

INSPECTION REPORT

EVEN SWINDON JUNIOR SCHOOL

Swindon

LEA area: Swindon

Unique reference number: 126213

Headteacher: Mr K Cozens

Lead inspector: Mrs H Bonser

Dates of inspection: January 19th –21st 2004

Inspection number: 256083

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7-11
Gender of pupils:	Mixed
Number on roll:	193
School address:	Pasture Close Raybrook Park Swindon Wiltshire
Postcode:	SN2 2UJ
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr A Gaunt
Date of previous inspection:	May 5 th – 8 th 1998

CHARACTERISTICS OF THE SCHOOL

The school draws almost all of its pupils from the surrounding neighbourhood. They come from a wide variety of backgrounds. Pupils' attainment on entry to the school is average overall. Seventeen per cent of the pupils are identified as having special educational needs, as a result of learning, physical or behavioural difficulties. This is similar to the national average. At present, four per cent have a Statement of Special Educational Needs, which is above average. Five per cent of pupils come from ethnic minority groups and three per cent are at an early stage of acquiring English. The movement of pupils in and out of the school during the school year is about average. The school received a School Achievement Award and a Healthy Schools Award in 2002. There has been a very high turnover of teachers in the last two years. Out of seven teachers, four were new to the school in September 2003. About half of the teaching assistants were also new to the school in September. The school federated with the nearby infant school under one newly formed governing body from January 1st 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22870	Hilary Bonser	Lead inspector	English; religious education
9974	Daljit Singh	Lay inspector	
25432	Liz Budden	Team inspector	Mathematics; science; art and design; music; physical education.
30705	Graham Stephens	Team inspector	Information and communication technology; design and technology; history; geography; special educational needs; English as an additional language.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The effectiveness of this improving school is satisfactory and it gives sound value for money. Overall standards are average. Teaching, leadership and management are sound, helping pupils to achieve satisfactorily by the time they leave the school, although there are variations in their rate of progress across the school. This is partly due to a high level of staff turbulence over the last two years.

The school's main strengths and weaknesses are:

- Standards by the end of Year 6 in English, mathematics, science and information and communication technology (ICT) are continuing to improve because, in most classes, good teaching in these subjects is helping pupils to improve their rate of learning.
- The effective action of the new senior management team since September, combined with good teamwork between all staff, is improving standards in all aspects of school life.
- Many pupils in Year 3 are not doing as well as they should as a result of frequent changes of teacher due to staff absence and inconsistencies in the quality of teaching.
- The planning of subjects other than ICT and the core subjects of English, mathematics and science does not take sufficient account of pupils' differing needs.
- The rich curriculum and good links with the local community and other schools, as well as the good support of parents for the school, contribute significantly to pupils' learning, personal development and their positive attitudes to school.
- Attendance levels are below the national average, partly due to family holidays taken in term time.

Overall, the school has responded satisfactorily to the issues identified in the last report. For example, there is now little difference in the performance of boys and girls and pupils' behaviour is good. Co-ordinators of the core subjects of English, mathematics and science now make an effective contribution to raising standards. However, much of the improvement is recent, partly as a result of external support, but especially through focused and effective action undertaken by the school since September to begin to address identified weaknesses.

STANDARDS ACHIEVED

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

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

Achievement is satisfactory overall. This year, In Years 4 to 6, pupils achieve well in many lessons, although it is too soon to see the full impact of this on standards. In Year 3, the achievement of pupils is unsatisfactory in English and mathematics. Standards of the current Year 6 pupils are average in English and science and also in mathematics, which is a good improvement from previous years. They are average in the other subjects that were inspected.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good overall. Pupils' attitudes are good and most pupils behave well. Attendance is unsatisfactory. The school helps pupils to show a good level of maturity by the end of Year 6.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory.

Teaching and learning are satisfactory overall, but the quality varies across the school. They are good in Years 4 to 6, with often very good teaching in Years 5 and 6. In the core subjects and ICT, where attention has been focused, teachers generally use a good variety of methods and resources to provide interesting and challenging lessons. This encourages pupils to try hard and learn well. In Year 3, teaching is satisfactory, where several changes of teachers since September and inconsistencies, for example, in the expectations of pupils, have slowed the pace of learning. The curriculum is enriched well, especially through the good links with the community and other schools and good extra-curricular opportunities, especially in sport. This motivates pupils and makes them keen to learn. However, improvements in planning and assessment have not yet been extended beyond the core subjects and ICT, and this limits the opportunities for pupils to do well in other subjects.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory.

Leadership is satisfactory. The headteacher, with very effective support from the senior management team, works hard to implement the planned improvements, to ensure a good learning environment for pupils and to minimise the impact of the high turnover of staff. The management of the school is satisfactory. Good, recent initiatives, for example, in monitoring and evaluation, are not yet fully embedded. A new governing body, which is committed and enthusiastic, took responsibility for the school on January 1st as a result of the federation of the school from that date. It is too soon to judge the impact of its work on the school. Not all statutory requirements are met in full.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents: parents are satisfied with many aspects of the school. For example, they feel their children enjoy school, are helped to settle in well and expected to work hard. However, some are concerned about a lack of information about their children's progress, the setting of homework and how far their views are taken into account. The inspectors found inconsistencies in homework and the level of information for parents. The school is becoming more responsive to parents' concerns.

Pupils: most know an adult they can go to if they are worried. They feel that they have to work hard but that teachers frequently show them how to improve their work. They feel that other children do not always behave well. The inspection team found that behaviour is good overall.

IMPROVEMENTS NEEDED

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

- further reduce inconsistencies in the quality of teaching to ensure that pupils achieve consistently well across the school and standards continue to rise;
- match work effectively in all subjects to pupils' differing ages and needs.
- improve the levels of attendance.

and, to meet statutory requirements:

- implement all aspects of performance management;

- finalise and monitor a Race Equality policy.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Achievement is satisfactory overall for boys and girls of all levels of attainment. This year it is good in Years 4 to 6 but unsatisfactory in Year 3. Standards are average in the core subjects of English, mathematics and science by the end of Year 6.

Main strengths and weaknesses

- Standards at the end of Year 6 in the core subjects have risen since the last inspection.
- The achievement of boys and girls of all levels of attainment in Years 4 to 6 is improving this year because they are now taught well overall in the core subjects.
- Standards are below average and achievement is unsatisfactory in English and mathematics in Year 3.
- Pupils' rate of learning in subjects other than the core subjects and information and communication technology (ICT) is inconsistent across the school.

Commentary

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

Standards in:	School results	National results
English	27.5 (24.6)	26.8 (27.0)
mathematics	26.2 (25.1)	26.8 (26.7)
science	28.7 (26.9)	28.6 (28.3)

There were 39 pupils in the year group. Figures in brackets are for the previous year

1. Results in the 2003 National Curriculum tests at the end of Year 6 were average overall with little difference in the performance of boys and girls. This was a good improvement from the previous year. Although this can be partly accounted for by varying proportions of high and lower attaining pupils in relatively small year groups, the school did well to improve performance in a year of considerable staff turbulence. The smallest improvement was in mathematics, where pupils' achievement was unsatisfactory compared to their Year 2 national test results, whereas it is good in English and satisfactory in science. Over the last five years and since the last inspection, in spite of some fluctuations, results overall have risen more quickly than the national trend.
2. Standards in the current Year 6 are average in English. They differ from last year as more pupils in this year group are at an early stage of acquiring English language, or have language difficulties. Writing shows continuing improvement, as a result of a whole school focus, although it is still relatively weaker than reading, where pupils achieve well in relation to their prior attainment. Standards in science and mathematics are also average. This shows a good improvement in mathematics from last year, which, as in writing, is largely due to the increasing impact of good, and at times very good, teaching in this year group and effective action taken by the co-ordinators since September.
3. Pupils' attainment on entry to the school in Year 3 is average overall. The school tracks individual progress from the Year 2 tests through the annual optional national tests and other assessments. Analysis of these and other performance data, as well as lesson observations, show that most boys and girls, including those with special educational needs, those who speak English as an additional language and higher attaining pupils, achieve satisfactorily by the time they leave the school. The quality of teaching in the core subjects is now good overall.

This is increasing the rate of pupils' learning in many lessons, especially in Years 4 to 6, although it is too soon to see the full impact. Other factors contributing to this improving picture include external support from the local education authority and, especially this school year, well planned staff training and support, better use of improved assessment procedures and the very good leadership and effective remedial action taken by the core co-ordinators. The good behaviour and positive attitudes that most boys and girls now have also contribute well. However, the rate of pupils' progress is not yet consistent across the school. In Year 3, largely as a result of staff absence, several changes of supply teachers and inconsistencies in the quality of teaching, a significant proportion of pupils have not made enough progress in English and mathematics and their achievement is currently unsatisfactory.

4. Improvements in the provision and teaching of ICT, especially over the last year, mean that pupils now achieve well in relation to their prior attainment. This is an improvement since the last report. In the other subjects inspected, standards are broadly average by the end of Year 6 and achievement is satisfactory, although pupils' rate of progress varies through the school, which limits their achievement. This is partly because there are more inconsistencies in the quality of teaching in these subjects but also because planning does not ensure that pupils build systematically on previous learning. Although the achievement of pupils with special educational needs and those who speak English as an additional language is satisfactory overall, the rate of their learning also varies. Work is generally well matched to the needs of these pupils in the core subjects, particularly in Years 5 and 6, helping them to do well. Work is not adjusted well enough for them when teachers plan for other subjects in the curriculum. Staff turnover in Year 3 has meant that the needs of some of these pupils are not as well known to teachers and so work set is not always well targeted.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour in and around the school are good overall. Punctuality is satisfactory but attendance is unsatisfactory. Pupils' spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- The school is a caring community in which all adults encourage pupils to respect and look after each other.
- Pupils enjoy school, appreciate what is done for them and have positive attitudes to their learning.
- Pupils are courteous, confident, self-assured and relate well to adults and each other.
- Attendance is just below the national average.
- A small minority show a lack of consideration to others in lessons in Year 3.

Commentary

5. Pupils, including those with special educational needs and those who speak English as an additional language, enjoy coming to school. They are courteous and confident when talking to adults. They appreciate the opportunities provided for them and this is reflected in the high numbers of boys and girls attending, for example, the street dancing and football clubs. They are keen to gain house points for hard work and several were heard asking after a particularly successful lesson, 'Do we each get a house point now?' Pupils with special educational needs are supported well by teachers and teaching assistants, especially in the core subjects of English, mathematics and science. They take account of these pupils' needs and often give time to them beyond lessons, listening, encouraging and reassuring and thereby ensuring that they feel valued. Pupils respond sensibly and reliably to the increasing responsibilities given to them as they move through the school.
6. Behaviour is good overall and this is an improvement since the last inspection when its improvement was a key issue. This, together with pupils' positive attitudes, contributes well to their improving achievement through their generally good concentration in lessons and

keenness to learn. Some successful strategies for improving behaviour have been in place for some time. Additional effective measures were introduced last term, which give pupils greater involvement and responsibility. They are applied well in most classrooms. An exception to this is in Year 3, where long-term staff absence has had a negative impact on pupils' attitudes and where strategies for managing behaviour are applied less well. This results in some pupils concentrating poorly and at times an inappropriate noise level, which adversely affects pupils' rate of learning. Although bullying has recently been discussed by the very effective, well-run and involved school council, this was in the overall context of fully involving pupils in discussions to raise standards of behaviour still further. When interviewed, pupils did not feel that bullying was an issue and stated that, 'If it happens, it is quickly sorted out by the teachers or dinner ladies.'

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	183	3	0
Mixed – White and Black Caribbean	1	0	0
Asian or Asian British – Indian	5	0	0
Asian or Asian British – Bangladeshi	1	0	0
Chinese	1	0	0
No ethnic group recorded	2	0	0

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

- Pupils play happily together on all playgrounds. The school has established effective systems to ensure that younger pupils have their own space during the morning breaks but have the choice to mix with older pupils at lunchtimes, which many do. Playground equipment is made available for younger pupils to use and older pupils - 'buddies' - have been taught about games they might play with this group. The buddy system is very successful. Buddies play with pupils who might be lonely, console those that are upset and attempt to resolve disputes before they escalate and involve either teachers or lunchtime supervisors. They are very proud of their role and willingly accept the additional responsibilities bestowed upon them.
- Attendance is unsatisfactory. The school monitors attendance and contacts parents on the second day of absence. It also occasionally reminds them, through newsletters and at meetings, of the importance of pupils attending regularly. However, systems are not in place to either reward good attendance or to sufficiently raise the profile of the importance of good attendance with parents, especially with regard to taking family holidays in term time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.5
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.

- Provision for social, moral, spiritual and cultural education is good and contributes well to pupils' personal development. Pupils' work is valued and celebrated by staff who themselves act as very good role models for pupils. Assemblies give some time for reflection and, in the recent past, have been held to celebrate the cultural diversity of the school. Boys and girls collaborate very well in lessons, as observed in science and ICT, and observations and

discussions confirm that they are aware of both the school rules and the sanctions that will be applied if they are broken. Teachers incorporate appropriate opportunities for pupils to learn about other cultures in their planning and use of resources across the curriculum, and are starting to make links with different groups in the local area. Visiting musicians played drums from Africa and Australia in an assembly. Teachers set a good example in the way they value and celebrate the different cultures from which pupils come.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory overall. It is satisfactory in teaching and learning and in the partnership with parents. The curricular provision and the attention given to the care and welfare of pupils are good.

Teaching and learning

Teaching and learning are satisfactory overall. They are good and sometimes very good in Years 4 to 6, but only satisfactory in Year 3. The assessment of pupils' work is satisfactory.

Main strengths and weaknesses

- Teaching is now good overall in English, mathematics, science and ICT and this is increasing the rate of pupils' learning in these subjects.
- Teachers generally use a good variety of methods and interesting contexts for learning, which helps pupils to try hard and motivates them well.
- There has been a recent improvement in the use of assessment information in the core subjects.
- Inconsistencies in teaching, largely due the high turnover of teachers, lead to variations in pupils' achievement.

Commentary

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	10	10	1	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

10. The overall quality of teaching and learning has improved, especially in the core subjects and ICT, since the last inspection although there has been a high turnover of teaching staff since that time. In the lessons seen, there was very little unsatisfactory teaching and the amount of teaching that is good or better has increased. Effective action by the senior management team since September, including useful monitoring and evaluation leading to well-planned, ongoing training and support for teachers and their assistants, the promotion of good teamwork and a determination to raise standards, have helped to bring this about.
11. In the lessons seen, teaching was good overall in Years 4 to 6, with several examples of very good teaching in Years 5 and 6. As a result, pupils are achieving well in many lessons although it is too soon to see the full impact of this on standards and overall achievement. Teaching was satisfactory overall in Year 3, but with fewer examples of good teaching. This, together with the disruption caused to pupils' learning in one class through having several different teachers since September, means that in some areas, such as writing and mathematics, pupils are not achieving as well as they should. There is greater inconsistency across the school in the teaching of subjects other than English, mathematics science and ICT, mainly because development has been focused on improving teaching and learning in the core subjects.

12. In well taught lessons in the core subjects and ICT, planning was good and teachers kept up a brisk pace, using a good variety of methods and activities that kept pupils on their toes and helped them to concentrate well. For example, in a Year 6 English lesson, the teacher made effective use of small whiteboards and paired discussion to ensure that all were involved during class teaching about main and subordinate clauses. He made very good use of the interactive whiteboard to reinforce teaching points, which contributed to the eagerness and concentration with which pupils settled and collaborated on a group task to further underpin their learning.
13. Good links with the local community and other schools, visits, visitors and links between subjects are used well to make learning more relevant to pupils. Teachers take care to include and involve boys and girls of all levels of attainment, including those with special educational needs and those who speak English as an additional language. Close liaison with teachers and ongoing training help teaching assistants to provide good support for the learning of many of these pupils in literacy and numeracy, although the deployment of support staff at other times is less effective. The school is currently reviewing this. There was considerable agreement among pupils in the questionnaire, and in talking to them about their work, that teachers expect them to work hard but also show them how to improve their work in lessons. Most parents also agree that their children are expected to work hard.
14. Within the overall positive picture of teaching, there are some inconsistencies that lead to variations in the rate of pupils' learning, particularly, but not exclusively, in Year 3, and these keep the overall quality of teaching as satisfactory. The most significant are the variations in teachers' expectations of the amount, quality and level of challenge in pupils' work and in the effectiveness with which teachers implement the agreed strategies for managing behaviour. In most lessons, pupils concentrated well and worked hard, but where teachers were not managing the pupils' behaviour well enough, this reduced the pace and sense of purpose. In the core subjects, teachers generally match work well to pupils' differing needs. However, in most other subjects, not enough account is taken of the differing ages and levels of attainment of pupils, partly because improvements in planning and assessment have not yet been extended to these subjects. Consequently, in some of these lessons, pupils are less attentive and learn only satisfactorily, as more able pupils are not fully extended and pupils with specific needs require a disproportionate amount of help in order to achieve appropriately.
15. Recent initiatives are helping teachers to make much better use of assessment procedures and information to improve pupils' learning in the core subjects and ICT. However, there has not been enough time for these to become fully embedded and so there are variations in their effectiveness. Some very good examples of marking include useful comments so that pupils know precisely what to do to improve their work. Other examples are of little or no help to pupils. Assessment information has been used well this year to set individual targets in English and mathematics, although little reference is made to these in some lessons. The school is aware of the inconsistencies in teaching and assessment from its own monitoring and evaluation this year and further staff training and support are planned to address this. It is a tribute to the co-operation and hard work of staff and the effectiveness of the core co-ordinators and senior management team that after only a term with a new and relatively inexperienced team the quality of teaching is good overall across the core subjects and ICT.

The curriculum

The breadth and balance of the curriculum are good. It is inclusive and in the core subjects helps pupils to build on previous learning. It is enriched well through additional opportunities. There is a satisfactory level of resources for learning and good accommodation overall.

Main strengths and weaknesses

- The curriculum meets pupils' needs well in English, mathematics and science.
- Visits, visitors and extra-curricular activities enrich the curriculum well.

- Now that the school is addressing weaknesses that it identified last term, overall provision has improved for pupils with special educational needs and those who speak English as an additional language.
- Limitations in planning inhibit pupils' achievement in subjects other than the core subjects and ICT.

Commentary

16. The curriculum meets the statutory requirements. There is a clear outline of long term planning in each subject, which addresses weaknesses identified at the time of the last inspection. The teaching of the National Numeracy and Literacy Strategies provides a secure framework for the teaching and learning in mathematics and English. The co-ordinators are now encouraging teachers to use these strategies and other planning more flexibly so that work for the pupils can be very closely linked to their identified needs. Other initiatives such as the Additional Literacy Strategy are not currently in use as new staff are awaiting suitable training. Setting is used in mathematics across the school and in literacy in Years 5 and 6 to help meet pupils' needs more effectively. Planning in subjects apart from the core subjects and ICT has not yet been a focus for development and does not take enough account of pupils' differing ages and abilities.
17. Staff work hard and successfully to enrich the curriculum in a good number of ways which contribute very well to the learning and positive attitudes of pupils – 'If you go to a club at lunchtime, it makes you excited and that carries on into your afternoon lessons'. A wide range of clubs during lunchtimes and after school includes netball, dance and boys' and girls' football, chess, board games and producing websites. Swindon Town coaches lead some of the football club training for the large number of pupils who attend. The fully inclusive approach that is fostered for girls and boys in all activities contributes well to their personal development and helps them to work together very well in all aspects of school life. A good range of visits such as those to Gloucestershire Docks and a residential visit to Dulverton for Year 6 pupils, and visitors such as an artist in residence, help to bring pupils' learning alive. They speak enthusiastically about the visits or anticipation of them and what they learn from them. The school encourages participation in musical activities and instrumental tuition in brass, strings and woodwind is available. Pupils were very keen to tell inspectors about their musical production of 'Grease'. Parents were also very complimentary about this.
18. The school reviewed its curricular provision last term for pupils with special educational needs and drew up an action plan for improvements, several of which are already being implemented. As a result, the provision for these pupils is improving and is now satisfactory and they have access to a broad and balanced curriculum. Targets detailed in individual education plans are helpful and ensure that pupils' needs can be taken into account when work is planned in English and mathematics. Planning in other subjects other than English and mathematics does not always reflect their needs and pupils often have to make extra demands on teachers or their assistants to complete the task set. Provision is also satisfactory for pupils who speak English as an additional language. Teachers plan well for these pupils in English lessons but do not always plan appropriate access in other subjects. The school also needs to ensure an adequate supply of dual language books. The school introduced a training programme last term for teaching assistants to help them support these two groups of pupils more effectively.

Care, guidance and support

The school makes good provision for the care, welfare, health and safety of pupils. It provides them with satisfactory support and guidance and involves them well in its work.

Main strengths and weaknesses

- The pastoral care of pupils is a high priority for staff and pupils have confidence in their teachers and the support staff.
- Pupils' involvement has been enhanced well through the introduction of the school council.
- Support for pupils with special educational needs and those who speak English as an additional language is improving this year.

Commentary

19. Teachers and their assistants work together effectively to ensure that pupils are well cared for. Several of the teaching assistants are also midday supervisors. This helps to provide continuity of care for pupils, who feel confident about getting help if they are worried – the problem box is one choice or they can name an adult that they would choose to go to in a time of trouble. Class teachers know their pupils and their needs well and work hard to meet them, giving freely of their time. An exception to this is a Year 3 class where pupils have had several different teachers owing to staff absence. Good attention is paid to health and safety issues so that the pupils work in a safe and secure environment.
20. With the introduction of the school council last term, pupils are now regularly consulted and involved in bringing about improvements in school life, for example with regard to behaviour. A successful playground 'buddy' system is one outcome of this. Pupils enjoy having a school council and like the fact that, 'We've helped people who've been struggling'. The school has creative ways of supporting pupils experiencing social problems such as the pairing of some disaffected Year 3 boys with some of the livelier Year 6 boys as book buddies. The captain of the school football team reading to a younger boy has impacted well on his attitude to school.
21. The school has recently reviewed its support for pupils with special educational needs. Their needs are identified more effectively and appropriate procedures now exist to address them. The school meets the requirements outlined in the pupils' Statements of Special Educational Needs and receives good support from outside agencies. On-going assessment procedures are satisfactory but inspection evidence indicates that the regular reviews and assessments that now take place will improve them further. The school improves pupils' self-esteem in a variety of ways by, for example, the effective use of praise and giving additional responsibilities such as becoming a 'buddy' on the playground. The level of care for pupils at an early stage of acquiring English language is good. They are made to feel very welcome by both staff and pupils and this is regarded as an important part of the school's ethos. For example, pupils are given time to sit, watch and reflect before demands for active involvement are made upon them. Pupils from the same family visit each other in other classes and this also reassures them. 'Buddies' from the same culture are always arranged whenever possible. The visiting specialist teacher provides very good support.

Partnership with parents, other schools and the community

The school's partnership with parents is satisfactory. Links with the community and other schools are good.

Main strengths and weaknesses

- Parents are supportive of the school and give constructive help in many ways.
- Some parents are dissatisfied with the level of information and communication they receive.
- The good links with the community and other schools are used well to enrich the education of pupils.

Commentary

22. Parents contribute well to the work of the school by, for example, helping on school visits, during swimming lessons and running after-school clubs such as one for table tennis. They provide very welcome practical help with costumes and props for school productions. The Friends Association is praised and supported by other parents for their hard work and commitment in organising and running events like the Summer Fete to promote the school and raise funds, which are used well to provide additional resources. This all contributes well to pupils' learning and positive attitudes.
23. There have been some shortcomings in the information parents receive about their children's progress and in the response to their views and concerns. There are some examples of teachers involving and informing parents very well about homework, about the individual targets set for pupils and their progress, as well as more general information. However, there are considerable inconsistencies between classes, partly due to the high turnover of teachers and the lack of an effective whole school approach. Over the last term, the school has begun to work on improving several areas of communication. Workshops on mathematics and literacy, for example, have been held. Parents of pupils with special educational needs are involved in reviews as a matter of priority and this is an improvement. A parent has recently been trained to act as a co-ordinator between the school and the parents of these pupils to ensure that clear lines of communication and support are maintained and further improved. The school actively encourages the involvement of parents of pupils who speak English as an additional language, for example by helping their child to produce stories in both English and their home language, which promotes both the self-esteem and motivation of the child.
24. Purposeful liaison between junior and infant staff promotes a smooth transition between schools for pupils, which will be further enhanced as a result of the recent federation. Most parents are very satisfied with good induction arrangements for pupils joining the school in Year 3, which include visits by Year 2 pupils and 'buddy' links between new pupils and a boy or girl in an older class. Older pupils have a good induction into their secondary school, with good links between staff, activities such as 'Challenge Days', and an exciting project planned this year for secondary teachers to lead problem solving activities with Year 6 pupils. Close links with the community, including the local churches, are used well to broaden pupils' learning. The school has an effective working partnership with the local football club, which provides coaching to boys and girls and invites pupils to the ground to work on topics and to watch matches. This experience supports teaching and learning in school and enhances achievement as well as the personal development of boy and girls.

LEADERSHIP AND MANAGEMENT

Note: The federation of the junior and infant schools from January 1st of this year means that the governance, leadership and management of the school are in a state of transition. The headteacher, who was on sick leave during the inspection, is stepping down at Easter and the headteacher of the infant school will become head of both schools. A new federated governing body responsible for both schools came into existence on January 1st 2004.

The overall leadership and management of the school are satisfactory. The leadership of the headteacher and the management of the school are satisfactory. Other key staff, appointed in September 2003, are making a very effective contribution to school improvement. No overall judgement could be made about the governance of the school, as it is too soon to see the impact of the work of the newly formed governing body on the school and the former governing body no longer exists.

Main strengths and weaknesses

- Following a difficult period of staff turbulence and uncertainty over the future status of the school, much of the effective improvement is recent and not yet fully embedded, which has resulted in some inconsistencies in implementation.
- This year a strong senior management team is working hard and successfully to bring about improvements in all areas of school life in order to raise standards and pupils' achievement.
- Long term strategic planning is not yet in place as the new, federated management team and governing body have only recently been set up.

Commentary

25. Standards have risen since the last inspection and there has been a satisfactory response overall to the key issues in the previous report, although much of the significant improvement has taken place this school year. Last year, the headteacher was without a management team due to financial constraints. During that time staff illness and turbulence were high and there were ongoing negotiations about the possibility of federating with the infant school. Despite these pressures, and with some external support, performance in the 2003 national tests rose. The successful appointments of the deputy headteacher and lower school leader in September 2003 have now provided a strong management team to support the headteacher. This is already having a positive impact on standards and achievement.
26. The new deputy headteacher and lower school leader brought clear vision - 'Standards are the focus' - and practical ideas about implementation. Their very good leadership has motivated the new staff group and has promoted good teamwork and a determined approach to further school improvement, despite the potential distractions of federation. They lead very much by example, using their in-depth knowledge of high quality teaching and learning and of their own core subject in their support of staff who are new in post or in need of further training. Subject co-ordinators, some very new to teaching as well as to subject leadership, have been empowered to develop considerable leadership skills and go well beyond what might be expected in the second term of their new roles. As well as deputising ably during the absence of the headteacher, the deputy headteacher has also assumed responsibility for the management of special educational needs during the long-term absence of the co-ordinator and has already used his expertise to make good improvements in this area.
27. Although the current short-term school development plan identified appropriate priorities for improvement, the senior management team has been instrumental in taking a much more rigorous approach to identifying specific areas for development within those priorities and taking effective action to address them. Better use is now made of performance and assessment data to track the progress of individual pupils so that those who are not making the expected progress can be given additional support or challenge. It is also used well to identify any weaknesses in the curriculum, which are then effectively addressed. Developing a common approach to subtraction across the school is one example of how this has been used to raise standards in mathematics.
28. Additional strategies were put into place last term to effectively promote pupils' good behaviour both in lessons and around the school, while the carefully planned extension of extra-curricular opportunities for boys and girls has contributed well to their personal development and positive attitudes to learning. This is an example of the good attention paid to including all pupils fully in all aspects of school life. The senior management team and core co-ordinators monitor and evaluate classroom practice and pupils' work systematically. The outcomes of this are linked to well-planned staff training, the sharing of good practice and additional support of teachers where necessary. These measures are already contributing to improvements in standards, achievement and teaching and learning, although some are not yet fully embedded and inconsistencies remain.

29. The new governing body is committed and enthusiastic. It is working hard to establish its structure and a sense of direction for the school. Key staff of the school are well informed and have the vision to contribute to the long term strategic plan when the governing body and federated management team meet to formulate this. Governors are aware of the need to address the concerns of all staff and parents effectively in this changing situation and the importance of good communication. In the last year, the former governing body had begun to develop its monitoring role more effectively, although much of its time was spent in discussion and preparation for federation. There have been shortcomings in the carrying out of statutory duties, as the requirements for the performance management of the headteacher have not been implemented for the last two years and the Race Equality policy is not yet in place.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	414149
Total expenditure	425365
Expenditure per pupil	2417

Balances (£)	
Balance from previous year	2380
Balance carried forward to the next	-8835

The overspend was the result of an agreed deficit due to a falling roll in the previous year.

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

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils enjoy reading and achieve well by the end of Year 6 in relation to their prior attainment.
- Teaching is now good overall but some inconsistencies lead to variations in achievement.
- Standards in writing continue to rise as a result of a whole school focus and improved assessment, although they remain below average in Years 3 and 4.

Commentary

30. Standards are average by the end of Year 6 and pupils achieve satisfactorily overall in relation to their prior attainment, although in reading they do well. There has been a good improvement since the last inspection, when both writing and speaking and listening were below average. The most significant improvement in writing has taken place over the last year. Effective action of the co-ordinator who was appointed in September, coupled with close co-operation between the new staff team have contributed to the now good overall teaching in Years 4 to 6 and often very good teaching of the older pupils. This means that pupils, including those with special educational needs and those who speak English as an additional language, learn well in many lessons, although it is too soon to see the full impact of this on their overall standards and achievement. Although the teaching was satisfactory overall in the lessons seen in Year 3, in one class in particular there have been several different teachers since September; as a result many pupils have not made enough progress, especially in writing, and their listening skills are poorly developed. In Year 4, although pupils' rate of learning is increasing with good teaching, standards in writing are below average because they have been working from a low base in September.
31. Teachers give reading a high profile in the school, through daily dedicated time outside the literacy hour. Further improvements in the effective use of this time to promote pupils' skills have been introduced by the co-ordinator, giving greater continuity of approach across the school to guided reading. Teachers choose interesting texts for pupils to study in more detail. Events such as Book Fairs and poster competitions, together with the good support given by parents at home and volunteers who hear pupils read in school, all contribute to the positive attitudes pupils of all ages have towards reading. By Year 6, many pupils read fluently from a wide range of texts. They have preferred authors such as Philip Pullman, J K Rowling and Jacqueline Wilson, whose books they discuss with enthusiasm. They have a satisfactory understanding of how to locate and select information from books, CD-Roms and the Internet, although the use of the library to develop these skills further is under-developed.
32. Over the last year the school has focused on raising standards in writing and continues to do so. The 2003 national tests results showed some improvement in the proportion of pupils both reaching and exceeding reaching the expected levels, in comparison to their attainment in national tests in Year 2, although the increase is not yet as marked as in reading. This is partly because pupils' rate of learning in writing varies across the school because of some inconsistencies within the good overall quality of teaching. In Year 3, teachers' expectations of the amount, quality and presentation of pupils' writing are not high enough. Teachers generally do not yet make enough focused use in literacy lessons of shared, guided and modelling strategies, when working with groups of differing levels of attainment to help them to develop and apply their writing skills. Many pupils concentrate hard and listen very well in class. Where

teachers are less effective in managing behaviour, this results in off task chatter and slows the pace of learning, especially in Year 3. It also means that some younger pupils' listening skills are less well developed than their speaking skills.

33. Teachers set pupils work in interesting contexts which motivate them well and move on their learning. The well written class newspapers that were produced during a 'Newspaper Week' are a good example of effectively extending pupils' non-fiction writing skills. Teachers plan good opportunities for pupils to explore a variety of writing styles, acquire new skills and develop their ideas. Good examples were seen of well structured, extended writing for Year 6 pupils and effective use of language in poems written by pupils in Years 4 and 5. This year, there is a focus on improving pupils' handwriting and presentation skills. By Year 6, many pupils write in a reasonably neat, cursive and legible style. Some Year 6 pupils, however, as well as a large proportion of younger pupils, do not yet join their letters consistently. Examples were seen where teachers' own writing on whiteboards was not providing a good model for pupils.
34. Good assessment procedures have been introduced this year but there are variations in how well teachers apply them. In the marking of pupils' work, in some classes and especially in Years 5 and 6, teachers make pertinent comments that help pupils to know exactly what to do to improve the content and structure of their writing. They ensure that pupils focus on their individual targets as they work and make good use of strategies such as peer- and self-assessment to increase pupils' understanding of how to improve their work. This helps pupils to learn well. By contrast, there remain examples of superficial marking and lessons where there is little evidence of targets and other strategies being used to improve pupils' rate of progress.
35. The co-ordinator, who joined the school in September, leads and manages the subject very well, enabling the improvements of last year to be built upon successfully. She has made effective use of information from assessments as well as from her own monitoring and evaluation of teaching to prioritise areas for further development. Staff training, for example, in the detailed analysis of pupils' writing has contributed to higher expectations. Planning now supports more systematic progression in pupils' learning and is more sharply focused on pupils' differing needs.

Language and literacy across the curriculum

36. Teachers make appropriate use of opportunities in other subjects for pupils to apply the literacy skills they are learning in English lessons. Examples include pupils writing letters in role as evacuees in the Second World War and recounts of Bible stories. This year teachers make more use of planned opportunities in all subjects to extend pupils' speaking and listening skills. To do this, they make good use of strategies such as 'hot seating' and role-play, collaborative work and frequent opportunities for short, paired discussions.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards in Year 6 have improved recently and achievement is now satisfactory overall.
- Teaching and learning are good overall, but with some inconsistencies across the school.
- Good progress has been made in developing assessment so that teaching is better focused on what pupils need to learn and pupils take more responsibility for their learning.
- Enriched curriculum opportunities in mathematics make pupils keen to learn.
- The co-ordinator has had a very good impact on raising standards and the quality of teaching and learning since his appointment in September.

Commentary

37. In national tests in 2003, standards at the end of Year 6 were below average and pupils' achievement was unsatisfactory in relation to their prior attainment. Inspection evidence indicates that current standards in Year 6 have improved to average and that achievement is satisfactory, with pupils on track to meet their targets for both the expected and higher levels. The improvement is due to the impact of good teaching since September and to the very good leadership of the subject by the new deputy headteacher, who is also the co-ordinator. There has been a clear focus on improving attitudes to the subject and good on-going assessment that is used well in a flexible approach to planning. No significant difference between the performance of boys and girls was seen during the inspection and pupils with special educational needs make satisfactory progress overall. Lower attaining pupils and pupils with special educational needs achieved well in a mixed Year 5 and 6 group, helped by the quality of the resources in the lesson - a home produced musical of the times tables. Standards were weaker and rates of progress unsatisfactory in Year 3. The school is well aware of the inconsistencies and training needs of teachers who have not been long in post or who are filling temporary positions, and has put good support strategies in place.
38. Teaching and learning are good overall, but range from unsatisfactory to very good, with particularly good teaching in Years 5 and 6. Pupils enjoy mathematics and have good attitudes to their learning in the subject, a result in Year 6 of the teachers' drive to make learning fun and instil in the pupils a 'don't panic' approach. In the most successful lessons, teachers make very clear to pupils what they are going to learn, have high expectations and keep up a good pace so no time is lost in learning. In a Year 4 lesson, pupils were given a good challenge to explore a new way of subtracting. Middle and lower attaining pupils were supported by the teacher and teaching assistant and the higher attaining pupils were expected to set their own numbers – some setting very high ones - and to have a go themselves. Some good examples were seen of teachers using ICT to support learning in mathematics. For example, in a Year 3 class, pupils used the interactive whiteboard to explain their methods for adding 39 to a number on the 100 square – 'I went down two rows because I needed to add two tens, then I went one diagonal step because I needed to add ten minus 1'. In a minority of lessons, teaching was less successful where the pace was slow, pupils were unclear about the task set, and resources and the support of the teaching assistant were not carefully prepared. This led to pupils' lack of involvement in their learning and too many opportunities for poor behaviour.
39. Teachers use a good variety of interesting approaches that motivate pupils well. Pupils spoke very enthusiastically about the recent Smartie Challenge that had been the focus of whole school work over a few days. They appreciated working on making a large triangular prism out of their individual ones and their skeletal three-dimensional structures, and the chance to present their work in an assembly. They could describe the data work involved in their Fantasy Football game and obviously enjoyed it. The project work displayed in the school's entrance area celebrated the outcomes of clear progressive work from Years 3 to 6 in numerical, data and shape work.
40. Year 5 and 6 teachers have made good use of information gained from analysing pupils' responses to test questions. Planning has been adjusted so that pupils who were weak in methods for multiplication get the extra teaching and practice that they need and more problem solving teaching is included in lessons for all pupils in the school. Pupils in Years 5 and 6 especially are involved in reviewing and re-setting their own curricular targets in discussion with their teacher. There is more inconsistency in the use of targets in the lower school. Marking in mathematics is inconsistent across the school but there are examples of very good practice, as in Year 6, where pupils' responses to the teacher's questions in their books clearly showed how their learning had been enhanced.
41. The co-ordinator has lost no time since joining the school in September in identifying and tackling the weaknesses in the subject. With great deal of vision and determination, he has led staff in a major audit and organisation of resources and improved assessment and its use to

move on pupils' learning. He monitored teaching regularly last term and his focused feedback to teachers has contributed to the good teaching and learning and improved standards now evident, and developed his awareness of how to raise these further.

Mathematics across the curriculum

42. Satisfactory use is made of mathematics in other subjects. For example, pupils in Years 3, 4 and 5 had used graphs and charts to present their evidence about their heartbeat investigation and Year 4 pupils applied measurement skills in their investigation into the absorbency of different materials

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Performance has improved considerably over the last year and achievement is now satisfactory overall, as described in the last report.
- Teaching and learning are good overall, although some inconsistencies remain.
- The new subject co-ordinator has led his subject very well since taking over the role in September and has established good assessment systems and resources.

Commentary

43. In 2003, standards improved to average at the end of Year 6, helped by a good proportion of pupils reaching the higher Level 5. Inspection evidence shows a similar picture of standards in the current Year 6. For example, lower attaining pupils in Year 6 recorded results and drew scientific conclusions during an investigation about sound travelling through materials, while higher attaining pupils used and interpreted line graphs well to explain their investigations. Year 4 pupils could put forward their own ideas for investigations into the absorbency of different types of paper and with some help sorted out how to make the investigation meet fair test criteria. Some of these pupils were able to make sensible scientific conclusions to their experiments on their own.
44. Overall, teaching and learning are now good, although it is too soon to see the full effect of this on achievement at the end of Year 6. Past work shows some inconsistencies, especially where changes of teachers in Year 3 and lower expectations have slowed the pace of learning to satisfactory. Generally, teachers give good emphasis to developing pupils' skills of scientific enquiry and their scientific language. In well taught lessons, teachers used a good range of ways to encourage and challenge pupils' discussions on scientific themes. This resulted in effective learning. Strategies included pupils working in pairs or groups and presenting work outcomes to the rest of the class, as well as challenging and interactive discussions between the teacher and the class. In lessons seen in Years 4, 5 and 6, teachers' subject knowledge was good and they were able to target questions well to the differing abilities of pupils. This enabled them to develop their thinking and their skills of scientific analysis and kept them very involved in the lesson. For example, in a Year 5 investigation into the rate at which the heart beats, one pupil described how and why the heart and lungs operated in the way that they did and was moved on to consider the purposes of veins and arteries. Key facts are taught well and in a Year 5 and 6 lesson, fast moving quizzes about the body kept pupils motivated and challenged and reinforced their learning well.
45. The co-ordinator, new to his role since September and only in his second year of teaching, has shown vision, drive and some considerable hard work in quickly improving provision in his subject. His leadership is very good. He has completed a first round of monitoring the teaching in his subject and given feedback to the teachers. This, together with a new scheme with

resources suitable for the interactive whiteboards, has contributed well to the good teaching and learning in the subject. In a Year 5 and 6 lesson, the use of video clips about the heart and lungs and the stopwatch countdown on screen for pupils to monitor their pulses helped to make learning very lively and motivate the pupils. In most classes, pupils are involved in assessing their own achievement at the end of a unit of work, although procedures for monitoring their progress across the school are not yet fully in place. Excellent marking by the co-ordinator took pupils forward in their thinking and learning but overall the quality of marking is inconsistent.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Good teaching overall means that pupils now achieve well.
- The subject is very well led and managed.
- Interactive whiteboards support teaching and learning well in all classes, but the computer suite is underused.
- Pupils' skills in developing purposeful sequences of instructions and monitoring events are below average.
- Pupils need more opportunities to apply the skills they have learned in subjects across the curriculum.

Commentary

46. Standards are broadly average by the end of Year 6 and pupils achieve well overall in relation to their previous level of skills. This is an improvement since the last inspection when progress was unsatisfactory. Better resources, including the installation of an ICT suite to which all pupils have timetabled access, have helped this. The introduction of interactive whiteboards this year, together with the appointment of an enthusiastic and knowledgeable co-ordinator, has had a positive impact and the school is well placed to raise standards still further. All work is based on a national scheme ensuring that pupils are now taught word processing, data handling, graphics and the Internet, as well as monitoring, control and modelling. However some aspects of the curriculum, such as control and monitoring, are at an early stage of development and pupils' skills are still below average in these areas. The co-ordinator has already identified this and made plans to focus further on these aspects of the curriculum.
47. Teaching observed varied from satisfactory to good. It was consistently good in Years 5 and 6 and good overall. A well taught lesson observed in Years 5 and 6 was characterised by an enthusiastic, knowledgeable approach from the teacher, very well supported by the teaching assistant. Together, they ensured that the pupils achieved well and gained in confidence as the lesson progressed. By the end of the lesson, most pupils were able to apply simple formulas to spreadsheets and a minority could discuss how the skill might be applied in real life situations. The very competent teaching assistant was used well to support the learning of a group of pupils with special educational needs and another pupil who speaks English as an additional language, but she is not always deployed effectively in other lessons to either challenge or support groups. Pupils' work is marked well, especially in Year 5 and 6, where teachers' high expectations are reflected in their marking. This often focuses on what more the pupils need to do in order to achieve higher standards. The co-ordinator has introduced good procedures to track and monitor the development of pupils' skills, although these are not yet fully embedded.
48. Interactive whiteboards support teaching and learning well in all classes. Most teachers are gaining rapidly in confidence in their use and a programme of training has been organised to develop their skills further and ensure that the potential of this resource is fully explored to support learning in other subjects. The co-ordinator is diligent and hardworking and he leads and manages the subject very well. He has a clear vision that he shares with staff, ensuring

that an appropriate focus is given to ICT in staff meetings and discussions. Discussions with Year 6 pupils confirm that because of the recent, revitalised focus on ICT they are developing very positive attitudes toward the subject. The way lessons are organised help pupils to co-operate and work together well.

Information and communication technology across the curriculum

49. Although all pupils have timetabled access to the ICT suite every week, it is currently used to teach skills but not to support learning in other subjects. There is some evidence, particularly in science, that ICT is beginning to be used well to support learning but this is partly because its use is built into the scheme. Pupils also apply their word-processing and publishing skills to produce newspapers, for example. However, teachers do not always explore the opportunities to use ICT in other subjects and therefore do not book the ICT suite to gain access to the required resources. Currently the ICT suite is underused in the mornings.

HUMANITIES

Religious education was inspected in full and is reported below. History and geography were sampled.

50. The cyclical nature of the curriculum meant that little work was available for scrutiny in **geography**. Teaching in the lessons observed in Years 3 and 4 was satisfactory. However, the two lessons were taught from the same plan, with no account taken of the skill levels that might be expected from the two year groups. Consequently, the needs of both pupils with special educational needs and higher attaining pupils were not adequately reflected in planning and although, with some support, both groups made satisfactory progress, activities targeted to their differing needs would enable them to achieve more.
51. The cyclical nature of the curriculum also meant that no **history** lessons were taught during the inspection. Scrutiny of work and discussions with pupils indicate that standards are broadly average. All classrooms in Years 5 and 6 contain appropriate time lines from 1930 to the present and scrutiny of displays indicates suitable coverage of the curriculum. Good cross-curricular links with design and technology were made when pupils designed and made containers for their 'gas masks' and a display on the Ancient Egyptians in a Year 6 class showed appropriate art and literacy work to support their learning in history.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils have a sound understanding of Christianity, helped by good links with local churches, which also contribute to pupils' positive attitudes.
- A new scheme of work is promoting a better balance between the teaching of Christianity and other world faiths and providing good support for teachers.
- Current planning does not take sufficient account of pupils' differing ages and needs, partly because there is no common approach to assessment in the subject.

Commentary

52. Standards in Year 6 are broadly in line with the expectations of the locally agreed syllabus and boys and girls of all levels of attainment achieve satisfactorily overall, as at the time of the last inspection. Achievement is not better than this, in spite of good teaching and learning in some lessons, mainly because of shortcomings in planning and assessment. Topics are taught appropriately in a two-year cycle in the upper and lower school to allow for variations in class

organisation from year to year. However, there is no planned progression between Years 3 and 4 or between Years 5 and 6, as the same lesson is often taught to both year groups, with no difference in the content or expectations of the skills and knowledge of the older or younger pupils. The same task is also given to the whole class, irrespective of their level of understanding. As yet there are no whole school approaches for assessing pupils' progress or passing such information to the next teacher. The school has begun to address these issues this year, in line with the school development plan. Prior to this, the strong focus the school has had on raising standards in English, mathematics and science has meant that little time has been available for the development of other subjects.

53. The quality of teaching and learning is satisfactory overall. Good examples were seen of teachers using interesting activities to motivate pupils and help them to learn in different ways. In a well taught Year 3 lesson, for example, the teacher used good questioning, artefacts borrowed from a local church and a family christening robe in a way that fully engaged pupils' attention and extended their knowledge of welcoming ceremonies. She reinforced their learning well with a simple role-play of a christening service. By Year 6, pupils have a sound understanding of the main features and beliefs of Christianity and of the different traditions within it. Visits to local churches, both to study features of the building and, as last term, to sing there, together with the regular participation of local ministers in assemblies and lessons contribute well to this. Pupils can make some comparisons with other religions with regards to forms and symbols of worship, or by learning about different festivals of light, for example. However, overall their knowledge of other religions is relatively superficial because, until recently, less emphasis has been placed on this.
54. The newly appointed co-ordinator, who has a clear and appropriate view for the development of the subject, has made a good start to leading and managing the subject. She has begun to introduce a revised scheme of work, which corrects the balance within the curriculum, ensures that all requirements of the locally agreed syllabus are met, and provides useful guidance for colleagues and an interesting approach for pupils. This was reflected in pupils' motivation and positive attitudes in the lessons seen. Visits to places of worship of other faiths in the area are also planned for later this school year.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Physical education was inspected in full and is reported below. Art and design was sampled. No report is made on music or design and technology.

55. In **art and design**, although very little teaching was seen, a scrutiny of pupils' work on display indicated that standards are average and achievement satisfactory by the end of Year 6, as at the time of the last report. The broad and enriched curriculum gives opportunities for art that enhance pupils' skills. For example, older pupils have worked well with an artist in residence to create high quality two- and three-dimensional hanging art structures with a theme of pattern and symmetry. Individually woven and decorated slats were fixed together to create striking sculptures. A good range of materials and skills are used. Year 4 pupils printed animal patterns after studying animal skins carefully and drew some good charcoal and chalk sketches of African artefacts. Younger pupils in Years 3 and 4 were very motivated by their Japanese project and produced well executed origami, batik and painting pieces, including one pupil with special educational needs who gained much pride and esteem in completing the work.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Teaching in the Year 5 and 6 classes is good.

- The very good subject leadership gives the subject, and especially football, a very high profile in the school.
- Skills are not yet taught progressively in all aspects of the subject.

Commentary

56. Standards by the end of Year 6 are average and achievement satisfactory overall, as at the time of the last inspection. Teaching is satisfactory overall, but good and, at times, very good teaching of games skills in Years 5 and 6, reinforced by very good extra-curricular opportunities, means that pupils achieve well in this aspect of the subject. In a very well taught lesson, the teacher took pupils confidently and swiftly through a well-planned progression of small skills for football and tag rugby so that pupils learnt rapidly and securely. Boys and girls put their skills into practice straightaway in group games, controlling a ball with one foot from heel to toe, sideways and all round the body, passing accurately when walking and running and thinking about direction. Very good organisation of resources ensured that pupils had no time to misbehave and no learning time was lost. The teacher gave clear demonstrations and pupils responded very well to the high expectations of them, keeping very focused in their own individual and group work. Pupils were given good opportunities to use their initiative and learn from each other and the quality of their collaborative work was very high.
57. The co-ordinator, new to the post in September, has very good leadership skills. He has worked hard to organise resources and map out a long-term curriculum plan. Planning for the progression of skills is not yet in place for all aspects of the subject and the co-ordinator has had no opportunity to monitor teaching yet. He has a strong vision for the subject as a link into the community and is supported fully in this by other staff. The school is in the process of applying for Charter Standard status. The links developed with Swindon Town football coaches are putting the vision into practice and already impacting well on the attitudes of both boys and girls. The school has established a girls' football team and in giving this equal opportunity has increased their self-esteem and made them feel more respected by the boys. Many sports clubs are offered including netball, dance and table tennis. Pupils appreciate these opportunities and feel enlivened by them for their other lessons. The school is very committed to the provision of swimming and buys in extra teachers to extend the amount of time offered to pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

58. This area was sampled as no lessons were seen during the inspection. The school's caring ethos supports pupils' personal development well. There are regular opportunities for all pupils to discuss concerns in a secure and constructive way within their classes. The school nurse contributes to the planned health education programme, including sex education for older pupils. Some aspects of health education, such as healthy living, form part of the science curriculum. Older pupils have the opportunity to participate in a Junior Good Citizen Award scheme. The school received the Healthy Schools award in 2002.

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	3
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	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
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	0
The leadership of the headteacher	4
The leadership of other key staff	2
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).