

INSPECTION REPORT

**DEANWOOD PRIMARY EDUCATION TECHNOLOGY
SCHOOL**

Gillingham, Kent

LEA area: Medway

Unique reference number: 131391

Headteacher: Mrs Doreen Hunter

Lead inspector: Selwyn Ward

Dates of inspection: 22nd – 24th September 2003

Inspection number: 255958

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	219
School address:	Long Catlis Road Parkwood Gillingham
Postcode:	ME8 9TX
Telephone number:	01634 231901
Fax number:	01634 260186
Appropriate authority:	Governing body
Name of chair of governors:	Mr D Giles
Date of previous inspection:	27 April 1998

CHARACTERISTICS OF THE SCHOOL

Deanwood Primary Education Technology School is an average size primary school catering for boys and girls aged 4 to 11. Almost all of the pupils are of white British heritage. There are no pupils at an early stage of learning English as an additional language. Overall, pupils' socio-economic background is average, although the proportion of pupils known to be eligible for free school meals is below average because most parents are in work. The proportion of pupils with special educational needs is above average, including pupils with moderate learning and behavioural difficulties. Children are of broadly average ability when they join the school, although their language and communication skills are below average. Last year, the school won an Achievement Award for its improved Year 6 test results.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
9271	Selwyn Ward	Lead inspector	
9334	Jenny Mynett	Lay inspector	
23300	Lily Evans	Team inspector	Mathematics, Art and design, Citizenship, Music, special educational needs
12394	Carole May	Team inspector	Foundation Stage, Science, Information & communication technology, Design and technology, Physical education
27225	Anna Sketchley	Team inspector	English, Geography, History, Religious education

The inspection contractor was:

Serco QAA
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Pupils are now achieving satisfactorily throughout the school, which provides a **satisfactory standard of education** and satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils have not done well enough in English and mathematics in Years 1 and 2, although they have generally caught up by the end of Year 6.
- Pupils achieve well in science, ICT and physical education.
- Younger pupils do well in art, but older pupils are not achieving well enough because they do not have enough chances to develop their skills.
- There is good provision for pupils with special educational needs.
- More able pupils are capable of achieving more in lessons because work is not always set to match their needs.
- Pupils behave well and have a positive attitude to learning.
- There are very good arrangements for looking after pupils' welfare.
- Not enough use is made of assessment information to plan what pupils need to learn and to set them individual targets.
- Handwriting is not taught effectively and the presentation of pupils' work is poor.
- Pupils benefit from a good range of activities outside school.

There has been satisfactory improvement since the last inspection. There has been improvement in the key issues identified in the last inspection, although more remains to be done in making effective use of assessment information and in consistently extending the most able pupils. Standards have been at least maintained, and in some subjects, including science and ICT, they have risen significantly. Test results are now above average in science, whereas in 2000 they were among the lowest 5 per cent in the country. This represents very good improvement. Improved Year 6 test results in 2002 won the school a Government Achievement Award.

STANDARDS ACHIEVED

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

Key: A - top 5 per cent of schools; A - well above average; B - above average; C - average; D - below average; E - well below average; E* - bottom 5 per cent of schools. Similar schools are those whose pupils attained similarly at the end of Year 2.*

Inspectors judge pupils' achievement looking at the progress they make over their time in school. Pupils' overall **achievement is satisfactory**. Children get off to a satisfactory start in their reception year. They make sound progress and most attain the goals children are expected to reach by the end of their reception year. Their physical development is above average but their communication skills and creative development are below average. In recent years, pupils have not achieved well enough in Years 1 and 2, but they have caught up lost ground and done well in Years 3 to 6. From work seen in the inspection, pupils are now achieving satisfactorily throughout the school and standards in most subjects are generally in line with those expected for pupils' ages. In art, pupils achieve well in Years 1 and 2, and their standards are above average, but they do not achieve well enough in Years 3 to 6, where standards are below average. By the end of Year 6, standards are above average in science,

ICT and physical education. Because the similar schools comparisons are with schools where pupils attained similar results in their Year 2 tests, the very favourable Year 6 grades in the table in part reflect pupils' underachievement when they were in Years 1 and 2.

Pupils' **personal qualities**, including their spiritual, moral, social and cultural development **are good** and, as a result, pupils get on well with one another and their behaviour is good, both in lessons and around the school. Pupils enjoy school and their attitudes to learning are good, although their generally poor standard of presentation shows that they are not encouraged to take enough pride in their work. Attendance is unsatisfactory. Although in part this is because of the commendably rigorous way in which the school records all absences, too many children also have their education interrupted because parents take them on holiday in term time.

QUALITY OF EDUCATION

The quality of education provided is satisfactory. Teaching and learning are satisfactory but teachers do not make enough use of assessment information to plan learning. Although teachers have put a lot of effort into marking, taking care to comment on how written work links to the learning intentions of the lesson, marking does not give pupils enough information on what they need to do to improve. Teachers manage pupils well and time is generally well used. However, teachers sometimes expect too little of pupils, and more able pupils, in particular, are not always set challenging enough work. Pupils with special educational needs learn well as a result of the good support they receive from teachers and teaching assistants. Good use is made of homework.

The curriculum is satisfactory although the emphasis placed on literacy and numeracy has inevitably reduced the amount of time that can be allocated to some other subjects, including art. The curriculum is enhanced, however, through a good range of clubs. Arrangements for the care and welfare of pupils are very good, and the school has been successful in building a good and effective partnership with parents, other schools and the wider community.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. There has been success in building an effective staff team with a shared commitment to raising standards. There is generally good monitoring of teaching and learning, but sometimes areas for development are not followed up with sufficient rigour to drive forward improvement. Although the school development plan identifies areas for improvement, it does not set priorities for action. Governors do a good job. They have a good appreciation of what the school does well and what needs to be improved. They are very supportive of the school and see that legal responsibilities are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils express very positive views of the school. Pupils were particularly positive about their enjoyment of school, the fairness of teachers, that there was someone they could go to if they had any worries and that they learnt a lot in lessons. Pupils expressed no significant concerns. The only concern raised by parents was a worry by some about bullying. From speaking to pupils, inspectors were satisfied that where rare incidents of bullying occurred and were brought to the attention of staff, they were dealt with well.

IMPROVEMENTS NEEDED

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

- Ensure that the recent improvements in teaching and learning in English and mathematics in Years 1 and 2 are sustained.
- Provide more challenge for able pupils in lessons.
- Make more effective use of assessment information in planning what pupils need to learn.

- Raise standards of handwriting and presentation throughout the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects and areas of learning

Although there has been underachievement in the school in recent years, particularly in Years 1 and 2, achievement is now **satisfactory** throughout the school. Standards are **average** overall.

Main strengths and weaknesses

- Pupils achieve well in science, ICT and physical education.
- There has been significant underachievement in the past, particularly in Years 1 and 2.
- Pupils do well in art in Years 1 and 2, but older pupils do not get enough opportunities to develop their skills.
- More able pupils are not doing as well as they could.

Commentary

1. At the time of the inspection, very early in the school year, national data was not yet available to enable the school's 2003 results to be compared with the performance of other schools. For this reason, it has been necessary for inspectors to refer back to the 2002 test results when comparing standards with schools nationally. The tables below show the average points scores attained in the Year 2 and Year 6 tests in 2002 (with the 2001 scores in brackets). One point represents roughly one term's progress. In judging achievement, inspectors look at how well pupils are learning and the progress they have made.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	13.2 (15.6)	15.8 (15.7)
writing	11.7 (15.2)	14.4 (14.3)
mathematics	14.6 (17.3)	16.5 (16.2)

There were 43 pupils in the year group. Figures in brackets are for the previous year.

2. The Year 2 results in 2002 were poor, being well below the national average in reading, writing and mathematics. There is no national test in Year 2 for science, but in teacher assessments of pupils' work, the standards were also well below average. When compared with schools with a similar number of pupils known to be eligible for free school meals, the results overall were in the lowest five per cent. Results in 2003 show some improvement but not back to the standards attained in 2001. In other years since the last inspection, results in the Year 2 tests have also been low. Although it is not unusual to see some fluctuation in results from year to year because not every year group will come in to the school with exactly the same ability, pupils are generally of average ability when they start school, so the test results in most of the years since the last inspection represent significant underachievement. However, although it is early in the school year, inspectors saw evidence from pupils' work and from their achievement in lessons to suggest encouraging signs of improvement. Standards seen in reading, writing and mathematics in Years 1 and 2 are in line with those expected nationally and pupils are achieving satisfactorily. Standards in science in Years 1 and 2 are now above average and this represents good achievement. Improvements seen follow from recent improvements in the quality of teaching.
3. Results in the Year 6 tests in 2002 were in line with national expectations in English and mathematics, and above average in science. When compared with schools with similar Year 2

results, the Year 6 results are well above average, showing that pupils caught up in Years 3 to 6 despite having fallen behind in their infant years. Pupils did not do as well in previous years and the 2003 results are not as good as those in 2002. Nevertheless, from work seen, inspectors saw standards in English and mathematics in the current Year 6 that are in line with those expected nationally, and this represents satisfactory achievement for these pupils over their time in school. Standards in science, in particular, show very considerable improvement in recent years. In 2000, the school's results in science in the Year 6 tests put it in the lowest five per cent of schools nationally, standards are now above the national average and pupils are achieving well, particularly because of their enthusiasm for the practical activities in scientific investigations.

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

Standards in:	School results	National results
English	27.0 (26.8)	27.0 (27.0)
mathematics	27.6 (25.0)	26.7 (26.6)
science	29.3 (27.0)	28.3 (28.3)

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

4. Pupils also achieve well in information and communication technology (ICT) and physical education. They do well in art in Years 1 and 2, attaining above average standards, but achievement is unsatisfactory over Years 3 to 6 and standards are below average by the end of Year 6 because pupils do not have enough opportunities to develop their skills in art. In other subjects, achievement is satisfactory.
5. Children also achieve satisfactorily overall in their reception year. They attain most of the national goals in areas of learning, which are the expected standards for the end of the reception year. Their physical development is above average but their communication skills and creative development are below average.
6. More able pupils are not always set challenging enough work in lessons and do not achieve as well as they could. Pupils with special educational needs achieve well when supported individually or in small groups. Sometimes, however, their progress in lessons is hampered because they are set work that is not at the appropriate level for them. A small number of pupils at the school make less progress than others because their attendance is poor. Inspectors found no evidence of any significant difference between the achievement of boys and girls or between pupils from different ethnic backgrounds.
7. With the exception of art in Years 3 to 6, standards are at least as good and in several instances better than at the time of the last inspection. Standards have improved in reading, mathematics, music and physical education. They have improved considerably in science.

Pupils' attitudes, values and other personal qualities

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **good**. This results in pupils demonstrating good attitudes to learning, behaving well and developing positive relationships and enables them to become mature and responsible individuals. Attendance is unsatisfactory.

Main strengths and weaknesses

- Pupils are very happy at school and show very positive attitudes both to their learning and other activities. Pupils are very willing to take responsibility.
- Pupils behave well in lessons and around the school.

- The good provision for pupils' moral and social development results in them valuing and respecting others and knowing right from wrong.
- Attendance is unsatisfactory with levels below the national average.

Commentary

8. Pupils and parents express very positive views about the school. Parents are particularly pleased by the way that the school encourages their children to become mature and responsible. They feel that teachers expect their children to work hard and achieve their best. Pupils are enthusiastic and spoke of their interest in lessons. They are willing to learn and keen to participate in extracurricular activities. Behaviour of most pupils is good both in lessons and around the school. The school has an appropriate focus on promoting good behaviour and supporting those individuals who find difficulties in this area. On just a couple of occasions, notably in physical education lessons, were any unsatisfactory attitudes or behaviour seen. In these lessons, a small minority of pupils chatted and did not listen properly to the teacher. Although some parents expressed concerns about bullying, inspectors found that incidents of bullying and oppressive behaviour were rare. When incidents do occur, they are taken seriously and dealt with promptly and effectively. Pupils do not think that bullying is a problem in the school.
9. The provision for pupils' spiritual moral, social and cultural development is well promoted across the curriculum and enables pupils to become well-rounded individuals during their time at school. Social development is particularly well developed, with pupils encouraged, for example, to undertake roles of responsibility such as older pupils acting as 'buddies' to younger pupils or running the school council. As a result, there are constructive relationships both amongst pupils of all ages and between pupils and staff. This promotes a good working environment and contributes to pupils' achievement. Effective moral and spiritual development enables pupils to distinguish right from wrong, develop their own views and beliefs, and value and respect each other. Pupils benefit from satisfactory opportunities to learn about other cultures through work, for example in geography and religious education, as well as through visitors to the school. The introduction of pupils to other cultures is of particular importance in preparing children for life in multicultural Britain given that the overwhelming majority of pupils are from white British homes.

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	230	0	1
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	5	0	0
Asian or Asian British – any other Asian background	3	0	0

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

10. The level of attendance in the school is unsatisfactory and the amount of unauthorised absences is higher than the national average. Attendance levels have declined over the last three years. This is due in part to the school's commendable rigour in following the local education authority's guidelines in recording pupils as absent when they take time out to attend medical appointments, although they are in fact in school during most of the day. A significant

number of parents are taking their children on holiday in term time, however, and a small minority are keeping their children away from school for trivial reasons. Although the school is working hard to deter unnecessary absence and to promote good attendance, the poor attendance and punctuality of a small number of pupils who are missing lessons is having a direct impact on their standards of achievement.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.5	School data	0.7
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 by the school is satisfactory. Teaching and learning are satisfactory, as is the curriculum. There are very good arrangements for the care and welfare of the pupils, and the school has been successful in developing effective partnerships with parents and the local community to support pupils' education.

Teaching and learning

Teaching and learning are **satisfactory**.

Main strengths and weaknesses

- Teachers manage pupils well and pupils often get a lot of work done in lessons.
- Pupils with special educational needs usually learn well because they are well supported.
- Not enough use is made of assessment information to plan what pupils need to learn.
- More able pupils are not always set challenging enough work.
- Marking does not give pupils enough guidance on how to improve their work.
- Pupils are not encouraged to take enough pride in their work and presentation is poor.
- Homework is used well to support pupils' learning.

Commentary

Summary of teaching observed during the inspection in 49 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6 (12%)	21 (43%)	21 (43%)	1 (2%)	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.

11. The quality of teaching is similar to that seen in the last inspection. Teaching and learning have generally been better in Years 3 to 6 than in Years 1 and 2 in recent years, and this accounts for the differences in achievement represented in the Year 2 and Year 6 test results. Now, however, there is no significant difference between the quality of teaching in the different key stages.
12. Assessment was identified as a weakness in the last inspection. Although the school has revised and improved its procedures for keeping track of how well pupils are doing, teachers do not consistently make enough use of this assessment information to plan what pupils need to learn. A consequence of this is that work is not always appropriate to pupils' different abilities. In

some instances, this can mean that lower attaining pupils struggle because the work is too difficult for them. More often, it means that teachers expect too little of more able pupils, who are not set challenging enough work and so achieve less than they are capable of in lessons.

13. Most lessons, and not just those in English and mathematics, follow the format suggested in the *National Literacy and Numeracy Strategies*. This involves organising lessons into three parts, with an introductory session, various individual or group activities, and a whole class session at the end to evaluate what has been learnt. In almost all lessons, teachers set out objectives for the lesson and explain these to the pupils. In some cases however, the objectives set out by teachers are not what they expect pupils to learn but merely the tasks they expect pupils to carry out. Where this occurs, pupils do not always have a clear idea of why they are carrying out particular tasks. Although monitoring of teaching and learning by the headteacher and senior staff has clearly had an impact in improving teaching, particularly for younger pupils, weaknesses identified are not always followed up with sufficient rigour to ensure that improvement has taken place. The need to focus in lessons on objectives that set out for children what they are expected to learn is an example of this.
14. Teachers manage pupils well and generally make lessons interesting for them by organising a variety of activities. As a result, pupils often get a lot of work done in the time available. They put a lot of effort into their work and, because they get on well with each other, they collaborate productively when working in pairs or small groups. Teachers have good subject expertise and their confidence in, for example, science and ICT contributes to how well pupils achieve in these subjects. Teaching assistants are well qualified and are used well to support learning, particularly of pupils with special educational needs. Particularly good and consistent use is now being made of homework to build on what pupils have learnt in class. Even where work in class may not have sufficient challenge for more able pupils, their homework is usually appropriately matched to their ability.
15. Teachers clearly put a considerable amount of time and effort into marking. In most cases, this includes comments, sometimes at length, on the pupil's success in meeting the learning intentions of the lesson. Unfortunately, this gives pupils little guidance on what they need to do to do better. Although some pupils have individual targets for things they need to focus on in their work, marking rarely refers or relates to these targets.
16. Even though pupils have a positive attitude to learning, not enough is being done to foster this by encouraging pupils to take a pride in their written work. As the school recognises, handwriting has not been taught in a structured way and, although there are exceptions, the standard of presentation of pupils' work is generally poor. Untidiness sometimes results in pupils making careless errors in their work.

The curriculum

Curriculum provision is **satisfactory**. It is enhanced through a good range of clubs and other out of school activities. The school also benefits from good accommodation and resources.

Main strengths and weaknesses

- The school provides well for pupils with special educational needs.
- The curriculum is enhanced through a good range of clubs.
- Not enough time is given to teaching some subjects, including art and geography.
- Accommodation and resources are good.

Commentary

17. National Curriculum requirements and those of the locally-agreed syllabus in religious education are met. The provision for children in the reception year, which had elements that were unsatisfactory in the last inspection, is now satisfactory and enables children to get off to

a sound start. Understandably, given evidence of underachievement in English and mathematics in the recent past, in its strategic planning the school has given priority to these subjects. A consequence of this, however, is that less time has been available for some other subjects, including art and geography. In the case of art, this has contributed to the fall in standards in Years 3 to 6, as pupils do not do enough art on a regular basis to develop and build on their practical skills. Teachers plan together effectively so that in Years 1, 2 and 4, where similar age pupils are in different classes, they benefit from similar experiences.

18. Although the school is not yet formally teaching citizenship, there is good provision for pupils' personal, social and health education. A comprehensive range of topics is taught in a sensitive and thoughtful way, with pupils given opportunities to discuss rationally, issues such as personal safety and relationships. Topics such as drugs awareness, alcohol and tobacco are dealt with appropriately.
19. Pupils benefit from a good range of sports, music and other clubs, as well as other enrichment opportunities, including visitors to the school and residential weekend trips in Years 4, 5 and 6. These enhance the school's educational provision for the many pupils who take part. The clubs offer good opportunities to pupils with particular talents, both in sport and creative subjects, to develop their gifts. As befits a school with *Technology* in its name, ICT is used well as a tool to engage pupils. Because pupils enjoy and respond well to using ICT, the use of computers in other subjects is helping to boost learning and achievement. The building and site offer good facilities and resources are good in most subjects. This often contributes to good learning, particularly in practical lessons where equipment and space make a difference, such as science and physical education.
20. There is good provision for pupils with special educational needs. Pupils have well designed plans of work that are drawn up with the appropriate involvement of parents and, where necessary, outside professionals. Pupils are consistently well supported by experienced teaching assistants who know them well. Care is taken to ensure that where pupils are withdrawn from lessons for individual or small group support, usually to develop their literacy or numeracy skills, they do not always miss the same subject and they are helped to catch up with what they have missed.

Care, guidance and support

The support and care for pupils is **very good**. Pupils feel very safe and secure, and value the fact that they are consulted about school issues and their views are taken into consideration.

Main strengths and weaknesses

- Very effective procedures are in place to ensure pupils' health and safety, care and welfare.
- Care for those pupils with physical needs is very good.
- The school consults very effectively with pupils and takes note of their views.
- No formal systems are in place to monitor and assess pupils' personal development.

Commentary

21. The school continues to ensure that very good systems are in place to provide for the safety and welfare of pupils. There are very good systems for checking on health and safety issues and for dealing with first aid. The school is currently working towards being designated a 'Healthy School'. This focus is strengthening its provision for pupils' health, welfare and guidance and making a significant contribution to their personal development. Teachers and support staff are providing a caring and supportive environment.
22. Pupils are very happy; they feel safe and well looked after. Parents spoke very highly of the care and support offered to their children, which results in them settling in quickly, enjoying school and making progress. The non-teaching staff are well qualified and offer valuable support and

assistance to those pupils in their care, which has a positive impact on their confidence and achievement. This is particularly true for those with physical needs. However, assessment procedures are still inadequate. Apart from those pupils with special educational needs, there is no consistent use of target-setting or formal systems in place to monitor and promote pupils' personal development. There are sound arrangements for the induction of new children that help them settle in when they first join the school.

23. Pupils have very positive views about their school. Almost all feel that there is an adult they can go to if they have any concerns. They feel that they will be listened to and treated fairly, and they talked enthusiastically about "*the interesting work*" and "*fun activities*" in the school. Pupils feel they have a voice and are suitably consulted about various issues both at the school council and during personal, social and health education lessons. A number of older pupils quoted several examples where they had put forward their views, and spoke of their involvement in designing the quiet area of the playground and the choice of new play equipment.

Partnership with parents, other schools and the community

The partnership with parents, other schools and the local community is **good**.

Main strengths and weaknesses

- The school has developed a strong, supportive parent body and actively consults with them.
- Parents are kept well informed about school activities and their children's progress.
- Parents generally have very positive views about the school and many offer assistance in the school and classrooms.
- Good links have been fostered with the local community and other schools and this has helped children settle in to school.
- Too much schooling is missed because some parents take their children on holiday in term time.

Commentary

24. The school's close liaison with parents keeps them fully informed and provides opportunities for them to become involved in their child's education. This is having a positive effect on pupils' learning and their levels of achievement, although some parents could do more to support their children's education by not taking them out of school for trivial reasons or for family holidays in term time.
25. A recent initiative involving groups of parents coming in to learn how to support their child with reading has resulted in improved reading skills amongst these pupils. Parents expressed a high level of satisfaction about the work of the school. They think it is well led and managed and that staff are approachable. Parents are kept well informed about the progress of their child through regular consultation and review meetings. Reports are good. They have been revised since the last inspection and now clearly identify what the child has covered and how well they are doing, as well as providing targets for improvement.
26. The impact of parents' involvement in the work of the school is good, with a significant number of parents and governors volunteering to help in classrooms. Clear guidelines help ensure that they are well briefed for their tasks and activities. The school is successfully drawing upon some adults' expertise to help enrich curriculum areas, such as a retired teacher who comes in to help with art in Year 2. Pupils are benefiting from the close partnership arrangements with other schools. For example, the on-site Ducklings playgroup frequently visits the school and this helps children when they transfer to the reception class. There is also close contact with the adjacent special school, involving both staff and pupils. This helps to promote pupils' social development and provides teachers with the opportunities to draw on the expertise and resources of the neighbouring school when necessary.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**. The leadership of the headteacher and staff with management responsibilities are satisfactory. They have good systems for monitoring performance but action is not always rigorously followed up. Governors know the school well and are effective.

Main strengths and weaknesses

- The headteacher, senior management team and staff share a strong commitment to improving standards.
- The monitoring of teaching and learning is generally good but actions points are not always followed up rigorously enough.
- The governors carry out their duties well and have a good grasp of the school's strengths and weaknesses.
- Although the School Improvement Plan is a very comprehensive document it does not identify priorities clearly enough for it to be an effective tool for action.

Commentary

27. The headteacher, deputy and senior management team have been successful in building a school ethos that values individual pupils and their success. There is a strong commitment to improvement in all aspects of school life, but especially in the core subjects of English and mathematics. The targets for improvement are displayed in the entrance to the school and in the main corridor. They are specifically written and strategically placed, for both parents and pupils as well as staff, so that the importance of these is emphasised to everyone. The process for arriving at the targets involves all members of the school community and as a result everyone is pulling together to ensure their success. Although the School Improvement Plan, from which the targets are drawn, is a very comprehensive document, it does not prioritise the many improvements the school wishes to make. This limits its effectiveness as a practical tool for focussing on the most important areas for improvement.
28. Governors are well informed and have a good understanding of the strengths and weaknesses of the school. They fulfil their statutory duties conscientiously and have a detailed action plan to help them to support the school even further in its desire to raise standards. This is an improvement since the last inspection. They keep careful control of the budget. Underspends and reserves from previous years are being spent to balance a very tight budget that would otherwise be in deficit.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	583,673
Total expenditure	607,147
Expenditure per pupil	2,651

Balances (£)	
Balance from previous year	64,112
Balance carried forward to the next	47,399

29. Although the monitoring of teaching and learning is generally good, and has been effective in improving teaching and learning in Years 1 and 2, there are occasions when issues identified for action are not followed up with sufficient rigour to ensure that improvement takes place. Too often, areas for improvement are identified and the action needed is recorded, but there is no follow-up to ensure that change has occurred. This inevitably slows down the rate of progress in driving forward improvement. Recently, good management systems have been introduced to use the data available to the school to keep better track of each pupil's progress. This is being used successfully in some parts of the school but has yet to be introduced into Years 1 and 2 where the need for it is most urgent.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the *Foundation Stage* (reception year) is **satisfactory**. The children enter the reception class with attainment that is broadly average, but there is a significant minority of children with poorly developed speaking and listening skills.

30. Children settle into school quickly and their achievement is satisfactory. Children with special educational needs achieve well because of the high level of adult support and the good attention paid to children's individual needs. There has been satisfactory progress since the last inspection. Staff make regular observations of children's progress, but this information is not used well enough to provide work that is well matched to the children's needs. There is now a secure and well-resourced outdoor play area, but staff do not yet make enough use of this as an integral part of the reception class space for lessons and activities. They are aware that the opportunities this provides are not yet fully exploited. Leadership and management of the *Foundation Stage* are satisfactory and there has been satisfactory improvement since the last inspection.

Personal, Social and Emotional Development

Provision in personal, social and emotional development is **satisfactory**.

Main strengths and weaknesses

- The children settle in very quickly and know both class and school routines well.
- Children behave very well.
- Relationships between the staff and children and between the children themselves are good.
- There are too few opportunities for children to take responsibility and become independent learners.

Commentary

31. Standards and achievement in this area of learning are satisfactory and most children attain this early learning goal by the end of their first year in school. The teacher and her assistants ensure that children quickly learn the correct way to behave. Children play together well and share toys and equipment. They walk sensibly to the hall for assembly, singing and for physical activities. Their behaviour in the hall is very good. In singing, they were part of a very large group containing both Year 1 and Year 2 pupils. The reception children listened carefully and sat still for the whole lesson joining in the songs with enjoyment. They tidy the balls, quoits and beanbags away well at the end of their physical education lesson. All adults encourage the development of social skills in a variety of ways. Children are constantly encouraged to take turns and share, so that when a small dispute arose over who should weigh out the flour when making biscuits, one pupil said "*We'll do it together*". Children with special educational needs are well integrated and receive good support. All are encouraged to join in and try new things.
32. Whilst teaching in this area of learning is satisfactory overall, children are not routinely given little responsibilities, such as putting their names in a special place to indicate that they are present, or setting up the classroom for activities or snack time, and they are given insufficient time to work independently and in groups on activities directed by the teacher or to evaluate their own performance. Of course, the inspection was early in the school year and reception children were only newly being introduced to the school's routines, but all activities observed were either led directly by the teacher or another adult or else the children were given total free choice.

Communication, Language and Literacy

Provision in communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- Teachers and support staff place high priority on speaking, listening and reading.
- Early writing skills are not taught well enough.

Commentary

33. Whilst standards of spoken English remain slightly below average at the end of the reception year, children achieve well in developing their speaking and listening skills because the teaching of this is good. They are given opportunities to share news and contribute to question and answer sessions when working as a whole class with the teacher and when being taught in small groups and they have opportunities to talk to one another when choosing their own activities.
34. Standards in reading are below average at the end of the reception year. Children's knowledge of linking letters and sounds, and the standards they achieve in writing, are below those expected despite the emphasis placed on them by the class teacher. The development of reading skills has been given a high priority. Most lessons based on the development of language and communication skills include the reinforcement of initial sounds and reading simple words. All children take books home to share with their parents. Opportunities for children to learn letters and sounds through play are provided, such as in board games and when using the computer, however too few opportunities are provided to develop handwriting skills and knowledge of letter sounds. In the literacy sessions observed, the children were not given the opportunity to watch the teacher demonstrate writing. Also, work in children's books showed that they are expected to write underneath the teacher's writing and many simple worksheets are provided that are unsuitable for the age and stage of development of the children. There are also too few opportunities provided for children to practise writing in role-play.

Mathematical Development

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children make satisfactory progress in counting, using numbers and recognising shapes.
- Support staff are used well to help move learning forward.
- There is an over-concentration on pencil and paper activities.

Commentary

35. Teaching and learning are sound overall. Adults give the teaching and learning of mathematics a commendably high priority although the work is not always appropriately chosen. They work with children in small groups using well-designed games. They question the children whilst they are engaged in a variety of activities and are good at getting them to count and recognise numbers, shapes and size, for instance. As a result, children's attainment in using numbers for counting is as expected for their age. In using numbers for calculations, standards are below the level expected because too much time is spent in formal recording of 'sums'.

Knowledge and Understanding of the World

Provision for knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- The teaching is good.
- Computers are used well.
- Sometimes unsuitable work sheets are used.

Commentary

36. Children achieve well in this area of learning and, by the end of their reception year, all attain the expected standard. The outside area is used well to support learning and the children have begun to cultivate the garden area. During the inspection, children were taken out to plant bulbs. They were offered a choice of bulbs to plant, co-operated and helped one another, and the teacher gave clear explanations that helped children to understand about seasons and the passage of time.
37. The teaching is good. Children learn to use computers well. They are taught specific skills in small groups in the ICT suite with the teaching assistant. They are then given opportunities to practise these within the classroom. As a result, children are already very competent at using the mouse to click, drag and drop images when using educational games. Children are given opportunities to make models using cardboard boxes, wood and construction toys. The religious education lesson about harvest celebrations was too complex for the children's level of understanding, and in the work scrutinised there were unsuitable worksheets used for historical and geographical aspects of this area of learning.

Physical Development

Provision in physical development is **good**.

Main strengths and weaknesses

- The quality of teaching is good.
- Children achieve well and attain above average standards.

Commentary

38. The children achieve well and reach above average standards by the end of the reception year in terms of their capacity for larger movement because the teaching is good. During the inspection, the children worked together using balls, beanbags and quoits. Their skills in throwing and catching are good. When using wheeled toys outside, most children showed good co-ordination skills and awareness of space. However, the designated outdoor area for riding trikes is too small and major traffic jams occur.
39. The teaching is good. All children have opportunities to develop their manipulative skills by using pencils, crayons, small toys and construction kits and standards in this aspect are average. However, not all children hold pencils correctly and this affects standards in writing later on. Children have opportunities to use a wide range of tools when being given adult-led tasks. On these occasions they are taught specific skills well, but they have too few opportunities in their free play to cut, stick, staple and use hole punches, for example.

Creative Development

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Skills are taught well when children are working directly with an adult.

- Children have too few opportunities to practise the skills learned.

Commentary

40. Children's imagination is developed well during role-play in formal lessons led by the class teacher, and there is a large role-play area for use in children's choosing time. Children are taught skills in a wide range of art activities. However, they do these with an adult and do not have sufficient time to revisit them and practise on their own because there are no ongoing opportunities provided to experiment with making models from junk, cutting, sticking and experimenting with a variety of materials and tools. The main activities regularly available for use in children's free choice activities are painting and drawing. Though children achieve satisfactorily in lessons, from the samples of work provided by the school, standards are below average. This is a result of children not having enough opportunity to practise the skills taught.
41. Children have one lesson a week singing with Years 1 and 2. Whilst this is a valuable experience, the large numbers of children involved mean that the skills of individuals cannot be sufficiently well developed. No follow-up session was observed in the classroom and, whilst there is a music activity table set up no child was seen using it. During the inspection, too little evidence was seen to make a judgement on achievement and standards in this aspect of creativity.

SUBJECTS IN KEY STAGES 1 & 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- A wide variety of writing opportunities is offered to pupils that enables them to write for a range of different purposes and audiences and to use their literacy skills in other subjects.
- In some classes there are insufficient opportunities for pupils to write at length, especially in imaginative writing.
- Not enough attention is given to teaching handwriting and, as a result, pupils' presentation is often poor.
- The use of written targets for pupils to help them to improve their work is inconsistent and teachers' marking rarely indicates to pupils how they can improve.

Commentary

42. When pupils join the school their language development is below that expected for their age. By the time they leave the reception year, the youngest pupils have not made the expected progress and standards remain below average. This is partly because many are disadvantaged by the short time they spend in the reception class in comparison with older pupils in the same year. In addition, in the past, systems for the use of assessment to plan work to meet the needs of all children and the teaching of phonics have not been rigorous enough. However, the school has recently taken steps to address these issues and standards in Year 2 during the inspection were found to be broadly in line with the national average. Pupil achievement was satisfactory. Good use of homework means that there is now greater involvement of parents in reading, and this is having a very beneficial effect.
43. Detailed analysis of the 2003 Year 6 test results show that the great majority of pupils made good progress since Year 2. A few achieved very well, and the poor performance of a small minority could be traced to their high rate of absence. During the inspection, evidence from lessons and work suggested that current standards in Year 6 are in line with those expected for their age and that achievement is satisfactory.

44. Teaching during the inspection ranged from satisfactory to very good. It was satisfactory overall. The best teaching was characterised by lessons that used the *National Literacy Strategy* well. Lessons were lively and brisk, challenging and fully included all pupils. Good opportunities exist in English lessons to learn how to write for a variety of purposes and audiences. For example, pupils write reports, letters, instructions, play scripts, poetry and stories and use these skills in other subjects, such as in history when they write letters as an evacuee, or reports in geography and science. They are competent using computers to word process their work. However, there are insufficient opportunities for some year groups to write at length. Some pupils, especially the more able, do not reach the level they are capable of because of a lack of practice in sustained writing. Handwriting is not taught well enough and the presentation in pupils' books is a considerable weakness. Because teachers do not insist on good presentation, pupils are not encouraged to take enough pride in their work. There was little evidence of the practising of handwriting although the school does have a handwriting scheme and a Calligraphy Club.
45. The leadership and management of the subject are satisfactory. However, written targets to help pupils to improve their work are not used consistently, and marking, although conscientious, is not used as a tool for improvement. Rarely are pupils told how they could develop and improve their work. The school has begun to use a system for identifying individual pupils' standards and predicting where they need to get to by the end of each year. This is then being clearly linked to what they need to be taught to meet the prediction. However, this has not, as yet, been introduced into Years 1 and 2 and is not translated into individual written targets for pupils to use. The subject has a comprehensive action plan to tackle identified weaknesses and there has been satisfactory improvement since the last inspection.

Language and literacy across the curriculum

46. Opportunities for pupils to use their language and literacy skills are carefully planned into other subjects. Different forms of writing are appropriately used, although in some year groups pupils still have insufficient opportunities to write at length. Pupils practise diary and letter writing in history and religious education and they write reports in geography and science. Although spelling is generally of a high standard, the presentation of pupils' work, particularly handwriting, often spoils interesting pieces of writing. Good attention is paid to the development of pupils' speaking and listening skills. Pupils are articulate and give clear explanations, for example when explaining their answers in mathematics lessons and when assessing each other's performance in physical education.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Where assessment information is used well to plan work in Years 3 to 6, pupils make good progress in lessons, but where this does not happen the work is too hard for lower attainers and too easy for the more able.
- In the best lessons teachers challenge pupils to find alternative strategies for calculations, but pupils have weak mental mathematics strategies.
- Presentation of work is poor.

Commentary

47. Standards are now broadly in line with national expectations throughout the school and pupils' achievement is satisfactory. In a number of classes, pupils had relatively weak mental arithmetic skills because their recall of numbers and multiplication tables is uncertain, although teachers are successfully using the mental arithmetic sessions at the start of lessons to improve pupils' confidence and help them to develop strategies for calculating. Teaching seen

during the inspection was good, although the quality of teaching and learning over time is satisfactory because assessment information is not consistently used to plan learning. This has been recognised by the school. Teachers are following the guidance of the *National Numeracy Strategy* well, but introductory sessions are often too challenging for lower attaining pupils who would benefit from small group sessions matched to their skills levels. In the most successful lessons, teachers make mathematics fun and pupils enjoy collaborating, as well as working independently, on tasks that matched with their capabilities. Where teaching was less successful, activities were pitched too high or too low for specific groups of pupils in parts of the lessons, resulting in more able and lower attaining pupils achieving less well than they could.

48. Teachers often used plenary sessions effectively to apply learning in real life problems, review learning or have pupils explain strategies. Teaching assistants who support pupils with special educational needs routinely report back to teachers with helpful comments about those pupils' achievement, which was good in most lessons. This information is not consistently used, however, to adjust planning for following lessons. Pupils' generally poor presentation causes some to make careless errors. Leadership and management are satisfactory. There has been success in measures taken to raise standards and achievement and the improvement since the last inspection has been satisfactory.

Mathematics across the curriculum

49. The development of numeracy in other subjects is satisfactory. There are some good opportunities taken for applying numeracy in ICT, science, geography, and design and technology. For example, pupils measure to design boxes in design and technology and try to solve the problem of making corners square.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well and standards are above average.
- Teaching assistants are used well to support pupils with special educational needs.
- Sometimes pupils are given exactly the same work to do regardless of their ability.
- Pupils' presentation of their written work is poor.

Commentary

50. The good improvements made to the curriculum for science have helped to raised standards, which are now above average and considerably improved on those attained at the time of the last inspection. Pupils are enthusiastic about the practical aspects of science. However, the work in their books is often poorly presented with untidy writing, diagrams drawn using thick pencils and labelling often done without using a ruler.
51. Teaching and learning are good overall. They are particularly good in practical work, where pupils are well motivated and work with enthusiasm. Teachers often, however, provide the same work for all pupils in the class regardless of their ability. Pupils with special educational needs are usually well supported in lessons by teaching assistants and, when this is the case, they achieve well, but others sometimes produce scrappy and unfinished written work. The teachers often accept this work without comment. Advice about how to improve is not always provided and the pupils are not aware of what they need to learn next. Most teachers complete a record sheet for each pupil that highlights what they know, understand and can do. However, this information is not always shared with pupils or used well enough to match work to the needs of different groups of pupils. Sometimes, the most able children are given independent

research to carry out, but this is in addition to the same tasks that are provided for the rest of the class.

52. The curriculum for science covers all the required areas well. To help with younger pupils' learning about how things grow, a parent was invited to bring her baby into school and answer the pupils' questions. On another occasion, a farmer brought two lambs into school to help pupils understand about the needs and care of animals. Pupils' understanding of scientific investigation is built on as they progress through the school so that by the end of Year 6 pupils design their own experiments. They experiment with parachutes, magnets, springs and elastic bands to find out about balanced forces. They write up the results of their experiments in a scientific way, although even the more able pupils sometimes omit a conclusion.
53. The subject is well led and managed by a knowledgeable co-ordinator who has led training for the staff and recently introduced an effective scheme of work to help teachers to raise standards. Resources for the subject are very good and the school grounds are used well to support the teaching and learning of science.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils achieve well and, by Year 6, standards are above average.
- Teaching is good.
- Accommodation is good and the resources are very good.
- Teaching assistants are used well to support lower attaining pupils and those with special educational needs and the less able.
- Good use is made of ICT as a tool for learning in other subjects.

Commentary

54. Standards have improved since the previous inspection so that by the end of Year 6 they are now above average. Whilst the teaching observed in most lessons during the inspection was satisfactory, the systematic use of ICT across the curriculum, coupled with the regular use of the ICT suite and interactive whiteboard room, all add up to a picture of good teaching overall. This judgement was borne out during discussions with pupils. They are very enthusiastic about the subject and it is clear that by the time pupils reach Year 6, they have been taught and learned a great deal, are very knowledgeable and are able to use a wide variety of applications routinely in their work in most subjects of the curriculum.
55. The subject is well led and managed. The curriculum for ICT is well planned to ensure that pupils build steadily on their computer skills as they progress through the school. Teaching assistants are used well to support lower attaining pupils and those with special educational needs. There is a programme of continuous staff development so that all staff develop confidence in the use of new equipment as it is purchased, such as the whiteboard, the digital cameras and devices for teaching control technology. The school has used outside help to provide pupils with experience of sending and receiving e-mails. Older pupils have been provided with the opportunity to experiment with video conferencing. Parents have also been involved – with sessions organised where parents can learn new computer skills with the support and assistance of their children.

Information and communication technology across the curriculum

56. Good use is made of ICT in a range of subjects across the curriculum, including art and music. Each class has a weekly lesson where ICT is used in another subject, as well as a separate

ICT skills lesson. This has helped both to raise pupils' ICT skills and to enthuse them in their work in other subjects.

HUMANITIES

Inspectors saw three religious education lessons but were only able to sample one geography and one history lesson, which is insufficient to judge teaching or provision in these two subjects. Nevertheless, samples of work were looked at across the school in all three humanities subjects and inspectors spoke to children about their work.

57. Standards in geography by the end of Year 2 are now satisfactory and this is an improvement since the last inspection. Standards in the work seen are in line with those expected by the end of Year 6 and this represents satisfactory achievement in those aspects of the subject. However, due to an emphasis on revision in English, mathematics and science for the national tests in 2003, evidence in Year 6 books showed that they covered insufficient geography and this affected their achievement. Work on mountain environments and rivers was very superficial and did not allow pupils to further their knowledge about the natural world. Despite an improvement in the provision of atlases and other resources, there is insufficient emphasis placed on developing mapping skills. There was little evidence to suggest, for example, that pupils learn enough about coordinates, grid references, contours or keys.
58. Standards in history are in line with national expectations and achievement is satisfactory across the school. Teachers' planning and pupils' work demonstrate that pupils learn important historical skills as they are encouraged to ask questions and make deductions. They investigate different periods of history and look for similarities and differences and they learn how to research evidence, for example by using video footage. Some periods of history are studied over as much as two terms, which provides pupils with good opportunities to identify changes both within, as well as across, periods of time. Through their written work older pupils practise and use their literacy skills well as they write, for example, in diary form about what it felt like to be an evacuee. Younger pupils make a glossary of words for their book about Florence Nightingale. Some work is well presented but untidy and unfinished pieces detract from the overall standard of work seen.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Teachers plan well for pupils to practise using their literacy skills in a variety of ways to support the development of the subject.
- Teaching is too heavily weighted towards pupils learning facts rather than learning to question their meaning.
- Pupils' work is carefully marked but does not tell them how to improve.

Commentary

59. Standards in religious education are in line with those expected in the locally-agreed syllabus. Pupils' achievement is satisfactory throughout their time at the school and, by the end of Year 6, most pupils have a good understanding of the main festivals and beliefs of Christianity and some other major world faiths. They identify with the beliefs of others through the Hindu festival of Divali and learn about the importance of the festival of Shabbat to the Jewish people. Festivals continue to be a central part of their experience throughout Year 3 to 6. Although pupils build a good knowledge and understanding of the beliefs, teachings and practices of various major religions, they do not spend as much time in reflecting on what religious experiences might mean to those who believe. Asking questions and suggesting answers to central themes such as *creation* are unexplored. There are also insufficient opportunities for pupils to reflect on

the moral issues which might be raised, for example, through a study of the *Ten Commandments* or the *Five Pillars of Islam*.

60. In the lessons seen, teaching was satisfactory overall. Where teaching was good it was because the teacher enabled pupils to build on what they had learnt before. From looking at pupils' work it is clear that all teachers make sure that pupils know and understand what they are to learn in a lesson. However, little attention is paid to providing work for pupils of different abilities. There are good opportunities for pupils to use their literacy skills, for example, comparing religious practices, writing reports, making glossaries for class books and using a diary format to write with empathy about St Augustine. In some cases, work is carefully recorded but overall presentation of pupils' work is untidy and marking does not tell pupils how their work could be improved. The leadership and management of the subject, and improvement since the last inspection, are both satisfactory but assessment procedures to record pupil progress are inconsistent.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Five physical education lessons were observed. Inspectors saw two art and design lessons and scrutinised sketchbooks, wall displays and talked with pupils. In music, four lessons were observed, in addition to singing in assembly, recorder club and talking with pupils. Only one lesson was seen in design technology, which is insufficient to judge the quality of teaching or the school's overall provision. Samples of pupils' work from across the school were examined and standards of the practical work were found to be typical of those achieved by pupils of a similar age both in Years 1 and 2 and in Years 3 to 6. The planning sheets used by younger pupils were completed to a satisfactory standard. However, the designs drawn by pupils in Years 3 to 6 were often scrappy and badly presented. There is good evidence that pupils evaluate the outcomes of their work and consider how improvements can be made. Overall, achievement is satisfactory throughout the school.

Art and design

The provision for art and design is **unsatisfactory**.

Main strengths and weaknesses

- Pupils in Year 2 achieve well.
- Pupils in Years 3 to 6 do not get enough opportunity to develop their skills.

Commentary

61. Standards in Year 2 are better than the expected nationally and pupils achieve well. Relatively little time is given to teaching art to older pupils and so they do not have the opportunity to develop their skills systematically as they move up the school. As a result, achievement in Year 6 is unsatisfactory and this represents unsatisfactory improvement since the last inspection. The good standard of work in Year 2 is in part attributable to a retired teacher who comes in to school voluntarily to work with small groups of pupils exploring the use of different colour mediums such as paint, inks and pastels. Work on autumn colours in landscapes, with simple perspective incorporated effectively, is exceptional.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Singing is a strength in music and both boys and girls sing well in assembly.

- The school is well stocked with musical instruments but some are in need of replacement.

Commentary

62. Attainment is in line with national standards and pupils achieve satisfactorily throughout the school. Both boys and girls particularly enjoy singing. The choir and recorder groups perform within school and the local community. Teaching is satisfactory overall. When teaching is good, pupils have a variety of challenges within the lesson and they learn and achieve well. Pupils in Years 1 and 2 sing their favourite songs clearly with good expression, paying good attention to dynamics and tempo. In Year 6, pupils enjoy writing their own words for rounds to the tune of *London's Burning*.
63. There is satisfactory improvement in the planned curriculum, which now gives pupils a suitable range of musical experiences, such as creating and performing music. There are good links with design technology, with pupils designing and making their own musical instruments. They enjoy listening to great composers and different styles of music in assemblies and lessons. In a Year 6 lesson, they experienced and responded to yodel and Afghan vocal music by graphic interpretations of the sounds rather like the recording on an oscilloscope. They had fun composing their own musical scores with graphical representations of their choices. They also experience using ICT to compose music. Opportunities for playing instruments are plentiful from Year 1 upwards when pupils begin by telling high from low sounds with smaller and smaller changes of pitch, although some pupils have difficulties initially and find it difficult to stay attentive. The school has a good number of instruments, but a few are now in need of replacement and there are few ethnic instruments.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Standards by the end of Year 6 are above average.
- Pupils achieve well because teaching is good.
- All aspects of the curriculum are covered well and there is a good range of sports clubs.
- A minority of pupils do not behave well enough in lessons.

Commentary

64. In Year 1 and 2, standards are average. Pupils make good progress as they move through the school and, by the end of Year 6, standards in swimming, dance, and games are above average. Almost all pupils in Year 6 can swim at least the nationally expected 25 metres, and all pupils take part in life-safety lessons. Standards in gymnastics are average. Standards have risen since the last inspection, when they were found to be average throughout the school.
65. Teaching is good. Lessons are well planned, and appropriate resources are used well. Teachers give clear instructions and explanations, pay good attention to health and safety and teach pupils about the benefits of exercise. They have high expectations of behaviour which most pupils meet well because they enjoy their lessons. However, there are a minority of pupils in Years 4 and 5 who make learning difficult because they do not listen to instructions and talk throughout the lessons. The overwhelming majority of pupils try hard and they achieve well.
66. The curriculum covers all aspects of physical education well and the school works closely with other local schools to enhance provision. For example, they use the swimming pool in a nearby school and take part in games matches with other local schools. After-school clubs are well supported and in the dance club seen during the inspection, pupils were achieving high standards. Resources for physical education are good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

No citizenship lessons were observed because citizenship is not yet taught in the school as a discrete subject. The provision for citizenship is beginning this term and teachers have begun to record where citizenship occurs across the curriculum. Other areas, such as environmental issues within geography and the School Council, make valuable contributions.

Personal, social and health education

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

Main strengths and weaknesses

- The personal, social and health education (PSHE) programme is comprehensive.
- The teaching is good.

Commentary

67. A comprehensive range of topics are covered, including caring for ourselves, drugs awareness, alcohol and tobacco, relationships, feelings, keeping safe and self-awareness. PSHE is co-ordinated well across the school and makes a good contribution to pupils' personal development. Improvement since the last inspection has been satisfactory. Four lessons were observed and the quality of teaching was good overall. Features of good lessons are the discussions and developing awareness of pupils through them. For example, in a Year 6 discussion on personal safety, pupils recognised that they must use personal judgement in situations when an adult offers help. They gave thoughtful responses in role-play and constructive criticisms of each other's suggestions. A very good session with Year 4 on positive behaviour reinforcement showed a small group of pupils on the profile of special educational needs make big strides in their social behaviour within a range of situations.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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