

INSPECTION REPORT

ENDON HALL

Stoke on Trent

LEA area: Staffordshire

Unique reference number: 124146

Headteacher: Mr R Bramley

Lead inspector: J Palk

Dates of inspection: 9th – 11th February 2004

Inspection number: 256069

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:	227
School address:	Hillside Avenue Endon Stoke on Trent Staffordshire
Postcode:	ST9 9HH
Telephone number:	01782 502645
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr N Smith
Date of previous inspection:	29 th June 1998

CHARACTERISTICS OF THE SCHOOL

Endon Hall is an average sized primary school. Pupils come from the nearby and neighbouring villages. The socio-economic profile is favourable. Very few pupils are receiving free school meals. The proportion of pupils with special educational needs is below average; most have moderate learning needs. Two pupils have a statement of special educational needs. The majority of pupils are white British origin with minorities of mixed white African and Asian backgrounds. No pupils are learning English as an additional language. The movements of pupils leaving or joining the school other than at the usual times are typical of most schools. There is a similar number of boys as girls but there is considerable variation in the proportions in different classes. Children join the reception class in the year that they are five and their attainment overall is average. They are above average in literacy and social skills, and average in other areas of their learning. Pupils are taught in year groups.

The school has received *school achievement awards* for the last three years.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23630	J Palk	Lead inspector	Foundation stage, science, information and communication technology and music.
9883	B Silvester	Lay inspector	
1963	S Raychaudhuri	Team inspector	English, geography, history and religious education.
21245	W Lowe	Team inspector	Special educational needs, mathematics, art and design, design and technology and physical education.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school is **very effective**. Pupils achieve very well because of the very good teaching and very effective leadership. Pupils learn very well; they are enthusiastic and there is an interesting curriculum. The governors give strong support ensuring that the school is continuing to get better. Standards are well above average overall, and National Curriculum test results are well above those of similar schools. This is secured at costs that are below average; consequently, the school is giving excellent value for money.

The school's main strengths and weaknesses are:

- Standards are well above average in English, mathematics, science and music by the end of Year 6.
- National Curriculum test results in 2003 are in the top five per cent of all schools nationally.
- Teaching is very good; there are high expectations of all pupils and well directed teaching assistant support to meet the needs of individual pupils.
- Standards are above average in art and design, geography, history and religious education.
- Pupils' attitudes are very good and they are very keen to learn.
- The curriculum emphasises speaking and listening, practical and problem solving skills and is very well enriched through a range of opportunities to learn together.
- Resources for teaching information, communication and technology (ICT) have recently been improved but computers and computer technology is infrequently used in other subjects.
- Teachers are good at identifying what pupils need to learn and keeping a check on their progress, but this information is not regularly shared with parents.

Overall, the school has made good progress since the last inspection. The school has responded well to the previous issues and standards are now higher in all subjects. Teaching is of better quality, there is greater challenge and there are higher expectations in all subjects of all pupils, based on assessment information. Pupils have more opportunities to develop their independence and use their skills in a wide range of subjects; with the exception of their ICT skills. The management of the school is now good and procedures for evaluating and taking action are strong features of the leadership and management.

STANDARDS ACHIEVED

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

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

Achievement is **very good** overall. Performances in National Curriculum tests in Years 2 and 6 have improved year on year and are well above those of similar schools. Year 6 results are in the top five percent of all schools nationally in English and mathematics. The inspection found that children make good progress through the reception class. They attain above average standards in relation to the goals children are expected to reach by the end of reception class in the areas of learning. Pupils also achieve well in Years 1 and 2 and by the end of Year 2 standards are above average. Almost all achieve at least expected standards in their English, mathematics and science work with a good proportion reaching higher levels. Lower attaining pupils make very good progress to reach expected standards. By Year 6, pupils are achieving very well in many subjects. Higher attaining and average

attaining pupils make very good progress. The current pupils are reaching standards that are well above average in English, mathematics and science and above average in many other subjects. Pupils with special educational needs make good progress, and those of mixed ethnic backgrounds make the same progress as other pupils.

Pupils' personal qualities are **very good** overall. Their attitudes and behaviour are very good, as is attendance. Their spiritual, moral, social and cultural development is good.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**.

Teaching and learning are **very good** overall. Teachers manage their lessons very well ensuring that pupils work very well together. Work is well matched to pupils' needs, enabling pupils to consolidate but also stretch that little bit further in each lesson. Much of the work inspires and motivates pupils and they work hard. Teaching assistants give very good support. Teaching in the reception class and Years 1 and 2 is good. Teaching is very good in Years 3 to 6. Teachers' questions are penetrating and perceptive. They demand the right amount of intellectual challenge and give the pupils the confidence to share their thinking. The comments made to pupils celebrate their efforts and leave them clear about how to improve further.

The curriculum is good and there is considerable practical activity that 'makes learning fun' and forms the basis for high levels of commitment from the pupils. There is very good enrichment through art and music as well as many sporting opportunities. Speaking, reading and writing skills are developed very well in other subjects, but this not strong for ICT skills. Pupils' care and welfare are very good. There are high expectations of pupils with special educational needs, backed by good provision, and they make good progress. Higher attaining pupils are well challenged. Links with the community are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**.

The school is very well led by the headteacher. Other key staff also provide very good leadership and have a good understanding of developments in their subjects. Management is good. Pupils' achievements are adequately tracked and teaching is monitored effectively so that the school is good at coming to a view about its strengths and weaknesses. The budget is carefully managed to ensure the ambitions of the school are met. The work of the governing body is very good. They use their own areas of expertise and form a strong and effective team. Statutory requirements are fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are satisfied. They feel their children are well looked after and encouraged to learn. Parents would like more information about the progress their children are making and this is supported by the inspection's findings. Pupils really like their school.

IMPROVEMENTS NEEDED

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

- Improve opportunities for pupils to use the full range of ICT skills across the curriculum.
- Provide regular information to parents about their child's progress.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is very good overall. It is good in reception and Years 1 and 2, and very good overall in Years 3 to 6, regardless of ethnic background. Lower attaining pupils do particularly well in Years 1 and 2 and higher attaining and average pupils in Years 3 to 6. Boys achieve very well in years 3 to 6. Standards are well above average in English, mathematics, science and music by the end of Year 6 and above average in religious education, history and geography.

Main strengths and weaknesses

- The improvement in the school's average National Curriculum scores in tests for pupils in Year 2 and Year 6 is above the national trend.
- Pupils are achieving very well in Years 4, 5 and 6 in English, mathematics and investigative science.
- Pupils with special educational needs achieve very well in Years 1 and 2.
- Pupils are achieving well in ICT but are below average in control and modelling skills because of a lack of earlier experiences.

Commentary

1. The Year 2, 2003 test results were well above the average for all schools in reading, writing and mathematics and were overall well above those of similar schools. More pupils reached the higher levels than in previous years and, consequently, the upward trend in results continues to exceed that found nationally. Boys have continued to perform better than girls in mathematics tests and, as a group, have also closed the gap with girls in their reading and writing performance.

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

Standards in:	School results	National results
reading	17.1 (16.5)	15.7 (15.8)
writing	16.9 (15.4)	14.6 (14.4)
mathematics	18.3 (18.0)	16.3 (16.5)

There were 30 pupils in the year group. Figures in brackets are for the previous year

2. In the Year 6 tests, results were very high in English and mathematics and well above average in science. Compared with schools with similar numbers of pupils claiming free school meals, the results overall were in the top five per cent. These performances speak for themselves. When compared to pupils' prior attainment the results were well above average. Attainment in mathematics is strongest, where high numbers reach the higher, level 5. The proportion reaching level 5 in English are also well above average, exceeding the school's demanding targets. Boys have consistently achieved better than girls in the last three years, particularly at the higher levels. Pupils of average ability achieve very well, and many attain above average standards.

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

Standards in:	School results	National results
English	30.4 (29.7)	26.8 (27.0)
mathematics	31.6 (30.8)	26.8 (26.7)
science	30.4 (29.7)	28.6 (28.3)

There were 35 pupils in the year group. Figures in brackets are for the previous year

3. The attainment on entry is not particularly high. There is an average spread of ability but more children than is usual have good attainment in communication, language and literacy. Personal and social skills are also above average. The teaching in the reception class capitalises on this feature and with strong teaching, very good organisation and well-targeted activities all children achieve well. The lower attaining children learn well through well chosen games and play, combined with a strong emphasis on developing their vocabulary. By the end of the reception year most children are meeting all the goals that they are expected to meet in their knowledge and understanding and exceed those in literacy, numeracy and their personal, social and emotional skills.
4. Standards overall are above average in Year 2 rather than well above as were last year's test results. This is because of a change in the ability of the cohort – as cohorts are small a small increase in the number of pupils with special educational needs can lower standards even though the pupils themselves are still doing well. Standards in Year 6 are currently well above average. With the very good quality teaching they will improve still further, and may well match last year's National Curriculum test results.
5. The strong practical and investigative approach to learning taken by teachers has boosted the achievement of all pupils. Boys, in particular, are achieving very well in a range of subjects particularly in the older classes, and this is a strong incentive for other boys through the school. Reading, writing and problem solving skills receive good emphasis in the full range of subjects and this helps lower attaining pupils achieve well in many subjects. There is regular support for lower attaining pupils through the very good use made of teaching assistants and additional teaching staff. Pupils on the register of special educational needs are given precise targets and there is a high emphasis placed on their self-esteem that is rewarded through some very good progress in Years 1 and 2. Pupils of average ability make very good progress in Years 3 to 6 because of the high expectations that they will achieve well above average standards in all subjects. The higher attaining are consistently well challenged and given the breath of curriculum necessary to achieve highly in many other subjects. In particular the writing of many older pupils is a very high standard and this has an impact on their achievement in science, history, geography and religious education.
6. Pupils achieve well through the school in ICT. It is only in recent weeks, with a considerable investment in updating resources, that pupils can now access the full and challenging software to learn their control and modelling skills. With the very positive attitude to learning and the proven ability of all pupils to learn quickly and competently it is only a matter of time before standards in this area are in line with expectations.

Pupils' attitudes, values and other personal qualities

The level of attendance is very good, and very nearly all pupils are punctual. The pupils' attitudes and behaviour are very good. The pupils' personal development, including spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- Pupils learn very well together and have fun in their lessons.
- Collaborative skills in Years 3 to 6 are of high quality, and these impact positively upon learning.
- The provision for moral and social development is very good, which is reflected in the very good behaviour and relationships observed.
- Multi-cultural experiences are planned in music but underrepresented elsewhere in the curriculum.

Commentary

7. Attendance has improved since the previous inspection; it is well above the national average and is very good. Lessons start on time and pupils settle quickly to the work given.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	2.9	School data	0.0
National data	5.4	National data	0.4

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

8. The school's motto is 'Learning together and having fun', and this is exactly what happens in the school. The pupils greet every lesson with eagerness, anticipating they will enjoy what their teachers have prepared. They are keen to seek answers and group or collaborative learning is a genuine shared experience for all pupils. They are enthusiastic learners and well motivated to help make the school even better. Children in the reception class play very well together and learn well how to share and work together. In Years 3 to 6, collaborative skills are high and this has a positive effect on their progress and achievement. Behaviour in class and around the school is very good. There have been no exclusions from the school. Relationships between pupils and between pupils and adults are very good because they have respect for each other. Boys and girls, pupils of all ethnic backgrounds, older and younger pupils work and play harmoniously together. There is no evidence of bullying, racism or harassment.
9. The assemblies are used well to bring the school together for a period of reflection. There is a well-planned programme that contains a multi-cultural and multi-faith mix of stories and themes. Pupils learn to value each other and their achievements, regardless of race, gender and disability. Whilst there are good links with local Christian churches, whose clergy come into school to take assemblies, these have not been extended to embrace other faiths. Pupils are aware of diversity of cultures through their studies in religious education and geography, and are adequately prepared for life in multi-cultural Britain.
10. The school's social and moral values are very well reinforced through displays, posters and photographs around the school. Pupils are encouraged to take responsibility for their actions and to play a full part in events in the school and local community. There are, for example, regular plays, concerts and village events that the pupils take part in. All pupils have responsibilities in their own classes and Year 6 play a leading role in helping manage playtimes and with settling in pupils recently arrived in school. Pupils lessons in personal, social, health and citizenship education (PSHCE), foster a sense of community and contribute to their constructive relationships, personal confidence and self-esteem.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good education. The good curriculum is broad, balanced and offers challenging experiences. Good and very good teaching ensures that pupils' achievement is

sustained through the school. Pupils are very well cared for. There are good links with the community, parents and other schools.

Teaching and learning

Teaching and learning are very good overall. The quality of teaching in Years 4, 5 and 6 is very good, enabling very high standards to be reached by many pupils. Assessment of pupils' work is good; it is regular and good use is made of the information to provide exciting work and direct support staff to where they can help.

Main strengths and weaknesses

- Good organisation and management in the reception class ensures children make a good start to their learning.
- Very high expectations in Years 4, 5 and 6 lead to demanding work.
- Teachers manage their pupils very well and, consequently, pupils work very well both independently and collaboratively.
- In the small number of satisfactory lessons the pace of the lessons was not as crisp and sharp as it could have been.
- Teaching assistants support teachers very well and contribute to the high standards.
- Older pupils have a very good understanding of what they need to do to improve through their discussions in lessons.

Commentary

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (5%)	12 (32%)	15 (39%)	9 (24%)	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.

11. Teaching and learning in the reception class is good overall. Adults have a very clear grasp of the requirements of the foundation stage; they are well organised and use the classroom well to create interesting and exciting areas in which to learn. There is a good emphasis on practical activities and games, which make a valuable contribution to the success of children's learning.
12. In the high proportion of very good teaching is one key to the school's success. Teachers develop and sustain very productive relationships with pupils; they encourage them, praise them and give them confidence in their abilities. Teachers are very skilful at making the learning enjoyable, whilst, at the same time, making sure it is purposeful and rigorous. In one outstanding literacy lesson the teacher used real ice and arctic photographs to capture the atmosphere of what ice might be like. The resulting writing was inspired. The lessons are always well balanced, incorporating very successful approaches to literacy and numeracy teaching. Teaching assistants and support teachers make a big contribution in all lessons; they work closely with individuals and groups of pupils and have a sharp grasp of what pupils need to learn. Teachers base these groupings on assessments of pupils' work, individual targets and discussions with adults. Teachers and teaching assistants have a very good understanding of how to teach English and mathematics effectively and are always seeking ways they can improve their effectiveness.
13. Much of the teaching is good or very good because the teachers think carefully about the resources they are to use in lessons and the questions that will set pupils thinking. For example, in mathematics work, they set real problems to solve or in religious education vary the way the pupils present their work.

14. Teachers manage the lessons very well and there are high expectations that pupils will work independently but also productively in groups. Classrooms, particularly for the older pupils are cramped, but teachers make very good use of displays and also the computer suite to extend the learning. Some of the results of pupils working together in music lessons led to some excellent learning at a level already well above expectations. The pupils organised themselves quickly and just the right balance had been struck between what was expected and collaborative working. Features of very good teaching are the comments made to pupils during lessons. These are often in the form of additional challenges but also emphasise the need to explain clearly and use the appropriate language to convey understanding. Some of the marking is very good.
15. Teachers have a clear idea of what they want to cover and use the time well. Pupils, including those with special educational needs and higher attaining pupils, are usually offered tasks that are well matched to their needs and this means that they are well challenged and learn well. In satisfactory lessons, the initial teaching lacked some of the punch seen in more effective lessons; teachers talked overlong, or were not clear about how to develop the pupils' responses. The head teacher and senior managers regularly support the teachers with lesson planning and teachers are encouraged to try out ideas. This contributes to the vibrancy evident in many lessons.

The curriculum

The school ensures all pupils have a good quality and range of learning opportunities. The good curriculum is greatly enriched by a very good range of extra-curricular activities. Accommodation and resources are satisfactory overall.

Main strengths and weaknesses

- Investigation and problem-solving activities support independent learning well.
- The use of ICT is not as well developed as it should be.
- Provision for pupils with special educational needs is good so they achieve well.
- Extra-curricular provision is a significant strength of the school and an important means of extending students' interests and learning outside lessons.
- Literacy and numeracy are well integrated into other subjects;

Commentary

16. The school has made good improvement in developing the curriculum since the last inspection and the requirements of all National Curriculum subjects and religious education are fully met. The school's aim to make learning fun for all pupils is well reflected in planning and teaching. Investigation and learning from first-hand experience feature strongly in English, mathematics and science; enquiry and research are an integral part of history and geography; and all subjects provide good opportunities for speaking and listening, reading and writing. The development of writing skills in other subjects has been a priority of the school, and has been met with very much success in continuing to raise standards. The provision for ICT has improved to satisfactory since the last inspection but its practical use in other subjects is still limited. The school offers its pupils many opportunities for reflection through literature, art and music and the legal requirement of a daily act of collective worship is met.
17. There is very good equality of access and opportunity. The school considers carefully the needs of different groups of pupils who have not yet reached the nationally expected level in a core subject and provides them with additional support. The provision for pupils with special educational needs is now good. Teaching assistants understand their needs well and use different strategies and resources to help them in lessons. Higher attaining pupils are encouraged to develop their skills, often through homework and membership of the many clubs. The focus on individual pupils and their needs results in all being fully included in the life

of the school. The staff ensure that pupils are prepared effectively for transfer to their next year groups. The very good curricular links with secondary schools in subjects such as modern languages help provide for a smooth transition.

18. The impact of the curriculum and the coverage is monitored regularly by the headteacher and senior managers. The curriculum is innovative and enjoyable. Joint training with another local primary school takes place and visits have been made to a 'Beacon' school to help the school develop its curriculum. The pupils benefit from a very wide range of clubs and activities, before, during and after school hours. These are very well attended. Sporting and musical activities are very much appreciated, giving pupils many chances to demonstrate and develop their talents. These opportunities make a very significant contribution to pupils' learning and personal development.

Care, guidance and support

The school makes very good provision for ensuring pupils' care, welfare, health and safety. It provides pupils with good support and guidance, based on monitoring. There is satisfactory involvement by pupils in the work and development of the school.

Main strengths and weaknesses

- Pupils think coming to school is fun and they feel safe and secure.
- There is a wide range of whole-school responsibilities given to Year 6 pupils.
- Pupils are consulted every year about their views of the school; although there is no school council.

Commentary

19. Regular health and safety surveys and risk assessments are carried out. All staff receive basic first aid training, and three members of staff are fully trained. The school is committed to encouraging its pupils to develop a healthy way of living and is working towards a Healthy School Award. The school has staff trained to meet the needs of pupils with dyslexia and moderate learning difficulties.
20. The teachers and other staff know the pupils well and are very caring towards them. Pupils look after pupils new to their class and older pupils are also involved in helping them settle in. This works well as do the arrangements for children starting in the reception class.
21. Assessment procedures have been strengthened since the previous inspection. Assessment in the core subjects of English and mathematics is very thorough. In the foundation subjects it is satisfactory and provides the school with the information they need about what skills pupils have attained. The analysis of test data is strong; pupils have subject targets based on these assessments, but these are not communicated to parents.
22. All pupils have duties in their classes. The pupils in Year 6 have a wide range of school duties as play leaders, house captains and generally helping the younger pupils. If a pupil is having a difficult day, their name is noted in the play leader's book and the play leaders try to involve that pupil in fun activities at lunchtime. This is a good example of the caring nature of the school. In the pupil questionnaires for this inspection, and during the inspection week, pupils were very supportive of the school.

Partnership with parents, other schools and the community

The school has good links with parents and very good links with the local community. The school's links with other schools and colleges are good.

Main strengths and weaknesses

- Parents are very supportive of the school and many regularly help in the school.
- The school works very closely and effectively with its local community.
- The targets for pupils to meet are not regularly shared with parents.

Commentary

23. Parents are appreciative of all the school is doing and this has a positive impact on the pupils' work and achievement. Newsletters are effective and informative. They are regularly sent out with a section that parents complete to raise queries. This works well for most parents. However, despite this, a few parents do not feel they get enough information about how the school deals with behaviour and bullying. A well-presented prospectus deals with this adequately.
24. Pupil progress reports are satisfactory. There are two targets but these are not linked to the subject specific targets that pupils are working towards in lessons and, because parents do not know what these are, they can not follow them up. There are regular meetings with parents where general issues to do with their child's progress are discussed, but some parents feel these are not followed up.
25. Parents' evenings, school functions, concerts and school plays are always well attended. Parents support the regular homework and the school makes help available to children who do not complete work at home. The very active Parent Teacher Association (PTA) have raised funds that significantly enhance the pupils' education: for example, through the purchase of - new stage and digital cameras. The school has very good links with the local community, of which it is an integral part. Pupils take part in a range of local events and many volunteers from within the community come and support the teaching. Business links include the sponsorship of the school handbook last year and Year 6 gaining work experience in catering at Haydon House. The good connections with the local secondary school are utilised to provide additional teaching expertise in modern languages for pupils in their last year. There are also good links with two local schools catering for pupils with special educational needs; these make a positive contribution to the school's mission to offer a fully inclusive education for pupils with differing needs. Teachers are continually seeking to improve their practice and to this end have an established link with two primary schools for staff development training.

LEADERSHIP AND MANAGEMENT

Leadership is very good, as is governance. There is an ethos of care for the pupils linked with a commitment to high standards that is sustained by the very good leadership of the headteacher, governors and senior management staff. Management is good.

Main strengths and weaknesses

- The headteacher has the ability to instil in others a sense of purpose and high expectations.
- The headteacher and deputy headteacher provide very good role models for both staff and pupils.
- There is very good strategic development planning by the school's senior management team and the governing body very ably supports continued improvement.
- Assessment information is used well to set targets but analysis does not go deeper into the progress being made by different groups of pupils.

Commentary

26. The headteacher and his senior management team are very much the driving force behind the high levels of attainment found within the school. They act as very good role models for their colleagues and pupils and are ambitious for the school. They have not, however, lost sight of the importance of ensuring that all their pupils, whatever their level of attainment, are given the

opportunity of benefiting from all the school has to offer: this they do very well. The school has reached a very good level of strategic planning and develops its provision through a three year cycle that brings together all aspects of its monitoring. Governors, parents, staff and pupils are all involved in the process and account is taken of their views, of current legislation and national initiatives.

27. As well as its role in planning for the future, the governing body is fully involved in the life and management of the school and it plays an important part in the development of a common sense of purpose. Members maintain close links to the curriculum through regular discussions with the subject co-ordinators and presentation sessions. They regularly check on the progress the school is making towards its improvement and performance targets.
28. The school self-evaluation, completed before the inspection, closely matches the inspection judgements in most aspects. Monitoring and evaluation of teaching and learning are regular and all staff have access to a good level of professional development training; in particular, developing teachers' and co-ordinators' management skills. The headteacher and deputy ensure that there are good levels of support where teachers need it most, and maintain the high level of expectations of pupils' learning. Assessment results are analysed to keep a track on individuals' performance but the school is not using the information to look closely at the progress of different groups of pupils through the three key stages. This would help the school come to a view about the progress of girls through the school and identify able and talented pupils. As part of its effective programme of curriculum development the school has provided teaching staff with training in monitoring and feedback techniques. This is good preparation for the school's application for the Investors in People award.

Financial information

Financial information for the year April 2002 to March 2003. Figures exclude capital income and expenditure.

Income and expenditure (£)		Balances (£)	
Total income	478,080	Balance from previous year	22,182
Total expenditure	487,051	Balance carried forward to the next	13,211
Expenditure per pupil	2145		

29. The school manages its resources very well and applies the principles of best value when considering how to use them.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

30. The provision has improved since the last inspection and is now good overall. Standards are similar to those reported at the last inspection and all children continue to achieve well. Provision has improved since the last inspection because adults plan well together. The tracking of children in communication, language and literacy and mathematical development against the requirements of the early learning goals, and the good use that is made of this information, ensures that work is well matched to children's attainment and stage of development. The adults have good knowledge of how young children learn and generally high expectations of what they can achieve. There are daily opportunities to work outdoors with a good range of resources although there is no covered area. Whilst this does not restrict their physical development, it diminishes slightly the richness of the curriculum.
31. There are strong links with parents that benefit children's personal, social and emotional development and children settle into school quickly. The quality of curriculum leadership in the foundation stage is good. The co-ordinator has responsibility for managing provision in Years 1 and 2, and the transition of children to this stage is effective.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children's behaviour is very good; they are eager to learn and participate well in activities.
- Children work well independently.
- There are good opportunities for the children to develop initiative and independence.

Commentary

32. Teaching is good. All adults work hard to help children feel secure. This raises their confidence and willingness to take part in activities, and make some choices about their work. Children behave very well. Adults promote this, for example, by teaching them the difference between right and wrong and helping them understand, in simple terms, how their actions affect others. All adults promote social skills well. Consequently, children share equipment, take turns and chat to each other when working. Children learn simple rules and routines, such as remembering to put up their hands to answer questions and of the need to walk sensibly in a line when moving around the school. Children have learnt how to work unaided. Many have the ability to organise their own games and help each other; for example, taking turns in mathematical activities. Children achieve well in this area and their personal, social and emotional development is well above that expected.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Good attention is paid to speaking and listening skills.
- A good selection of games helps reading and writing skills develop well.

Commentary

33. Teaching is good. Most activities have a strong focus on developing speaking and listening skills. The teacher encourages children to prepare questions to ask. The teacher and support staff take part in role-play and other activities to encourage children to talk, skilfully prompting them to extend their vocabulary. The puppet theatre and doctors' surgery encourage spontaneous conversation to develop well in creative activity time. The development of writing skills features prominently. Areas are well used by children during creative activities that promote writing. More formal writing is a regular feature of the day and children are encouraged to write for a range of purposes. Handwriting skills and correct pencil grip are well promoted. By the end of reception most children write the letters and many make good attempts at writing words and short phrases independently, showing good application of what they have learned about letter sounds. Children are achieving well in their writing and the majority are exceeding the expectations in this area.
34. Children's reading skills develop steadily and the majority exceed expectations by the end of the reception year. All children listen attentively to stories and handle books carefully. Staff encourage them to read notices and captions; a love of books is promoted well. Children are learning their letters, and the sounds associated, and many children read well at this stage of the year. Good use is made of ICT to support children's literacy development.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Practical games act as a base for learning about numbers and how they work.
- Mathematical ideas are promoted well in many situations, including outdoor play.

Commentary

35. Children achieve well and exceed expectations in this area because they are taught well. A good quality range of dice games and board games forms the basis of much of the teaching and this encourages children to enjoy mathematics. The games extend the children's reasoning and patterning skills as well as introducing them to early ideas of algebra. About two thirds of the class are already recognising numbers above ten and a good number of these pupils are beginning to calculate using their numbers to twenty. Some good use was made of ICT when children used a simple matching programme to help a favourite character complete his quest for numbers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- Learning in this area is well supported by resources and daily activities.
- Activities are not well targeted to individual needs as there is little up to date assessment information being used.

Commentary

36. The daily reports from the weather station, some good quality displays such as the Chinese restaurant and the linked play activities all serve to promote and develop children's interest in the world around them. However, assessment in this area of learning is not yet developed and

the activities tend to be taught to the whole class rather than meeting the specific needs of children. Teaching is satisfactory and, consequently, children achieve satisfactorily rather than well. Their vocabulary develops well, when compared with their attainment on entry, because of the good emphasis given to speaking and listening and the labelling of displays in the classroom. Most of the children are on course to achieve expected standards by the end of reception.

37. There is only one computer working in the class. In the past there has been very little opportunity for the reception children to use ICT, but this is now better and they are learning better than last year's children.

PHYSICAL DEVELOPMENT

It was not possible to make a judgement about provision because not enough observations were made in this area of children's learning. Children co-operate very well when playing outside and during their movement lesson in the hall. They show appropriate control over small equipment such as scissors when cutting and sticking materials to make model penguins.

CREATIVE DEVELOPMENT

Provision in creative development also had to be sampled. There is a well-resourced range of activities that encourage children curiosity and adults provide sensitive support for children's learning. Although a structure is often provided for art work, children are given good opportunities to make choices and show creativity. Good use is made of ICT and children produce recognisable pictures whilst controlling the mouse well to draw lines. Pretend play areas that include dressing up clothes and props such as mobile telephones, as well as small-world toys, such as farm animals and play people, provide good opportunities for children to use their imagination.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- The overall quality of teaching is very good. It is very good in Years 4 to 6 and, consequently, pupils achieve very well.
- In the work seen, standards are above average by the end of Year 2 and well above average in Year 6.
- A strong focus on different types of writing contributes to very high standards of written work in Year 6.
- Speaking and listening are promoted well through discussion and group work.
- Provision for literacy is a significant strength of the school as literacy skills are developed very well in other subjects.
- The subject is very well led; pupils' achievement is carefully monitored and teaching assistants are well deployed.

Commentary

38. The school has raised standards since the last inspection. It has narrowed the gap between pupils of different prior attainments through very good teaching and careful monitoring of pupils' achievement. All groups of pupils now achieve very well and many lower attaining pupils reach standards above those expected for their age. This represents good improvement since the last inspection.

39. A particular strength in teaching is the way the teachers use discussion and talk to encourage pupils to develop ideas. For example, Year 6 pupils discussed in pairs the characters in the book *Split Nolan*, as if they were the author, and gave eloquent answers. Lessons offer many opportunities for speaking and listening. Pupils in all classes readily volunteer to answer questions and they use paired and group talk very well to refine and extend their ideas and explore new ones. Consequently, standards in these activities are high by Year 6.
40. The school is very aware that achievement in reading for pupils in Years 1 and 2 could be better than it is now, and is developing small group reading times. The strong focus on the teaching of phonics linked to spelling helps pupils to read fluently and spell correctly. Teaching assistants are providing valuable support in this area. In Year 2, although pupils read fluently with good understanding, not many pupils discuss books or express their preferences for authors or books. They show limited skills in predicting what might happen next. Pupils through the school enjoy reading. There are opportunities for whole class reading where teachers join in, thus becoming good role models. By Year 6, almost all pupils are well able to draw on implied meanings and conclusions from their reading of a variety of texts. Their reading standards are well above average and lower attaining pupils are very confident reading from a variety of material.
41. Pupils' achievement in writing has improved considerably and has contributed to the continuing upward improvement in attainment. There are more opportunities to write for a range of purposes, and targets help pupils understand what they have to do to improve. Teaching assistants provide very good support in lessons with small groups of pupils; helping them to edit their writing or discussing how they can phrase their writing more effectively. Teaching is often imaginative and stimulating. The result is that learning is very good through the school; pupils move on quickly in writing with creativity and expression. For example, the excellent teaching in a Year 4 lesson inspired pupils' imagination through an experience of sound, light and visual images when writing a description of a setting for 'Snow Queen'. The qualities and texture of real ice fascinated them. The pupils responded with enthusiasm and described them using words such as 'translucent' and 'crystallised'.
42. Although assessment and monitoring of pupils' achievement are thorough and systematic, marking is not used well in Years 1 and 2 to tell pupils exactly how well they are doing and what they need to do to reach the next step.
43. Very effective subject leadership displays both vision and an innovative approach to developing and improving the subject. Monitoring of teaching and learning have been developed to achieve consistency in teaching and to maintain high standards.

Language and literacy across the curriculum

44. The provision for literacy across the curriculum is very good. Pupils' speaking, listening, reading and writing are developed very effectively in most lessons. There is also ample evidence of teachers using lessons like history, geography, religious education, mathematics or science to develop reading and writing skills.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Teaching is very good overall: this results in very good achievement and standards that are well above average in Year 6.
- The progress of pupils is well tracked through the school by the effective use of assessment procedures.

- Pupils and their teachers are excited by mathematics and there is an atmosphere of enthusiasm and a willingness to work hard.

Commentary

45. Standards in work seen have reached such a high level because of the good, often very good quality of teaching. Standards by the end of Year 2 are above average. Lower attaining pupils reach standards expected for their age. They develop a strong foundation of mental skills because of regular practice. They acquire a flexible approach to working with numbers and shapes because of the emphasis on practical games and patterns. Older pupils are particularly good at using a range of strategies to solve number problems. Their mental arithmetic skills are very quick.
46. A major factor in the successful learning is the ability of the teachers to communicate their enthusiasm to the pupils, to stimulate them and make the lessons fun. The pupils enjoy what they do and, in consequence, work hard for their teachers. Careful lesson planning reinforces this element. There are high expectations and the challenge, support and questioning all contribute to the very good achievement shown by the pupils. Lessons have a good pace and resources are used effectively to move them along. Teaching assistants are used very well to help individuals, whilst the teacher gives undivided attention to another group.
47. Assessment is used well by teachers and they react quickly to address any uncertainties. For example, in an exercise designed to provide practice in converting decimals to fractions and then to percentages the teacher recognised that the pupils were having problems and through a good level of discussion, in which the process was reviewed, developed their understanding.
48. There has been very good improvement since the last inspection when teaching and progress were judged satisfactory and the use of resources was inadequate. Good leadership by the co-ordinator and very effective support from other members of the management team have had a positive influence on improving the quality of teaching. The first part and last part of lessons are carefully planned to introduce and extend vocabulary as well as develop quick responses. Resources such as number squares, number lines, games and whiteboards provide a good spread of mathematical experiences.
49. The school has set itself high, but, given the attainment of the pupils, realistic targets within the subject. Their progress towards these is well tracked by the headteacher who is also very involved in the development of teaching. Training, practical exercises and expert help from outside the school are regularly sought to ensure teaching is of the highest quality.

Mathematics across the curriculum

50. The cross-curricular use of mathematics is good. Pupils are given the opportunity to develop their skills in science by drawing graphs to illustrate the results of their experiments, for example, the level of friction produced by different surfaces. In geography Year 5 pupils have used their mathematics skills to produce comparison tables showing the differences in weather between India and London. In design and technology they have measured shapes when producing a pair of slippers. In their art and design they have produced some good three-dimensional shapes that were then well decorated.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- There is a great deal of practical and investigative work that ensures pupils consolidate knowledge and skills and go on to achieve well above average standards.
- Pupils are given regular opportunities to set out their own experiments and this contributes to very good achievement in this area of science.
- The regular use of scientific vocabulary helps pupils explain and communicate their findings.
- The use of assessment information about science investigation skills could be sharper.

Commentary

51. Standards are above average at the end of Year 2. They are well above average in Year 6 because all pupils are achieving very well in their investigative skills. They have a very good general knowledge and very good literacy skills ensure that they apply their extensive knowledge of scientific vocabulary to their explanations. Pupils make very good progress in understanding about fair testing. The pupils in Year 3 are familiar with importance of establishing a control to check their findings. These pupils are also aware of the need to check results a number of times before arriving at any generalisations. Pupils in Year 6 are very good at synthesising their ideas and relating these to regularly occurring events.
52. There is a very good balance of pupils' independent work and open-ended work sheets in Years 1 and 2 that encourage a range of recording techniques. Lower attaining pupils are given specific work to meet their literacy needs. However, marking of work is not as sharp as it is in Years 3 to 6, where the marking is often excellent. Emerging ideas are encouraged, correct vocabulary reinforced and the teachers engage in speculating with the pupils about changes that might happen if they altered another variable in the tests. The overall assessment in science is sound and the use of past test papers to evaluate and analyse provision is very good. This information provides a good basis for the school to improve both the teaching and also the resources. However, insufficient evidence is gathered about which investigative skills pupils have developed. Consequently, the tendency is to teach all elements of experimental work to everyone when, in fact, different pupils have different needs. The teaching is, none the less, good. Pupils' scientific knowledge and understanding are skilfully taught through an interesting and demanding range of challenges and experiments.
53. The emphasis on practical work is excellent. Teaching assistants make a very valuable contribution by helping pupils organise their experiments and check their measurements. For example, in a lesson with Year 3 pupils the teaching assistant used the teacher's good guidance notes to encourage pupils to make accurate comparisons between the control plant and their experiments. Despite the limitations in the space in classrooms the teachers have tackled the need for pupils to explore and experiment for themselves. This is made even more valuable because of good resources and well-prepared lessons.
54. The provision and the standards in science have improved substantially since the last inspection and this represents very good improvement. Investigative science is now central to science teaching. Teaching and achievement are good overall. Pupils make satisfactory use of computers to search for information and to present findings as graphs or databases. In other areas such as the use of data logging and modelling pupils have little experience. This diminishes what they can achieve. The headteacher has been holding the role of co-ordinator until this year. The present co-ordinator is providing sound leadership. She is clear about how to develop the subject but at present has not identified a management plan that will allow her to monitor the impact of the changes in science teaching.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There is still no regular development of ICT skills alongside the rest of the curriculum.
- There is now a very good quality computer suite.
- Pupils' use computers confidently and this helps them get the best out of new computer programmes.

Commentary

55. By the end of Year 2 and Year 6 standards are average and achievement is good. This is satisfactory improvement since the last inspection, but not as good as the school would like it to be. The school has not stood still since the last inspection when provision and standards were judged unsatisfactory. Strong action was taken then to introduce a flexible source of computing power into lessons through the introduction of lap top computers. Whilst this allowed for some more regular use they proved unreliable. A computer suite was established where pupils were regularly timetabled. Skills improved but the machines were not capable of the upgrading that the school required. A new set of high performance machines has been installed.
56. Pupils in Year 2 and Year 6 are very confident using a range of computer software and learn well when faced with new programmes. Pupils in Year 2 access web sites and use a range of search engines. Older pupils have experience of the full range of processing skills and are very capable in using programmes to import text and download pictures for presentations. Presentation programmes are also used well. The school has only just invested in control technology equipment that will take pupils forward in these skills. There are small group lessons to target particular Year 6 pupils whose control skills need to be brought up to expected levels. Higher attaining pupils are not being challenged to use their skills more widely within the curriculum. This is mainly because of the need for the lower attaining pupils to catch up on their control skills. These have until very recently been underdeveloped because of insufficient resources.
57. The teaching seen was good. The teachers are competent using the data projector linked to the computer that makes a good contribution to their teaching. Teaching assistants show a good deal of knowledge and help pupils continually to improve what they do.
58. Leadership is good. The co-ordinator has good knowledge and is ambitious for the pupils to achieve well in all areas. Teachers do not routinely use computers in lessons, because of limited space. The laptops have now been freed up and the plans are well advanced to make these available during lessons. Medium term planning however has not yet been modified to show where the ICT skills are to be developed through other subjects.

Information and communication technology across the curriculum

59. Because of problems with hardware this aspect of the subject has not improved since the last inspection. There is some use of ICT to support work in literacy and mathematics but nothing special. The school is anxious to expand the use of ICT and has plans for this to develop, now the equipment has been purchased.

HUMANITIES

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

60. In the very good lessons seen in **geography**, teaching strengths included carefully planned lessons with clear expectations of what was to be learnt by the end of the lesson and work set to meet the different needs of pupils. The enthusiastic teaching stimulated pupils' interest and care was taken to build on previous learning. For example, very good use was made of maps,

pictures, photographs and documents to encourage enquiry amongst the pupils. The co-ordinator has introduced sound assessment practices and is poised to undertake monitoring to judge their impact.

61. Standards in **history** are above average by Year 6. Pupils are very clear about how they can find information, using secondary resources. Pupils' written work indicates that there is good use of English to support learning and visits and visitors are used well to support their research skills. Displays of pupils' work from Years 1 to 6 in history are of a very high standard. Those relating to World War II for pupils in Year 4 and the ancient Greeks for pupils in Year 5 included well-written articles. The Year 5 pupils writing of arguments for and against the issue of whether the Elgin marbles should be returned to Greece was a very high standard and indicated research skills above those usually expected. The quality of pupils' displayed work reflects a growing understanding of the knowledge required in history study.

Religious education.

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils achieve well and standards are above average in Year 6.
- Pupils show respect for other people's beliefs and values.
- There is no monitoring of teaching and learning.

Commentary

62. Pupils achieve well through Years 3 to 6 and standards are above the expectations of the Agreed Syllabus. In Year 2, standards remain in line with the expectations as they were at the time of the last inspection.
63. Teaching and learning are good overall. Teaching builds on earlier work and pupils show understanding of how to handle special books such as the Qura'n. In lessons seen, teachers used authentic artefacts to give an idea of the Qura'n, its calligraphy and designs but activities were not challenging enough to extend the thinking of higher attaining pupils. The curriculum offers pupils, from an early age, opportunities to learn about different religions and, consequently, pupils learn to respect other people's beliefs and values. By Year 2, pupils know about special moments and special books in different religions. By the time pupils reach Year 6; they have a good understanding of the major world religions and their places of worship. They have studied how people in different religious communities pray and have written their own prayers. They are gaining a sound understanding of Christianity, Judaism, Hinduism, Sikhism and Islam. There are good examples of cross-curricular links in pupils' work, for example, the study of early Christian paintings. Pupils have regular opportunities to discover the meaning behind religion and how to apply it to their lives, as well as knowing the basic facts. This is reflected in their sensitivity to new experiences.
64. The school has made satisfactory progress since the last inspection. Standards are higher because the curriculum provides more opportunity for enquiry. The leadership is satisfactory. The co-ordinator has had no opportunities to monitor teaching and learning in the subject to bring together cohesion in the teaching through the school. However, there are now useful checklists for keeping a track of pupils' experiences and their responses to religious education teaching. The school is well placed to achieve improvement in this subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The provision for design and technology was sampled. Evidence on display indicates above average standards. Pupils' design work is of a good standard and they make a range of products for a

specific purpose; for example, the slippers made by the Year 6 pupils, who in discussion showed themselves capable of giving a reasonable explanation of the design process and of self-evaluation.

Art and design.

Provision for art and design is **good**.

Main strengths and weaknesses

- Teachers have high expectations and provide good experiences that help pupils achieve well.
- The art work on display in the school is very well presented.

Commentary

65. Teaching is good and standards of work are above average. In a very good lesson the teacher developed the skills of her pupils by providing them with opportunities to reflect on their own work and that of others. Well-timed interventions by the teacher, during the practical session, developed their knowledge about Paul Klee the artist being studied. At the end of the lesson the pupils were given the opportunity to comment on how successful they thought it had been.
66. Pupils in Year 6 have been taught to develop their artwork through planning, colour charts and design sheets. The results show a well-developed sense of colour, composition, painting and drawing skills. The standard of their work was well above average.
67. Throughout the school the pupils are given a good level of opportunity to experience a wide range of different art materials. For example, pupils in Year 2 have experimented with clay whilst making sculptures. Year 3 pupils are developing their ability to use different brushes and pencils to gain various effects in their artwork. Chalks, pastels, paints, inks and pencils have all been used by the older pupils to produce some well observed portraits and still life drawing. A very good feature of the artwork observed during the inspection was the high quality of the plates and other decorations done by Year 6 pupils in the style of Clarice Cliff.
68. There has been good improvement in standards and provision since the last inspection. Teachers' planning is well supported by a comprehensive set of guidelines, which ensures pupils build on their skills. The co-ordinator provides good leadership and has raised the profile of the subject through well presented displays of pupils' imaginative and creative work.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Leadership and management are very good.
- Teaching is very good and the wide range of opportunities to learn to play and sing as well as participate in events and productions contributes to very good achievement.

Commentary

69. Standards are well above average in Year 6. It was not possible to observe any lessons in Years 1 and 2, and so no judgement on teaching, the standards reached by these pupils or their achievement can be made. In Years 3 to 6, pupils benefit from strong and enthusiastic teaching. With the exception of the Year 6 class, teachers undertake the teaching of music lessons for their own classes. The guidance to help teachers plan lessons is very helpful. Lessons and planning are monitored with a view to helping teachers improve. Lessons are very well planned and deal systematically with new skills, whilst building on established skills. There

is a very good balance of teaching new terms and practising compositions that explores new skills. The teachers are very good at encouraging pupils to evaluate their work, but also to perform in front of others. Pupils are taught well how to use written notation and these skills are used confidently by most pupils when recording their compositions before performing. Pupils are adventurous, and inspired by their new knowledge to improvise. For example, one group performing an ostinato, using the pentatonic scale, incorporated voice alongside their instrumental composition. The effective arrangement in the classroom designated as a music room is a good development since the last inspection and has improved the provision.

70. The subject was criticised at the last inspection for being too heavily directed at those pupils receiving county music tuition. Since then, the school has appointed a music specialist to the staff, who has worked to raise all teachers' levels of teaching skills. This has proved very successful. The school continues to offer all pupils instrumental tuition and the choir has a large following of boys and girls. The school stages musical performances that are well remembered by pupils. All pupils take part in these musical productions. As well as the school productions there are many contributions the school makes with its band and choir to community events, that contribute to their understanding of citizenship.

Physical Education

Provision for physical education is **good**.

Main strengths and weaknesses

- Teaching is good overall and pupils make good progress in lessons.
- There is a need for more opportunity for pupils to develop their performance evaluation skills.
- A good range of clubs is very well attended and sporting activities give pupils good opportunities to compete.

Commentary

71. Pupils in Year 6 are achieving well in games. In swimming the pupils are attaining standards in line with national expectations for their age.
72. Teaching is good and the pupils learn well. Teachers ensure that pupils are made aware of the importance of safe exercise with a good level of warm-up procedures at the start of lessons. In the majority of lessons observed, there was a good level of challenge and expectations about performance are high. Whilst pupils are given the opportunity to demonstrate their skills they are not given enough opportunities to evaluate their own performances and those of others. This reduces the impact of some otherwise good lessons.
73. The school provides a good range of sporting activities and the pupils have had some significant successes when competing in cross-country running, cricket, athletics and football events. The subject is well led by an enthusiastic co-ordinator. The resources available to teachers are good and easily accessible. There has been a good level of improvement in the subject since the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social, health and citizenship education was sampled. Currently, the planning of PSHCE is haphazard across the curriculum. The school recognises that teachers' skills vary, and a programme of training is planned. The new co-ordinator has revised the policy and scheme of work. Monitoring of the delivery of the policy is planned. There are many informal times when pupils talk about issues that concern them but nothing formal. There are not enough regular opportunities for the pupils to bring their views to the attention of teachers and the senior management team, to ensure that all pupils develop responsibilities for their 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	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	1
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	3

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