mathematics have recently taken over these responsibilities and are in the process of setting out clear plans for development. Pupils' standards and achievement in ICT and religious education are satisfactory. This is a steady picture across the school. Systems for tracking pupils' progress and knowing what pupils are finding easy and difficult are not as effective as they could be in the main school although they are good in the SEN unit. Pupils achievement has improved satisfactorily on that at the last inspection.
4. Pupils with SEN in the unit achieve well. Whilst all pupils are behind in their work in comparison with most pupils in the main school, the progress pupils make, for example, in reading, writing and mathematics is good in relation to their previous knowledge. A high proportion of pupils make good gains in their reading and spelling for the time they have been in the unit. They also achieve well in numeracy. Staff keep very detailed records of progress made so they know what else needs to be improved. This is helped by effective IEPs and individual folders of examples of pupils' work marked and kept to show how well they are achieving. This is good practice.

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

*Attitudes and behaviour are good. Attendance is satisfactory.*

### **Main strengths and weaknesses**

- Pupils have a great respect for the truth.
- Pupils respond very well to the trust and respect shown to them.

- Most pupils behave well and have good manners, but the misbehaviour of a small minority has led to ten fixed term exclusions in the last school year.
- Pupils are respectful of a wide range of beliefs although a very small minority sometimes make remarks that upset others.

### Commentary

5. The school has successfully stressed to pupils the importance of telling the truth and as a result pupils are very aware of the importance of taking responsibility for their own actions. They are honest enough to readily own up to any misdemeanours. In a thought-provoking assembly about different types of courage, pupils showed by their thoughtful and mature answers that they understood the reasons for always telling the truth.
6. The school seeks out and values pupils' views and opinions and encourages them to use their initiative. The headteacher leads the way in treating pupils with respect. Pupils respond very well to the trust put in them. For example they are trusted to use the computer suite without direct supervision during the lunch break. As a result of a school council initiative, pupil-members are responsible for selling healthy biscuits and fruit at break-times. Older pupils who are monitors have a number of jobs, which they do in a responsible manner. Senior citizens enjoy coming to school for a weekly lunch served by pupils.
7. Behaviour has much improved since the time of the last inspection because of the good procedures put in place and the raising of expectations of good behaviour. Pupils are encouraged to greet adults with a courteous "How are you?" and their friendly and open manners make a significant contribution to the ethos of care and respect. Although the school has a good range of strategies to help pupils who have difficulty behaving well, there were ten fixed term exclusions in the last school year. (These are shown in the table below). The exclusions were given for appropriate reasons. However the school does not have data to show if their methods are reducing the need for exclusions. Such recording is good practice.

### 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
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean

#### *Exclusions in the last school year*

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
234	9	
6		
2		
1		
2		
3	1	
5		
11		
7		
2		
3		

Black or Black British – African	1		
No ethnic group recorded	6		

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

8. The school encourages very successfully respect for pupils’ own and other cultures and beliefs through religious education lessons, assemblies, good quality displays and special events such as those on Chinese music and Indian dance. Music lessons contribute well to this. The ability to feel empathy for others is a quality which teachers use many opportunities to encourage. In lessons and assemblies pupils are regularly given the opportunity to talk in pairs about matters being discussed and they do this in a responsible manner and listen respectfully to each others’ opinions. Pupils from different ethnic backgrounds work and play together in a natural and friendly manner. As in most schools there are occasional incidents of bullying and racist remarks but the school takes these very seriously and has effective procedures for dealing with them. In discussion, members of the school council and other pupils expressed how well pupils’ attitudes and behaviour had improved in the last three years. Inspectors agree with this view.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	5.1	School data	0.1
National data	5.4	National data	0.5

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

*The quality of education provided for the pupils is satisfactory academically and very good socially. Pupils learn satisfactorily in lessons and through other organised and supervised activities during the rest of the school day. Boys and girls, those of different ethnic background or differing attainment all get on well together. Boys do not learn as well as girls in writing. Higher attainers do not learn as well as they should, particularly in English and mathematics.*

### Teaching and learning

*Teaching and learning are satisfactory but assessment is unsatisfactory.*

### Main strengths and weaknesses

- The quality of teaching and learning is helped by the teachers' high expectations of the pupils' behaviour and knowing how to ensure that pupils behave in lessons. This means that teachers can teach and pupils can learn without interference.
- The trusting and genuine relationships between the teachers and pupils.
- Teachers plan well for lessons. Teachers' good questioning techniques help the development of good speaking and listening skills in pupils.
- The lack of challenge, in some lessons across the school contributes to underachievement with higher attaining pupils.
- A good variety of strategies, including good use of support staff, help pupils with SEN to access most lessons in which they are included in the main school.
- The new and developing analysis and use of assessment data and tracking of pupils has had insufficient time to have an effect on pupils' learning.
- Staff development has been significant in improving the quality of teaching.

### Commentary

9. The amount of teaching that is satisfactory or better is similar to that at the last inspection, but the amount that is good or better has improved. Good opportunities for staff development have been significant in improving the quality of teaching. The quality is set out in the table below.

### *Summary of teaching observed during the inspection in 35 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2(6%)	4(11 %)	14(39%)	15(42%)	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.*

10. Teachers prepare lessons well, are conscientious and hard working. They generally have secure subject knowledge. Planning is detailed and usually shows clearly what is to be taught and learnt. Through staff training supported frequently by the LEA, the school has worked hard on improving teaching and learning. In the most effective lessons, teachers explain to their pupils what their new learning will be, how it is building on their previous experience and what they are expected to learn. The teachers are well aware of how to motivate and interest the class so that the pupils concentrate well for the whole lesson, regardless of length. Activities have a 'sparkle factor' to particularly motivate the pupils. They have the opportunity to work quietly individually and in discussion with partners. Pupils know how much time they have to complete a task, which is sufficient to do a proper job. This type of approach was particularly effective during the inspection in a Year 3 science lesson, and history, science and mathematics lessons with Year 5 pupils. One Year 5 pupil commented that 'our lessons are always like this. They are so exciting!' Less effective teaching resulted when work set for pupils, especially higher attaining pupils, had insufficient challenge. The pace was slow and activities mundane and repetitive. This resulted in some restlessness amongst pupils, such as in a Year 6 science lesson.
11. There is some variation in the quality of teaching and learning between the year groups. Whilst, some good or better teaching was seen in all year groups, teaching was the strongest in Years 4 and 5 where it was good overall. Checking on how well lessons are taught is a strong feature of the school's work. However, the sharing of very good practice within the school is not yet fully effective in improving the consistency of high quality teaching.
12. All teachers have high expectations of the pupils' behaviour and use a variety of teaching styles to maintain interest and encourage learning. Potentially disruptive pupils are effectively managed. A strength of the teaching is the good relationships between the teachers and pupils, which contributes to the progress that the pupils make. Most pupils respond well to their teachers who use positive encouragement and praise wherever possible. In discussion with some pupils during the inspection, they were quite clear that 'teachers help you out if you have a problem or do not understand some of your work'.
13. A particular feature of the teaching in English and mathematics is the setting of pupils into ability groups, which impacts positively upon the rate of learning for pupils of most abilities, including those with special educational needs. The teachers have a narrower range of abilities to manage. However, this has not worked fully in stretching higher attaining pupils by the end of Year 6. Pupils on the register of special needs are supported satisfactorily in their learning in main school classes. Class teachers generally set work, which is appropriately matched to the pupils' abilities through IEPs. This results in pupils with special needs achieving satisfactorily. The small but significant group of pupils with statements of SEN who spend some of their time in the SEN unit, achieve well. Very good staffing levels and expertise in the unit pay off well for these pupils. They enjoy their work and feel proud of their successes.
14. Systems for checking on and analysing pupils' progress in English, mathematics and science are beginning to develop within the school. Recent developments show promise and potential. Procedures for checking pupils' progress in other subjects are in the early stages. Although a good range of data is now becoming available, the school has only recently developed an effective system for recording details of test and assessment information in order that individual pupil's progress can be tracked. This is necessary to ensure pupils are on course to achieve their predicted level. The school recognises this as an area for development and understands that it is vital if the progress of pupils is to be checked on accurately and to

provide the teachers with a true idea of the success of their teaching. Teachers know their pupils well individually. However, it is trends in what is happening to the class as a whole that is leaving the school short of information to further improve teaching and learning.

## **The curriculum**

*The school provides satisfactory curricular opportunities for pupils in lessons and through other activities outside of lessons. Accommodation and resources are satisfactory overall.*

### **Main strengths and weaknesses**

- The quality of the accommodation provides a good environment for learning.
- The recent improvements to the curriculum have not had time yet to pay off in pupils' learning in core subjects other than in science.
- There are not enough classroom assistants to support learning.

### **Commentary**

15. The school has made important improvements to the accommodation since the last inspection. These provide a bright environment both for teaching and for motivating pupils' learning. Whilst classrooms are generally cramped, which inhibits teachers' use of paired or group discussion and activities, specialist rooms such as the computer suite, library and activity room offer good flexibility of space. Furniture and furnishings are of a high quality. The site manager and his staff maintain the premises very well. Pupils enjoy good outdoor facilities both for lessons and recreation. Resources for learning are satisfactory but include a good range of artefacts for history, geography and religious education. All of this adds to the good ethos for learning.
16. The school has improved the curriculum satisfactorily since the last inspection. The amount of time devoted to teaching religious education is now satisfactory, which has enabled pupils to attain standards in line with expectations. Resources for information and communication technology have improved. Planning for the curriculum to make sure that pupils' learning builds as they progress from Year 3 to Year 6 is developing well. Good staff teamwork has contributed to this. The curriculum fully meets statutory requirements in all subjects although there are weaker features in some. In mathematics, pupils do not often solve problems independently or pursue lines of investigation in any depth. In history and geography, there is too little use of writing and computer skills for recording. Given the number of pupils with SEN and the size of the school, the number of teaching assistants is less than needed. The curriculum gives those who are gifted and talented insufficient planned opportunities to achieve well.

### **Care, guidance and support**

*The school provides very good care for pupils and good support and guidance. The school and class councils are very effective in finding out what pupils think about school and then acting upon those views.*

### **Main strengths and weaknesses**

- The school provides a safe and very caring environment.
- All pupils have ready access to a sympathetic ear.
- The school is very sensitive to pupils facing difficulties and supports them well.
- Pupils value highly their school council, which plays an important role in the school.

### **Commentary**



17. Pupils feel safe and cared for. The headteacher leads the way and provides a good role model in the care and consideration she shows towards pupils. Lunchtimes are well supervised and when pupils are accidentally hurt in the playground they are sympathetically treated by staff members with first aid qualifications. Health and safety are given a high priority and appropriate risk assessments are made to ensure pupils' safety in school and on visits. On a day to day basis the site manager efficiently ensures safety on the premises. Parents agree that the refurbishment of the school over the past three years has provided a much improved environment for their children. The school works well with outside agencies to ensure pupils' welfare. Child protection procedures are in place and known by staff.
18. A strong feature of the care provided by the school is the sensitivity shown to the particular needs of children facing difficulties and the way in which care is tailored to meet their needs. For example, in order to help a child overcome a worry about coming to school, the headteacher put the child in charge of feeding some goldfish first thing in the morning. These were bought especially to help the child settle in. The school has a pastoral centre, which is very well run by two teaching assistants who provide a lunch time haven for pupils who have difficulties coping on the playground. The headteacher regularly teaches literacy very effectively to a group of ten Year 6 pupils who all have IEPs for behaviour and other difficulties. Pupils are inspired by these lessons to keep on track to achieve their particular learning targets. During the inspection, pupils were so involved in their learning that they were sorry when lessons came to an end.
19. The well-run school council plays an important role in school life. It holds ten meetings a year ending with one in the school hall in front of pupils and parents. Matters for the council agenda are brought up in class councils, discussed and voted on in school council and then reported back by members to their classes. This gives pupils good experience of the democratic system. The school takes council requests very seriously and acts on them when it can. For example football training was arranged as a result of a school council request. The council also managed to get lighting put in along a path after they had written to the local authority pointing out that they had to walk along a dark path going home after school clubs.

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

*The good partnership with parents and sound links with the local community make an effective contribution to pupils' learning. Overall the school's links with other schools are satisfactory.*

### **Main strengths and weaknesses**

- The prospectus fails to include comparative national data on examination results.
- The home school diary is a very effective means of communication but it is not used consistently by all teachers.
- Good links with the secondary school benefit pupils' education.

### **Commentary**

20. The school is well supported by parents who are appreciative of the improvements that have occurred over the past few years, particularly improvements in behaviour, ethos and the quality of the learning environment. Parents find the school friendly and approachable. The school consults effectively with parents and responds to their concerns. For example when a

parents' questionnaire identified concerns about homework the school improved arrangements for this.

21. Information evenings are held at the beginning of each year for parents of each year group. These help teachers explain to parents about the curriculum their children will be following and about how they can support their children's work at home. They also provide the opportunity for parents to discuss any issues that might concern them. These evenings are well attended by parents of Year 3 pupils but attendance declines as children progress through the school. The school is disappointed by the lack of support, which some parents provide for their children's work. Parents of pupils in the special educational needs unit benefit greatly from the coffee mornings to which they are invited. Annual reports on pupils' progress are informative and contain useful specific targets on how pupils can improve their work in literacy and numeracy.
22. Parents and pupils are very pleased with the new home school diaries, which are of good quality and include a good range of information for parents including the homework timetable. These diaries provide a valuable means of daily communication between teachers and parents and overall are well used and successful. However a few parents said they would like more information and feedback about homework and would like to be promptly alerted about any homework problems which arise. The school recognises that not all teachers are using the diaries consistently.
23. Good links with the local secondary school, to which most pupils transfer, have a positive impact on the curriculum and learning. Science teaching and ICT support provided by the secondary school staff from time-to-time are particularly useful. Sound pastoral links with infant schools ensure a smooth transition and pupils are also involved in a transition literacy project.

## **LEADERSHIP AND MANAGEMENT**

*Leadership, management and governance are satisfactory.*

### **Main strengths and weaknesses**

- The governing body is continually strengthening its role in understanding the school's strengths and weaknesses and in challenging the school to improve. This is partly as a result of the very detailed and full school improvement plan. However, two statutory requirements are not fully in place.
- The headteacher's high aspirations and drive to improve provision have resulted in a much improved teaching and learning environment, good attitudes, behaviour and personal development in pupils and a strong ethos. However, insufficient analysis has been carried out of information to check on pupils' progress and raise standards. At the moment, this is particularly relevant to higher attaining pupils and those who are gifted and talented.
- The focus of staff training on areas needing development has contributed well to the upward trend in standards.

### **Commentary**

24. A high majority of parents are pleased with the way the school is developing. They noted, particularly:

- the welcoming atmosphere in the school;
- the emphasis the school places on improving achievement in the core subjects of English, mathematics and science;
- the improvements in the school accommodation, which have improved the learning environment for pupils;
- the improvement in pupils' attitudes, behaviour and personal development.

The headteacher and governors have worked hard to achieve these improvements, which have been approached in the right order. However, in the midst of developing all of these areas, the school has omitted to ensure that:

- all pupils are provided with a daily act of collective worship. Small numbers of pupils are withdrawn from collective worship for work in other subjects;
- parents receive information about national assessment levels for pupils at the end of Year 6 against which they can compare how well the school is doing. These are statutory requirements.

25. The school recognises that there is still much more to do to improve pupils' achievement. Progress has already been made in improving provision in science and music and has set the foundations upon which to build in other subjects. The headteacher has been instrumental in pushing on with this well together with much support from the LEA with training for staff. The school collects and analyses information about how well individual pupils are progressing in the case of those with SEN and this works well. However, for most pupils, the information collected is not quite complete and the analysis is not totally effective. Individual target setting has just been introduced to support the analysis of pupils' progress in science and literacy. It will be a while before the effectiveness of this is evaluated. Also, the analysis of school information is not sharp enough to highlight trends such as the underachievement of higher attaining pupils in comparison with similar schools or identifying overall, underlying trends of pupils' taking into account the very high number of pupils in the school with statements of SEN. However, the headteacher now has a strong team of subject co-ordinators in place for English, mathematics and science who have recently become part of the senior management team. Together, they are now clear about how to move the school on further.
- 26 Gifted and talented pupils have been correctly identified. This is in areas such as literacy, art and design, drama, gymnastics, ICT, mathematics, music, science and singing. Some additional opportunities are offered to pupils by Year 6 enhancement courses run by the LEA from time to time, open-ended tasks to extend pupils' thinking in literacy, science and numeracy, and singing and musical opportunities. However, planning for individual pupils for this is not as effective as it could be.
27. The school's finances shown in the table below have been used effectively by governors to achieve the developments to date.

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

Income and expenditure (£)	
Total income	719,434
Total expenditure	713,118
Expenditure per pupil	2,520

Balances (£)	
Balance from previous year	26,870
Balance carried forward to the next	33,186

However, because the school is not as clear as it could be about how well it is doing in comparison with other similar schools and as a result, to challenge itself more effectively to move on further, it does not fully meet the principles of best value.

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

### **SUBJECTS IN KEY STAGE 2**

*Throughout the following commentary, overall judgements about provision relate to the effectiveness of teaching and learning, curriculum leadership and any other significant aspects. These reflect the standards achieved.*

#### **ENGLISH**

##### **English**

*Provision in English is satisfactory.*

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

- Good standards by pupils in speaking and listening skills. The pupils' positive attitudes to learning and their willingness to contribute well orally to question and answer sessions.
- The low standards achieved in writing in national assessments by end of Y6, particularly the underachievement of higher attaining pupils and boys.
- The limited use of the library and ICT to develop independent research skills.
- The analysis and use of data is not fully effective. At present, systems for checking on pupils' progress have had too little time to impact on learning and on the school's focus of raising standards.
- The co-ordinator has vision and a good understanding of issues and how to improve. She has the motivation, enthusiasm and drive to bring about improvements.
- The positive impact of the practice of setting of individual and group targets to help raise standards in writing is good.
- Writing for different reasons is not used sufficiently consistently or frequently in other areas of the curriculum for those subjects to be a good support to raising literacy standards.

##### **Commentary**

28. In 2002, discounting the attainment of pupils with statements of SEN, Year 6 pupils achieved as expected overall. However, the number of pupils attaining better than expected was lower. In 2003, the affect of a higher number of pupils with SEN is likely to mean that overall pupils' satisfactory attainment has been maintained in comparison with similar schools. At Year 6, pupils achieve better in reading than in writing and underachievement by higher attaining pupils remains an issue.
29. By the end of Year 6, pupils' speaking and listening skills are good. Teachers question the children in a way that encourages all pupils, including those with special educational needs and from different ethnic backgrounds, to respond confidently and with enthusiasm. Pupils are taught to listen to other people's opinions and ideas and respond to them in a constructive and reasoned way. This was seen during a personal and social development (PSD) lesson, when class representatives fed back reasons for the decisions made at the recent school council meeting. Where teaching and learning are good and effective, question and answer sessions present challenges and develop pupils' understanding. Where teaching is satisfactory, questioning doesn't effectively challenge the pupils. Learning support assistants make an effective contribution to the progress of pupils with SEN. They clarify questions, explain new

vocabulary and encourage pupils to offer answers. Opportunities for the pupils to share and explain their work at the end of lessons are clearly planned. In lessons where this is not consistently in use, this is often as a result of running out of time at the end of the lesson.

30. Pupils attain standard expected of them and achieve satisfactorily in reading. Pupils with special educational needs in the unit achieve well because of the good support they receive. Pupils in Year 3 use a variety of strategies to work out words that they find difficult, such as splitting up the word, sounding out the letters and gaining clues from the illustrations. Most Year 6 pupils talk confidently about authors and books that they like and give reasons for their choices. Most pupils know how to use their knowledge of the alphabet to find words. They are clear about the purpose and use the contents page, index and glossary in books. However, library research skills are less well developed, with few pupils knowing how to use the school's cataloguing system. There is no access to computers in classrooms to find information either from CD-ROMs or the Internet although this does happen within the ICT suite. Pupils mostly enjoy reading and several pupils spoken to are members of local libraries. They read both fiction and non-fiction texts for pleasure.
31. Pupils' standards in writing in national assessments at the end of Year 6 are unsatisfactory. This is particularly the case for boys and higher attaining pupils. Most pupils in Years 3 and 4 write clear and well-formed letters. They use joined up writing. Basic punctuation is used well, some are beginning to use paragraphs accurately and many pupils show an increasing understanding of the use of speech marks. Here, standards are good. However, in Years 5 & 6 pupils frequently revert back to print. In the work seen in books of some Year 6 pupils, insecure use of basic punctuation and paragraphs is evident. Whilst there are examples of neat, well-presented writing across the school, overall it is inconsistent. In the poorest examples, handwriting is inconsistent in size and inaccurate in form. Pupils' achievement is unsatisfactory by Year 6. In particular, that of higher attaining pupils, particularly boys. The school has recognised the need to improve pupils' writing. Teachers, throughout the school, work hard to develop pupils' vocabulary and encourage them to write for a range of different purposes during literacy lessons. Teachers' planning identifies work suitable for pupils with SEN and these pupils make satisfactory progress. Pupils have individual and group targets in writing. Pupils understand what they need to do to improve and are involved in the evaluation of progress against these targets.
32. Teaching and learning in English are satisfactory, with some obvious strengths. The teaching in ability settings helps focus teaching on a narrower range of abilities. In the best lessons, the activities challenge all pupils, including higher attainers. Planning is good and clearly shows what all pupils are expected to learn. The teacher checks on this during the lesson. Overly long introductions in some lessons had to be overcome later on because some pupils had become bored. Lesson targets are generally shared with the class so that the pupils are all clear about what they will be learning. Praise is used well to show pupils that their work is valued and to encourage higher standards. Relationships are good and teachers generally manage behaviour well. Most pupils have a very positive attitude towards learning and show interest and concentration.
33. The co-ordinator has drive, vision and a good understanding of how to move the school forward. Many new strategies are in place, particularly regarding the analysis and use of data, assessment and developing learning styles to motivate the boys and the more able. The impact of these new strategies has not yet had time to show results. The co-ordinator recognises the need to develop more challenging resources and reading material for the Year 5 & 6 pupils and for boys. The library is an attractive and welcoming space but is under used. The

computerised book-loan system in the library is impressive. Provision has improved satisfactorily since the last inspection.

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

34. **Provision is satisfactory.** There are good displays in classrooms that feature specific vocabulary for subjects such as mathematics, science, geography and history. In most lessons during the inspection, teachers make a point of encouraging pupils to use appropriate subject vocabulary. Also on display are examples from some lessons where pupils in a range of subjects have used different styles of writing. However, the consistent use of this was not evident from a range of pupils' books sampled for the inspection.

## **MATHEMATICS**

*Provision for mathematics is satisfactory.*

### **Main strengths and weaknesses**

- The new co-ordinator provides the strong leadership and management necessary to raise standards.
- Pupils' attitudes to the subject are good.
- Teachers do not satisfactorily use the information they gain about pupils' progress in their planning.
- Higher attaining pupils are not achieving satisfactorily.
- Whilst satisfactory, the curriculum provides restricted opportunities for independent investigation.

### **Commentary**

35. In co-operation with staff, the co-ordinator has put in place strong measures intended to raise the standards of pupils' attainment. Consequently, overall, the subject has improved satisfactorily since the last inspection. Pupils with SEN who work in the unit build up their knowledge and understanding well even though they are not yet at the expected level for their age. They achieve well. In 2003, many of these SEN pupils were in Year 6. Taking this into account, the attainment of the other Year 6 pupils was much improved on the previous year and close to what is expected of them. However, higher attaining pupils do not reach the level expected of them in sufficient numbers. Moreover, for all pupils, there is a marked difference between how they perform when supported in class and when they are unaided such as in the national tests. Pupils do not have the skills to interpret and solve problems sufficiently. The curriculum, whilst satisfactory overall, provides too few opportunities for pupils to investigate and to think for themselves. Overall, pupils are only just achieving satisfactorily.
36. By the end of Year 6, pupils' calculate well mentally. Higher attainers, for example, double figures from one to 16,384. Pupils learn these and other skills in lessons where teaching has some good features. During the inspection, teaching and learning was satisfactory with some strengths. In one Year 4 lesson, for example, the teacher used good subject knowledge to help pupils learn about polygons. Using a 'mystery bag', she engaged pupils' interest well by asking them to work out the shape inside it. They narrowed down what it could be by suggesting the properties it might have. Such lessons lead to positive attitudes and good behaviour because pupils enjoy their learning. However, there is a lack of challenge for pupils, especially the higher attainers, to do more than answer questions in a published

scheme. Pupils do not have enough opportunities to solve increasingly difficult problems. Neither do they get that chance to learn to use ICT more effectively.

37. The school has made improvement in mathematics a priority. This has necessitated all teachers being involved in promoting pupils' learning. Every teacher works towards a common goal. It has also entailed improvements to the ways in which the school checks pupils' progress. However, the information gained is not used well enough either to promote individual pupils' progress or to make necessary changes in the curriculum where gaps are revealed in pupils' understanding. The school has not established other ways of monitoring standards such as maintaining a portfolio of examples of work at different levels. Classroom assistants provide the necessary support for SEN pupils to achieve satisfactorily. While some, but not all pupils have record sheets showing their progress, these do not act as targets for learning so that neither they nor their teachers know what they are aiming at.
38. The co-ordinator has led the staff well in instituting measures to improve pupils' learning, partly by good organisation and partly by acting as a model of successful practice. The school has the capacity to improve a great deal further by continuing to develop teamwork and provision.

### **Mathematics across the curriculum**

39. Whilst mathematics is used satisfactorily overall in subjects, evidence of very good practice is evident in the school. For example, in a Year 5 ICT lesson with spreadsheets and related work in analysing data for errors and in a Year 5 science lesson where graphs were used to very good effect in recording sound levels in decibels. Where it is used very well, pupils clearly explain what conclusions they came to from their work.

## **SCIENCE**

*Provision in science is satisfactory.*

### **Main strengths and weaknesses**

- A clearly improving trend in standards and achievement based upon planning that builds in difficulty across the school so that pupils learn progressively. Staff have benefited well by training from the LEA.
- Good plans for introducing target setting and more effective ways of checking on pupils' progress.
- Some examples of very good and excellent teaching and learning in Years 3 and 5, which is beginning to go some way towards eradicating underachievement by higher attaining pupils by the end of Year 6.
- Gifted and talented pupils are recognised by the school. The co-ordinator has arranged for them to work on individual and open-ended investigative tasks at regular intervals.
- Leadership of the subject has grown in effectiveness in the last nine months since the new co-ordinator became responsible. However, few of the recent improvements have been in place long enough yet for staff to evaluate how they are going.

### **Commentary**

40. The subject co-ordinator has been leading the subject for nine months. In this time, the following have been achieved, amongst other things;



- effective support and training from the LEA's science advisory teacher both for the co-ordinator and staff in how to turn planning into good practice in lessons;
- a teaching guidelines book issued to all staff to support their training;
- more effective planning for lessons that builds in difficulty as pupils get older introduced from September 2003;
- discussions about more effective ways of finding out how pupils are progressing and what else should be done to support this;
- ensuring a termly activity for all pupils in putting their knowledge into practice in a practical way.

This has all happened in the last few months and as yet, has not had time to fully pay off in improved standards in comparison with other schools. Progress overall has been satisfactory since the last inspection but is now gathering pace.

41. Overall pupils' standards and achievement are now satisfactory, which is an improvement on the last inspection. Higher attaining pupils still underachieve in comparison with others, which was an issue at the last inspection.
42. The quality of teaching and learning is satisfactory which is similar to the last inspection. However, examples of a very good lesson in Year 3 and an excellent lesson in Year 5 were seen during the inspection.

#### **Example of outstanding practice**

##### **A Year 5 science lesson about 'muffling' sound showed clearly how to enthuse pupils through an exciting range of opportunities including literacy, numeracy, ICT and design and technology.**

Pupils were very well prepared for each change in focus as the lesson built flawlessly from an opening poem about a partially deaf child read by the teacher with feel and expression. All learning was rooted in pupils' everyday experiences, which allowed them to contribute regardless of ability or background. The issue to be investigated was that, 'Ivor Problem', a large 'cut-out' character, was kept awake at night by the sound of pigs outside his bedroom window. The decibel level of recorded pig squeals played at full volume was predicted by pupils and measured independently by pupils on a sound meter. Pupils predicted what would happen outstandingly accurately and made very effective measurements. These stemmed from knowledge remembered from a previous ICT lesson. An excellent discussion about decibel levels graphed previously and shown on an overhead projector, double-checked pupils' understanding. Subsequently, pupils discussed very well the qualities of different materials as 'mufflers' of sound and how they could design and build a sound metre muffler. Their aim was to simulate the decibel difference before and after insulating Ivor's bedroom to provide evidence of the problem to Ivor's father. Boys and girls alike were enthralled by the lesson because of the different styles and strategies used by the teacher.

43. Not all lessons across school meet this high level. On occasions, pupils included in Year 6 lessons from the SEN unit do not learn as well as they should because the lesson is not pitched at the right level for them. Also, whilst some other pupils explain the reason, for example, as to what graphs are showing 'on face value', they are unsure of the overall message being conveyed such as, 'the hotter the water, the less the time jelly will take to dissolve'. The challenge is to get more lessons of higher quality that provide equally for pupils of all attainment levels.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

*Provision for information and communication technology is satisfactory.*

### **Main strengths and weaknesses**

- The quality of teaching and learning in lessons is good. However, it is restricted to timetabled slots in the ICT suite. Also, it is not linked yet to a programme of work that builds in difficulty as pupils get older. Pupils achieve satisfactorily in the time they have available.
- The co-ordinator's leadership and management are good and promote subject development and improving standards of attainment.
- Pupils' attitudes to the subject are very good.
- Higher attaining pupils do not achieve satisfactorily.
- Use of computers in other subjects is restricted by poor accessibility in classrooms.

## **Commentary**

44. The important additions made to resources identified at the last inspection have ensured that the subject has improved satisfactorily. Pupils use the computer suite to develop not only their keyboard and other skills but to apply these in other subjects. Pupils learn their skills from good quality teaching. Recent in-service training has given teachers the expertise and confidence to improve the subject. Careful organisation ensures that all pupils get equal access to the suite and that once there, no time is wasted. Teachers plan their lessons well, give clear instructions and go round the suite asking appropriate questions to ensure pupils' understanding. This is particularly supportive to pupils with SEN. Teachers involve pupils well in demonstrating new skills through using the interactive whiteboard. Together with their rapport with their class, this produces very good attitudes and behaviour. Classroom assistants have not yet received the training they need.
45. By Year 6, pupils have attained standards in line with national expectations. This represents satisfactory achievement. They gather a variety of information through CD-ROMS and the Internet to use for their own purposes. They create simple multi-media presentations using word-processing, moving pictures and sounds to communicate about such matters as pets. They put formulas into a spreadsheet, and interrogate a data-base for the validity of its information. Teachers appropriately involve pupils in discussions about the everyday application of computer technology. They help pupils relate what they learn here to making their own newspaper. Pupils also have the opportunity to use an electronic microscope to make scientific observations.
46. The co-ordinator leads and manages the subject well and is aware that there is room for further major improvements. There is not enough staff development and resources in the classrooms. The local secondary school is very supportive in helping to develop the curriculum and in the servicing of equipment. The co-ordinator is working with staff to produce a scheme of work that meets the needs of the pupils in the school. Also, staff do not currently have ways of checking how well pupils are doing.
47. The subject has acquired a higher profile of late, but pupils do not have frequent enough access to computers to make maximum use of their skills.

## **Information and communication technology across the curriculum**

48. Pupils visit the computer suite to work on lessons in different subjects because ICT resources in classrooms are very restricted. Provision for ICT across the curriculum is satisfactory. For example, pupils in Year 3 combined pictures and text to record facts about Ancient Egypt and those in Year 4 created and used identification trees for classifying insects. However, such work across subjects is confined to short periods in the suite so that pupils are not extending their skills sufficiently.

## **HUMANITIES**

Geography was not timetabled during the inspection. Two lessons were seen in history and two in religious education. Inspectors looked at a sample of pupils' work. History and geography were not a main focus of the inspection.

*Provision for religious education is satisfactory.*

### **Main strengths and weaknesses**

- The co-ordinator has led teachers well in providing an interesting curriculum, which helps pupils build their knowledge and understanding as they get older.
- The co-ordinator has ensured the school has the necessary resources to support learning about a variety of faiths.
- Teachers are knowledgeable about the subject.

### **Commentary**

- 49 By the end of Year 6, pupils acquire a satisfactory knowledge and understanding of Christianity, Sikhism, Islam and Buddhism. They achieve satisfactorily. Pupils have a sound knowledge of the importance of the Bible in giving Christians a basis for their beliefs. They recall satisfactorily what it tells them about the basic teachings of Jesus and his life, death and resurrection. They can explain the main features of a Christian church and their significance in services and celebrations. Whilst a little patchy, pupils' recall of what they have learnt from their studies of other faiths with regard to their beliefs, special clothes, and celebrations is satisfactory. Pupils show a deep interest in religion and the questions it poses. They recognise that many of them, such as what happens at death, are answered through faith. They also show respect for the different ways in which religion is expressed, such as having a shrine in a house.
- 50 The quality of teaching is satisfactory, with strengths and pointers for development. Teachers prepare lessons well so that they talk authoritatively about the subject of their lesson. They also provide good opportunities for pupils to speak at length about what they are learning. For example, in a Year 4 lesson, pupils examined an icon and listened attentively to a story in which it featured. They enjoyed both asking questions and showing that they fully understood how it was very special to the character in the story. What they said was well rehearsed through having prepared their response in discussion with a small number of other pupils. Such lessons make a good contribution to pupils' spiritual and cultural development. However, not all lessons are successful in balancing teacher input with pupils' speaking and writing. Consequently, written work is sometimes too brief for literacy skills to be learnt and consolidated. The more extended work provides good opportunities for pupils to reflect on the nature of the Christian God and moral issues such as equal rights. In addition, pupils make good use of their word-processing skills to write accounts.
- 51 Teachers and pupils have access to a good range of resources for learning, including actual objects used by different faiths, videos and photographs. Various ways of assessing pupils' understanding have been tried, demonstrating the importance the school attaches to doing so. The co-ordinator has planned appropriate training so that teachers can agree on a way to track pupils' progress. The subject makes a good contribution to pupils' knowledge of history through the study of people such as Martin Luther King or to dance when they study Hinduism. It also makes a good contribution to pupils' moral and social development in exploring relationships. Altogether, the subject has improved satisfactorily since the last inspection.

## HISTORY

52. As a result of limited evidence, no judgement was made about the quality of teaching or the standards pupils achieve. However, an example of outstanding practice was seen in one lesson.

### Example of outstanding practice

**The lesson involved pupils in Year 5 working in small groups. The lesson was to experience how to explore events of the present day using the same methods as historians.**

Each group had a bag, which had been found at the scene of a crime. Each bag was full of various objects that gave evidence or clues about the person who owned the bag. The pupils had to find out the gender of the suspect and information about their life style. Pupils were given 15 minutes to put together a profile of the suspect. The evidence and profile had to be recorded. There was a real buzz of children's talk as they worked collaboratively, carefully discussing each piece of evidence. They listened intently to what each other said, clarifying and modifying their own ideas and thoughts. The teacher used this time to assess pupils through listening to their ideas. Only one bag belonged to the criminal and at the end of the lesson the teacher gave an additional clue, that the criminal had an object with a specific serial number on. All pupils quickly rechecked their bags. The activity helped the pupils to evaluate the evidence available. It achieved the balance between the pupils 'knowing how' as well as 'knowing what' to investigate. One child stated that 'every lesson we do in this class is exciting.'

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology was not timetabled during the inspection and only one lesson of art and design was seen. Design and technology, music and physical education were not main foci for the inspection. Evidence was insufficient to make judgements on provision for these subjects.

## **Art and design**

### **Main strengths and weaknesses**

It is clear from evidence and from discussion with the headteacher that

- art and design has become the focus of school display as part of a strategy to raise the profile of the subject and pupils' achievement.
- staff development has helped staff to improve teaching and learning for example, in observational drawing and batik.
- sketch books have been introduced in which pupils record their work.
- involvement of another school and the LEA in staff development have ensured a good curriculum is in place although this has not had time to be evaluated yet in its effects on pupils' achievement.

## **Music**

### **Main strengths and weaknesses**

- the school is making good use of the LEA's music service to raise the profile of music in the school, pupils' achievement and wider opportunities to sing in a choir and play in an orchestra.
- all pupils have specialist music teaching once a fortnight as well as a regular and lively hymn practice.
- because of this expert support, staff receive 'on the spot' professional development.
- pupils with musical talent are given some extra opportunities such as singing solos in concerts.
- the programme of work clearly uses ICT as one approach to playing and composing music.

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

### **Personal and Social Development**

*Provision for personal and social development is good.*

Only a limited amount of teaching was observed that was directly scheduled as personal and social development. However, the quality of the pupils' personal and social development is highly visible and evident in all aspects of school life. In this combined way.

### **Main strengths and weaknesses**

- The quality of teaching and learning in PSD and citizenship throughout the school is good.
- The school is very effective in linking taking responsibility and caring for others to the processes of taking decisions and making choices.

## **Commentary**

53. Throughout the whole curriculum, the teaching contributes to the development of the children's social and interpersonal skills, helping pupils to relate effectively with other pupils, teachers and other adults. The quality of relationships in school, the positive behaviour and attitudes, the pupils' abilities to work successfully in pairs, groups and a whole class and to participate co-operatively and productively in the school community demonstrate the effectiveness of provision throughout the school. Dialogue and discussion with children recognises the importance of respectful listening and equal opportunity to contribute and

builds self-confidence, self-esteem, empathy, responsibility and critical thinking. Circle time is used effectively, to discuss sensitive and controversial issues. Opportunities are provided for pupils to participate in class, defining rules, representing each other, contributing to the life of the school and taking responsibility. The school council works very well.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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