

INSPECTION REPORT

FEATHERBY JUNIOR SCHOOL

Gillingham

LEA area: Medway

Unique reference number: 118420

Headteacher: Mr T Spice

Lead inspector: Mr J Ayerst

Dates of inspection: 1st – 3rd March 2004

Inspection number: 256108

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior School
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
Number on roll:	374
School address:	Chilham Road Gillingham Kent
Postcode:	ME8 6BT
Telephone number:	01634 231984
Fax number:	01634 263279
Appropriate authority:	Governing Body
Name of chair of governors:	Mr K Behn
Date of previous inspection:	1 st June 1998

CHARACTERISTICS OF THE SCHOOL

Featherby Junior School is an above average sized school with 385 boys and girls aged 7-11. Most of the pupils come from the surrounding residential area, but a number come from further afield. The local area is an area of economic disadvantage and deprivation, but overall the percentage of pupils eligible for free school meals (12.5%) is average. The school is an active member of an education action zone. The number of pupils from minority ethnic families is below average and the proportion of those who speak English as an additional language is low (0.5%) and no pupils are at the early stages of acquiring English. Few pupils join or leave the school other than at the usual times of first admission and transfer. The percentage of pupils identified as having special educational needs (26.8 per cent) is above average, as is the percentage of those with a Statement of Special Educational Needs (3.9 per cent). The majority of pupils with special educational needs are identified as needing help with moderate learning difficulties or with social, emotional and behavioural difficulties. A number have specific learning difficulties (dyslexia), some have difficulties with speech, communication, and autism. Pupils' attainment on entry is broadly average, but varies widely from year to year. The group of pupils, who sat their tests at the end of Year 6 last year, were below average when they were tested at the end of Year 2.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3832	John Ayerst	Lead inspector	Art and design, music.
8986	Philip Andrew	Lay inspector	
23009	Nicole Anderton	Team inspector	Science, information and communication technology, physical education.
1710	Thelma Edwards	Team inspector	English, design and technology, geography, history.
31029	Peter Thrussell	Team inspector	Mathematics, religious education.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall effectiveness of the school is **sound** and it provides satisfactory value for money. Pupils achieve satisfactorily. They enter the school with average attainment and leave, at the end of Year 6, with standards in English and science that are mostly average and above average in mathematics. Teaching and learning are generally satisfactory and the leadership and management of the school are sound.

The school's main strengths and weaknesses are:

- A good proportion of pupils reach above average standards in reading and mathematics at the end of Year 6.
- There are some examples of very good teaching and learning.
- Pupils' attitudes to school and to learning are positive and their behaviour is good.
- Pupils' relationships with each other and with adults are good.
- The provision for pupils' care is good and their personal development is promoted well.
- Assessments are not used consistently well to plan the next stage of learning or to track pupils' progress.
- Opportunities for discussion, and for pupils to make choices and use their own ideas are limited in some classes.
- Monitoring of teaching and of pupils' progress is not consistently rigorous. Subject coordinators do not have sufficient time to fully monitor the provision for their subject, including teaching.
- The school's development planning does not make sufficient use of information from monitoring to identify priorities.

In general, the school has maintained the sound standards reported in the last inspection in 1998. Most key issues from the last inspection have been addressed appropriately, although the monitoring of teaching has not been developed consistently across all subjects of the curriculum, and school development planning could still be better informed.

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	B	D	D
mathematics	D	C	B	B
science	E	D	D	D

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

Overall, pupils' achievement is **satisfactory** and standards in the Year 6 tests show an improving trend in the years prior to 2003. In most years, pupils enter the school with overall average attainment, and they leave, at the end of Year 6, with standards that are average. In 2003 standards were above the national average in mathematics, but a little below average in English and science, but that particular year group of pupils was below average on entry to the school. In comparison with similar schools, pupils' achievement appears below average, but when the standards on entry for those particular pupils are taken into account, their achievement is satisfactory.

Work seen during the inspection confirms the results of the tests in that standards in English and science are broadly average and above average in mathematics. They are also above average in religious education. In these subjects, pupils achieve satisfactorily over time. It was not possible to

make judgements about standards in other subjects, but in lessons seen work was generally at an average standard and some above average work was seen, for example, in design and technology, physical education and music.

Pupils' attitudes and behaviour are **good**. Attendance and punctuality are **good**. Provision for spiritual, moral, social and cultural development is **good** overall.

QUALITY OF EDUCATION

The school provides a **sound** quality of education. Teaching and learning are **satisfactory**. Teachers plan the content and methods for their lessons well, but the planning for the different needs of pupils in the class is not consistently good, so that learning is not always well targeted. The information gained from assessments is not always used effectively for planning. The curriculum is satisfactory with good opportunities for enrichment. Parents make an appropriate contribution to their children's progress. The overall care, guidance and support for the pupils are good. The partnership with the parents, with the community and with the other schools is good and makes an effective contribution to pupils' achievements.

LEADERSHIP AND MANAGEMENT

Leadership and management are **sound**. The headteacher sets a clear vision and sense of purpose for the school. The governance of the school is **satisfactory**. Monitoring of teaching and of pupils' progress is not consistently rigorous across all subjects and more use could be made of the information gained. The development plan is generally appropriate, but subject co-ordinators do not routinely contribute to the school development plan. Overall, their role requires further development if they are to be fully aware of the quality of the provision for their subject.

PARENTS AND PUPILS' VIEWS OF THE SCHOOL

Parents have a largely positive view of the school and the education their children receive. In the questionnaire returns, a number of parents expressed concern about bullying, but on investigation this appears to refer to a few very difficult pupils who left the school some time ago. Measures to deal with behavioural issues are judged to be good.

Some parents also commented that homework is not always appropriate or the requirements clear. The inspectors consider that this could be improved. While some parents would like more or better information about how well their child is doing, the inspectors consider that, within the constraints of the school's assessment practice, the information provided for parents is good. Pupils like the school and find their lessons interesting. This was clearly the case during the inspection.

IMPROVEMENTS NEEDED

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

- Improve the quality of teaching and learning so that the good and very good practice is disseminated and applied more consistently.
- Ensure that the action that follows monitoring and evaluation is effective in raising standards.
- Monitor the achievement of pupils more rigorously and use the information provided to identify and rectify any weaknesses.
- Make sure senior managers and subject co-ordinators have sufficient non-contact time to be effective in school improvement.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN AREAS OF LEARNING, SUBJECTS AND COURSES

In most years, pupils enter the school with average attainment, their achievement is satisfactory and they leave, at the end of Year 6, with standards that are average.

Main strengths and weaknesses

- Standards in reading, mathematics and religious education are above average at the end of Year 6.
- Until last year, standards in English, mathematics and science showed steady improvement, and standards continued to improve in mathematics.

Commentary

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

Standards in:	School results	National results
English	26.0 (28.2)	26.8 (27.0)
mathematics	27.6 (27.0)	26.8 (26.7)
science	28.0 (27.8)	28.6 (28.3)

There were 99 pupils in the year group. Figures in brackets are for the previous year

1. In 2003, the results of national tests for Year 6 were a little below average in English and science and above average in mathematics. In comparison with similar schools, pupils' results are below average in English and science. However, when these results are compared with the attainment on entry for those particular pupils, their achievement is good. Achievement is also good in mathematics.
2. At the last inspection, standards were average in English, mathematics and science. These standards have been maintained in English and science and improved in mathematics. National tests show an improving trend in the years prior to 2003.
3. Work seen during the inspection confirms that standards in English and science are broadly average and above average in mathematics. The pupils are also on course to be above average at the end of Year 6 in religious education, where pupils achieve well throughout the years. It was only possible to gain limited evidence about standards in other subjects, but in lessons seen, work was generally at an average standard. Some work of an above average standard was seen, for example, in design and technology, physical education and music. Pupils were generally making at least satisfactory or good progress. There is no significant difference between the standards and achievement of boys and girls.
4. In English, mathematics and science, pupils regularly take tests to ascertain their progress. The tests are useful indicators of individual achievement, but the school does not yet collate them to give information about the progress of classes towards National Curriculum levels.
5. In all subjects and years, pupils of all levels of attainment, including the most and the least able, achieve satisfactorily and make progress at an appropriate rate. This is because the quality of teaching is at least satisfactory in almost all lessons. Pupils with English as an additional language are helped to gain access to the curriculum by good provision that helps them to quickly acquire early language skills. Once those skills are acquired they make sound progress.

6. Literacy and numeracy skills are developed satisfactorily across the curriculum. The school's strategies for developing literacy and numeracy are appropriate in English and mathematics lessons as well as in other subjects. Pupils also use information and communication technology satisfactorily in many subjects.
7. Pupils with special educational make satisfactory progress. The targets on their individual education plans are clear and specific, enabling support to be well focused in withdrawal groups, so that good progress is made in these sessions. In lessons, the quality of support and planning to meet pupils' needs is variable, and pupils achieve satisfactorily.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Attendance and punctuality are good. Provision for spiritual, moral, social and cultural development is good overall.

Main strengths and weaknesses

- Pupils behave well both in and out of lessons.
- Pupils enjoy coming to school, and are keen to take on extra responsibilities.
- The school promotes good relationships, including racial harmony.
- Attendance and the school's action to promote it are good.
- Not enough opportunities are provided for pupils to take initiatives in their own learning.

Commentary

8. Pupils have good attitudes to school and display good behaviour both in and out of lessons. Staff are skilled at managing pupils' behaviour, and the overwhelming majority of pupils at the school, including those with learning and behavioural needs, behave well and have good relationships with staff and one another. The school is a well-balanced and contented community. A similar picture was recognised at the last inspection.
9. Many pupils in the school are happy and willing to take on extra responsibilities, for example acting as school council members and peer mediators, displaying good levels of confidence and self-esteem. However, within lessons, there are not enough opportunities that develop independent learning; pupils are not sufficiently encouraged to discuss and explore their own ideas.
10. Teachers have high expectations of pupils' behaviour. In most lessons pupils display good attitudes, have strong respect for each other's feelings and beliefs and form constructive relationships with one another. Social skills groups for pupils with special behavioural needs, are effective in establishing positive patterns of behaviour that contribute well to their learning. Pupils interviewed during the inspection confirmed that instances of bullying are infrequent, and are dealt with immediately and effectively by staff when they occur. The inspection team does not share the negative views expressed by some parents on bullying and harassment. There have been no exclusions during the last year.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black African
Mixed – White and Asian
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
356	0	0
3	0	0
1	0	0
1	0	0
5	0	0
4	0	0
1	0	0
1	0	0
1	0	0
1	0	0

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

11. The school effectively promotes pupils' understanding of the principles to enable them to distinguish right from wrong, and how to be socially and morally aware. Classroom rules are discussed and agreed at the start of the year. In the playground pupils display good and sensible behaviour, with some older pupils expected to intervene where minor disputes occur. This has been helped by the school's council request for separate morning playtimes for lower and upper school.
12. The overall provision that is made for spiritual, moral, social and cultural development is good and contributes well to pupils' personal development. This is an improvement since the last inspection. Daily assemblies create a good sense of community and occasion, where pupils are given opportunities to learn about and to reflect on moral and social issues, often expressed through different religious teachings and stories. Religious education and personal, social and health education lessons provide good opportunities for pupils to find out about spiritual, moral and social issues that affect them. The different religious and cultural backgrounds of staff and pupils are at times shared, encouraging their recognition and appreciation.

Attendance in the latest complete reporting year 2002/2003 (%)

Authorised Absence		Unauthorised Absence	
School data	5.3	School data	0.2
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

13. Attendance has improved a little since the last inspection. The school, in cooperation with its education welfare officer, has worked hard to improve pupils' attendance. All absences are followed up quickly and conscientiously, either by telephone or home visits. Pupils now have a good record of attendance and punctuality.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory. The quality of teaching and learning is satisfactory. The curriculum is sound, with good opportunities for enrichment. Pupils are cared for well and receive good support and guidance. There are good links with parents and the community.

Teaching and learning

Teaching and learning are satisfactory. Assessment is used well in English, mathematics and science to gain information, but the information is not always used effectively for planning.

Main strengths and weaknesses

- Teachers have good knowledge and understanding of the subjects they are teaching so that tasks and challenges are judged appropriately.
- Teachers insist on high standards of behaviour and manage their classes well so that learning takes place in a calm, conducive atmosphere.
- Pupils make sound use of their skills in literacy and numeracy to support learning across the curriculum.
- Pupils are very willing learners who respond very positively to the teaching provided.
- Further work is needed to relate assessment more closely to the progression of skills.
- Assessment information is not always used effectively to plan the next stage of learning and to identify the learning needs of the different groups in the class.

Commentary

Summary of teaching observed during the inspection in 46 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	8 (17%)	15 (33%)	20 (44%)	2 (4%)	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.

14. The overall quality of teaching and learning has been maintained at a satisfactory level since the 1998 inspection. During the current inspection, there were examples of good and very good teaching and a small amount of unsatisfactory teaching. In addition, a visiting music specialist gave an excellent lesson.
15. In general, teachers have good subject knowledge and understanding in most of the areas that they teach and they understand well the learning processes in the subjects. Consequently, teachers set secure learning expectations of their pupils, who make sound gains in developing skills and furthering their understanding in most lessons. Teachers and pupils enjoy good relationships with each other. The pupils settle quickly to work and sustain their concentration well. In the excellent music lesson observed young pupils from a Year 3 class achieved very high standards. The pupils and teacher were working in close partnership as they moved into a wonderful world of musical games, moving, singing and listening. Expectations were very high.
16. Where teaching is good and very good, teachers manage their classes well. Relationships are very good so that pupils work in a calm secure environment that enables them to concentrate well and remain fully on task. The pace of these lessons is good and resources are used well. In lessons that are satisfactory, it is usually where assessments from previous lessons have not been used to prepare the learning targets for the different groups of pupils in the class. Consequently, the learning is not so well focused and tasks less appropriate. In the unsatisfactory lessons seen, teachers did not fully understand the learning needs of the pupils. The tasks set were confusing and there was too much for pupils to understand at any one time.

17. Overall, teaching for pupils with special educational needs is satisfactory, but teachers' planning for them, particularly in mathematics, does not always take sufficient account of their particular learning needs, or recognise the small steps that they need to make in learning. Learning support assistants overall give good support to individuals in lessons. However, their deployment, and participation with teachers in planning lessons, is sometimes ineffective.
18. Overall, the procedures for assessment are good in English and mathematics but, in general, they are not used sufficiently well to plan for what pupils should learn next. In most other subjects assessment is underdeveloped because teachers do not consistently measure pupils' progress.

The curriculum

The school provides a **satisfactory** curriculum. There is a good range of activities to enrich the curriculum, and the school has good accommodation and resources.

Main strengths and weaknesses

- Each subject has a good framework and scheme of work for teachers to plan to, which ensures that pupils make steady progress as they move through the school.
- The school makes good use of the opportunities provided by the local area for its history and geography studies.
- Good provision is made for pupils with special educational needs in language, social skills and physical development.
- Extra-curriculum provision for sport is good.
- There is not enough emphasis on the development of the investigative side of science.
- Changing facilities for physical education are not good

Commentary

19. National Curriculum requirements, and the local requirements for religious education, are met and the curriculum is suitably broad and balanced. Most of the curriculum is taught in mixed ability classes, but English and mathematics are taught in ability sets across the school. This is generally effective and enables teachers to more closely match their lessons to pupils' needs.
20. Each subject has a good framework and scheme of work for teachers to plan to. These are based on national schemes with adaptations by the subject co-ordinators relevant to the school. Teachers use this guidance effectively to plan the series of topics that pupils will cover as they move through the school. The planning for each lesson does not, however, always make sufficient use of earlier assessments to identify the learning needs of the different groups in the class. Consequently, some higher attaining pupils are not always sufficiently stretched, and some lower attaining pupils are not given sufficiently small steps to help their learning. Even so the school has made a good start to improve its provision for the more able. Gifted and talented pupils have been identified throughout the school. Some out of school support is encouraged through Kent University and the Education Action Zone, but specific provision for them within school has yet to be fully developed.
21. Overall the school makes good provision for out of school activities. The school makes good use of local facilities to enrich and extend pupils' experiences. The local studies projects in Year 3 and Year 5 bring together history and geography well and pupils can see how the history of the area has been influenced by its location. Good use is made, in these projects, of visits to the historic dockyard at Chatham and to the village of Upchurch, which pupils compare with their own area.
22. The provision for sport is good. As part of the Medway Community, the school takes part very successfully in team games. Some pupils, having helped to build a go-kart by using their design

and technology skills, then successfully raced it on a local track. Good use is also made of local music festivals for the choir to perform. Overall, however, more opportunities could be provided in areas other than sport. For example, opportunities to learn musical instruments are limited.

23. Good provision is made for pupils with special educational needs. There are strengths in the very good provision of withdrawal groups to help develop gross motor, social and literacy skills, to enable fuller access to the curriculum. However, there is room for improvement in the provision for these pupils in lessons, particularly in numeracy. The provision made in lessons is variable, but nevertheless enable pupils to make satisfactory progress.
24. The school's accommodation is generally good. Classrooms are of a good size and well set out for learning. The information and communication technology suite is a recent development that provides good learning opportunities for pupils. At present, changing facilities for physical education do not exist and pupils have to change in the classrooms.
25. The resources for learning are good and have improved since the previous inspection. As well as the well-equipped and maintained ICT suite inter-active white boards are installed in all classrooms. The use of these boards and of over-head projectors is being continually developed and has a positive impact on learning.
26. The school has an appropriate number of well-qualified and experienced teachers. There is a good number of support staff, but they are not always most effectively deployed.

Care, guidance and support

The overall care, guidance and support for the pupils is good. In addition, there are good procedures for seeking and valuing the views of the pupils.

Main strengths and weaknesses

- The school provides a safe environment for the pupils and ensures their physical well being.
- There are good procedures for the transfer of pupils from the infant school
- Pupils' views are sought, valued and acted upon.
- Pupils have appropriately trusting relationships with adults
- Staff training in child protection procedures could be improved.

Commentary

27. The good provision previously reported has been maintained. All routine health and safety checks have been completed to the laid down schedule. There are fourteen members of staff who have received first aid training and these include members of the administration staff who are responsible for the treatment room. A sample of pupils across the school confirmed that they fully understood the correct procedures to follow in the event of a fire drill and evacuation.
28. Child protection procedures are in place and there is a designated member of staff. General advice about child protection has been provided, but not all staff have received specific training.
29. The school runs a breakfast club that starts at 7.45 a.m. The club, as well as providing a nourishing breakfast, organizes literacy and numeracy games and use of computers. This club gives very good support to the participating pupils.
30. Pupil's views are sought through questionnaires and from the discussions in the school council. The suggestions put forward have been evaluated and acted upon for example the alteration of the morning break into separate times for Years 3 and 4, and Years 5 and 6. The closer involvement of the pupils has a positive effect on their self esteem and their broader achievement.

31. The school's procedures for monitoring pupil's personal development are appropriate. They rely mainly on the staff's good relationships with and knowledge of the pupils. Pupils' personal achievements are celebrated, but not yet systematically recorded. Pupils are very well supported with guidance on their choice of school for their continuing education.
32. The induction of pupils from the Infant's School is good. There is close liaison with the Infant School staff and the Year 2 pupils come to an assembly and spend a half day with the Year 3 teachers. Parents met during the inspection confirmed the effectiveness of these transfer arrangements.
33. Targets for pupils with special educational needs are specific and well focused. They are recorded in such a way that they can readily be shared with pupils and parents, so that they are aware of the support being given and the progress being made to meet these targets. Pupils with Statements of Special Educational Needs receive their full entitlement of support.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Parents have a positive view of the school and the education their children receive.
- The provision of information to parents on standards, progress and achievement is good.
- The school is effective in seeking and valuing the views of the parents.
- The school has formed good links with the community and other schools.
- Parents provide good support for the school through the Parent Teachers' Association.

Commentary

34. The school has maintained the good links with the parents and the community noted in the previous inspection and this has a positive impact on the achievements of the pupils. The school has maintained the good provision noted in the previous report. The links with other schools in the area have been developed and enhanced.
35. The information provided for parents on their children's progress and achievements is good. The annual reports are well written and give a clear indication of the progress being made and the standards reached. The National Curriculum levels are given for English, numeracy and science. The parent's evenings in the autumn and spring terms are well attended and targets are discussed. The arrangements for the autumn term meeting, have this year, been altered in response to a survey of parent's views. Parents of children with special educational, needs are fully consulted.
36. The meeting with parents and the answers to the parent's questionnaires indicated that there was some concern over the quality and consistency of the provision for homework. The inspection team agree that the provision for homework is not of a consistent quality in all classes.
37. The school is very well supported by the parent teachers association. The association organizes a wide range of events from discos to summer and winter fairs. The Summer Fair features displays by the Police, Fire Brigade, Ambulance Service and a local Driving School. The funds raised are used to buy additional equipment for the school. The wide range of events and the funds raised have a positive effect on the children's achievement and social development.
38. The school has strong links with the local churches who support the school through assemblies and use of the churches for Christmas services. Links have been developed with a

local special school which involve pupils in an inter change of activities and this greatly helps in the understanding of an inclusive society. Links have also been developed with a local manufacturing company that helps with activities for the pupils.

39. Through the education action zone the school has close links with 15 primary schools and an arts college. The Education Action Zone has provided funding that has enabled considerable development and improvement to take place in the school, primarily to raise standards, through the development of teaching and learning, and to provide support for the family. Resources have been provided for a range of activities and projects, such as Teachers' in-service training on formative assessment, the pupils' Breakfast Club, the improvement of information and communication technology in the school, including interactive whiteboards in all rooms and improved access to a range of specialist support. All of these were instrumental in helping the school to raise standards and provision. The school also works with a Technology College that provides Year 6 pupils with the opportunity to work on control technology in its laboratories.

LEADERSHIP AND MANAGEMENT

Leadership and management are **sound**. The headteacher sets a clear vision and sense of purpose for the school. Systems of management are well established. The governance of the school is **satisfactory**.

Main strengths and weaknesses

- The headteacher sets appropriate expectations with a clear vision for the school and sense of purpose and direction.
- Other key staff have insufficient non-contact time to make a significant contribution to school improvement.
- Governors are effective in helping to shape the vision and direction of the school.
- The monitoring of school performance data is unsatisfactory and the monitoring of teaching and of pupils' progress is insufficiently rigorous to bring lasting improvement.
- The development plan is generally appropriate, but the school's evaluation procedures are not used sufficiently to determine strategic priorities for improvement.
- Subject co-ordinators do not routinely contribute to the overall development plan and have insufficient non-contact time to improve the quality of the provision for their subject.
- Finances are well analysed and used, so the school makes best use of the money available to it. At present considerable reserves are being built up to help finance a major building project.

Commentary

40. The headteacher successfully fosters a positive climate, that motivates staff, gains the confidence of parents and secures the commitment of all to school improvement. All in the school have a strong sense of teamwork, but some of the measures to improve performance do not stem from a sufficiently rigorous analysis of present practice and progress. Even so standards have been maintained since the last inspection and, until the most recent tests, were improving steadily. The school has worked successfully to maintain the standards of teaching reported at that time. The systems for performance management are now in place.
41. Teachers with curriculum leadership roles take their responsibilities seriously and are working, with varying degrees of effectiveness, to create and implement schemes of work and assessment in their subjects. Co-ordinators monitor pupils' work and teachers' planning, but monitoring of classroom delivery for their subjects is weaker and co-ordinators have a less than clear view of the strengths and weakness of provision and pupils' progress.
42. Pupils are regularly assessed through tests and in their lessons in English, mathematics and science. Consequently teachers have a clear view of individual pupils' progress in these subjects. The results are not, however, collated in such a way that lends itself easily to

analysis. Targets for pupils are set but they tend to be generic. Monitoring of teaching by the headteacher and deputy headteacher is well established. It is sufficiently frequent, but not consistently rigorous and is not used sufficiently to identify the school's plans for whole school professional staff development.

43. The school improvement plan is a useful tool for development, but it does not give sufficient focus to the development of foundation subjects. Criteria for measuring the successful implementation of the plan are appropriate for the areas concerned with regular testing; English, mathematics and science, but generally unclear in relation to other areas so that strategic planning across the curriculum could be improved.
44. Good use is made of specific grants, particularly of the funds made available from the Education Action Zone (EAZ), with which the management of the school has formed an important partnership. Resources from the EAZ have been used to improve the quality of provision in a number of areas. Most recently all teachers in the school have been extending their skills through in-service training on on-going assessment, funded by the EAZ. Principles of best value are applied well and contribute to the cost effectiveness of the school.
45. The special educational needs co-ordinator provides sound leadership and management. She meets regularly with learning support assistants to discuss the provision being made and the progress pupils are making. Withdrawal groups are very well organised and supported, but closer monitoring is required of the planning in lessons to support pupils with special educational needs and how their learning support is developed and used.
46. Governors are very supportive of the school and carry out their statutory duties satisfactorily. They are committed to the school's principles of inclusion and raising achievement. Most of the Governors work during the daytime and, although they try to visit the school regularly, it is not always possible for the visits to be frequent. Most governors have a specific responsibility and governors' are well informed and have a good view of the broad strengths and areas for improvement for the school and of what is needed to continue to take the school forward. They are currently building their reserves to create a fund that will form the basis of a bid for a Sports Centre on the site, which is considered an urgent need given the social and economic background of many of the pupils.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	£901,132	Balance from previous year	£140,787
Total expenditure	£900,500	Balance carried forward to the next	£141,419
Expenditure per pupil	£2,351		

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- The quality of teaching in some lessons is very good.
- The subject co-ordinator has insufficient time to monitor the quality of teaching
- The grouping of pupils into 'ability sets' for lessons is well organised.
- Teachers assess pupils' work well.
- Not enough use is made of assessment information to track pupils' progress from Year 3 to Year 6.

Commentary

47. Pupils' achievement in English is satisfactory overall. They do particularly well in reading and standards are higher than average by the end of Year 6. Standards in writing are improving and are average. Teachers develop pupils' listening skills well and standards are above average, but they do not encourage enough discussion in lessons, so pupils' speaking skills are average. In general, standards and achievement are similar to those reported in the last inspection.
48. Pupils listen carefully to their teachers and follow instructions well, responding appropriately and sensibly when addressed. They understand what to do and competently set about their work. Pupils' speaking skills are not as good as their listening because too little time is given in lessons for pupils to discuss their work, explore and communicate ideas and clarify what they wish to say. In question and answer sessions, the questions put by the teacher too often require only short answers. Discussion skills, where pupils respond to one another as well as to the teacher, are under-developed. This, in turn, adversely affects pupils' writing when they come to put their thoughts onto paper because often their thoughts are not developed in any depth.
49. Reading is well above average because pupils have many opportunities to read, such as Big Books, library books, guided readers and a range of texts, sometimes on the computer. They can find information quickly and are learning how to take notes. They can explain what they like about stories, some have favourite authors and the best readers enjoy non-fiction as well as books such as 'The Hobbit' or 'His Dark Materials'.
50. Pupils have good opportunities to write in different ways and work on display and in books shows they write poems and plays as well as stories. Pupils draw on their reading experience. This was seen in a lesson where they wrote interesting descriptive phrases about mythical creatures, using vocabulary they had learnt through reading, such as - "deadly songs from the screeching mouths"! Other pupils had written a ghostly beginning to a story - "The midnight moonshine shone on the boarded broken windows," using effective alliteration.
51. The quality of teaching and learning is satisfactory. Teachers generally have a good knowledge of the subject and the learning processes of their pupils. Classroom management is always good, because relationships between pupils and adults are good. Teachers plan their methods well so that lessons often move at a good pace. A good assessment system has been devised and suitable training has taken place. As a result, teachers are accurate in their assessments of how well pupils are doing. However, not all teachers are using this on-going assessment sufficiently to plan work which will challenge all the pupils. In addition, the assessment is not being used consistently to track pupils' progress, and this is not yet as effective as it should be.

52. The co-ordinator sets a good example by the quality of her own teaching. Management of the subject is satisfactory. However, the co-ordinator does not have enough time to observe and monitor teaching and learning in other lessons. This is a drawback and prevents the sharing of good practice across the school.

English across the curriculum.

53. Skills in English are addressed satisfactorily in other lessons. Many opportunities are found to develop literacy through other subjects. Computers are effectively used to allow pupils to share a text and study it. Pupils write their investigations in science, learning that here one uses a different form of writing. In history, pupils have pretended to be Roman soldiers and have written a letter home describing the conditions in which they live. Good use is made of information and communication technology both in English lessons and for word processing in other subjects when appropriate.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards overall are above average.
- Higher attaining pupils achieve well.
- Pupils are attentive and behave well in lessons.
- There are inconsistencies between classes in the quality of teaching because this is not monitored with sufficient rigour
- Teachers do not sufficiently recognise the learning needs of lower attaining pupils and learning support assistants are not always used fully effectively in lessons.
- Discussion is not used sufficiently in lessons to help pupils clarify their thinking or to assess their progress.

Commentary

54. By Year 6 standards are above average, which confirms the results of national testing in the previous year. Standards in mathematics on entry to the school vary from year to year, in most years they are average but a good proportion of pupils come with above average attainment and they achieve well to maintain this as they move through the school. Pupils' achievement overall is satisfactory. The present Year 6 entered the school with above average Year 2 test results. Above average standards have been aided by the school's setting arrangements and the good teaching provided for the higher sets. 'Booster' funding is used in Year 6 to create an extra set, so that teaching and learning can be more effectively focused on pupils with varying levels of attainment. Despite lower attaining pupils, including those with special learning needs, being catered for in lower sets, teaching in these sets does not sufficiently recognise the learning needs of these pupils. Lessons are sometimes too formal and abstract. Teachers do not fully recognise the levels at which pupils need to be working in order to make better progress. As a result the achievement of these pupils, is satisfactory. The school recognises that some pupils with special educational needs should have numeracy targets included in their individual education plans, with additional support to help pupils achieve them. Overall, the steady improvement reported at the last inspection has been maintained, although pupils with special educational needs now make significantly less progress.
55. The quality of teaching is satisfactory, and the lessons seen ranged from unsatisfactory to good. In the better lessons, teachers have high expectations and questioning and discussion are used well to help the pupils clarify their understanding and for teachers to assess this. The pace of learning is quick, often with time targets for work to be completed, so that good progress is made. Where teaching is unsatisfactory, not enough account is taken of previous

learning and activities are not introduced effectively. As a result pupils are not fully sure of what they have to do and therefore make little progress. This was apparent in a Year 3 lesson with lower attaining pupils. The teacher did not recognise that the pupils did not have a secure enough understanding of multiplication and its link to repeated addition in order to complete the activity successfully. In a Year 6 lesson, lower attaining pupils were using a formula to calculate the area of rectangles with very little understanding of why it worked.

56. Many learning support assistants are involved in lessons, particularly with lower attaining pupils, including those with special learning needs. Although sound support is given to pupils individually, more could be given by, for example, involving pupils more in discussion. Learning support assistants are not always involved sufficiently in lesson planning so that they are not always clear about their role.
57. Pupils are given targets related to National Curriculum levels to work towards, with clear indications of what they need to achieve. Many are aware of these, but little reference is made to them in marking to indicate progress towards meeting them. Marking is variable. At its best it provides constructive comments that inform pupils how well they have met learning objectives and what they need to do to improve. Pupils are asked to record with smiley faces how well they feel they have done in their work. However, the conclusions to lessons provide few opportunities for them actually discuss their learning, or to say, for example, what they have found difficult or easy. Pupils' behaviour in lessons is good. Teachers' expectations about behaviour are high so that pupils maintain concentration well and are quick to get down to work.
58. The results of national and other optional testing are used well to help form ability sets, to highlight particular weaknesses in learning, and to set targets. The progress made towards these targets, however, is not yet fully monitored, or reasons sought as to why pupils have made more or less progress than expected. Day-to-day assessment does not sufficiently identify the varying rates of progress within sets in order to plan more precisely the next steps in pupils' learning. The monitoring of lessons has not been rigorous enough to identify strengths and areas for improvement in order to improve further the quality and consistency of teaching and learning.

Mathematics across the curriculum

59. Satisfactory use is made of mathematics in other subjects, for example science and design and technology. In information and communication technology, pupils use their numeracy skills in data handling and spread sheet work. However, little use was observed of classroom computers being used to support work in mathematics, which the school recognises as an area for development. The lack of more planned opportunities across the curriculum for pupils to use their skills in real life practical situations, places some restriction on the progress made in their using and applying mathematics.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards at the end of Year 6 are in line with national averages.
- Lower attaining pupils achieve well throughout the school. Higher attaining pupils achieve well in terms of knowledge, but need further challenge to develop their investigative skills.
- There is a good volume of work produced in science throughout the school.
- There is evidence to show that investigative skills are now being taught systematically, but there is still some way to go before this is firmly established and the skills are well enough developed to impact fully on standards.
- There is evidence of some use of ICT in science teaching.

Commentary

60. Standards were below average in the national tests at the end of last year, in comparison with national averages and similar schools. However, standards in the current Year 6 are now average with pupils showing higher standards in their knowledge and understanding of science than in their investigative skills. Standards on entry vary widely from year to year and last year's group of pupils were below average in their Key Stage 1 results.
61. Pupils' achievement over the time they are in school is broadly satisfactory. Standards for the current Year 6 were average on entry to the school, and are still average now. Lower attaining pupils made good progress in some lessons seen, for instance in Year 4 where during the course of the lesson they learned that there was not necessarily a relationship between a person's height and their shoe size.
62. Higher attaining pupils achieve satisfactorily, but their achievement in some lessons is constrained by a lack of challenge, especially in developing their investigative skills. For example, in one high-ability group lesson on reversible and irreversible change, the practical activity was very prescribed, with equipment laid out for pupils, step-by-step instructions given and recording sheets laid out to a set format. Opportunities were missed for the pupils to extend their learning and develop independent enquiry skills for themselves.
63. The quality of teaching and teachers' subject knowledge is broadly satisfactory. There are some examples of very good teaching, where pupils' investigative and reasoning skills are developed by effective questioning. In a Year 4 lesson on bones and skeletons the pupils were encouraged to predict and reason for themselves. The teacher followed up the pupils' suggestions for how to record their information by giving them skilful guidance in logical thinking.
64. In the best lessons, pupils' learning is assured by very good planning, with teaching assistants purposefully deployed to support and extend the pupils. Activities are designed to be stimulating for the pupils and skilled questioning is used. Plenaries are used to consolidate and extend pupils' knowledge and inform them about the next steps in their learning. Where teaching and learning is unsatisfactory, expectations of pupils are too low, questioning techniques do not encourage pupils to think for themselves and there is too much teacher talk.
65. Relationships are usually good, classroom management is good and pupils are on the whole well motivated. Teachers make assessments of their pupils but, in satisfactory lessons, do not always make use of them in their planning. Consequently the learning aims of different pupils in the class are not always clearly identified. The pace of most lessons is generally sound. Strategies used are appropriate. As a result pupils' learning is generally satisfactory.
66. Samples of work show that all pupils produce a good volume of work in science, covering the required range of scientific concepts. There is increased evidence of practical, hands-on experiments and investigative skills being taught more systematically. This is the result of focussed in-service training for teachers.

67. Leadership and management of the subject are not as effective as they might be, as insufficient time has been made available. Monitoring of teaching is infrequent, and the tracking of pupils' progress is not sufficiently thorough. Teachers' plans are not sufficiently monitored.
68. There is some limited evidence of ICT use in science. Where technology is used in lessons, such as in the Year 4 lesson on food chains, the electronic whiteboard and overhead projector were used to good effect to motivate pupils and support visual learners.
69. Improvement since the last inspection is satisfactory and is largely due to an increased focus on investigative skills, which is beginning to improve standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards at the end of Year 6 are average.
- Pupils' achievement over time is broadly satisfactory and pupils make sound progress.
- The quality of teaching is broadly satisfactory but higher attaining pupils need further challenge in the application of independent ICT skills.
- There is some evidence of ICT being used across the curriculum but this is not consistent in all subjects.
- Improvement since the last inspection is satisfactory, but there are still areas which need developing.

Commentary

70. At the end of Year 6, most pupils attain Level 4 in line with national expectations and their achievement is satisfactory. Pupils demonstrate an appropriate variety of skills including the use of word processing, basic database, graphics, the use of the Internet and email. However, higher attaining pupils do not yet have sufficient independence in the application of their knowledge. They are able to use their skills in a given task, such as modelling spreadsheets and producing charts of different types, but are not yet able to present their work without their teacher's guidance.
71. There are some examples of good teaching, for example in a Year 3 class, pupils collected data on favourite fruit, and the task was demonstrated through the use of the electronic whiteboard so that all pupils were confident to carry out the activity by themselves. A variety of strategies was in place to aid learning, such as pairing pupils together to help slower readers, using clearly prepared instruction sheets, and good use of adult support. In the best lessons, tasks are motivating, such as the use of the Harry Potter website in Year 6, class management is good and the pace of lessons is appropriate. As a result, learning is therefore generally satisfactory and progress is sound. However, opportunities for independent work are not provided often enough.
72. Leadership and management of the subject are not as effective as they could be. The monitoring of teaching is rare, and the detail of teachers' planning is not monitored sufficiently. Tracking of pupils' progress and attainment is not taking place systematically. However, the use of assessment by teachers, and the pupils' self-assessment of skills, provide useful information for teachers. A new co-ordinator is about to take up the post.
73. The school invested heavily in new hardware and software, which is beginning to have an impact on the curriculum. Electronic whiteboards were seen being used to good effect in a few lessons, but this is still not consistent.

74. Improvement since the last inspection is satisfactory, given the large amount of new technology, which is being implemented. However, there are some areas of weakness, which remain from the last inspection such as control and monitoring, and the use ICT across the curriculum.

Information and communication technology across the curriculum.

75. The use of information and communication technology across the subjects of the curriculum is mixed. Pupils have adequate skills in word processing and data recording, and they use these skills appropriately in other subjects. They also make good use of the Internet to research and find information for subjects such as history and geography, but the quality of this work varies from class to class. Opportunities for using the computer for more specific purposes in subjects such as music have yet to be developed.

HUMANITIES

Religious education was inspected in depth and is reported in full below. Two lessons were seen in history and one in geography, and no judgements are made about the provision in these subjects.

76. In **history**, a study of pupils' work shows that the school makes good use of the local area as well as encouraging pupils to find out what it was like to live long ago. In the two lessons observed, teaching was satisfactory. In one, pupils were interested to learn about Ancient Greek theatre and enjoyed seeing the masks, which the all-male actors then used to help them portray different parts. In the second lesson, the teacher made good use of the classroom whiteboard to show pupils a video clip about the Second World War. This allowed them to consider what it must have like to be a child during the bombing. Both lessons were carefully organised and managed and pupils enjoyed the work.
77. In the one **geography** lesson seen, the teaching was sound. The class studied maps of the local area and showed that they could use grid references to identify places. The teacher ensured that all the pupils were challenged in what they were being asked to do, because the tasks varied in difficulty and the level of understanding needed to complete them successfully. Pupils spoken to said they could do the work, but they had to think carefully.
78. The leadership and management of both geography and history are sound, but the co-ordinator has insufficient time to monitor teaching and learning in the subjects.

Religious Education

Provision in religious education is **good**.

Main strengths and weaknesses

- Standards are above average.
- Teaching and learning are good.
- There are some good features within leadership.
- Pupils have positive attitudes to learning.
- The subject makes a good contribution to pupils' personal development.
- Timetabling for the subject does not always ensure effective learning.

Commentary

79. By Year 6, standards in religious education are above those expected by the locally agreed syllabus, and have been well maintained since the last inspection. Pupils achieve well. The good quality of teaching, the attitudes displayed by the pupils and some good aspects of leadership and management contribute to this success. Pupils' knowledge and understanding

about the religions studied are systematically developed. However their learning from religion, its relevance to and effect on day-to-day living, is not as strong.

80. Lessons seen ranged from very good to satisfactory, but teaching is good overall. In the better lessons, the methods used by teachers contributed to their success. For example, in a very good lesson seen in Year 5, pupils acted out a Christian baptism and compared it to a Sikh naming ceremony. This resulted in a good knowledge and understanding of how babies are named and introduced into different faiths. Some lessons take fuller account of the range of ability within classes. For example work is sometimes set to match the range of literacy skills. However, an analysis of past work also shows that in some classes too much work is still being copied, which does not reflect pupils' understanding or enable this to be assessed.
81. The subject makes a good contribution to pupils' personal and spiritual development, particularly where studies of different faiths are linked to their associated cultures, and the different religious backgrounds of staff and pupils are recognised and shared. Although pupils visit different churches and compare their approaches to worship and celebration, visits to other places of worship, to enhance learning, have not yet been planned.
82. Some classes timetable lessons over several days, using the shorter periods at the start of the morning and afternoon. This breaks into pupils' learning and does not provide a sustained time for effective discussion and recording. One class has already recognised this and has plans to adjust its timetable.
83. The co-ordinator, in her two years since appointment, has effectively reviewed the scheme of work in the light of the new locally agreed syllabus. Suggested lesson outlines have been written and feedback from teachers on these invited, so that any ideas for change or improvement can be considered. Resources are good and have been checked and sorted to match the religions studied. They are used well to support learning. In the limited time available, some lessons have been observed, pupils interviewed and work sampled, with a view to maintaining high standards and the quality of teaching and learning. Full assessment procedures, linked to levels of ability, have yet to be developed. Overall, leadership of this subject is good.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Insufficient evidence was obtained to report on design and technology, music, art and design and physical education in full. Too few lessons were seen to make secure judgements about the quality of teaching and learning.

84. In art and design, there are examples of good quality work evident on display throughout the school, but there is insufficient evidence of work in lessons to judge standards overall. In the lesson seen, standards varied widely; some of the work, on 'reflections', was well executed and imaginative, but other pupils' skills were less well-developed.
85. Teaching was satisfactory in this lesson. The teacher had good knowledge and understanding of the subject and appropriate expectations. Tasks were clear, with good guidance on the development of drawing skills. The teacher used generally appropriate strategies, but tasks were not timed and the pace of work was fairly slow. Management of the subject is sound and the coordinator is enthusiastic and conscientious. Schemes of work give a good structure for teachers to plan to. However, assessment needs further development to provide teachers with sufficient information to plan the next stage of learning. At present, the coordinator is not given time to monitor teaching in the subject.
86. In **music**, the two lessons seen varied widely. The lesson for Year 3 pupils was given by visiting specialist, and was excellent. The other, by a class teacher who is enthusiastic, but not a specialist, was satisfactory. The Year 3 lesson produced work of a very high standard.

Example of outstanding practice

A visiting specialist comes to the school each week to teach the three Year 3 classes for 30 minutes each. The class teacher remains to join in the session.

The excellent music lesson seen was of a very high standard. Young pupils from a Year 3 class achieved standards that are not often seen in secondary school class music. These young pupils have a good repertoire of songs that they know well and enjoy singing. Some of the songs were rounds, which the pupils performed in two and in four parts. Pupils showed a good sense of pulse as they moved to the music in the games that the teacher played with them. Even at this early age the pupils have a good understanding of the relationship between sound and symbol.

Relationships were excellent. The pupils and teacher were working in close partnership as they moved into a wonderful world of musical games, moving, singing and listening. The teacher was at one with the class at all times, sitting on the floor or moving to the music with them. Expectations were very high and tasks very well managed.

87. In the lesson for Year 6 pupils, the class were working in groups to add background sounds to a silent film. They showed appropriate understanding of the sound qualities of the percussion instruments.
88. Leadership of the subject needs further development. The scheme of work is sound and provides teachers with a framework for their planning. However, the assessment is relatively undeveloped and the co-ordinator does not have time to monitor teaching. Opportunities for pupils to take part in music activities are limited. There is a choir and a small recorder group. A few pupils, who started to learn the violin in their previous school, are continuing. Overall, however, pupils have few opportunities or encouragement to extend their musical interests.
89. In the two **design and technology** lessons seen, Year 6 pupils were well taught through activities and discussions which allowed them to draw on their knowledge of designing and making and of mathematics. They considered the characteristics of different mathematical shapes and the properties of particular materials, such as rolled paper, as they attempted to build a solid structure strong and stable enough to support a weight. They worked eagerly in groups; many of them successfully. Standards were above average. A study of previous work in different year groups shows that pupils are being taught an interesting curriculum, which includes evaluating existing products. For example, one year group has made slippers after studying a range of designs suitable for different ages. Another year group has studied and produced models of chairs, using a wide range of materials and designs, including a 'teacher's chair' with wheels. Overall, the leadership of the subject is sound.
90. In the two **physical education** lessons seen, teaching was of a very high quality and pupils achieved very well. A lesson for Year 6 pupils was marked by the high quality and consistency of pupils' control, fluency and accuracy in their movements. Standards were at National Curriculum Level 5. In both lessons seen, the pace was brisk and strategies were used which motivated and engaged the pupils. Routines were well established and pupils followed instructions well. Relationships were good. Skills were taught systematically and pupils were used to demonstrate and stimulate good practice.
91. The subject co-ordinator has developed the subject as far as possible within the current expectations for her role, but more needs to be done. Teachers' planning is not sufficiently monitored and the tracking of pupils' progress and attainment is not taking place systematically.
92. The extra-curricular provision for sport is good. Pupils have the opportunity to take part in several different sports through the number of lunchtime and after-school clubs. Participation in local activities, such as the Medway Mini-Youth Games enhances the experiences offered to pupils. The co-ordinator works actively to promote the school within the local area and to create opportunities for pupils to undertake a wide range of sports.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Insufficient evidence was seen to judge the provision for pupils' personal, social and health education and citizenship. The school has a satisfactory scheme of work, which includes policies for sex education and drugs' awareness. Recent initiatives, such as the school council and peer mediation, are helping to establish a greater responsibility within pupils for both the school and each other, to which they have responded enthusiastically. Weekly sessions are planned for all classes, but it was not possible to view full lessons or to make a judgement on teaching and learning. The provision for pupils with special educational needs on behaviour, through social skills groups, is very good. It helps them to relate to adults and other pupils more positively.

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	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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