

INSPECTION REPORT

FIR TREE JUNIOR SCHOOL

Wallingford

LEA area: Oxfordshire

Unique reference number: 123071

Headteacher: Ms L Ryman

Lead inspector: Janet Sinclair

Dates of inspection: 15 – 17 March 2004

Inspection number 256128

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Junior
School category: Community
Age range of pupils: 7 -11 years
Gender of pupils: Mixed
Number on roll: 143

School address: Radnor Road
Wallingford
Oxfordshire
Postcode: OX10 0NY

Telephone number: 01491 836341
Fax number: 01491 834918

Appropriate authority: Governing Body
Name of chair of governors: Mrs M Baxter

Date of previous inspection: 15 September 1998

CHARACTERISTICS OF THE SCHOOL

Fir Tree is a small junior school located in the town of Wallingford. Pupils come from a predominantly white background, mostly of British heritage. There is a very small minority for whom English is an additional language and few of mixed background. The proportion of pupils with special educational needs is broadly in line with the national average, while the number of pupils with a Statement of Special Educational Needs is above the national average. Their needs include dyslexia, emotional and behavioural issues and speech. The socio-economic circumstances of the pupils are broadly average whilst their attainment on entry from the infant school is slightly above average overall. An above average proportion of pupils either joined or left the school during the course of the school year. The number of pupils entitled to a free school meal is average. Until recently there has been a period of staffing instability. The school had an acting headteacher for two terms and a senior member of staff, who had been in post for some time, accepted redundancy in July 2003. The current headteacher has been in post for two years and the school leadership team is newly formed. The school is now beginning to experience a settled period as a result of the efforts of the current headteacher and her staff.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19824	Mrs Janet Sinclair	Lead inspector	Science, religious education, music, art and design and English as an additional language.
9079	Mrs Ann Moss	Lay inspector	
23300	Mrs Lily Evans	Team inspector	Mathematics, design and technology, geography, history and special educational needs.
25019	Mrs Doreen Butterworth	Team inspector	English, information and communication technology and physical education.

The inspection contractor was:

Serco QAA
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN SUBJECTS	19
SUBJECTS IN KEY STAGE 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	26

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's effectiveness is satisfactory and it provides satisfactory value for money. It is an improving school that is settling down well after a period of disruption and change. The very good leadership of the headteacher is providing a positive ethos for learning, commanding a high level of parental support and the commitment of all staff to improvement. Teaching and learning are satisfactory overall, although there is good and occasionally some very good teaching. Standards are broadly average and pupils achieve satisfactorily.

The school's main strengths and weaknesses are:

- Very good leadership of the headteacher and governors is guiding the school forward in a thoughtful but determined way.
- Whilst over half of the teaching is good or better, the quality of teaching could be improved further, including lessons in English and mathematics.
- There is good provision for information and communication technology (ICT) and special educational needs (SEN).
- The level and quality of challenge in some lessons, particularly in the Years 3/4 classes, is insufficient to enable all pupils, but particularly higher attaining pupils, to make good progress.
- There are very good links with parents, the community and other schools and colleges.
- There is very good curricular enrichment.
- There is very good provision for pupils' welfare, health and safety.
- The good attention given to spiritual, social, moral and cultural development is reflected in pupils' good attitudes, very good relationships and positive approach to school.

The school's improvement since the last inspection has been good. There have been significant improvements in leadership and management and the school's partnership with parents. Standards have improved in ICT and pupils are now achieving well. Standards in all other subjects have been maintained. Teaching and learning have improved and there is now a very good range of extra-curricular activities. The school was slow to respond to the findings of the last inspection, but over the last two years, progress has been rapid because the governing body and new headteacher were determined to address the key issues successfully.

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	A	C
Mathematics	C	C	A	D
Science	E	B	A	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.*

Overall achievement is satisfactory. Standards are broadly average in reading, mathematics and science and pupils' achievement over time is satisfactory. The current rate of progress in reading, mathematics and ICT is good. Pupils' standards in writing are below average and their achievement is unsatisfactory. Pupils with SEN make good progress in relation to the targets set in their individual education plans (IEPs). Standards in religious education meet the expectations of the locally agreed syllabus and achievement is satisfactory. The variation between the 2003 Year 6 results and current Year 6 standards is because the 2003 year group was particularly able whilst there is a higher than

average number of pupils with SEN in this year group and, additionally, their education over their time in the school has been disrupted by staff changes.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good across the school. Relationships are very good and pupils' attitudes and behaviour are good. Pupils enjoy coming to school because they know they will be well cared for and their ideas will be valued. Pupils are punctual and attendance in the last reporting year was above the national average.

QUALITY OF EDUCATION

The quality of education provided by the school is **satisfactory**. **Teaching and learning are satisfactory** overall, although some good and very good teaching was seen in English, mathematics, ICT and religious education. The strengths of the teaching are very good relationships, good methods and organisation and good support from teaching assistants. The weaknesses are insufficient challenge, slow pace and limited development of skills. The curriculum is satisfactory overall with some good features. The school has revised its curriculum to make it more interesting and relevant, and in this it has been successful, but has not yet got the balance right. There are good links across subjects and good use is made of visits and visitors in order to enrich it. There is a very good range of extra-curricular activities that promote pupils' personal development very well. There is good provision for pupils with SEN with clear targets set for their learning. Procedures for the welfare, health and safety of the pupils are very good. The school has a very good partnership with parents, who are very supportive of the work and leadership of the school.

LEADERSHIP AND MANAGEMENT

Overall the leadership and management of the school are good. The leadership of the headteacher is very good. She has created a good ethos, enlisted the full support of parents and created an effective whole-staff team who are committed to improvement in standards and high quality care for the pupils. The newly formed leadership team has made a good start to setting the agenda for improvement, as have subject co-ordinators who are clear about what needs to be done to bring about improvement. There is very good governance of the school; governors know the school very well, act fully as a critical friend to the headteacher and staff and ensure that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a high regard for the school. They particularly like the fact that their children like school, are treated fairly and are making good progress. They are very pleased with the school's arrangements for settling their children in when they start school. They are also pleased about the good range of activities provided for their children and feel comfortable about approaching the school with issues. Most parents strongly agree that the school is well led and managed. Children are also very positive about the school. They like being at the school, are grateful for the help they get when they are stuck and appreciate the support they receive to improve their work. Most feel very strongly that there is an adult they can go to when they are worried.

IMPROVEMENTS NEEDED

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

- Raise standards in writing.
- Improve the level and quality of challenge in some lessons, but particularly Years 3/4, so that all pupils, but particularly higher attaining pupils, make consistently good progress.
- Improve the quality of teaching further, including lessons in English and mathematics.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects and courses

Overall standards are average by the end of Year 6 and pupils' achievement is satisfactory. The current rate of progress in Year 6 in reading, mathematics and ICT is good. Standards in writing are below average and achievement is unsatisfactory.

Main strengths and weaknesses

- Pupils are progressing well in reading, ICT and mathematics due to good teaching.
- Standards in writing are not high enough.
- Pupils with SEN achieve well.
- In a good number of lessons there is not enough challenge to enable pupils to make consistently good progress.

Commentary

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

Standards in:	School results	National results
English	28.8 (25.8)	26.8 (27)
Mathematics	28.2 (26.6)	26.8 (26.7)
Science	29.8 (29.2)	28.6 (28.3)

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

1. In the main, pupils start school with levels of attainment that are slightly above average, although there are variations from year to year. The numbers of pupils who join and leave the school during the year and the number of pupils with SEN in specific year groups make real comparisons with their attainment on entry in Year 3 largely inappropriate. For example, in the current Year 6, ten pupils have left and six joined since Year 3. Five of the pupils who have joined have SEN. In the National Curriculum tests taken by pupils in Year 6 in 2003 standards were well above average in English, mathematics and science. However, this was a very able year group and the school is not expecting such high standards this year. The school's trend in standards is above the national trend. On the evidence of current work, standards are likely to be average in mathematics, science and reading and below average in writing. Achievement over time has been satisfactory, although the current rate of progress in reading, ICT and mathematics is good. There have been significant gender issues that the school has worked hard to address and there was little evidence of this being an issue during the inspection, although girls tend to be more passive in lessons than boys and need to be targeted to answer questions.
2. Pupils now achieve well in mathematics because teachers make good use of the National Numeracy Strategy, there are effective strategies in place to secure improvement and there is close monitoring of pupils' progress through the regular assessments that take place. Progress in reading is good because teachers provide a daily guided reading time when pupils work in small groups to improve their reading through activities such as extracting information from non-fiction texts or finding words that express emotion in works of fiction.
3. Pupils now achieve well in ICT because the teaching is good, good use is made of the ICT suite and ICT is used well across the curriculum. The school employs a specialist teacher who has

very good command of the subject, plans lessons very well and motivates all pupils to work hard. This enables them to acquire new knowledge and skills quickly and accurately. These lessons are challenging and enable pupils to make good progress. Class teachers also make a good contribution to the improving standards through effective teaching. Standards in writing are not high enough. This is partly because pupils are not given enough opportunities to write extended pieces of work. It is also due to the fact that few pupils use interesting vocabulary in order to produce imaginative writing. However, this is sometimes linked to tasks that have limited appeal and do not encourage imaginative interpretation. Too little attention is given to considering what makes a piece of writing interesting to the reader.

4. Pupils with special educational needs achieve well against the targets set in their IEPs. Progress towards targets are recorded in detail by teaching assistants who also support them well in class, in small groups or individually. Pupils who have been identified from tests as making limited progress over a term are also given extra support by teaching assistants in order to help them improve. The school does not get any additional support for the very small minority of pupils for whom English is an additional language, but support within the classroom is good, and progress is in line with other pupils.
5. In some lessons, standards could be improved if tasks provided by teachers ensured sufficient challenge for all pupils. Teachers plan their lessons well and usually provide a range of activities for pupils' differing learning needs. However, sometimes the tasks are not challenging enough for higher attaining pupils or too difficult for low attaining pupils.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good overall, and some excellent behaviour was observed at times. They like their school, feel valued and attend punctually. Pupils' moral, social and cultural development is good whilst their spiritual development is very good. Attendance is good, as is the school's action to promote it.

Main strengths and weaknesses

- Pupils have good attitudes to learning because of the school provision.
- Pupils' behaviour is good and this is linked to the very good relationships that permeate the work of the school.
- Provision for spiritual, moral, social and cultural development has improved significantly since the previous inspection and is now good overall.
- Good attendance levels and the punctual arrival of pupils contribute well to their attainment.

Commentary

6. Pupils show good attitudes to learning in most lessons. Nearly all listen attentively, are keen to answer questions and undertake tasks enthusiastically. This is the result of good teaching where teachers maintain a high level of interest and also the pupils' high regard for the school.
7. Standards of behaviour are good in the classrooms, around the school, in the dining room and in the playground, and are excellent in assemblies. Pupils play harmoniously together and work well in pairs or in groups. The high quality relationships throughout the school, which are based on mutual trust and respect, make a significant contribution to pupils' achievement. An example of these high quality relationships was seen in a Years 3/4 ICT lesson where pupils worked purposefully and were eager to share ideas. They are fully aware of the high standards expected and insisted upon by all staff who give a positive lead in engendering very good relationships, for example, by giving praise and encouragement at every opportunity as well as acting as good role models. The good ethos of the school results in pupils knowing right from wrong and showing consideration for others. No signs of aggressive behaviour were seen during the inspection period and both pupils and the vast majority of parents say that the

children like coming to school and there is no bullying. They agree that any incidents of inappropriate behaviour, should they occur, are handled very well by the staff.

8. Pupils' spiritual, moral and social development is good overall. Spiritual development is very good and is supported very well in lessons and assemblies, and also through musical performances and sport. Pupils are developing self-knowledge through evaluating their efforts at the end of many lessons. They show a pride in their work and respect the work of others. There is a clear understanding that pupils will behave well and treat each other and adults with courtesy and respect. They feel their views are listened to and are acted upon if appropriate to do so. This makes a good contribution to pupils' achievement and gives them a good understanding of fulfilling the responsibilities of living in a community. There are few pupils from ethnic minority groups so the school ensures that pupils experience the traditions of other cultures. For example, they are studying the culture and traditions of Kenya and these are being very well demonstrated through art and design, geography, music and in assemblies. They have visited a mosque and have set up a partnership with another school with a wide range of ethnic minority groups. They also support a child in Gambia.
9. Attendance levels are good, being above the national average. The school actively promotes good attendance and pupils are keen to come to school. There have been three pupils excluded during the past year. The inspection team found that the exclusion process has been used as a necessary strategy for the sake of the whole-school community.

Attendance in the latest complete reporting year 2003

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.3
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.

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	131	8	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	5	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – African	1	4	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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory overall. The curriculum is satisfactory. It is enriched well through a good number of visits, visitors and extra-curricular clubs. Teaching is satisfactory overall and the very good relationships and high level of care ensure a positive climate for learning. There are very good links with parents and the community.

Teaching and learning

The quality of teaching and learning is satisfactory overall. Assessment of pupils' work is good.

Main strengths and weaknesses

- Some good teaching was seen in all classes and some very good teaching was observed in different subjects.
- Weaknesses in teaching mean that pupils do not always learn as well as they could.
- Teaching assistants provide good support, both in lessons and in small group work.
- Procedures for assessing pupils' achievements are good.
- There is good emphasis on pupils' knowledge and understanding of their own learning.
- Monitoring and tracking individuals' literacy and numeracy targets are inconsistent.
- Effective individual education or action plans are provided for pupils with special educational needs and at the present time they are doing well.

Commentary

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	10	9	1	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.

10. Some good and very good teaching was seen during the inspection. In these lessons, teaching was stimulating, teachers had good knowledge of the subject and good use was made of resources. Teachers tried to ensure that learning was relevant and interesting, for example, the choice of the poem in an English lesson and the use of natural objects in a religious education lesson. In mathematics, pupils were given good opportunities to explain the strategies they used for mental calculations and teachers made good use of the correct vocabulary. The use of appropriate technical vocabulary is a hallmark of most lessons and, as a result, pupils use technical language well in their written and spoken work. Good use is made of ICT to help pupils learn, for example, when explaining equivalent fractions or in making and interpreting graphs. Lessons are well prepared and planned with clear learning objectives that are shared with pupils. Skilful integration of subjects, such as that seen in an ICT/music lesson, ensured that pupils developed their skills in language, ICT and music well. Work in these lessons was challenging and high standards of behaviour, very good motivation and very good levels of sustained interest in tasks ensured that pupils made good gains in their learning.
11. Very good relationships motivate and encourage pupils in all aspects of their learning. Pupils settle quickly to their tasks and sustain good levels of interest and enthusiasm. They have good opportunities to discuss their work and this enhances their skills in speaking and listening. Most pupils think that teachers are fair and will listen to what they have to say.
12. In a good number of lessons that were otherwise satisfactory, there were weaknesses that prevented pupils from making good gains in their learning. In several of these lessons there was some off-task behaviour, which disrupted the learning of all pupils and was largely left unchecked. In some lessons in the Years 3/4 classes the level of challenge for Year 4 pupils is not sufficiently high. The issue of challenge arose in several lessons in different contexts, for example, in some mathematics lessons, the mental mathematics sessions were directed at higher attaining pupils and lower attaining pupils' needs were not well met. On other occasions tasks were not challenging enough for higher attaining pupils. This is linked to the fact that although teachers plan lessons for pupils of different abilities they are not always sufficiently clear about what represents the correct level of challenge. In the unsatisfactory lesson seen

many of the pupils could already do the task that was set and there was little attempt to match the differing learning needs of any group.

13. Teaching assistants make a good contribution to pupils' learning. They work effectively with small groups to ensure that they understand and complete tasks. For example, in a Year 3 literacy lesson, the teaching assistant's interactions with the pupils to motivate and interest them was to feign an inability to do the task correctly herself and to encourage the pupils to correct any minor errors that she had made. She modelled writing well for the pupils to enable them to write a set of instructions. Teaching assistants work well with pupils with SEN ensuring that they make good progress towards the targets in their IEPs.
14. The procedures for assessment are good; the school assesses annually, termly and at the end of units of work. Termly 'snapshot' assessments in English and mathematics measure each term, the achievement of individuals within a narrow band of learning. Analysis of this assessment and end-of-year tests is detailed and enables the school to track progress against national level descriptors and pinpoint areas for development such as problem solving in mathematics and vocabulary in writing. Teaching assistants are well used in this context to support pupils who have made limited progress.
15. Evaluation of lessons is seen as an integral part of teaching and learning and used as a planning tool. However, the use of this and assessment information in setting individual targets, recording and monitoring pupils' progress towards them in English and mathematics is inconsistent. Not all teachers monitor pupils' targets in a regular ongoing way that will help pupils to see how much they have improved or what they need to do to improve further.
16. Through the school's involvement in the 'Assessment for Learning' initiative, pupils' knowledge of their own learning in lessons has improved. They indicate honestly how well they have managed the work by using, for example, a 'thumbs up' sign if they coped well. The 'Smartie' initiative is instrumental in raising pupils' self-knowledge and giving them incentives to be, for example, 'word smart' or 'maths smart' or 'smart' in any of the other six areas identified and to gain certificates of smartness.

The curriculum

Curricular provision is satisfactory with some good and very good features. Opportunities for enrichment through visits, visitors and extra-curricular activities are very good. The accommodation is very good and resources are good.

Main strengths and weaknesses

- The breadth of the curriculum is good, but there are imbalances among foundation subjects and the topic cycle is still being developed.
- Opportunities for enrichment through visits, visitors and extra-curricular activities are very good.
- The planned curriculum does not always fully meet pupils' needs.
- The school provides well for pupils with special educational needs.

Commentary

17. The curriculum is broad, meets all statutory requirements and is very well supported by numerous visits and visitors, which enhance learning and stimulate interest through first-hand experiences. At present there are imbalances between foundation subjects in depth of coverage and progression and acquisition of skills, for example, in geography, history and design and technology. This is because tracking through the long-term planning across year groups is incomplete at present. The time allowance for physical education is low for Years 5 and 6 and is not equal for the Years 3/4 classes.

18. Enrichment opportunities are very good in all year groups and, within topics, science and history are particularly well represented. There has been a strong focus on environmental issues raising pupils' awareness of their duties as citizens. Pupils have very good opportunities to sample and enjoy many experiences and activities over and above those included in the National Curriculum. There is a high participation in sport, the arts and other activities. Pupils successfully participate in a number of competitive sporting events and themed weeks such as an 'Arts Week' or a 'Book Week'. They are also involved in musical and dramatic performances in school concerts and singing at the Dorchester Festival, the Wallingford Carnival and other venues. The residential visits for older pupils enable them to take part in outdoor and adventurous activities as well as to learn to live in harmony with others in environments away from home.
19. There is good provision for pupils with special educational needs. Pupils have good support in school in English and mathematics, both in class and on withdrawal, when they work on special programmes and planned work linked to individual skills and needs. Those special programmes include guidance for dyslexia and support for behaviour. Local education advisors give good support and guidance for teachers and classroom assistants. Planned withdrawal times are short and staggered to ensure that pupils do not miss out on lessons.
20. Although adults are aware of the need to include all pupils within lessons and plan for this, in some classes the planned curriculum does not fully challenge the higher attainers, as, for example, in the Years 3/4 classes. In other classes, the level of challenge can be too high for lower attainers.
21. The school's accommodation provides a very good learning environment and is well maintained and attractive. The new computer suite and recently reorganised library represent a considerable improvement since the last inspection and are used effectively to improve learning. The outdoor playground equipment and developing wildlife area are proving to be a rich curricular resource. Resources are good overall and are well organised and accessible. They are used well to support learning in all curricular areas.

Care, guidance and support

The care, welfare, health and safety of pupils are very good and support pupils' learning very well. Support, advice and guidance are good. The school involves pupils and acts upon their views very well.

Main strengths and weaknesses

- Pupils feel very secure and well cared for due to the school's very good efforts.
- Teachers and support staff provide good guidance and support for pupils.
- Pupils are fully involved in the life of the school and their views are sought and acted on when appropriate.

Commentary

22. The school provides a happy environment that is conducive to learning and pupils have very good and trusting relationships with all adults. Close attention is paid to health and safety issues, using the expertise of governors in this field. Pupils' healthy and safe living is well promoted through the personal, social and health education programme that incorporates the Family Links Nurturing Programme. This is making pupils aware of their responsibility for their own behaviour. Procedures for child protection are good and there is good liaison with other agencies. Appropriate staff are fully up to date in aspects of first aid.
23. Teachers and support staff know the pupils and their families very well, are sensitive to their needs and are thus able to provide good support, advice and guidance. Pupils are aware of their own targets for improvement. New tracking systems for the academic development of

pupils are being initiated, but are not yet fully embedded. These arrangements, although informal at present, are being used to provide support, advice and guidance for all pupils and thus raise their achievement. The very good relationships between pupils and staff encourage pupils to raise any concerns they may have, knowing that they will be dealt with sympathetically. This is particularly obvious at lunchtimes when staff become very involved with pupils who need to talk about any particular problems that may have arisen. All pupils are valued. Their self-esteem and confidence are supported very well by the 'Smartie' initiative. This is used in a variety of contexts, for example, they can nominate each other for awards for being 'body smart'. The successes are celebrated on many wall displays around the school. There are good procedures for monitoring and promoting good behaviour and all staff make a significant contribution to providing a caring atmosphere in a safe and calm environment for all pupils. Parents describe the school as 'very caring' and pupils describe the staff as 'very nice and very kind'.

24. Pupils are involved in the life of the school by being given many opportunities to take responsibilities, for example, they act as monitors, set up the hall for lunch and organise assemblies. They are encouraged to give their views through class and school councils. They are very pleased with how well their ideas are acted upon, for example, acting as 'Wombles' to clear up litter and being 'Fir Tree' friends to other children in school during lunch and playtimes. Being a 'Fir Tree' friend is organised on a termly basis and pupils are trained before taking on this role. A few pupils wrote in the pre-inspection questionnaire that sometimes other pupils are not well behaved. After discussion with several pupils during the inspection, the inspection team found that pupils appreciate that there is a small number of pupils who sometimes misbehave, but the staff are very quickly 'on the case'.

Partnership with parents, other schools and the community

The partnership with parents and the links with the community and other schools and colleges are very good.

Main strengths and weaknesses

- Very good information is given to parents about the curriculum and topics to be studied.
- The vast majority of parents are very supportive of the school and the school values their views.
- The good contribution parents make to their children's learning at school and at home makes a positive contribution to their achievement.
- The very good links with the community, other schools and colleges ensure that pupils transfer happily on to their next stage of education, and also help to enhance the curriculum.

Commentary

25. Parents are very well informed about the school through the prospectus, newsletters and frequent other correspondence. They are clear about their children's progress through consultation evenings and clear and detailed annual reports. The school provides very good information about the curricular areas and topics to be studied by their children. Parents are welcome to discuss concerns at any time. The school has also set up a club called 'Top Bananas' to support parents of pupils with SEN. They also have regular contact with the school so that they are fully involved.
26. The vast majority of the parents hold the school in very high esteem and this is a huge improvement since the last inspection. They feel it is now very well led and managed and they are very comfortable about approaching it with concerns. Parents particularly praise the work of the headteacher. They feel that their children are encouraged to become mature and responsible and they appreciate the very good range of extra-curricular activities provided. They also say that their children like being at school, are treated fairly and know that they can turn to an adult if they have any worries. A very few parents were worried about the behaviour of some of the pupils, but the inspection team found that pupils behave well overall. There are a few

pupils who sometimes demonstrate challenging behaviour, but there are good procedures in place to deal with any such incidents if and when they occur. The views of the parents are regularly sought, for example, by an annual questionnaire and by the headteacher being outside the school at the beginning and end of the day for discussions with parents. Their views have been taken into account, for example, when planning healthier meals and before writing the policy for sex education.

27. Parents make a good contribution to their children's learning by providing help in the classroom with, for example, reading. They also help with the extra-curricular clubs, such as the gardening club, the wildlife area and the basketball club. The very active parent/teacher association raises significant funds for the school through a range of activities. The school runs a parenting course that helps parents to understand what is being taught in the school. This course is proving to be very popular with parents and is over-subscribed.
28. Links with the community and other schools and colleges are very good. The school is let for use by, for example, a toy library, art classes, the National Childbirth Trust and a slimming club. The children visit the day centre, the church and participate in the Wallingford Carnival. The choir and orchestra perform at local venues. The school has significant links with the feeder infant school and is in partnership with other local schools, including the secondary school, ensuring good induction and transfer procedures. These links include participation in sports activities and joint projects in music, art and science. Students from Oxford Brookes University gain valuable training in the school.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides very good leadership. The new leadership team and subject co-ordinators are developing their roles under her guidance and are already making a good contribution to school improvement. Their management is also good. The governance of the school is very good.

Main strengths and weaknesses

- The very good leadership of the headteacher ensures that there is a clear sense of purpose in the school's work and a strong commitment to improvement.
- The school is fully committed to inclusion.
- The governors have a very good understanding of the strengths and weaknesses of the school, are fully involved in strategic planning and use their own expertise well.
- Good strategic planning enables the school to meet its targets for development.
- Finances are well managed and targeted to support school improvement.
- Co-ordination of SEN is good.

Commentary

29. The new headteacher has been in post for two years, following an unsettled period in the leadership of the school, and she has set the school securely on the road to improvement through a clearly articulated vision for the future. She has developed a very good sense of teamwork where all adults, including teaching assistants, administrative staff and midday supervisors work together very well. Parents appreciate her strong leadership and the new sense of purpose she has brought both to the school and their children. At the parents' meeting, they expressed the view that improvements had been immeasurable since she took over the leadership of the school. The governors consider that the school now has a very good standing in the community whereas it was previously in decline and had limited support from parents or the community.
30. The headteacher is clearly focused on improvement and has put good systems in place to analyse the success of the school and identify weaknesses. For example, by analysing the test

data and looking carefully at pupils' work, she and the leadership team have raised the awareness of the whole school about where improvements should be made to raise standards in writing. Also, she has fully involved support staff in raising standards by setting clear and specific targets for improvement for the groups of pupils with whom they work. However, she was also very aware that her first priority in the school was to create a good learning environment through valuing pupils and providing a high level of care and support and this she has done very successfully. The headteacher's own evaluation of the school, carried out prior to the inspection, correlates closely with the main inspection findings.

31. Key members of staff are beginning to play an effective part in the development of the school and there is a shared sense of purpose and a determination to move the school forward. Leadership has been reorganised with a new leadership team. The leadership team has welcomed the advice of a consultant headteacher, and this has enabled them to support the headteacher in observing lessons and analysing the quality of teaching and learning in the school. The headteacher meets regularly with the leadership team to analyse standards and discuss teaching and learning. This is disseminated to subject co-ordinators so that they understand what they need to do in terms of giving advice on lesson planning and the use of resources. This has been particularly successful, for example, in ICT where teachers have swiftly developed their use of the computer suite because of the support of the co-ordinator.
32. There is a good improvement plan in place, which gives a clear lead to the future direction of the school and this has been shared with all staff and governors, so that all are clear about what needs to be done to improve the school further. All subject co-ordinators are clear about their roles and responsibilities and this is clearly set out in their individual action plans. There is a governor attached to each subject to monitor progress. The action plans for English, mathematics and science are directly linked to an analysis of the National Curriculum tests. Whole-school targets are set through the improvement plan and these are linked to performance management. The governors' staffing committee is involved in monitoring the impact of this.
33. The headteacher, who is temporarily the special educational needs co-ordinator, gives good leadership and is currently improving procedures and interventions. There are good links with outside professionals and a recent review of the provision for special educational needs has been used effectively to prompt necessary changes.
34. The school is very committed to inclusion. There are very good relationships between pupils and staff, which encourage pupils to raise any concerns they may have. This was particularly noticeable at lunchtimes when staff became very involved with pupils who needed to talk about any problems they had. All pupils are valued and they have a strong voice in the school through class and school councils. Their self-esteem and confidence are supported very well through a variety of initiatives, including their own class assemblies. They feel very strongly that there is an adult to whom they can go if they have any worries. There is also a strong sense of teamwork from all staff in the school and a high level of agreement on respecting and valuing diversity in a thoughtful and open way.
35. The governance of the school is very good. The governing body is very committed to the school, takes its responsibilities seriously and ensures that all statutory requirements are met. The governors use their own very relevant skills to support the school and work closely with the headteacher to discuss the school's strengths and weaknesses and secure improvements for the future of the school. They act very well as a critical friend to the school and ask relevant questions about the school's performance both through a rigorous analysis of the PANDA and also through their ongoing involvement in the school's improvement plan. They know that achievement needs to be improved and that this is linked to improved teaching and learning. They have also been fully involved in the strategies put in place to remedy issues related to gender. There are very good levels of expertise on the governing body and the pupils benefit from this. Many governors come into school regularly to help with particular subjects, for

example, science. Through their skills and expertise they make a valuable contribution to the work of the school.

36. The school's finances are managed well and resources are directed appropriately. For example, the number of teaching assistants in the school has been increased so that pupils receive more support for their learning. Governors have also analysed the effectiveness in terms of outcomes to ensure they are getting good value for money. Spending decisions are focused well on raising standards and improving the quality of education for pupils. The larger than usual underspend is to be used to build an extension for an office, new staffroom and a toilet for the disabled. The school is determined to meet requirements for the remodelling of the workforce. Additionally, from next year, the school will need access for some pupils to toilets for the disabled.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	345,174
Total expenditure	347,422
Expenditure per pupil	2,612

Balances (£)	
Balance from previous year	41,090
Balance carried forward to the next year	38,842

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Teaching is sometimes good and very good, but overall it is satisfactory.
- Standards in writing are not high enough and this is linked to lack of challenge.
- There are good opportunities for the development of speaking, listening and reading.
- The subject is well led by the new co-ordinator.
- There are good assessment procedures in place, but information from them is not yet used well enough to plan lessons.
- Literacy is used well across the curriculum.

Commentary

37. Standards in Year 6 are average in speaking and listening, and in reading, but below average in writing. However, the current rate of progress for this group of pupils, who have had a fairly disrupted education due to staff changes, is good. Over time their achievement is satisfactory and this is a similar finding to the previous inspection.
38. Teaching is satisfactory overall, although some good and very good teaching was seen. In one very good lesson seen, the teacher read a letter aloud, appealing for help in keeping the guinea pig clean. Immediately the pupils were engaged in their task and clear about what to do. The introduction of a toy guinea pig and its cage, promoted much thought and discussion about how to write clear instructions for cleaning out the cage. When the teaching assistant modelled their instructions, the pupils quickly appreciated the need to have their instructions in the correct order. In the good and very good lessons, teachers remind pupils regularly of the learning objectives, use good questions to check on their understanding of what is required, have frequent interaction with pupils and organise and manage lessons well. This keeps the learning very much in the pupils' minds, and they work hard on their tasks. Very good teaching in Year 6 is ensuring that pupils are now making good progress. The main weaknesses in otherwise satisfactory lessons were tasks that did not interest pupils, slowish pace and a loss of focus on the main objectives for the lesson. Although one unsatisfactory lesson was seen during the inspection, the review of work in that class shows that over time, teaching is at least satisfactory.
39. Standards in writing in Year 6 are below the national average and higher attaining pupils in other year groups are not achieving as well as they should. This is particularly so in the mixed age classes where pupils sometimes repeat work they have done in the previous year, teachers do not sufficiently challenge them to achieve higher standards and work for both year groups is at a very similar level. Across the school, handwriting, spelling and punctuation are satisfactory, but not enough pupils use interesting vocabulary to produce imaginative pieces of work. The school has developed structured writing such as instructions, reports, accounts and letters well. However, pupils have too few opportunities to write for a sustained length of time on subjects that appeal to them.
40. Teachers work hard to develop speaking and listening skills, through paired, group and class discussions and, as a result, pupils are confident speakers with an appropriate vocabulary. For example, in a Year 6 lesson, the teacher gave time for pupils to discuss in pairs and in small groups how a poet chooses and uses similes and metaphors to develop atmosphere and

mood. They made notes on small whiteboards and when crafting their own poems based on fire, two girls described how, 'ashes blow in the wind and settle as leaves on the ground'. They discussed how well this reflected the season of autumn.

41. Reading skills are developed well and pupils have positive attitudes to books and to reading. They are supported well in small groups, reading from a wide range of both fiction and non-fiction texts. Pupils use the Internet as well as the library for research. In Year 6, pupils are able to read accurately and find information. They are able to discuss the meaning of certain passages and compare characters and plots. All pupils have been motivated by the school's involvement in the recent 'Word Smart' week. They were involved in poetry workshops, dressing up as characters from books and voting for their favourite author. The school also used it as an opportunity to launch its 'buddy' reading initiative, where an older pupil is paired with a younger pupil to help with reading. Pupils keep reading journals to record their impressions of the books they have read. Parents actively supported their children in this.
42. The school has good assessment procedures in place to monitor pupils' progress and to target those who need specific help. These are used well to plan work for small groups of pupils who are given support by a teaching assistant. However, in class lessons, information gained is not always used well enough to plan tasks to meet the different needs of pupils to ensure that they are being sufficiently challenged. A new system of target setting has been introduced, but is not yet consistently applied in all classes.
43. Leadership and management by the new co-ordinator are good and because of the systems she has quickly put into place to monitor teaching, examine work and analyse test results, she has a clear overall view of the strengths and weaknesses in her subject. Pupils have a broad range of experiences, and rigorous monitoring of English is now in place. The school improvement plan is focused on raising attainment in writing and the school is well placed to achieve this.

Language and literacy across the curriculum

44. Literacy has been well developed through pupils using their writing skills to support work in other subjects, for example, in religious education, pupils write about their visit to a mosque, in geography they write letters about a new road crossing in Wallingford and in science, pupils record the results of their investigations. Word-processing skills are developed well in ICT, for example, pupils write their own fables and turn them into talking books. Year 5 pupils produce brochures on Kenya with maps, text and illustrations.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils reach average standards by the end of Year 6 and they achieve satisfactorily over time, but at the time of the inspection achievement was more often good.
- The school has put effective strategies in place to raise standards.
- Some effective and stimulating teaching was seen.
- The tracking of pupils' progress annually and termly is now good, marking is effective and pupils know how well they are doing.
- From scrutiny of work and learning over time, teaching is only satisfactory because challenge is at times too high or too low.
- The subject is well led.
- Mathematics is used well across the curriculum.

Commentary

45. Standards are average in Year 6 and pupils' achievement is satisfactory. This is a similar finding to the previous inspection. At the time of the inspection, achievement in lessons was good in just over half the lessons seen. The current rate of progress in Year 6 is good and this is due to good teaching and improvements to the curriculum.
46. The school has effective strategies for improvement by close monitoring of learning through 'snapshots' each term and training of all teachers in delivery of the National Numeracy Strategy. The impact of these strategies is beginning to show increased rates of learning. Monitoring and adjusting the balance of input to lessons by boys and girls have successfully addressed issues surrounding the difference between the achievement of boys and girls. When used well, pupils' numeracy targets are achieved and success rewarded with a certificate.
47. During the inspection there were more good lessons than satisfactory. In all lessons seen, teachers gave pupils good opportunities for discussion and explanation and there was a good focus on mathematical vocabulary and alternative methods for calculations. In the Year 3 class, pupils have an attractive 'mathematics market' to practise shopping activities. Real money is used effectively to help lower attaining pupils with their work. Learning is relevant and interesting in the Years 3 /4 classes where pupils learn to explain frequency charts showing 'Smartie' Initiative achievement results. Higher attainers in the Years 3/4 classes interpreted and compared four sets of data. They overcame initial difficulties in recognising different frequency intervals and were able to explain their mistakes well. Teachers are skilled at using ICT equipment, such as digital projectors linked to a computer, to help pupils learn. It was used well in Year 6 to demonstrate equivalent fractions. Teaching assistants give good support and encouragement to pupils who are in need of help. Planning of lessons is good, but often the introductory mental mathematics is planned at too high a level for lower attainers. Small whiteboards are used very well to involve all pupils in oral introductions. Where lessons are less successful, the pace is too slow and too much time is spent on the carpet, resulting in pupils losing concentration. In all lessons seen, attitudes to learning were good. Learning objectives were shared and reviewed at the end of lessons.
48. Through regular assessments, there has been improvement in the achievement of many pupils, and teachers are very aware of which pupils are standing still, regressing or accelerating in learning. This has shown the good progress of pupils in Year 6 over two terms and improved achievement in all other classes. Signs are that teachers are successfully addressing standards. Marking of work is often encouraging and pupils are asked to record on their written work whether they found it difficult, okay or easy. In closing sessions again, pupils are asked to indicate by thumbs how they found the work. The class teacher and teaching assistants use this assessment in planning follow-on work.
49. The scrutiny of pupils' work shows that pupils develop a secure knowledge and understanding of the areas of mathematics set out in the National Curriculum Programmes of Study and the mathematical skills to calculate and apply their knowledge to real-life problems, but many have difficulty interpreting problems, an area which the school is working to improve. However, challenge is at times too high or too low. Higher attainers in Years 3/4, from scrutiny of work, have similar work and teachers recognise that the level of challenge is at times not high enough. Pupils mostly record their work well and use rulers to make work neat.
50. The new subject leader has clear vision and determination to raise standards and has made a good start in monitoring achievement. She attends regular training and is supported well by a consultant headteacher when monitoring teaching and learning.

Mathematics across the curriculum

51. There is good awareness of the importance of providing cross-curricular opportunities and these are well planned. In geography and science, pupils produce charts and graphs. For example, Year 6 carried out a survey of zebra crossings in Wallingford and analysed results, which they presented graphically. Pupils are encouraged to weigh and measure accurately in their work in design and technology. In history, they apply their knowledge of number lines in creating historical timelines, for example, in their study of the Victorians.

SCIENCE

It was not possible to see enough lessons seen to make a full report on science. Pupils' work was scrutinised, planning was looked at, discussions were held with the co-ordinator and displays reviewed. One Year 6 lesson was observed during the inspection.

52. The school has undertaken a review of the curriculum, and science is now taught as part of the school's topic approach to learning. This is being carefully monitored by the school to ensure that science is appropriately covered and skills are taught in sufficient depth. The school takes prompt action to address any weaknesses. The subject is covered well and appropriate attention is given to investigative work. The curriculum is enriched through activities such as Saturday science workshops for pupils and parents, the use of the school's wildlife area to study natural habitats and a visit to the science museum to study rocks. During the inspection only Year 6 were carrying out their science work within the topic.
53. Evidence from a scrutiny of work undertaken during the inspection and assessments undertaken by the school indicates that standards in science are broadly average and pupils' achievement is satisfactory. This is a similar finding to that of the previous inspection. Pupils in Years 3 to 6 have undertaken experiments involving predicting, setting out their methods and reaching conclusions. They develop their ability to carry out a fair test through opportunities provided for experiments. They know how to vary one factor while keeping the others the same. The presentation of diagrams improves and by Year 6 they are well labelled and largely accurate. Most are clear about healthy foods and a balanced diet. Through their study about habitats, they learn about cause and effect. They make good use of scientific vocabulary, for example, igneous rock, producer, consumer, condensation and evaporation. Good use is made of pupils' mathematical skills through the use of block and line graphs, and measurements in metres, seconds and grams. Pupils also know how to use the 'force meter'.
54. Teachers ensure that the curriculum is appropriately covered. Marking is fairly regular, mostly relates to scientific skills and knowledge and focuses on how pupils can improve. The main weakness in this is that teachers do not follow this up to check that pupils have actually improved their work. Regular assessments after each unit of work ensure that teachers are clear about pupils' levels of understanding. However, although teachers provide extension work, they are not yet rigorous in using the information from assessments to set challenging targets for all pupils in lessons. In the satisfactory lesson seen in Year 6, the teacher questioned the pupils well at the start of the lesson to find answers to questions such as, "Can a liquid melt?" and "Can a gas boil?" She provided a good range of activities to enable pupils to develop their understanding of the water cycle, but did not give enough attention afterwards to finding out from them what they knew and understood in order to focus more clearly on where the gaps in their learning were. In a religious education lesson in Year 3, when pupils were looking at natural materials, they used scientific knowledge gained from their work on rocks to describe them as 'metamorphic' or 'igneous'. They knew that metamorphic rock had crystals.
55. Co-ordination of the subject has not been well developed over recent years, but the new co-ordinator has made a good start. She has ensured that a scheme of work is fully in place and there is an action plan to develop key areas. Monitoring of plans and pupils' books is used to secure improvements and all staff are required to start lessons by making the learning intentions clear to pupils. There is very good support from one of the governors, who herself

has a specialist knowledge of science, in order to ensure that science is well promoted within the school.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **good**.

Main strengths and weaknesses

- The subject is well led by a specialist teacher.
- Teaching is good and teachers make good use of the computer suite.
- Higher attaining pupils in the Years 3/4 classes could work at a more advanced level.
- The subject is used effectively across the curriculum.

Commentary

56. The recent development of the computer suite, staff training, the use of a specialist teacher and good teaching have all made a positive contribution to the good improvement in provision since the last inspection.
57. The subject is well led. A specialist teacher leads teaching and supports staff development by working alongside teachers and this has led to a rapid increase in the confidence of the teachers to use the computer suite. She has quickly developed an effective curriculum and is working to further develop the system for assessment. The portfolio of samples of work support teachers in understanding what to expect from different groups of pupils, and so raise standards even higher in the future. The computer suite has been in use for a relatively short time, but already standards are rising from a fairly low base and the current rate of progress is good.
58. Teaching is good and sometimes very good, as the teachers plan work to develop skills, which pupils use confidently in other subjects. The teachers are clear about what they expect the pupils to learn in each lesson and share their expectations with them. For example, in a Year 6 lesson following clear instruction from the teacher, pupils were able to search suitable web sites and manipulate text, font sizes and styles and colours to produce a 'power point' presentation of the water cycle. They were then able to present their slide shows and, after further discussion with the teacher, understood what needed to be done to improve them in a later lesson.
59. All pupils have regular and equal access to the computer suite, which is timetabled efficiently and used for all subjects. Because some classes contain pupils from two year groups, work is sometimes repeated and this prevents some pupils from reaching higher standards. The majority of pupils work on the same activity and at a similar level, so the high attaining pupils are not yet attempting more challenging work.

ICT across the curriculum

60. Each class uses the computer suite at least twice each week, and teachers use the resources well to provide opportunities for pupils to develop the skills they have been taught through other subjects. For example, a class of Years 3 and 4 pupils discuss two very different paintings of the sea. They are guided well by the teacher to develop word lists that describe the moods of the sea and then go on to compose a simple piece of music that reflects one of these moods. The pupils work well in pairs, and discuss their work, agreeing to change it and improve it where necessary. Pupils in Year 5 practise their skills in word-processing and write in role as an evacuee in the Second World War, describing the contents of their suitcases. Good use is made of the digital camera to record evidence on an expedition to Henley lock on the Thames, which supports work in geography.

HUMANITIES

There was not enough evidence to report on any of these subjects fully. In religious education some teaching was seen and discussions were held with pupils about their work. In history and geography, no lessons were seen, but work was scrutinised.

61. **Geography** is planned and taught within topics such as 'Water', 'Kenya' and 'World War Two' in each term. The curriculum is developing and is broad, but lacks depth within some topics. The surrounding locality of Wallingford and the River Thames are used effectively for visits and fieldwork. Pupils in Year 5 gave an excellent assembly in which they demonstrated in spoken word, song, dance, mime and drums their knowledge and understanding of the lives of children in the Kenyan countryside. The environmentalists' club supports learning in geography well and raises good awareness of responsibilities as citizens and of local issues.
62. **History** is planned and taught through topics. History displays incorporate word-processing, art and design, geography, science and religious education. The subject is very well enhanced by visits and visitors. Year 6 made several visits linked to their study, as well as meeting with eyewitnesses of World War Two.
63. Standards in **religious education** are in line with the expectations of the agreed syllabus and this is a similar finding to that of the previous inspection. Work is well planned and the curriculum has been improved in order to teach religious education in a more interesting manner. Visits have a higher profile. For example, many pupils made a recent visit to a mosque, which they found extremely interesting. They have also visited a local church. Good links have been made to literacy, for example, through writing questions to ask at the mosque, writing letters in role to explain they cannot attend a birthday party because it is Ramadan and writing a job description for the rabbi of Wallingford Synagogue.
64. Pupils have studied Christianity, Islam and Judaism. They have looked at the special books, festivals and meals associated with each religion. Through their visits to the church and mosque they have gained a better understanding of the symbolism of these religions and the practices involved with each. They used symbols from several religions to design a front cover to describe some of the world's religions. In Year 6, much of their work on Judaism has been undertaken through a study of 'The Diary of Anne Frank' and the Holocaust, exploring the feelings of those involved and dramatising this.
65. In the two lessons seen in Year 3, one of which was good and one very good, the teacher created a good atmosphere and the pupils were very quick to make links between the Creation story and the artefacts they were handling. They enjoyed listening to the Creation story and carried out their own drawings and writing related to it. The teaching assistant made a good contribution to the lesson by helping lower attaining pupils make collages of some of the days of the Creation. In the second lesson, pupils reflected on the Garden of Eden. The teacher created a sense of awe and wonder when she uncovered what had been found in a few centimetres of water in someone's garden – tadpoles. This led on to a discussion on amazing living things.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

There was not enough evidence to report on any of these subjects fully because not enough teaching was seen or there was not enough evidence to judge achievement.

66. Two good **art and design lessons** were seen, both in Year 5. The teacher made good use of resources and linked the artwork well to the geography topic on Kenya. In these lessons, the standard of pupils' work was above average. They used African symbolism well in their paintings and reflected the cultural traditions very well. They made good designs, based on Kenyan beading traditions. They were fully absorbed in their work and enjoyed both lessons. Good displays around the school show that art and design is appropriately covered and pupils

are given good opportunities to use a variety of techniques and gain a knowledge and understanding of the work of artists. Good cross-curricular links are made as in the topic on Kenya and the water topic in Years 3/4 where pupils' artwork was linked to artists who have used water as the focus for their work. Good links are made with ICT in producing artwork.

67. In the lessons observed in **design and technology** in the Years 3/4 classes, teaching was good in one and satisfactory in the other. Where teaching was good, learning was challenging and pupils had good opportunities to talk about and develop ideas, showing an increasing understanding and working well collaboratively in the exploration of moving parts of books. Where teaching was less successful, there was a lack of challenge and the pace of the lesson was slow. Scrutiny of display and work in books suggests that this subject is not well represented. Time allowed for it is low compared to other subjects and there is a lack of the development of skills across the years. The school has already identified the subject as a focus for development.
68. Only one lesson was seen in **music** in a Years 3/4 class. This was a good lesson and the emphasis was to compose a piece of music to reflect the mood of a picture using their ICT skills. The teacher skilfully linked language, music and ICT in this lesson. Pupils worked well together to create their piece of music. There was a good level of discussion and high levels of interest and the outcome of the lesson was musical sequences that reflected the mood of the picture. Pupils' musical skills were used well in a Year 5 assembly when the choir sang tunefully, sometimes in two parts and a group of pupils played an African rhythm using African drums. The curriculum for music is enriched by extra activities such as the choir and school orchestra.
69. No lessons in **physical education** were seen. The school has a policy and scheme of work in place, and employs several qualified coaches to assist with teaching on Wednesday afternoons. There are arrangements in place for swimming at a nearby, deep water swimming pool and the school is also able to use a large sports hall on a nearby campus.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

70. The programme for personal, social and health education is good because of the innovation of the 'Smartie' initiative and the range of opportunities within school and after-school clubs. The 'Smartie' initiative promotes pupils' self-awareness and self-esteem through encouragement of pupils to identify skills they are good at and work towards improving others. Personal and social development lessons are drawn from a suitable published scheme of work and a long-term overview is in place. There are suitable programmes in behaviour management for the small number of pupils with specific behavioural needs. Teachers use 'circle times', assemblies, and the curriculum to foster pupils' social skills, raise awareness of, and prepare them for, citizenship through, for example, school and class councils and raising funds for several national charities.

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	2
How the school's effectiveness has changed since its last inspection	3
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	3
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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

