

INSPECTION REPORT

CHESSWOOD MIDDLE SCHOOL

Worthing

LEA area: West Sussex

Unique reference number: 125961

Headteacher: Mr D Newnham

Lead inspector: Mr J Sorsby

Dates of inspection: 19th – 21st January 2004

Inspection number: 255775

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Middle deemed primary
School category: Community
Age range of pupils: 8 to 12
Gender of pupils: Mixed
Number on roll: 484

School address: Chesswood Road
Worthing
West Sussex
Postcode: BN11 2AA

Telephone number: 01903 204141
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Appropriate authority: The Governing Body
Name of chair of governors: Mr N Franklin

Date of previous inspection: 22nd June 1998

CHARACTERISTICS OF THE SCHOOL

With 484 pupils aged 9 to 12 on roll, Chesswood Middle School is a large school, serving pupils in a socially deprived, designated regeneration area in Worthing, West Sussex. Most pupils are of white British or mixed backgrounds. Approximately four per cent are from other backgrounds, mostly from Bangladesh and India. Four pupils are at an early stage of learning English. Twenty-seven per cent of pupils have been identified as having special educational needs, which is above average. Almost three per cent of pupils have statements of special educational needs, which is very high. The majority of pupils with special educational needs have moderate learning or behavioural difficulties. Ten per cent of pupils joined or left the school at times other than normal in the past year, which is below average. Class sizes are 30 or 31. Overall, pupils' attainment on joining the school is well below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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22778	A Shannon	Team inspector	English Art and design Geography History
29378	K Watson	Team inspector	Provision for pupils with special educational needs Provision for pupils with English as an additional language Science Citizenship Physical education Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good** school, in which pupils achieve very well. The quality of education provided is very good, and the leadership and management of the school is excellent. The school very effectively meets the needs of all pupils and is providing very good value for money. Through constantly challenging itself, this school continues to improve.

The school's main strengths and weaknesses are:

- Pupils, including the high proportion with special educational needs, achieve very well.
- Good teaching and pupils learning well. A significant proportion of teaching is very good.
- The school cares greatly about individual pupils and lessons meet their needs.
- The headteacher and key staff provide excellent leadership and management, very ably supported by the governing body.
- The curriculum is excellent. It is particularly well enriched by extra-curricular activities, meets the needs of pupils and makes lessons exciting and interesting. It makes particularly good use of information and communications technology (ICT).

There has been very good improvement in the school since the last inspection. Standards across the school have risen in religious education, art and design, music and physical education. Pupils are making greater progress in English, mathematics and science. Pupils' attitudes and social development have improved. There is a more effective curriculum and provision for pupils' personal, social, health and citizenship education is much better. Through more sophisticated personal and academic assessment, greater care is taken to support individual pupils. Leadership and management by senior staff are now excellent. All issues from the previous inspection have been very effectively dealt with.

STANDARDS ACHIEVED

Pupils' standards on entry to Year 4 are well below expectations for their age. In the national test in 2003 for pupils at the end of Year 6, standards in English, mathematics and science were average, reflecting pupils' very good achievement. Standards in English were above the average for similar schools.

Pupils now in Year 6 have average standards in English, mathematics and science. Pupils continue to make progress in Year 7, but insufficient to raise their standards to above expectations. Standards have fluctuated slightly from year to year, reflecting the nature of each year's group of pupils. Over the past four years, the trend has been one of improving standards. There are no noticeable differences between the achievement of boys and girls, or of pupils of differing abilities. Hence, higher attaining pupils, the high proportion with special educational needs and with statements of special educational needs, and the very small number of pupils whose first language is not English, make similar progress to all other pupils.

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

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

Pupils achieve very well in all subjects. Standards in ICT, music, French and physical education at the end of Years 6 and 7 are above expectations. In all other subjects they are in line with expectations.

Pupils' personal development, including their spiritual, moral, social and cultural development is **good**. They behave well, and have very positive attitudes. They are very respectful of each other and adults, and are a pleasure to be with. Pupils' rate of attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education is **very good**. The quality of teaching is **good** overall, being very good in four out of ten lessons. Overall, pupils learn well. Teaching in English and ICT is very good, and in all other subjects except geography, art and design and physical education it is good. In these subjects too few lessons were seen to judge its quality.

All subjects of the national curriculum are taught including French in Years 6 and 7. Religious education is taught in accordance with the locally agreed syllabus. The curriculum is excellent. It has been expertly developed by the very competent curriculum coordinator, to precisely meet the needs and interests of pupils. Extra curricular activities are numerous, and these together with the input from visitors and frequent visits to places of particular interest, enrich the curriculum, making learning interesting and fun. Learning is very well supported by very good learning resources and accommodation. Pupils are very well cared for and receive very good advice and guidance, both academic and personal, based on very good use of very well collected information on what pupils know, understand and can do. The views of pupils are very highly valued and often acted upon. There are very good links with parents, who are strong partners in their children's education. The school has very strong links with other schools and the community, including links that further enrich the curriculum.

LEADERSHIP AND MANAGEMENT

The success of this school in enabling pupils to achieve very well is a direct consequence of the excellent leadership and management provided by the headteacher and key staff and the very good work of the governing body. The headteacher is very highly skilled and values and nurtures his senior management team, enabling all to give of their best. Governors fulfil all their statutory duties very well and play a very comprehensive role in helping to shape the direction of the school and in raising standards.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils and their parents express very positive views about the school. There were no issues on which a significant number of either parents or pupils expressed any concerns.

IMPROVEMENTS NEEDED

- No specific items for improvement have been identified. This school, through its commitment to its pupils and its ambition for its staff, constantly strives to improve and succeeds in so doing.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

All pupils achieve **very well** and reach average standards in English, mathematics and science by the end of Year 6. In physical education, French, music and ICT, standards are above expectations. These standards are maintained in Year 7.

Main strengths and weaknesses

- Very good achievement in English, mathematics and science.
- Very good achievement by all pupils including those with special educational needs and those who are higher attainers.
- Very good progress by pupils in ICT, physical education, French, music and personal, social, health and citizenship education.

Commentary

1. Pupils join the school with standards that are below expectations for their age. As a consequence of good teaching overall, very good support of pupils with special educational needs – of which there is a higher than average proportion, excellent adaptation of the curriculum to ensure pupils' interest and excellent leadership and management that constantly challenges pupils and teachers to achieve more, pupils overcome their initial difficulties with learning and make very good progress. By the time they take the national tests at the end of Year 6, as in 2003, their standards have risen very significantly, and they attain statistically average standards compared to all schools nationally and to similar schools. In English, their standards are better than those in similar schools.

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

Standards in:	School results	National results
English	27.5 (27.2)	26.8 (27.0)
Mathematics	27.4 (26.8)	26.8 (26.7)
Science	28.9 (28.1)	28.6 (28.3)

There were 120 pupils in the year group. Figures in brackets are for the previous year

2. As can be seen from the above table, the average points scored by pupils in English, mathematics and science are all better than the national average. While the national average points scored fell slightly in English in 2003 compared to 2002, stayed more or less constant in mathematics and rose only slightly in science, pupils in Chesswood increased their average point scores in all three subjects and achieve scores that were better than the national average. This is a particularly significant result given Chesswood's higher than average proportion of pupils with special educational needs. It also confirms that the trend in the school's results is one of continuing improvement.

3. Pupils currently in Years 6 and 7 have continued to achieve very well and their standards in English, mathematics and science are also in line with expectations for their age.

4. Standards in history, geography, religious education, art and design and design technology are also as expected for pupils' ages, reflecting their very good achievement in these subjects. In ICT, physical education, French, music and personal, social, health and citizenship education, standards in Years 6 and 7 are above those expected for pupils of their age. This is a consequence

of the very good teaching, the excellent adaptation of the curriculum to make lessons interesting and fun and most importantly, pupils' high levels of motivation.

5. Throughout the school pupils with special educational needs achieve very well in relation to their prior attainment. This is because they are given very good support in the classroom and by the dedicated team of special needs teachers.

6. The very few pupils who are at an early stage of learning English are supported well by class teachers and teaching assistants. Together with the open and inclusive atmosphere in the school, these pupils are able to achieve very well and fulfil their potential.

Pupils' attitudes, values and other personal qualities

7. Pupils' attitudes are **very good** and they show great interest in the activities provided for them. Relationships throughout the school are **very good**. Behaviour is **good** and the attendance rate is **satisfactory**. Pupils' spiritual, moral, social and cultural development is **good**.

Main strengths and weaknesses

- Confident pupils who have very good attitudes to school.
- Very good relationships between pupils and with adults.
- Good procedures to promote good attendance.
- High expectations of pupils' conduct and highly motivated pupils with a desire to learn.
- Well-managed behaviour.

Commentary

8. In response to interesting and stimulating lessons, pupils display very good attitudes towards their work, an improvement since the last inspection. They concentrate well and take pride in their work. They are confident and polite and happy to talk to visitors about school life.

9. Staff have very high expectations of pupils' behaviour, and apply the very good behaviour policy consistently across the school. Consequently pupils know what is expected of them and behave well. Pupils play together well in mixed groups and are well supervised.

10. In the past year a total of 10 boys and one girl were excluded for a total of 11 fixed periods. One of the boys was then permanently excluded. All exclusions, which were in response to repeated unacceptable behaviour, were carried out in accordance with the school's procedures. No incidents of bullying or harassment were witnessed during the week of inspection and pupils are confident that they know what to do and staff will deal with it effectively.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	390	11	1
White – Irish	2	0	0
White – any other White background	8	0	0
Mixed – White and Black Caribbean	7	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	5	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	4	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – Bangladeshi	5	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	1	0	0
Chinese	1	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	48	0	0

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

11. Relationships between pupils and with adults are very good. Pupils feel valued when, for example, teachers take an interest in their feelings, values and beliefs in religious education lessons and in personal, social, health and citizenship education. Pupils have a good understanding of the needs of people in different countries and our own, and support national and international charities. Throughout the school, teachers listen carefully to pupils' questions and answers, encouraging them to develop their own thoughts and ideas and teaching them how to behave towards others.

12. Pupils' spiritual, moral, social and cultural development is good. Through assemblies a sense of community is fostered. Pupils eagerly accept responsibility for aspects of the day-to-day running of the school. The school council effectively canvasses and represents the views of pupils throughout the school, teaching its members and electors aspects of how society works and giving its members the opportunity to develop and exercise leadership and responsibility. The council has been instrumental in obtaining drinking fountains in the playground and water in lessons, parasols for hot weather and more adults in the playground during breaks.

13. Pupils' attitudes to school and lessons are better than that reported at the time of the last inspection. Their behaviour and personal development are unchanged.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.7	School data :	0.3
National data:	6.0	National data:	0.3

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

14. As at the time of the last inspection, the attendance rate is satisfactory. The school implements good, innovative procedures to promote pupils' attendance, such as purchasing and managing additional education welfare officer time and their participation in a pilot project with other schools in East Worthing.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

15. The quality of education is **very good**. The quality of teaching is **good** overall, being very good in four out of ten lessons. Teaching in English and ICT is very good. Pupils learn well. Information on what pupils know, understand and can do is collected and used very well to develop lessons that meet their needs. The curriculum, enriched by extra curricular activities, visits and visitors is exemplary. Pupils are very well cared for and receive very good advice and guidance, both academic and personal. The views of pupils are very highly valued and acted upon. There are very good links with parents, who are strong partners in their children's education. The school has very strong links with other schools and the community, including links that further enrich the curriculum.

Teaching and learning

16. Teaching is good overall, with a high proportion of very good teaching, resulting in pupils learning well. Assessment of what pupils know, understand and can do is very good, and is very well used to ensure that lessons meet their individual needs.

Main strengths and weaknesses

- Teachers use a very good range of teaching methods to impart their very good subject knowledge.
- Very good use of ICT to support pupils' learning.
- Lessons proceed at a brisk pace.
- Planning takes account of the needs of individual pupils and very good support is provided for them.
- Pupils acquire new skills, knowledge and understanding well.

Commentary

17. While the quality of teaching and learning varies between lessons from satisfactory to very good, and one unsatisfactory lesson was observed, the overall quality of teaching is good and much of what was seen was very good. As a consequence, pupils learn well and make very good progress.

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	18 (40%)	19 (42%)	7 (16%)	1(2%)	0 (0%)	0 (0%)

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

18. It was not possible to judge the quality of teaching in geography, art and design and physical education either because too few lessons were observed or too little past work was available to scrutinise. In English and ICT, teaching is very good, while in all other subjects it is good.

19. A small number of satisfactory and one unsatisfactory lesson were seen. These lessons were not limited to particular subjects or teachers, and do not detract from the school's overall trend. Indeed, each of the teachers concerned also taught good and sometimes very good lessons. Rather, these lessons were characterised in the main by plans that didn't quite work out as intended, and pupils making satisfactory rather than better progress.

20. Teachers use a wide range of teaching methods to good effect. Lessons move seamlessly from whole class activities, to group work, pupils working in pairs and on occasions, to pupils taking a lead role in answering their classmates questions, for example about a character in a book. Teachers' subject knowledge is very good. They are at ease with the subjects they teach and are always able to answer pupils' questions and provide support as required. Very good use is made of ICT as a tool both for teaching and learning. For example, the Internet is a constant source of information for pupils in studying a broad range of subjects. Even learning about the effects of exercise on their bodies is enhanced by pupils recording their heart rate and plotting it on graphs and charts using computers.

21. Almost every lesson seen was conducted at a brisk pace, with teachers setting and adhering to time limits for particular tasks. Consequently, pupils worked hard and produced sufficient work to enable them to make progress in each lesson. The pace of lessons and the demands this places on pupils contributes to their very good motivation and their positive attitudes to work. They don't have time to get bored!

22. Guided and supported by the very able assessment coordinator, teachers assess their pupils' knowledge and learning at very regular and frequent intervals. All available data is used for this purpose, including the notes teachers maintain on the outcome of individual lessons. Teachers, therefore, know their pupils very well and, using the information they collect, ensure that each lesson meets each pupil's needs very well. Their knowledge of their pupils also guides the deployment of support staff, ensuring that pupils who need extra help, such as those for whom English is an additional language, and those who need extra challenge, such as higher attaining pupils, are all supported and challenged appropriately. Data, available through detailed analysis of year-end test results and periodic "in-house" tests in some subjects, are also very well used to adapt teachers' planning and more broadly, to change the emphasis between elements of the curriculum to emphasise those where pupils require more practice.

23. The quality of teaching and support for pupils with special educational needs is very good. The very good relationships in the school, and the trust and confidence pupils have in their teachers and those who support them, provide pupils with good motivation to be involved in lessons and their work. Individuals and groups are regularly withdrawn for extra help in the special needs classroom. Here they receive skilled and sensitive help from specialist teachers who provide carefully planned tasks at an appropriate level. Whenever possible these tasks are related to ongoing work in the classroom so that pupils do not miss anything their classmates are doing.

The curriculum

24. The curriculum totally meets the needs, interests and aptitudes of pupils. It is excellent, including its enrichment through extra-curricular and other activities. The accommodation and resources lend themselves very well to the teaching of the curriculum. The curriculum meets all statutory requirements.

Main strengths and weaknesses

- The balance of time devoted to the subjects of the National Curriculum and religious education is very well planned.
- Planning for the use of computers to support learning is excellent.
- A very good range of extra-curricular activities is provided for all pupils.
- Provision for pupils with special education needs is very good.
- Planning for the teaching of literacy through other subjects is very good, but planning for teaching numeracy through other subjects is not sufficiently well developed.

Commentary

25. The curriculum for pupils in each year group is very well developed. It is well planned to meet the needs of each pupil. Provision for religious education now meets statutory requirements, which is an improvement since the last inspection and there is a daily act of collective worship as part of the very good assemblies. Literacy is very well promoted across the curriculum but numeracy is not as well developed across all subjects. Pupils are set by ability for mathematics and small booster classes for lower achievers are raising the standards of attainment in the subject. Excellent planning takes place to ensure that ICT is used to full effect as a teaching and learning tool. Personal, social and health education is very good and covers statutory requirements including drugs awareness and sex education. French is taught to all pupils in Years 6 and 7. Throughout the school there is a good balance struck between the time devoted to different subjects. Little or no time is wasted.

26. Extra-curricular provision is excellent with a wide range of sporting and non-sporting activities and clubs before, during and at the end of the school day, each of which is very well attended. These include the school choir, a wind orchestra and clubs for homework, gardening, art and design, cross-stitch, judo, karate, football, girls' football, netball, hockey, basketball, and table tennis. Saturday morning and holiday enrichment courses are also available to pupils of all abilities. Pupils have the opportunity to participate in a local Youth University on Saturdays, and higher attaining pupils take part in West Sussex enrichment programs on Saturdays. The computer suite and the smaller computer banks elsewhere in the school are used well by pupils after school.

27. Provision for pupils with special educational needs is good. Teachers, with the help of the special needs co-ordinator, write sound individual education plans for all pupils with special educational needs. These are monitored and regularly reviewed by the co-ordinator. Pupils with statements of special educational need receive good support from the school and outside agencies. There is scope for parents, and particularly pupils to be more involved in target setting and evaluation. Sometimes targets could be simpler and more short-term, so that pupils may enjoy more immediate success.

28. Accommodation is very good overall with good use made of all available space. The rooms are of a good size and attractively organised. There is a very well appointed music room and a new computer suite. Resources are very good with a good ratio of computers to pupils. Music is particularly well resourced with a very wide range of world instruments, which helps to promote pupils' cultural awareness. A pleasant and well laid out library is used well as a study and reading area by pupils and staff, with access to a good range of literature and reference books.

Care, guidance and support

29. Provision for pupils' care, welfare and safety has improved since the last inspection and is very good. Pupils receive very good support, advice and guidance from teachers. The school values pupils' views highly and acts on them. .

Main strengths and weaknesses

- Very good support and guidance, one element of which is very good marking.
- Very good care and health and safety procedures, well administered.
- Very good induction procedures for children joining the school and transfer arrangements for those who leave.
- Pupils' views, particularly those expressed through the school council, are very highly valued.

Commentary

30. In this very caring school, staff pay close attention to the welfare, health and safety needs of all pupils, and administer very good procedures very well. This is an improvement since the last inspection. Regular health and safety checks are a feature of school life, and good quality notes are kept. Matters of concern are always followed up. The school's excellent site-manager plays a central role in health and safety, as he does in the management and development of the site as a whole. Rightly so, he is a highly valued member of staff.

31. Child protection matters are well understood by staff, and all follow the local procedures, as required. Although pupils responding to the pre-inspection questionnaire were not all sure that they knew an adult in school sufficiently well to approach him or her with problems, the school council believe that this was a misunderstanding of the question and that every pupil would feel comfortable approaching their present or previous teacher. The school's very good support of pupils includes the provision of an experienced counsellor for four hours every week for children who benefit from such a service. The school has adopted an appropriate race relations policy, reflected in the complete lack of any tensions within the school. Pupils are further protected by the consistent implementation of an internet safety policy.

32. How pupils feel about their school and the views they express are highly valued and sought after by the senior management. The school council representatives, directly elected by each class, are very able and have represented their constituents well. Many of their recommendations have been acted upon such as parasols in the playground for the summer, more adults in the playground during break times and the availability of drinking water in the playground and classrooms.

33. Very good induction procedures help new pupils to settle quickly and happily into the school. One pupil who had arrived part way through the year was quick to point out that she had been allocated a special friend, whose duty was to make sure she knew where everything was, that she was not left alone at break times and to introduce her to others within the school.

34. Teachers know their pupils very well, understand their needs and give good support and advice. Very good marking and clear comments, written and verbal, help pupils improve their work.

Partnership with parents, other schools and the community

35. The school's partnership with parents is **very good** and **very good** links have been developed with the community and other schools.

Main strengths and weaknesses

- Parents' very good support to their children's learning at home and at school.
- Very good links with the community and other schools.
- Strong commitment to seeking and acting upon parents' views.
- Unclear description of targets in some pupils' annual academic reports.
- Very good arrangements for pupil transfer to and from the school.

Commentary

36. Parents play a very effective role in their children's education at school and at home. They are well informed by the school concerning the areas of the curriculum and specific topics that their children will be studying each year. This helps them to support their children in doing their homework. Although pupils' individual targets are included in all annual academic reports, these are not always stated sufficiently clearly. Regular newsletters for parents are very informative and strengthen the school's partnership with parents.

37. Parents are always confident that they will be made to feel welcome in school, and that the school is very receptive to their ideas and concerns. The school regularly seeks parents' views through biannual questionnaires, as well as more regular correspondence through home-school books.

38. The school enjoys very good links with the community. These are expressed through visits to the school by such varied personalities as the local policeman and a beekeeper, and pupil participation in local cultural events such as performing an African dance to a packed house at a Worthing theatre.

39. There are very good links with pupils' previous and next schools. For example, pupils from Year 4 visit pupils in Year 3 in the "feeder schools", to tell them of their experiences on joining Chesswood, and pupils from Year 3 attend assemblies at Chesswood. During Year 7, pupils visit their new school to familiarise themselves with the layout and meet their new teachers. Teachers from the secondary schools are invited to Chesswood, and some will teach occasional lessons, contributing to pupils' learning and preparation for secondary school.

40. The school's links with parents and the community are as reported at the time of the last inspection.

LEADERSHIP AND MANAGEMENT

41. The headteacher and key staff provide **excellent leadership and management**. Governance of the school is very good. The quality of leadership and management, teaching and the curriculum, and pupils' attitudes, their values and personal development are all contributing to rising standards.

Main strengths and weaknesses

- Excellent leadership by the headteacher and key staff, providing excellent clarity of vision and direction for the school, and motivating staff and pupils.
- Excellent use of performance data to monitor the school's successes and plan for its development.
- Excellent management of staff resulting in their high aspirations and very strong teamwork.
- Excellent financial management supports school developments and drives up standards.
- Excellent commitment to meeting the needs of each individual pupil.

Commentary

42. The leadership and management of the school have improved since the last inspection. The headteacher, senior staff, subject coordinators and governors are all making a strong contribution to raising pupils' standards. The previous report commented on the headteacher's qualities of interpersonal skills and insight, which were reflected in the school's ethos. His leadership is outstanding. He is dynamic in his approach and his inspirational leadership has resulted in improved standards and very good achievement by pupils. Leadership at all levels is excellent and has resulted in improved teaching and learning, which has improved attainment. The school prides itself, justifiably, on its commitment to providing for the needs of each individual pupil. Each is valued and nurtured

and staff know each very well. School development planning in which all staff and governors participate, is robust and clearly sets out the future course of action for the whole school to follow. There is an emphasis on the need for all staff to understand the purpose of the document and their role in it, and this is achieved through their participation in developing and periodically reviewing the plan. School self-evaluation is exceptionally strong and it used to improve provision and raise standards. The headteacher ensures that he and the senior staff analyse every piece of available data, and constantly challenge themselves, their colleagues and pupils to strive for further improvements.

43. The day-to-day operation of the school is very efficient. The highly effective members of the staff team who work in the office ensure that all other staff are able to carry out their responsibilities because the office deals with a broad range of activities with which others do not necessarily need to be involved. For example, the very welcoming office team handles much of the school's financial administration, most of its photocopying and even shows the parents of prospective pupils around the school.

44. Governance of the school is very good. Governors have an exceptionally good understanding of the strengths and relative weaknesses of their school and play an exceptionally active and supportive role in developing the school. New governors are very well supported by longer serving colleagues, and the standards of documentation produced, such as the governors' handbook, minutes of meetings, plans and policies, which also support new governors in learning about the school and their role in it, is excellent. The governing body as a whole is totally committed to the success of the school and exceptionally well organised and thorough in their work. Governors carry out all their statutory responsibilities very ably.

45. The leadership and management of special educational needs are good. The co-ordinator keeps all records up to date, including those for pupils who have English as an additional language, and liaises well with support agencies where necessary. Statutory requirements are fully met, and the inclusion of all pupils with special educational needs is very good. Resources are used effectively, including communication technology devices such as special keyboards. Initiatives such as the social skills programme have been very successful in helping to increase confidence and raise self-esteem. The school is very keen to exploit any training or outside funding. The good leadership and management of special educational needs gives rise to the very good support provided to pupils and their very good achievement.

46. All staff and governors know each other well and work as a very strong team. They share the same aspirations for the school and its pupils and this shared commitment to common goals and improvement is matched by the school's excellent capacity to succeed.

47. The monitoring, evaluation and development of teaching and the curriculum have all improved since the last inspection. Monitoring of the curriculum is now excellent. Monitoring and evaluation of teaching is very good. The headteacher, senior managers and subject coordinators have all participated in lesson observations. This has resulted in the overall quality of teaching improving since the last inspection and it is now good overall. Subject audits, together with audits of other areas such as assessment and finance, are regularly carried out. The delegation of responsibility to staff is excellent and has improved since the last inspection. Senior managers and subject coordinators are given time out of their classrooms to review subjects and aspects of school life. They have in-service training and evaluate actions to modify plans as necessary. Through the provision of non-teaching time for all teachers, the school has made a major commitment to enabling teachers to give of their best in classrooms and in their management responsibilities.

48. The school's strategy for performance management is well established with individual targets linked to the school development plan and this has resulted in improving standards. Teachers new to the school are very well supported by more experienced colleagues. Learning support staff are valued and given opportunities to attend training to increase their effectiveness. The school has very good links with two local universities, taking student teachers on a regular basis and using the opportunity for recruitment. One of the strengths of the school is its commitment to its staff. The

strength of the staff team collectively and individually has not just “happened”. It is the result of the headteacher’s deliberate policy of training, encouraging and motivating staff and of the delegation of responsibilities and authority that take place.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	1144035	Balance from previous year	31827
Total expenditure	1130853	Balance carried forward to the next	45009
Expenditure per pupil	2366		

49. The headteacher, governors and subject coordinators all use the school’s available financial resources to best effect. Very careful planning ensures that the value being achieved for the money spent can be measured, almost always in terms of its impact on pupils’ standards. Value for money is a constant theme as the school continuously challenges itself, compares itself to others and consistently strives to do better. And in this aspiration, due to its excellent leadership and management, it generally succeeds.

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

SUBJECTS IN KEY STAGES 2 AND 3

ENGLISH AND MODERN FOREIGN LANGUAGE

English

50. Provision in English is **very good**.

Main strengths and weaknesses

- The quality of teaching, pupils' learning and their achievement are all very good.
- Monitoring of the subject is very thorough as is the planning and implementation of actions in response to the findings from monitoring.
- Leadership of the subject is very good
- Records that track progress are very good
- Support for pupils in lessons is very good
- Use of literacy across the curriculum is very good

Commentary

51. Pupils enter Year 4 with standards well below the national average. Pupils achieve very well and by the end of Year 6 and in Year 7 standards are average, as at the time of the last inspection. This very good achievement is the result of very good teaching and pupils' good attitudes in class and is an improvement since the last inspection. Pupils of all abilities and those with English as an additional language make similar progress.

52. Throughout the school staff work hard to ensure that pupils have many opportunities to develop their skills of speaking and listening. During reading or writing activity at the start of lessons, teaching and learning is very good. Pupils are attentive and listen carefully to their teachers. They are able to express their ideas coherently. Teachers plan activities to build confidence, such as role-play and 'hot-seating' where a pupil takes on the character from a book and the class ask him or her questions about the reason for certain actions in the story. This was observed in a Year 4 lesson where a pupil was asked to be Edmund from 'The Lion, the Witch and the Wardrobe' and by her well-informed answers she was able to change opinions about the character.

53. Attainment in reading and writing is average by the time pupils begin Year 7. Above average pupils are able to read with appropriate expression and fluency. They choose their own books and have preferences, which, for younger pupils, are limited mostly to popular authors and books. Older pupils choose from a wider, more challenging range of authors. Every pupil keeps a reading log, which includes a list of recommended books covering eight different genres. Lower attaining pupils use it when being heard to read, the adult writing remarks on progress and attainment. Class teachers regularly look at these logs and write appropriately encouraging comments. Pupils' experience of good literature is further developed by the careful choice of challenging texts, which are used for whole class teaching. Year 7 pupils were observed successfully engaged in a study of the language Ian McEwan uses in the story 'The Baby' from 'The Daydreamer'. Books are also chosen to link with themes in other areas of the curriculum. For example, Year 6 study Victorian Britain in their history lessons and in English lessons they read 'Street Child' by Berlie Doherty, giving them insight into the life of a pauper during that period. Each classroom has a fiction library and there is a well-stocked central library, which is used regularly. Books are displayed in an eye-catching way to encourage pupils to read. There is a display in the library of newspaper articles from the local paper, written by pupils.

54. The many displays around the school show examples of different genres of writing. Some of them are examples of poetry writing and show that pupils have been taught about using figurative language to make their writing more interesting. By the end of Year 6 punctuation and spelling are average. Handwriting is taught throughout the school and pupils present their work satisfactorily.

55. Good support is provided for pupils with special educational needs. Class teachers work closely with teaching assistants and the special educational needs co-ordinator to provide the necessary support in lessons. Work is well matched to their needs and pupils make very good progress. Their progress is carefully monitored helping teachers to meet their needs accurately. There is challenge for the more able pupils and support for the least able. In the most successful lessons teachers shares the learning objective with pupils at the start of lessons so that they know what they will be doing, can focus quickly on the tasks at hand, and learn very well.

56. The subject is very well managed. The coordinator has held the post for several years and during that time has seen attainment and achievement rise steadily. The very thorough analysis of data to evaluate initiatives and focusing on the needs of particular groups of pupils have been contributory factors in the rise in standards.

Language and literacy across the curriculum

57. The reinforcement of literacy skills in other subject lessons is very good. Opportunities are taken in, for example, ICT, history and geography, to develop reading and writing skills. This is a strength of the curriculum.

Modern foreign languages

58. Provision in modern foreign languages is **good**.

Main strengths and weaknesses

- The standard of attainment by pupils in Years 6 and 7 is above average.
- The subject teacher has a good knowledge of French culture and speaks French fluently.
- Pupils expect to listen to and respond in French.
- The use of unlined exercise books impedes their handwriting skills.

Commentary

59. French is taught to pupils in Years 6 and 7. In both years pupils' standards are above expectations for their age.

60. In both years they make good progress and achieve well. They have a good understanding of everyday vocabulary and phrases which they use well during lessons. The quality of their written work varies considerably. For example, in Year 6 higher attaining pupils design greetings cards in French and write short sentences using the days and months of the year. The work of lower achieving pupils is hindered by their weak handwriting skills and spelling. Their oral work is good and some achieve very well such as when answering the question *When is your birthday?* They sing along to French songs to reinforce their knowledge, for example, of the days of the week. By Year 7, they begin to write short sentences on topics such as school, themselves and sport. They understand the rules for masculine and feminine nouns and take care when copying from the board. Lower achieving pupils develop their vocabulary skills labelling different sports. They use regular and irregular verbs accurately. However, their presentation is often badly written and untidy and is further hindered by the use of unlined paper.

61. The quality of teaching and learning is good overall. The teacher has good subject knowledge. Lessons are well prepared and French is spoken throughout the session. In both years, pupils expect to listen to and respond in French and very little English is spoken. Pupils hear the

natural accent of French by listening to tape recordings. Marking of work, which is in French, is positive and encouraging. Schemes of work are detailed and thorough, with the use of computers and the promotion of literacy and numeracy skills appropriately built into the planning. There are adequate resources to support the subject.

62. At the time of the previous inspection, French was not taught to Year 6 pupils. This, therefore, constitutes an improvement in the curriculum. In other respects the good standards found in the last inspection have been maintained.

MATHEMATICS

63. Provision in mathematics is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good
- Pupils' standards are improving, helped by the introduction of booster classes.
- The subject is well managed and monitored.
- The promotion of numeracy in some subject areas is underdeveloped.

Commentary

64. Pupils achieve very well in mathematics and by the end of Years 6 and 7, standards are in line with expectations. The results of the national tests for Year 6 pupils in 2003 were better than the previous year. The majority of pupils now achieve Level 4 or above. In Year 7, booster lessons support pupils whose test results in Year 6 were at the lower end of the average band. Setting by ability for mathematics is helping to raise all pupils' standards.

65. The level of attainment of pupils entering the school in Year 4 is well below expectations for their age. Pupils are still at the stage of learning to add or subtract two digit numbers. However, by the time they reach Year 6, their attainment is broadly average, which indicates that they make very good progress over time. They extend their knowledge of shapes and areas, and begin to recognise number patterns. They have a sound knowledge of tables and use this well in solving a range of problems. Higher attaining pupils in Year 6 present well considered and logical deductions in their evaluation and solving of problems. They are comfortable with simple geometry, constructing and measuring obtuse and acute angles with confidence. By the end of Year 6, lower achieving pupils have a basic knowledge of fractions and decimals. They multiply and divide two and three digit numbers using their times tables and they are aware of number patterns.

66. In Year 7, pupils make very good progress. They use algebraic terminology accurately in considering factors and they apply their knowledge of tables when working out solutions. They reinforce this learning by working on graphs, plotting and analysing accurately with negative and positive numbers. Lower achieving pupils benefit from booster classes where they consolidate their prior learning by using games to reinforce their powers of sequencing which supports their developing algebra skills.

67. The quality of teaching and learning is good. Lessons are well balanced and structured with a good level of challenge and pace, which ensures that no time is wasted and maximum learning takes place. Teachers use every opportunity to promote literacy in mathematics lessons. For example, pupils keep spelling books of mathematical vocabulary, on which they are regularly tested. Good oral discussions and mental mathematics encourages their speaking and listening skills and pupils respond with enthusiasm. Classroom assistants provide very good support to lower achieving pupils using computerised mathematics programmes. The quality of marking and assessment is very good. Comments are positive and constructive, often with an apt personal comment, which indicates the teachers' very good knowledge of the pupils.

68. The co-ordinator has worked hard to raise pupils' attainment. In liaison with the senior management team, she has produced a well-organised and focused school approach to mathematics and numeracy. Parents have received detailed booklets advising them how to help their children and have also been invited to attend evening workshops on mathematics. The subject and its teaching is well monitored and recorded, with random sampling of pupils' work keeping a check on the progression of each year group. In all years, pupils are set by ability; they are able to move between sets as they progress. In Years 6 and 7, lower achieving pupils receive booster lessons throughout the year. These small class groups consolidate their earlier learning and develop new concepts at a pace more appropriate to their needs. Consequently they keep up with their peers and their levels of achievement and self-esteem improve significantly.

69. Pupils' achievement, monitoring and recording of pupils' progress, learning resources and the quality of teaching have all improved since the last inspection.

Mathematics across the curriculum

70. The use of mathematics across the curriculum is satisfactory. Pupils' basic numeracy skills are reinforced in some ICT, science, design technology, geography, French and music lessons. However, there is little evidence to indicate that the reinforcement of numeracy skills is systematically planned for across the curriculum.

SCIENCE

71. Provision in science is **very good**.

Main strengths and weaknesses

- Pupils make very good progress throughout the school.
- Teaching in many lessons is very good.
- Good emphasis is given to investigative skills.
- Effective use is made of the very good resources.
- Leadership and management are very good.

Commentary

72. Standards in science have improved steadily over the last three years and are broadly in line with national averages at the end of Year 6 and Year 7. As pupils enter the school in Year 4 with well below expected standards, this represents very good achievement. There has been good improvement since the last inspection.

73. There are many reasons why pupils make such good progress throughout the school, but primarily it is because of very good teaching. During the inspection there were equal numbers of very good and satisfactory lessons. Evidence from pupils past written work indicates that most teaching is very good, particularly in Years 6 and 7. Teachers have a thorough knowledge of the subject, and use marking very well to assess pupils' understanding, give appropriate encouragement and suggest areas for improvement. They keep close track of individual progress and use all assessment information very well to help all pupils, including those with special educational needs and those whose first language is not English, to improve their work. Literacy skills, particularly speaking and listening and research skills are well supported in many lessons. ICT is also well used through such devices as interactive white boards and the gathering of information from the internet.

74. Lessons are carefully planned, with the emphasis firmly on enabling pupils to learn through carrying out investigations and experiments. In a Year 7 lesson, pupils burned two different foods to try to find out which gave out the most energy. This required a high level of concentration and skill as well as a good understanding of what constitutes a fair test. Some pupils found the task very difficult and struggled to reduce the number of variables in order to make the results valid, but all stuck at the

task and learned very well because they were actively involved in a complex investigation. Some more able pupils managed to draw some perceptive conclusions. For example, one group decided that the fact that one food burned for longer and one more fiercely suggested that one should be eaten for breakfast and the other before vigorous exercise. In a Year 6 lesson, pupils learned about electrical circuits by acting the part of electrons being pushed around a circuit by a power source. The teacher's good subject knowledge and clear use of scientific terminology enabled all pupils to learn very well while enjoying their active participation in a group activity.

75. The level of teacher expertise was not quite the same in two lessons in Year 4, and pupils did not learn as well. In a lesson on light, small groups were effectively shown how a prism could split light into different colours, but the task given to the rest of the class lacked challenge, and more able pupils did not sufficiently extend their understanding. Similarly, in another lesson about shadows, the tasks were the same for the whole class and failed to give appropriate challenge to the most able pupils or support to the learning of the least able, so learning was not as good as it might have been.

76. The school is very well resourced and in most lessons effective use is made of those resources. For instance, the lessons on the energy content of foodstuffs took place in the science laboratory, and all pupils were able to get hands on experience of using apparatus such as clamps, test tubes and thermometers whilst wearing the appropriate safety equipment. In the lessons about electricity, each small group was able to make an electrical circuit and test the current using an ammeter. Teaching assistants are very well deployed to give extra help and the careful planning ensures that they are usually used to best effect, particularly in giving support to the significant number of pupils with special educational needs, and to the few whose first language is not English.

77. The present co-ordinator has only been in post for a short time, but has inherited a very well organised department and a high quality curriculum. She monitors standards by reviewing the termly assessments carried out by every class, and by closely analysing the results of the National Curriculum tests. The subject action plan contains appropriate aims for developing teaching and improving still further her monitoring role. Leadership and management in the subject are very good.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The use of computers to support curriculum subjects is excellent.
- The quality of teaching and learning is very good.
- Pupils' standards are above average.
- Staff and pupils are confident users of computers.
- Resources are very good.

Commentary

79. Pupils join the school with standards that are well below those expected for their age. By the end of Years 6 and 7, pupils' standards are above expectations for their age. Pupils achieve very well and use computers confidently and competently.

80. By the end of their first year, pupils use word processors with confidence, create simple databases and retrieve and add information with ease and use specific software to produce multi-media presentations and to write control instructions for a simple robot. They are able to use different fonts and styles and begin to import pictures into their text. In Year 5, pupils enjoy programming an on-screen turtle-logo robot to construct and repeat a range of shapes, enhancing their mathematical awareness. By the end of Year 6, they can use painting software to customize a colour palette, so that they can reproduce the colours and work in the style of William Morris. This supports their work in art and design and history and increases their awareness of British culture. They compliment their achievements in English and mathematics by using desktop publishing

programmes and creating graphic representations of their surveys. By Year 7, pupils extend their computer skills by designing and printing transfers for T-shirts, which links to their design technology lessons. They prepare well-researched and designed PowerPoint presentations on, for example, Tudor England. All pupils use the Internet and e-mail, the school having ensured that inappropriate web sites are not visited through the use of a safety filter.

81. The quality of teaching and learning is very good. Lessons are well prepared and structured, with very good demonstrations at the start of lessons. This ensures that all pupils have a clear understanding of what is expected. Pupils with special educational needs are well catered for by extra worksheet prompts to remind them of their task, whilst higher achieving pupils are actively encouraged to further develop their work and try new ideas. All staff are competent users of computers which inspires the pupils with confidence to try new ideas. Relationships in lessons are very good and pupils demonstrate respect for each other, staff and the computers.

82. Staff are well trained in the use of the school's technology through after-school sessions or the twice monthly clinics run by the headteacher and the subject co-ordinator. A feature of these is that higher achieving pupils often work alongside staff and assist in demonstrating new software. From time to time, the school also runs evening workshops for parents who wish to improve their computing skills. Resources are very good. Facilities include a new computer suite in addition to smaller computer areas around the school and in classrooms. Interactive whiteboards, and a range of software support learning. Planning is very good, and a whole school approach to information technology ensures that basic computing skills are built into each subject area.

83. Since the previous report, the school has significantly improved its resources. The development of information technology across the curriculum is an excellent feature and has enabled the school to maintain the high standards of pupils' attainment and achievement.

Information and communication technology across the curriculum

84. The use of computers to support learning in other subjects is excellent. In all subject plans there is an allocated time for using computer technology, and samples of pupils work indicate that all teachers and classroom assistants use this facility very well. For example, in physical education, pupils produce desktop publishing reports on their health and fitness exercises and write about sporting activities. They extend their art and design work, using Andy Warhol styles to present flyers or William Morris colours to design tiles, which they later make in ceramics. Pupils are encouraged to use reference software to research individual projects, and there is much evidence of redrafted English work and personal stories. Computers are used very well to support pupils with special educational needs.

HUMANITIES

85. Provision in history is **very good**. Provision in geography could not be judged.

Main strengths and weaknesses

- The quality of teaching of history (geography could not be judged)
- The enrichment of the curriculum.

86. No lessons were seen in **geography** during the inspection, as the subject was not being taught during that week. No judgement can, therefore, be made on the quality of provision. However, inspection evidence gathered from the scrutiny of pupils' past work indicates that, as at the time of the last inspection, standards are in line with expectations at the end of Years 6 and 7. The subject is being managed very well and the geography curriculum has been improved since the last inspection through the introduction of carefully planned steps that build systematically on pupils' developing knowledge. This development is recent and has not yet had time to bring about an improvement in standards.

87. As at the time of the last inspection, standards in **history** are in line with national expectations at the end of Years 6 and 7. Part of each of two history lessons was observed during the inspection and from these observations and other evidence, the judgement has been made that the quality of teaching is good. Provision is very good, taking into account both the quality of teaching and of the curriculum.

88. In both lessons observed, pupils were learning about the past through looking at artefacts. The school makes excellent use of loans from local museums, giving pupils the opportunity to handle artefacts dating from as far back as Ancient Greece. Year 5 pupils were in awe when they made the calculation that the objects they were handling were 2500 years old. Pupils also have the opportunity to go on an archaeological dig. There are good curriculum links such as with religious education when pupils visit a local Saxon church. The Year 6 topic on the Victorians is taken into the pupils' physical education lessons as dance. The history curriculum is enhanced by interesting visits where pupils experience role-play, for example when Year 6 pupils spend a day at Preston Manor and by visitors to the school who dress in period costumes.

Religious education

89. Provision in religious education is **good**.

Main strengths and weaknesses

- The curriculum is well planned and organised.
- Teaching in the subject is usually good.
- Leadership of the subject is good.
- Opportunities are sometimes missed to bring the subject 'alive'.

Commentary

90. A key issue at the time of the last inspection was to raise standards in religious education to meet the requirements of the locally agreed syllabus. This has been achieved very effectively, and pupils throughout the school now reach standards in line with those expected for their age. All pupils, including those with special educational needs, and those whose first language is not English, make good progress and achieve well.

91. The curriculum is delivered through a series of well-planned units, often linked to cross-curricular and assembly topics, and through separate units for the main religious festivals such as Christmas and Easter. The schemes of work for each year group are carefully planned to give full coverage of the required syllabus, and include suggestions for assessment tasks so that pupils' progress is systematically monitored.

92. Teaching is good overall. In the lessons observed it ranged from good to very good, and this high standard was confirmed by the scrutiny of pupils' workbooks. Nevertheless, there are times when the way lessons are planned and delivered does not interest or inspire the pupils, and where the tasks are not well targeted for pupils of differing abilities. In the best lessons, pupils are challenged to relate beliefs to their own experiences, and encouraged to wonder at the complexities of the universe. In a Year 7 lesson, pupils considered arguments for the existence of a God, and were encouraged to experience the 'wow' factor through looking at a series of beautiful and breathtaking images. A lively discussion followed in which many of the class made perceptive and interesting observations. On the other hand, a lesson on parables with younger pupils was less successful because the pupils were not engaged at the start, and the teacher did not use such strategies such as drama or role play that might have brought the stories alive for the pupils.

93. The improvement in the subject has been facilitated through very good leadership and management over several years. The present co-ordinator has only been in post since September,

but has already made a thorough assessment of strengths and weaknesses, and has some good plans for development. These include ideas to enrich the curriculum through the use of more visits, visitors and artefacts, and through more use of drama and role-play.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and Design

94. Provision in art and design is **good**.

Main strengths and weaknesses

- The quality of teaching is good.
- The curriculum and planning have been much improved.

95. Two **art and design** lessons were seen during the inspection, in Years 5 and 6. In addition, pupils' work from Year 7 was examined. These observations and scrutiny of work and displays form the basis of the judgement that provision for art and design is good and that standards are in line with expectations. This is an improvement since the last inspection

96. Since the last inspection the coordinator has extended her influence by working in all year groups and writing medium and short term plans for the subject. She has worked alongside staff to improve their teaching skills, which are now good. She has also re-written the scheme of work, which now has a focus on developing pupils' skills. There are good examples of three-dimensional work on display in the Year 5 classrooms and in other areas of the school. This work is related to work pupils are doing in other subjects for example history when they design and make models of fantastic monsters whilst learning about the Ancient Greeks. In Year 4, pupils begin using a hardback sketchbook for their artwork. This is continued through the school and builds into a record of their progress. The profile of the subject has been raised through the introduction of an annual sketchbook competition and the first display of the new school year in the entrance hall is of the winning sketchbooks.

Design and Technology

97. No judgement can be made on the quality of provision for **design and technology** because it was not possible to observe any lessons. The quality of the pupils' work in all years indicates that their standards are as expected for their age and that they make good progress in all aspects of the subject. Evidence of their achievements is displayed throughout the school. For example, in Year 5, pupils design and make lovely three-dimensional collages that are attractively mounted onto display boards for everyone to enjoy or Greek masks to compliment their work on Ancient Greece. Year 6 pupils achieve well in working with fabrics, making slippers. They reinforce their learning of Victorian England by making wooden toys and puzzles. Pupils benefit from watching and helping a skilled carpenter, who attends the school for two afternoons per week. These ambitious projects have reinforced learning in other subjects as, for example, Year 4 pupils construct their own Saxon houses, and Year 6 pupils help make a replica of Shakespeare's Globe Theatre or a Tudor mill. In Year 6, pupils are able to incorporate electronics in their products and, for example, devise their own circuit board games and puzzles. Year 7 pupils make very good use of computers to design and print transfers that they later iron on to white T-shirts.

98. Throughout the school, pupils record their evaluations of their designs and the finished articles well. The subject is taught as part of a timetable block to reinforce termly themes on a range of topics. However, although computers are used well to support design technology, pupils would benefit from having access to computer aided design software. Subject documentation is well organised and carefully planned by the co-ordinator and the senior management team monitors teaching and learning well. The school has recently developed kitchen facilities in which food technology is taught.

Music

99. Provision in music is **good**

Main strengths and weaknesses

- The very high quality of the resources provides a wide range of musical opportunities.
- The quality of teaching and learning is good.
- After school clubs enrich pupils' learning.
- The music curriculum throughout the school is very well developed.

Commentary

100. Pupils' standards are above expectations for their ages. They have a good knowledge of world instruments and they use a wide range of musical vocabulary very well. For example, in Year 4 pupils identify and explain the difference between a pulse and an ostinato or refer to melodic phrases. They enjoy singing and remind the teacher of their favourite songs, one being a French song learned in their French lessons. When the class sang an Australian song, the teacher skilfully drew a recently arrived pupil from that country into the discussion inviting him to describe a Kookaburra, much to the fascination of the rest of the class.

101. In Year 7, pupils skilfully use Indian and African percussion instruments to create set rhythms using musical notation. They worked well in groups when composing sequenced sounds, using musical notation to help them co-ordinate their rhythm and timing. They took turns with the different instruments and listened carefully to other's demonstrations, with great consideration for each other. Characteristically in music, pupils enjoy their work and want to learn. Music makes a significant contribution to their knowledge of other cultures, both through lessons and the many music clubs.

102. The quality of teaching is good, and teachers are secure in their subject knowledge. One teacher is responsible for the teaching of music in each year group, which ensures a consistency of approach. Teachers manage classes very well and pupils recognise the sign for silence and respond immediately. Lessons are well planned so that pupils build systematically on what they have learned previously. By the end of lessons, pupils are confident about what they have learned and are happy to discuss and compare their performances. Literacy skills are well promoted through opportunities for discussion and by the use of technical terminology.

103. There is a designated music room that is very well laid out with an unusually large range of high quality instruments. Posters and photographs advertising school activities such as the choir or wind band are prominently displayed as are posters on various musical themes.

Since the previous inspection the school has improved its resources, which have increased the range of opportunities for all pupils. Consequently, their standards have improved.

Physical education

104. Provision in physical education is **good**.

Main strengths and weaknesses

- Standards are good.
- Teaching is usually good.
- The curriculum is well organised.
- The school provides a wide range of extra-curricular activities.

Commentary

105. The school has made good progress in physical education since the last inspection when standards were found to be in line with expectations. Standards overall now exceed national expectations by the end of Year 6 and in Year 7.

106. The quality of teaching is good, ranging in those lessons observed from good to very good. Teachers know their subject well, have clear expectations of pupils' work and behaviour, and succeed in involving all pupils in appropriately challenging activities. This enables all pupils, including some whose first language is not English, and some with special needs to achieve well. In the games and dance lessons observed with the older pupils, many showed high levels of skill and control in their movements. In games, most were able to keep control of a basketball while changing direction and speed, and the more able pupils used both hands with equal facility. In dance, both boys and girls showed considerable sensitivity in interpreting through movement the feelings of a Victorian working child. Pupils in Year 4 were only average in their gymnastic skills, but because the teacher was able to highlight good practice and areas for improvement, learning during the lesson was good.

107. All classes now enjoy two hours each week for physical education. The curriculum is well organised to ensure coverage of all the programmes of study. Resources are good and are constantly being improved, and the spacious and well-equipped hall is constantly in use. ICT has been used creatively to record the results of a series of fitness and athletic tests over a period of time.

108. A particular strength is the way teachers give freely of their time to organise a wide range of activities in addition to the normal curriculum. Clubs are run at various times of the year for football, netball, cross country, athletics, cricket and summer games. In addition pupils have the opportunity to participate in clubs run by outside specialists in table tennis, karate, judo, basketball and gymnastics. The school participates fully in inter-school sports events in which it has had notable successes, and enjoys a productive partnership with a local high school. 'Teachers of Excellence' from this school have provided them with support in dance, gymnastics and games skills.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Pupils taught and encouraged to take responsibility
- Pupils valued individually and as part of the school community, and their views sought and valued.
- Emphasis placed on healthy life-styles and strong relationships.

Commentary

110. This school places equal priority on enabling pupils to grow and develop as individuals and members of society as it does on their academic advancement. Time is put aside in lessons to enable pupils to discuss issues of personal and common concern. Such lessons, in which pupils play a lead role, are very well supervised by teachers and supported by teaching assistants. Similarly structured lessons deal with deeper philosophical questions such as "What makes me who I am?" In this particular lesson pupils learned and practiced techniques for interviewing each other before discussing the outcomes of the interviews with the whole class. Pupils' responses to the question demonstrated a developing awareness of self, and a good level of maturity in dealing with sensitive issues. These qualities are of value when the school provides pupils with lessons concerning sex and relationships and the dangers of drug misuse.

111. The School Council is nurtured and fostered by staff to give pupils experience of democracy in action. Views expressed by the Council are often taken account of and always valued. The school has much success in developing opportunities for pupils to discover aspects of citizenship. One such notable example was when a number of younger pupils were invited to take over the editorial roles in the offices of the local newspaper. This they did with great success, producing a range of very interesting articles that are now displayed around the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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