

INSPECTION REPORT

FLEETVILLE JUNIOR SCHOOL

St. Albans

LEA area: Hertfordshire

Unique reference number: 117137

Headteacher: Mr J Loukes

Lead inspector: Mrs K Forsyth
12626

Dates of inspection: 12th – 14th January 2004

Inspection number: 256139

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
School category:	Community
Age range of pupils:	7 – 11
Gender of pupils:	Mixed
Number on roll:	341
School address:	228 Hatfield Road St Albans Hertfordshire
Postcode:	AL1 4LW
Telephone number:	01727 855134
Fax number:	01727 811541
Appropriate authority:	Governing body, Fleetville Junior School
Name of chair of governors:	Ms Carole Connelly
Date of previous inspection:	21 st September 1998

CHARACTERISTICS OF THE SCHOOL

Fleetville Junior School was built in the 1930s as a girls' secondary school. It became a junior school in 1975. The school has increased in size since the time of the last inspection. The school is situated in an area of largely owner occupied housing in St Albans. The majority of pupils live in the immediate locality with a few travelling several miles to school. The percentage of pupils known to be eligible for free school meals (4.2%) is below the national average. Attainment on entry to school is above that seen in most schools.

The percentage of pupils whose first language is not, or believed not to be, English (10.8%) is high. This figure is similar to that reported at the time of the last inspection. The most common first language spoken by these pupils is Urdu and Bangladeshi.

The number of pupils identified as having special educational needs (SEN) is broadly in line with the national average, although, the number of pupils with statements of SEN is below the national average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12626	Kathryn Forsyth	Lead inspector	Art and design, history, personal and social education and English as an additional language.
9977	Fran Luke	Lay inspector	
11769	Jim Bishop	Team inspector	Science, design and technology, and religious education.
17976	John Francis	Team inspector	Special educational needs, mathematics, information and communications technology and physical education
18053	Judith Howell	Team inspector	English, geography and music.

The inspection contractor was:

Phoenix Educational Consultants

Thule
60 Joy Lane
Whitstable
Kent
CT5 4 LT

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	11
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	17
SUBJECTS IN KEY STAGE 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Fleetville Junior School is a good school. The very high turnover of staff in recent years has been very well managed by the headteacher. Pupils achieve well as a result of the good teaching and their own good attitudes to learning. There is a culture in the school that every child should succeed and good quality teaching and learning are of the utmost importance. The headteacher and governors give very good leadership and make a difference to the standards achieved. The school provides good value for money.

The school's main strengths and weaknesses are:

- Standards are above average in most subjects in Year 6 and pupils of all abilities achieve well.
- The headteacher and governors have a clear vision of what they want their school to achieve.
- The quality of teaching and learning is good overall especially in English, mathematics and science where teachers have very good subject knowledge.
- Provision in English, music and personal, social and health education and citizenship (PSHCE) is very good.
- Provision is good for pupils who have special educational needs (SEN) and those who speak English as an additional language (EAL).
- Relationships between pupils and pupils and adults are very good and there is a high degree of racial harmony.
- Standards, although average, could be better in art and design, geography and design and technology (DT) throughout the school.
- Assessment is a strength in English and mathematics but it is less well developed and less effective in other subjects.

There has been good improvement since the school was last inspected in 1998. Standards have improved significantly in Information and communication technology (ICT) and in music. All unsatisfactory teaching has been eradicated. Behaviour has improved as a result of the implementation of an effective programme for personal and social education. The headteacher and the governing body give strong direction to what the school needs to do to improve even further.

STANDARDS ACHIEVED

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

Key: A* in the top 5% nationally; A – well above average; B – above average; C – average; D – below average; E – well below average. Similar schools are those whose pupils attained similarly at the end of Year 2

Achievement is good. By the time pupils leave the school, standards are well above the national average. In English, standards achieved in writing are higher than those achieved in reading. Standards in speaking and listening are well above average. Pupils achieve well in mathematics and science and develop knowledge, skills and understanding through good teaching, enquiry and group problem solving.

Standards have been maintained in most subjects since the last inspection, with the exception of music where standards have improved to well above average and ICT where standards are above average. In art and geography, standards are now judged to be average overall. Whilst there are examples of some good standards being achieved in art, geography and DT, this is not consistent throughout the school.

Pupils' personal qualities including their spiritual, moral, social and cultural development are good. Most pupils recognise the importance of their actions on others and on their own achievement in lessons. Consequently, behaviour and attitudes to learning are good. Attendance is good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The overall quality of teaching and learning is good. Teaching and learning matter in this school. Teaching and learning are strongest and the most consistent in English, mathematics, science, religious education (RE) and music. All teachers are committed to providing lessons where every pupil is expected to achieve their best. The tracking of pupils' progress is very effective and the school is beginning to develop good systems for day-to-day assessments and self-evaluation by pupils. The teachers' planning for art, geography and DT does not ensure that skills in these subjects are systematically taught. Homework is well organised throughout the school. The school takes time to consult and listen to the views of pupils and parents alike. Pupils take an active role in the management of the school through their involvement in the School Council.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher has a clear vision for the school and high aspirations for the whole school community. He is relentless in his pursuit of good teaching and learning. Governors ensure that the school fulfils all its statutory duties. The governing body is very knowledgeable and led by a very able Chair of governors. They question and challenge senior management effectively and are influential in shaping the direction of the school. Staff with responsibilities work together well and most provide good guidance as subject leaders. A significant number of subject leaders are new to their role and have made a good start in promoting their subject.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The school's links with parents, other schools and the community are good. Parents and carers have very positive views of the school and they work well with the school to support their children's learning. They feel comfortable about approaching the school and confirm that the school works very well with them, and that complaints are handled well. Pupils are also happy at school. They feel they are learning a lot and are given lots of help and know how to improve their work. They feel well cared for and that the adults in the school trust them and have confidence in them.

IMPROVEMENTS NEEDED

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

- Ensure that subject specific skills in art, DT and geography are developed systematically and:
- Develop and strengthen assessment in subjects other than English and mathematics.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Overall, pupils' achievement is good. This includes pupils with special educational needs, the more able pupils and those pupils with English as an additional language. With good teaching and the pupils' good attitudes to work, they make good progress and leave the school having attained well above average standards in English, mathematics and science.

Main strengths and weaknesses

- Pupils' achievement is good in English, mathematics and science.
- Achievement in English is very good in Year 6.
- Standards in speaking and listening are well above average. This has a positive impact on standards in other subjects.
- Standards have improved in music and ICT.
- Standards, throughout the school, although satisfactory, could be better in geography, DT and art.

1. The school's results and other performance data show that in English, mathematics and science pupils achieve well and have consistently attained standards well above the national average compared with all schools nationally since 2000. When compared with similar schools, the school's results, in English, mathematics and science, have improved from average in 2000 to well above average in English and above average in mathematics and science. The school has successfully maintained the good standards in these three subjects and has improved the standards in ICT and music since the time of the last inspection. A key factor in the maintenance and improvement of standards is the careful tracking of pupils' progress, targeted teaching, well-deployed support and the introduction of booster classes. This has ensured that pupils receive additional support as soon as any underachievement is identified. The school sets itself precise and challenging targets. The school exceeded the targets for English but fell slightly short for the number of pupils expected to achieve Level 4 and Level 5 in the mathematics national tests. An interesting feature of this school is that good achievement has been maintained with standards in English, mathematics and science being consistently above or well above the national average in spite of the high turnover of staff.

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

Standards in:	School results	National results
English	29.2 (29.4)	26.8 (27.0)
Mathematics	28.9 (29.1)	26.8 (26.7)
Science	30.4 (30.4)	28.6 (28.3)

There were 91 pupils in the year group. Figures in brackets are for the previous year.

2. In English, standards achieved in writing are higher than those achieved in reading. Standards in reading are above average in Year 6. Pupils achieve well in writing due to the good teaching and, by the end of Year 6, achieve well above average standards. The systematic teaching of writing skills is effective throughout the school. In Year 6 the teaching of writing is highly effective and is approached with much enthusiasm by teachers and pupils alike. Teachers and pupils are keen to develop writing skills across the curriculum. This enthusiasm for writing has a positive impact on the standards achieved in other subjects such as science, ICT, history and PSHCE.

3. The school has recently made considerable efforts to develop pupils' interest in books and reading. As a result, many pupils are reading more widely and are developing a mature response to literature. However, this is a recent initiative and the impact of this development is at an early stage.

4. Standards in speaking and listening are well above average. Pupils listen attentively to others and teachers build into their lessons lots of opportunities for pupils to ask questions to develop ideas and take account of others' views. Pupils whose first language is not English are very well supported to take an active role in such sessions. This level of discussion and debate in lessons helps pupils clarify their thinking and understanding and supports learning across all subjects.

5. In mathematics, pupils come into the school with above average levels of attainment. With good teaching, all pupils achieve well and make good progress. As a result, by Year 6, standards are well above average. Pupils who have SEN generally achieve well, but some older pupils do not have the rapid recall of tables and number bonds they need to make their work more efficient.

6. Standards in science are well above average in Year 6. This is similarly reflected by the school's results in national tests at Year 6 which have consistently remained at well above average standards. Pupils continue to achieve well. Pupils make effective use of their scientific knowledge and understanding and are confident to use this information to make generalisations when exploring new learning.

7. There has been significant improvement to the standards in ICT. At the time of the last inspection, standards were judged to be below average at the end of Year 6. Standards are now above average. All pupils achieve well and make good progress. Improvements are due to improved facilities and improved teachers' subject knowledge, which enables them to teach the whole of the curriculum effectively. Opportunities for pupils to apply their skills in this subject are not fully developed, especially in subjects such as science, religious education (RE) and DT.

8. As well as English, mathematics and science, standards in the other subjects have been maintained, with the exception of music where standards have improved and are now well above average, and in art and geography where standards are now judged to be average overall. The improvement in music is due to the very good teaching of the music specialist who teaches throughout the school and who works very closely with members of staff who teach music to their own class. There are examples of some good standards being achieved in art and geography in some classes but standards are not consistently good throughout the school. Standards are not as high as they could be due to the lack of systematic teaching of skills in these subjects and, in the case of geography, too little time allocated to the subject.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. The school is effective in promoting attendance and pupils' attendance is good. Pupils' personal development, including spiritual, moral, social and cultural development, is good.

Main strengths and weaknesses

- Pupils' attendance is above the national average. Unauthorised absence is above the national average.
- Pupils show interest in learning and a high number of pupils attend the many out of school clubs.
- Pupils are willing to take on additional responsibility and respond well to these challenges.
- Behaviour around the school and in lessons is good.
- Relationships between pupils, and between pupils and adults, are very good and there is a very high degree of racial harmony.
- Pupils have a good awareness of right and wrong and show respect for the feelings and beliefs of others.

Commentary

9. Attendance is above the national average and is, therefore, good. Unauthorised absence is above the national median, but the school monitors attendance closely with good support from the

education welfare officer who will write to and visit families when requested. Punctuality to school is generally good; most parents ensure that their children come to school and that they arrive on time. There were no exclusions in the school year before the inspection.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.4
National data	5.4

Unauthorised absence	
School data	0.5
National data	0.4

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

10. Pupils have good attitudes to school and show a high level of interest in their lessons. They concentrate on their work and show enthusiasm. Good classroom management ensures that, in many lessons, pupils are focused and settle quickly to their work. They are often good at co-operating and working with each other on tasks. Many pupils are eager to attend the regular out of school clubs.

11. Behaviour has improved since the last inspection, and is generally good throughout the school. This reflects the view of parents who attended the pre-inspection meeting. The improvement is due to the rigorous programme and teaching for personal, social and moral development. In lessons, around the school and on the playground, pupils behave well, although in the dining hall, they are sometimes noisy and behaviour is not always as good. Pupils are aware of the school and class rules and have a good understanding of the difference between right and wrong. Achievement assemblies are used to encourage pupils to work hard and to behave well in school. Although parents expressed some concern over behaviour on the playground, during the inspection, behaviour at lunch and play times was seen to be good. No bullying or harassment was seen during the inspection and parents and pupils were both happy that bullying was not a problem. Any incidents are dealt with quickly and effectively. There are high levels of racial harmony throughout the school.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
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
244	0	0
1	0	0
20	0	0
8	0	0
1	0	0
11	0	0
2	0	0
1	0	0
17	0	0
13	0	0
3	0	0
5	0	0
1	0	0
1	0	0
1	0	0
4	0	0
8	0	0

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

12. Pupils have a good level of respect for the feelings and values of others. They are provided with opportunities to reflect on these, and to consider moral values and spiritual concepts through the school's provision in RE and during assemblies. They also understand the importance of festivals and traditions. Most pupils value justice and fair play and they have a good understanding of the difference between right and wrong. Pupils are encouraged to consider the needs of others less fortunate than themselves, and the School Council organises and promotes events to raise funds for charities. Opportunities such as these represent significant improvement since the time of the previous inspection. Events like the recent Music Week enhance the pupils' understanding of their own culture as well as life generally within a multi-cultural society.

13. Pupils have good opportunities for taking on additional responsibility through such initiatives, as the School Council, a buddy system and the Year 6 trust system. Pupils respond very well to these opportunities and, in conversation, they confirmed that they felt that teachers trusted them to do things on their own.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Good teaching and learning are strong features of the school. The school takes time to consult and listen to the views of pupils and parents alike. Assessment has improved significantly and is now good overall. The tracking of pupils' progress is very effective and the school is beginning to develop effective systems for day-to-day assessments and self-evaluation by pupils. Assessment is particularly good in English and mathematics although it is less well developed in other subjects. The teachers' planning for art, geography and DT do not take account of the need to plan for the systematic teaching of subject specific skills.

Teaching and learning

The quality of teaching and learning is good overall. Assessment is good.

Main strengths and weaknesses

- Good teaching and learning are at the heart of all aspects of the school.
- Consistent approaches to teaching in all classes.
- Teaching and learning in English, mathematics and science are consistently good.
- Teachers are skilled in questioning pupils in order to further the pupils' understanding and to developing their thinking.
- The teachers use a wide range of strategies to make lessons interesting and to promote learning.
- Assessment is good in English and mathematics and is developing in other subjects.
- Some teachers' planning does not always cover the teaching of subject skills in subjects such as art, geography and DT.

Commentary

Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	23	13	0	0	0

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

14. There have been a significant number of teachers appointed to the school since the time of the last inspection. The Headteacher has given a very strong steer on teaching and learning and rigorous induction procedures have ensured that there are consistent approaches to teaching in all classes. Although teaching was judged to be good at the time of the last inspection, improvements have taken place as all unsatisfactory teaching has been eradicated.

15. Teaching and learning are strongest and the most consistent in English, mathematics, science, religious education and music. All teachers have a good understanding of the frameworks for literacy and numeracy and opportunities to develop these skills are often planned for in other subjects. Teachers question their pupils effectively and always ensure that pupils have plenty of opportunities to talk to other pupils and adults in order to clarify their understanding and develop their thinking. Consequently, most pupils speak confidently and listen productively in lessons. This is a particularly effective technique for those pupils who speak English as an additional language. This emphasis on oracy skills benefits pupils learning in other subjects such as mathematics. Teachers use accurate subject vocabulary and encourage pupils to explain different strategies to solve number problems. This brings a real sense of pupils using their mathematical skills and becoming mathematicians.

16. All teachers are committed to providing lessons where every pupil is expected to achieve. Assessment is seen as a key feature of effective teaching. Whole school monitoring of pupils' progress and the subsequent targeting of teaching and support ensure that any underachievement is addressed quickly in English, mathematics and science. Teachers plan well in most subjects. They usually build on what learners already know and structure and pace their teaching so that pupils know what is to be learnt. Lesson objectives are shared at the beginning of all lessons and are usually revisited at the end of lessons to check pupils' learning. Throughout the school the teachers employ a range of strategies to check on pupils' understanding as the lesson progresses. In some classes, pupils are asked to indicate by 'thumbs up' or 'thumbs down' as to whether or not they are keeping up with the lesson. In most classes, pupils are encouraged to use the 'traffic light' system to evaluate if they have met the learning intention of the lesson. These simple strategies are useful in promoting pupils as partners in their learning and encourage them to seek further support if they do not understand the work. Marking is most effective in English and mathematics. Pupils are given good feedback as to how well they are doing and what they need to do to improve. Teachers' assessment and marking are less well developed in subjects other than English and mathematics. Homework is well differentiated and marking is effective to ensure that parents, carers and pupils know what needs to be done to improve work. Parents and pupils alike recognise that teaching is effective in this school.

17. Many teachers in the school have worked hard to develop a range of strategies to ensure all pupils take part in learning. In one lesson seen, the teacher recognised that, due to an indoor playtime, pupils had low levels of concentration so she started the lesson with a selection of brain gym activities. This was effective in ensuring that pupils were focused and ready to learn. In many of the lessons seen teachers made learning enjoyable and challenging by matching teaching techniques and strategies to a range of learning styles to ensure all pupils were engaged. First-hand experiences, such as visiting the cellar for stimulus for creative writing and enquiry based learning in mathematics and science are regular features of work.

18. Pupils with EAL receive good support from their teachers and a specialist teacher. The assessments carried out to gauge pupils' competency in English are accurate and are used effectively to plan for the next stage of learning English. Objectives set for these pupils are well written and support the progression through the levels of language competency.

19. The quality of teaching for pupils with SEN is good. Pupils are given work that is appropriate for their needs and they receive good support from teachers and teaching assistants who work as a team.

20. Overall teaching assistants are suitably deployed and the teachers are vigilant in ensuring that they are clear about the purpose and intentions of the lesson. However, there are times during the

introductions to English lessons when they are inactive and not supporting either the teacher or pupils as well as they could.

21. Teachers use the national schemes of work to plan for subjects other than English, mathematics and science. Although these are generally used effectively, in some cases, insufficient attention is paid to the systematic teaching of subject specific skills and this has a negative impact on pupils' learning. A good example of this is in art and design where the subject is linked to history. Pupils' art work is effective in providing a Tudor display but the work does little to promote skills and understanding found within the art programme of study.

The curriculum.

Curricular provision is satisfactory. The enrichment of the curriculum is good. The school's accommodation and resources are satisfactory.

Main strengths and weaknesses

- All pupils are valued and respected equally and receive good equality of opportunity.
- Provision for pupils who have SEN and those who speak EAL is good.
- Pupils' learning is enriched well through the good range of out of school activities.
- Insufficient time is given to the teaching of geography.
- Curriculum planning for geography and art does not support the teaching of specific skills.
- The outside environment is lacking in stimulation.

Commentary

22. The school values and appreciates the full range of pupils' achievements and treats them as individuals. The pupils are well known to the teachers and their academic and personal needs are well catered for. As a result, all pupils achieve equally well and take a full part in all aspects of the school's work.

23. The school offers a good range of well-attended after-school and lunchtime clubs such as football, netball, basketball, music, chess, mathematics and art. It takes part in competitive sports with other schools, for example, in boys' and girls' football, athletics and netball with success. Musical activities are a particular strength of the school's curriculum. These include an impressive school orchestra with more than 30 pupils playing instruments such as the saxophone, flute, violin, cello and trombone. In addition, there is wind band and a choir, which over 100 pupils have chosen to join. The music week organised in 2003 provided pupils with many opportunities to participate in a wide range of activities and culminated in a family concert with parents and pupils performing. The range of educational visits provided by the school to support the curriculum is satisfactory. These have included visits to Kew Gardens, Hitchin Museum and the Year 6 residential visit to the Isle of Wight, which enables pupils to use ICT skills as part of the curriculum. Visitors to the school support the pupils' learning well. These have included an African music group, an artist, a design and technology workshop, the Saracens rugby club and an author and theatre group. Parents and pupils value these activities.

24. The school has a good number of teachers, which enables them to organise classes in a manner that supports the needs of most pupils well. As a result, pupils receive good equality of opportunity. Teaching assistants are generally well deployed but, at times, some teachers do not make the best use of their support during the introduction to lessons.

25. In the school's last inspection the accommodation was said to be excellent. Although the school's accommodation is very spacious and benefits from having large classrooms, specialist music rooms and two spacious halls, it has some shortcomings in terms of the unusable space, which places some restriction on teaching methods. A number of classrooms still contain old sinks, which are poorly placed and the external quality of the building creates problems inside the school. The learning environment has been a focus during the previous year and continues to be so. The

outdoor site itself is also spacious but arid with little to occupy pupils in break times. Overall, learning resources are sufficient to teach the planned curriculum. Learning resources in music are good.

26. Teachers increasingly work together to plan the curriculum and their teaching. This helps to ensure that teaching is consistent across each year group and that pupils receive similar experiences. Curricular planning for subjects is reviewed periodically so that improvements to teaching and learning can be made. This results in a generally satisfactory curriculum for National Curriculum subjects and RE. However, the lack of time devoted to the teaching of geography has resulted in teachers covering the subject superficially. As a result, geographical skills such as map work are insufficiently developed. In addition, the planning for art does not give sufficient prominence to the teaching of skills in a systematic way. In the school's last report, the provision for ICT was judged to be unsatisfactory. The evidence from this inspection indicates that the opportunities provided for ICT are now satisfactory.

27. Provision for pupils with SEN is good and the individual education plans (IEPs) are clear about the small steps required for them to make progress. Teachers give suitable emphasis to pupils' needs when planning lessons. They are aware of the specific areas of need and record these where appropriate on their lesson plans.

28. Provision for EAL is good. Teachers, a specialist teacher and assistant work well together to ensure their efforts are co-ordinated to meet the identified needs of individual pupils.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is satisfactory. The monitoring of pupils' personal development is good. The involvement of pupils through seeking and acting on their views is good.

- The induction arrangements for pupils when they enter the school are good.
- The involvement of pupils in the school's work and development is good.
- There are appropriate procedures for health and safety, child protection and first aid.
- Adults know pupils well and provide good levels of care for their wellbeing.
- There are good procedures in place for monitoring pupils' academic standards and pupils' personal development.

Commentary

29. There are good induction arrangements for pupils when they start at the school. Pupils in Year 2 are invited to spend a day in school when they are paired with a "buddy" from Year 5. When children start at the school, these "buddies" spend time with them showing them around the school, listening to them read and spending time with them at play and lunch times.

30. The headteacher and staff take the views of their pupils seriously. The school has a thriving School Council that regularly makes suggestions that are listened to and acted upon. Pupils' surveys are seen as important and any issues arising, that give cause for concern, are speedily followed through.

31. The school has appropriate health and safety procedures in place. The headteacher and members of the senior management team, together with a member of the governing body, make regular health and safety checks. Staff carry out full risk assessments. The headteacher is the nominated officer for child protection procedures and has received appropriate training. All staff are kept up to date with the procedures and time is allocated in staff meetings to discuss any concerns staff may have. All staff are informed of the need to advise the headteacher immediately should they have any concerns. Arrangements for the administration of first aid and for the care of children, who are unwell, are effective and help them to feel safe and secure at school.

32. All adults who work in the school form close and trusting relationships with the pupils. Staff know their pupils well and provide good role models for behaviour. There are good procedures in place for monitoring pupils' progress and for monitoring pupils' personal development. Staff meet regularly to discuss children's progress and this information is shared with staff as pupils move through the school. Pupils confirm that there are always a number of adults to go to if they are worried or need help or comfort and that they feel safe and secure. There are good procedures for staff to listen to pupils' views and for them to consider and take action on those views through the School Council. Pupils confirmed that they are happy that teachers listen to their ideas.

33. The work and progress of pupils with SEN and EAL are well monitored and recorded by class teachers. Pupils and their parents are suitably involved in the IEPs and the targets being set for pupils with SEN.

Partnership with parents, other schools and the community.

The school's links with parents, other schools and the community are good. Parents have positive views of the school and work well with the school to support their children's learning.

Main strengths and weaknesses

- Parents have positive views of the school.
- Parents provide a positive contribution to pupils' learning at home and at school.
- The school provides parents with good information about the curriculum and how to help their children at home.
- Written reports have improved and are now satisfactory. They inform parents what their children know, understand and can do.
- The school's links with other schools strengthen its curriculum provision.
- There are good transition arrangements between schools.

Commentary

34. Parents and carers have positive views of the school. They feel comfortable about approaching the school and confirm that the school works very well with them, and that complaints are handled well. The school consults parents through questionnaires, and it is planned that this will become an annual occurrence. The school encourages parents to support the work of the school through the PTA, which regularly raises significant funds for the school, and coming into school to help in the classroom and on school trips. Most parents are also supportive of the school by ensuring that they help their children at home with homework and that it is completed and returned to school on time.

35. The school provides a range of information for parents about what is happening in school as well as regular information about the curriculum and how they can help their children at home. Parents confirm that they generally feel happy with the information the school sends them relating to what is taught. They indicated that they particularly liked the termly curriculum planner and marking of homework which enabled them to help their children.

36. There are good opportunities for parents to meet staff formally and informally to discuss their children's progress. A small number of parents did express some concern over the information provided about children's progress. Written annual reports for parents are satisfactory: they inform parents what their children, know, understand and can do, and also give areas for development.

37. The school has good links with other local schools and colleges. It has recently further developed its strong links with Fleetville Infants School, which facilitates the smooth transfer of its pupils into Year 3. Similarly effective and efficient arrangements enable its Year 6 pupils to transfer successfully to local secondary schools. A significant majority of the school's pupils transfer to Beaumont School, with whom the school has particularly strong links. The school subsequently enquires as to how well its pupils have adjusted to their life in Beaumont School. Their French specialist teachers regularly teach Year 4 pupils and Year 6 visit their new school during their final

year to experience annual stage productions and gymnastics displays. Sixth Formers regularly attend the school as part of their Community Service curriculum and assist in classrooms. Adult students from the University of Hertfordshire visit to complete their final teaching practices.

LEADERSHIP AND MANAGEMENT

How well is the school led and managed.

Overall, the leadership and management of the school are very good. The leadership of the headteacher is very good. The leadership of other key staff is good. Governance is very good.

Main strengths and weaknesses

- Very good leadership, particularly by the headteacher.
- Very good governance.
- Good use of data to inform target setting and strategic planning.
- Good subject leadership, including that for SEN.

Commentary

38. Leadership by the headteacher is very good. He has a clear vision for the school and high aspirations. Management is good overall. The high number of new staff has been integrated well. Good systems are in place to make this an effective process. The change has been very well handled with the minimum of disruption to the work of the school and pupils' learning. Newly qualified teachers receive good support from the headteacher and their mentors. This enables them to become effective members of staff quickly. A good focus on data analysis to inform target setting ensures good progress as pupils move through the school. Good monitoring of teachers' plans and regular scrutiny of pupils' work identify areas for development and makes teaching more effective. Good joint planning within year groups ensures consistency in content and approach. The plans to review the emphasis given to pupils' different learning styles and enriching the curriculum are aimed at further improvement to the quality of teaching and learning for all.

39. Regular and detailed monitoring of teaching and learning by the headteacher and senior staff provides a clear picture of the strengths and weaknesses and enables any identified weaknesses to be addressed. The result of this is good teaching overall across the school. Staff appraisal and performance review are firmly embedded and address a major weakness found at the time of the last inspection. All staff are clear about their roles in the school and make effective contributions through subject leadership, particularly in English, mathematics and science. They see themselves as 'leaders' and not just coordinators. A significant number of subject leaders are new to their role and have made a good start in promoting their subject although they have not had enough training and development in monitoring and evaluation and strategic planning. The leadership of SEN is good and supports these pupils well, enabling them to achieve well and make good progress.

40. Governance is very good. The governors ensure that the school fulfils its statutory duties. The commitment and support of the governing body are helping the school move forward. The governing body is very knowledgeable and led by a very able chair of governors. Reports from the headteacher, senior staff and the outcomes of their own monitoring mean they are very well informed and aware of the school's strengths and weaknesses. They question and challenge senior management effectively and are influential in shaping the direction of the school. They hold the school to account. As a result, the school and governors have a shared understanding and a consistent approach to school development planning, which continues to drive up standards and improve provision. Governors are good at evaluating the work of the school and in pursuing value for money. This high level of effectiveness is significantly better than reported at the time of the last inspection.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	Balances (£)
----------------------------	--------------

Total income	834,807
Total expenditure	798,941
Expenditure per pupil	2,213

Balance from previous year	56,194
Balance carried forward to the next	89,361

PART C: THE QUALITY OF EDUCATION IN SUBJECTS.

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards are well above average in Year 6.
- Pupils' achievement is good.
- Pupils have very positive attitudes to the subject.
- Teachers' good subject knowledge enables them to teach literacy at the required depth.
- The subject is well managed.
- Teaching assistants are not always used effectively during the whole class introductory sessions.

Commentary.

41. Overall, standards in English are well above average by Year 6. The pupils' achievement is good overall. This includes pupils with SEN, the more able pupils and those with EAL. The school has successfully maintained the high standards attained by Year 6 pupils since the last inspection.

42. Standards in reading are above average in Year 6. The school has made a considerable effort to develop pupils' interest in books and reading by improving the range of books and providing additional daily guided reading times for pupils in all classes. As a result, many pupils are reading more widely and are developing a mature response to literature. However, the full impact of the use of this time in these sessions on pupils' standards has yet to be evaluated. From the outset, pupils are taught to read with a range of fiction and non-fiction books and to read with understanding. Consequently, many pupils read for pleasure and for information. By Year 6, most pupils read with fluency and accuracy and are able to evaluate the texts they read with growing competence. They show understanding of the main ideas, talk readily and confidently about what they read and express their views about books that they have enjoyed. Many pupils have well-developed skills for finding books and information.

43. Standards in writing are well above average in Year 6. Most pupils achieve well, because of good teaching. The analysis of pupils' work showed that most pupils were able to sustain and develop their ideas well, so that by Year 6 many are learning to master and manipulate language for their own purposes from persuasive writing to creative work. In Year 6, the analysis of work showed that pupils write in a wide range of forms, including news reports, biography, plays, stories and instructional writing. In the best writing, examples of their poetry work were particularly mature. Very good examples were seen in Years 5 and 6. In Year 5, for example, pupils used metaphors and similes skilfully to create emotional poems that were based on their feelings such as 'Fear' and 'Happiness'. Pupils in Year 6 wrote very effective poems experimenting with active verbs and personification.

44. By Year 6, many pupils use paragraphs, correct punctuation and good grammatical structure in their written work. Ways to add interest to the writing curriculum and to give pupils enthusiasm for this aspect of their work are particularly effective. This was well demonstrated in the Year 6 lessons where pupils were investigating the nonsense words used by Lewis Carroll in the poem 'Jabberwocky'.

45. Throughout the school, teachers work hard to ensure that pupils are given many opportunities to develop their speaking and listening skills and this encourages effective learning. As a result, standards are well above average in Year 6. Teachers frequently ask pupils to discuss an answer with a partner before replying and sharing their ideas with the class. Consequently, most pupils speak confidently and listen productively in lessons. Many pupils express their ideas clearly and talk enthusiastically about their work and the books they have read. Across the school, there were many

examples of pupils contributing well to discussions on a range of issues in subjects other than literacy lessons. In RE, for example, the high level of discussion and debate has a considerable impact on pupils' knowledge and understanding.

46. The quality of teaching and learning is good overall with some very good features. In the best lessons, teachers' lively presentations and imaginative use of resources quickly engage the interest of pupils, channel their enthusiasm and sustain their concentration. In these lessons, teachers' good subject knowledge enables them to use questions skilfully to reinforce pupils' learning and to check their understanding. There were many examples of teachers starting lessons with the learning intentions being shared with the pupils, which ensured they were clear about what they were expected to learn. Although overall, teaching assistants are suitably deployed, there are times when they are not always used sufficiently well to support teachers and pupils during the introduction of lessons. The learning tasks provided for pupils are sufficiently well planned to meet their needs, which ensures that they all achieve as well as they can. Particularly good use is made of the plenary time at the end of lessons. Teachers use the pupils skilfully to give their interpretation of what they have learnt in the lesson so that subsequent work can be discussed and planned for the next lesson. This has a positive impact on the progress that pupils make. There were many examples of pupils using ICT skills to support their work in English.

47. The management of English is good. There has been a good improvement in the subject since the school's last inspection. Additional extended writing lessons outside the literacy time are timetabled weekly and this is helping to sustain the good progress that pupils make. Assessment in English is good and teachers use this well to plan further work. Results of national and non-statutory tests are analysed rigorously to identify pupils' achievement over time. This enables teachers to set realistic targets for all pupils.

Language and literacy across the curriculum.

48. Speaking and listening skills are very well developed through all subjects. By Year 6, pupils use reference and resource books confidently. Teachers also develop and consolidate aspects of literacy taught in English lessons through lessons such as ICT and history. Opportunities to write in other subjects are having an increasingly positive impact on improving pupils' writing skills generally. However, in some subjects such as RE and geography, there are missed opportunities to support the development of pupils' writing skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are well above average and pupils achieve well.
- Teaching is good.
- The accurate use of mathematical vocabulary is promoted well.
- Subject leadership is good.

Commentary

50. Pupils come in to the school with above average levels of attainment. With good teaching, pupils achieve well and make good progress. As a result, by Year 6, standards are well above average. These have been successfully maintained since the last inspection. There is no significant difference in the achievement of groups of pupils across the school or achievement in parallel classes in year groups. Pupils who have SEN generally achieve well, but some older pupils do not have the rapid recall of tables and number bonds they need to make their work more efficient.

51. Teaching and learning are good. Teachers use accurate subject vocabulary and encourage pupils to use different strategies to solve number problems. This brings a real sense of pupils becoming mathematicians. Classroom management is good and teachers build well on pupils' good attitudes to work. Teachers' marking and, in particular, assessments made during lessons identify areas of weakness, which can be addressed. Consequently, pupils are secure in their understanding before they move on to another topic. Teachers' plans are modified in the light of the assessments they make during lessons. This is used well to inform their planning for the following lesson. As a result, pupils have few gaps in their knowledge and understanding of mathematics. One of the strengths of pupils' learning is their ability to co-operate and work well with others to test out their ideas and strategies. Lessons have a good pace and pupils respond well to the teachers' high expectations. Work is well presented, accurate and finished on time.

52. Subject leadership is good. The subject leader's monitoring has identified appropriate priorities for improvement, which inform the good quality subject action plan. The work done to analyse test results is providing teachers with valuable information about what they need to emphasise in their mathematics teaching. Good support and guidance are given to teachers, which helps to inform the medium and long-term planning in the year groups. This gives consistency across the school and ensures a common approach while still being responsive to pupils' individual needs.

Mathematics across the curriculum

53. Pupils use mathematics as part of their work in other subjects. In science, pupils use aspects of numeracy to measure and record the results of investigations using charts, graphs and other forms of pictorial representation. Spreadsheets used in ICT show pupils' understanding of, for example, calculating averages.

SCIENCE

Provision in science is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Pupils make good progress and reach well above average standards in Year 6.
- The quality of teaching and learning is consistently good.
- Curricular provision is good and well planned.
- There are regular opportunities for pupils to investigate and experiment.
- Procedures for assessing pupils' work are not developed well enough.
- Insufficient use is made of ICT.

COMMENTARY

54. Standards in science are well above average in Year 6. This is the same judgement as that made by the school's last inspection. At that time, pupils were judged to enter the school at above average standards. Currently, that judgement remains. This is similarly reflected by the school's results in national tests at Year 6 which have consistently remained at well above average standards. Therefore, pupils continue to achieve well. This is promoted by the consistently good quality of teaching and learning in the subject. Pupils have a good understanding of life processes and living things, including variation and classification. They make effective use of their knowledge of physical processes to devise ways of reflecting light and make generalisations about physical phenomena. They have a good understanding of grouping, classifying and changing materials. All pupils make good progress and there are no significant differences in the achievement of pupils having different ability, gender or SEN.

55. The subject is well managed. The school's comprehensive approach to curricular planning and the work in pupils' books and folders show that all aspects of science are taught well. There is an appropriate emphasis on scientific enquiry and encouragement for pupils to think as young scientists and to use scientific vocabulary in explaining and recording their findings. Year 6 pupils spoken to in

a group discussion emphasised that their favourite activity in science was participating in investigations. They could appreciate the importance of predicting possible outcomes and their written work showed that they could make practical suggestions about how their working methods could be improved. The school supports its coverage of the curriculum with a good provision of relevant resources. There is, however, insufficient evidence of the effective use of ICT as a resource to promote curricular opportunities for teaching and learning.

56. Procedures used for assessing pupils' progress are largely based upon tests at the end of units of taught work. There is no formal provision for end of year testing for each year group and the arrangements for target setting for pupils are under-developed. The school has already identified that further development of these aspects of the subject's management could ensure more accurate tracking of pupils' progress. The effective use of assessment was evident in those lessons where pupils were given work at different levels of difficulty according to their needs. However the needs of the most able pupils in particular, were not consistently or accurately assessed so that they could achieve to their full potential. The subject coordinator's Year Plan currently has identified the monitoring of pupils' work as a priority. It does not, however, recognise a need to increase the extent to which the quality of teaching and learning is to be monitored and evaluated.

57. Consistently good teaching and learning were found throughout the school. Teachers make work interesting for pupils by relating activities to everyday situations. They also present it in a way that channels pupils' curiosity and develops their capacity to work collaboratively. Teachers are skilled at developing the appropriate language that pupils need to discuss their work. This supports their literacy and speaking skills very well. This enhances a particularly strong feature of the teaching. This was the quality of teachers' questioning of pupils. This successfully encourages the pupils to consider what they think might happen and to explain results and findings from their investigations.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **good**.

Main strengths and weaknesses

- Standards are above the expected levels and pupils achieve well
- Teaching is good
- Subject leadership is good.

Commentary

58. Pupils achieve well and make good progress. Standards are good across the school and, by the end of Year 6, are above average. This is a significant improvement on the standards and quality of education seen at the time of the last inspection. Since then, facilities have been improved, as has teachers' subject knowledge, which enable them to teach the whole of the curriculum effectively.

59. Teaching is good overall. The particular strengths are in teachers' own skill and knowledge in using ICT and in their class management. Teachers use a variety of methods to get the best out of pupils. In some lessons, pupils who need support are partnered with more able pupils, 'buddies', for some work. In other lessons, pupils work with others with a similar level of attainment. This enables more able pupils, in particular, to extend their skills and is very effective in moving these pupils on at an appropriate rate.

60. Subject leadership is good. The subject leader is very knowledgeable, and although only recently in post, has made significant changes to the way ICT is planned and taught. Pupils' work is sampled and the saved work is now beginning to be assessed to give clearer information on each individual pupil's rate of progress. Additional provision for gifted and talented pupils has recently been introduced. The 'Animation Academy', run by the headteacher is providing additional stimulus and high-level work for these pupils.

Information and communication technology across the curriculum

61. The use of ICT in other subjects is also being monitored in conjunction with the literacy, numeracy, and art subject leaders. Good links are made with other subjects, for example, mathematics, where pupils create spreadsheets or use calculators to check the accuracy of their answers. Pupils in Year 6 are particularly adept at using multi-media presentations to support work in other areas of learning. The planned linking of all classroom computers to the ICT suite is designed to enable teachers and pupils to use these more effectively as part of their daily work, for example, through providing Internet access to all rooms

HUMANITIES

GEOGRAPHY

Provision is **satisfactory**.

Main strengths and weaknesses.

- In lessons seen, teaching and learning were good.
- Time allocated for the subject is insufficient to provide opportunities for pupils to learn more complex geographical skills.
- There are missed opportunities to support the development of pupils' writing skills.

Commentary.

62. At the time of the last inspection, pupils' attainment and progress were judged to be good. Since then, much of the evidence indicates that standards by Year 6 are now average and pupils' achievement is satisfactory. However, the necessary geographical skills required for map-reading and map-making are not developed to a sufficiently high level. During the inspection, it was only possible to observe two lessons so the overall judgement on standards is also based on the analysis of pupils' work and teachers' planning, and discussions with pupils and their teachers.

63. As pupils move up the school, they acquire suitable factual knowledge of specific topics, such as the weather, water and a mountain environment. They use an atlas successfully to locate areas of the world and investigate the temperate and arid regions. By Year 6, pupils are aware of maps and use them to follow and plan the quickest route between two locations. Although they can read simple grid references to identify key features on a map, these geographical skills are not practised with sufficient frequency. This does not enable pupils to build up the expected expertise in their use. In Year 5, the work enabled pupils to consider the provision and use of water in less economically developed countries and the impact this could have on communities. In Year 6, pupils learn how the climate can affect the landscape of a mountain. They consider how the different weather conditions might affect the vegetation and investigate how plants that grow high up in the mountains not only cope with cold and wind but also lack of water and soil. They confidently use technical vocabulary such as vegetation zones, summit, peaks and altitude when providing explanations.

64. From discussions with pupils and analysis of their work, it is evident that teaching and learning in geography are satisfactory. However, the amount of pupils' recorded work is limited and does not fully support the development of their writing skills. Consequently, they are not seen to be making the progress of which they are capable. However, in discussion with pupils, they have a clear view of topics covered and can recall facts in sufficient detail. In the two lessons observed during the inspection, teaching was good and pupils made good progress. Good features of teaching were the use made of questions to help focus pupils' attention on key points of the lesson, and the way in which teachers held pupils' interest. Both lessons were conducted at a brisk pace, and the teachers placed an emphasis on pupils thinking carefully and discussing ideas with each other before making a decision. The good variety of methods used by both teachers and the sufficiently demanding work set ensured that all pupils applied themselves well and made good gains in their knowledge and

understanding of the subject. The use of ICT to support the teaching of geography is generally restricted to pupils' researching information from the Internet.

65. Leadership and management of the subject are satisfactory. The subject leader has only been in post for a short time and, as she also has the responsibility for history, the focus has been on the development of that subject and not geography. The scheme of work covers all aspects of the required curriculum and is suitably supported with journeys out of school, so that pupils can apply skills in a practical situation. The recent introduction of 'What's in the News', which occurs in all classes throughout the year, is helping to address pupils' skills development. Currently, however, while time allocated for the subject is insufficient, geographical skills are not taught with sufficient frequency or detail for pupils to attain better standards.

HISTORY

Provision in history is **good**.

Main Strengths and weaknesses

- Pupils achieve well in history.
- Pupils' written work shows care and interest in the subject.
- Teachers achieve an effective balance between imparting information to pupils and encouraging them to enquire and research on their own account.
- The presentation of work in Year 3 is unsatisfactory.

Commentary

66. Standards have been maintained since the time of the last inspection. By Year 6, most pupils are reaching at least average standards. Historical skills are well developed. The analysis of pupils' work shows that, by the time pupils reach Year 6, most of them are attaining as well as they can. This is due to the quality of teaching. Overall, pupils achieve well.

67. Pupils in Year 3 have a reasonable understanding of chronology and knowledge of major events and people they have studied during their time in the school. However, their written work is not well organized and pupils are not always able to talk confidently about the work covered. In their most recent work, covering the Tudors, the presentation of work is unsatisfactory.

68. In Year 4, expectations are raised as pupils are beginning to explain tentatively and suggest consequences of significant events in history. There is evidence of good work where pupils give effective explanations of cause and effect in the development of Roman roads.

69. As the pupils progress through the school, the work set becomes increasingly challenging. Pupils use documentary and pictorial sources very well, evaluating their suitability and reliability to show good understanding of different views of the same event. Pupils use their literacy skills well to write accurate accounts of events and explanations of why events took place, for example, in their work on evacuees. A strong feature of the work seen in Year 6 is the identification of aspects of the topic to be studied at an individual level. This level of involvement in their learning ensures that pupils are keen and maintain a high level of interest in their work.

70. Overall, the quality of teaching and learning is judged to be good. During the inspection, it was only possible to observe three lessons so the overall judgement on teaching is also based on the analysis of pupils' work, teachers' planning, and discussions with pupils and their teachers. In the lessons seen, teachers made good use of teaching strategies from literacy and numeracy. In one lesson observed, a teacher had a useful strategy of asking pupils to show by thumbs up or thumbs down whether they understood instructions or aspects of the lesson. In the best lessons, teachers made learning more vivid and real by developing understanding through enquiry, creativity and paired or group problem solving.

71. Leadership and management of the subject are good. The subject leader is knowledgeable about the subject and she has carried out a rigorous audit of teachers' planning and pupils' work. This information has been use effectively to formulate a subject development plan. Whilst the areas for development are accurate and appropriate, the success criteria in the plan are insufficiently focused on the outcomes for pupils.

RELIGIOUS EDUCATION

Provision in religious education is **good**.

Main Strengths and weaknesses

- Consistently good teaching.
- Pupils' good attitudes towards the subject.
- The contribution to pupils' oracy skills.
- The effectiveness of the subject in enhancing pupils' moral and cultural development.
- Underdeveloped assessment procedures.
- Insufficient use is made of ICT.

Commentary

72. Standards in RE by Year 6 are above the expectations of the locally agreed syllabus. This judgement is the same as that made by the school's last inspection, and the school also continues to meet the requirements of the Hertfordshire Agreed Syllabus.

73. Pupils' achievement is good in Year 6 whereas in Year 3 it is mainly satisfactory. This is largely due to some teaching not meeting the needs of all pupils, especially the more able. The quantity and quality of work found in Year 3 pupils' books also indicated that teachers' expectations are insufficiently demanding to enable all pupils to make appropriate progress. However, the overall quality of teaching and learning observed in the school was good. A notable feature was the consistently high quality of teachers' questioning of pupils. This promoted the pupils' ability to express their ideas and feelings lucidly and to form thoughtful views on religious issues. Teachers select suitable teaching methods and make effective use of teaching resources to enhance the interest of their pupils. They also take opportunities to link their teaching to other creative subjects, such as art and music. Pupils were often so involved in their lessons that their behaviour and attitudes generally were consistently good. These features of the teaching not only enhance the pupils' appreciation of the richness and diversity of other religions and cultures, but also foster the school's moral values such as respect for truth and the ability to distinguish between right and wrong. In a Year 5 lesson, which focused on festivals, the pupils were able to consider and sensibly discuss the concept of sacrifice and its moral implications. The subject has yet to establish effective procedures for assessing the progress of its pupils and very little evidence was found of the planned use of ICT, especially for research in the subject.

74. Several coordinators have performed the management of the subject in recent years. The current provision is satisfactory, particularly the provision for curricular coverage and planning. However, procedures for monitoring teaching and learning are not effective enough. Additionally, there are insufficient visits to places of religious interest that enhance pupils' understanding and appreciation of the distinctive features of the major religious traditions in the United Kingdom.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

ART AND DESIGN

Provision for art is **satisfactory**.

Main strengths and weaknesses

- There are examples of good standards in some classes.
- Art is well taught when it is part of the planned programme for art and design.
- The teaching of art is less effective when it is taught as part of a topic, for example, the art work linked to the Tudors.

Commentary

75. There are some very good pieces of artwork that are displayed in the school art gallery. These represent the development of good skills in two dimensional art work, particularly in the use of colour, texture, pattern, line and shape. The school has improved on the opportunities it provides and on the teaching of observational drawing that was identified as a weakness at the time of the last inspection. Drawing skills are emphasized and are now a relative strength. During the inspection, it was only possible to observe three lessons and a limited amount of work. The overall judgement of satisfactory standards is based on teachers' planning, and discussions with pupils and their teachers.

76. The current curriculum planning for art does not always promote the systematic teaching of skills and high standards. In some classes, art is taught as part of a topic that links a number of subjects together. When this occurs, the knowledge, skills and understanding identified in the programme of study for art are not taught effectively and, as a result, standards are not as high as they should be.

77. The quality of teaching and learning is satisfactory overall. In the classes where teachers have an interest and expertise in art and design, standards rise significantly and progressively, pupils achieve well and work is of a high standard. In the three lessons seen, the most successful lesson was taken by a teacher with a good understanding of the subject, who gave effective demonstrations of techniques to be used in the lesson and who was able to move pupils forward through challenging them. A significant feature of all lessons seen was the effective management of the lesson to promote evaluation of pupils' work. In a Year 3 class, this involved an innovative group activity that gave pupils the task of giving thoughtful observations on selected sculptures and in Year 6 class where pupils took part in a 'walking gallery' and walked around the class evaluating each other's work.

78. The subject leader is very enthusiastic about the subject and she has a good understanding of the strengths and weaknesses in curriculum planning and standards achieved. Overall, leadership and management are satisfactory. She has developed a useful subject development plan which identifies the key areas for development. However, the success criteria in the plan are not sufficiently focused on pupils' outcomes.

DESIGN AND TECHNOLOGY

Provision in design and technology is **satisfactory**.

Main strengths and weaknesses.

- Curriculum planning places appropriate emphasis on all aspects of the subject.
- The effectiveness of teaching methods.
- Pupils have good model-making skills.
- Underdeveloped procedures for monitoring and evaluating lessons and learning.
- Insufficient emphasis given to annotated designs and evaluation of work produced.
- Insufficient use of ICT to enhance the design and making of the quality of products.

Commentary

79. Standards, in Year 6, including the achievement of pupils and work seen are average. Teaching and learning are satisfactory. These findings are similar to those of the last inspection. Since the last inspection, the school has developed its curricular provision and improved its planning. Resources to support the curricular provision of the subject have also been developed. Teachers are more confident in the use of these resources and in how they can be utilised to promote the teaching of skills, knowledge and understanding of the subject. Standards are not as high as they could be as there is insufficient emphasis given to pupils creating high quality annotated designs and evaluations of their work.

80. Satisfactory teaching ensures that pupils are taught a balanced and broad range of curricular activities. This is taught mainly through investigating and evaluating a selection of familiar products, focused practical tasks, and design and make assignments using a range of materials. The pupils enjoy the variety of topics they study, especially food technology such as Sandwich Snacks in Year 3 and biscuit making in Year 5. They also relish designing and developing Anderson shelters in Year 6 and creating appropriate packaging for items, including light bulbs and for carrying a hamster to the vet. Discussions with pupils show that they have a good understanding of how to use tools and equipment to make models. However, they have not been taught to use an adequate range of equipment, particularly ICT. No evidence was found of ICT being used to improve finishing techniques, to strengthen and improve the appearance of pupils' products or to support their designs. Growing strengths found in the subject's teaching include the quality of many pupils' model-making and the progression of those skills which support that process. From those lessons observed and the examination of pupils' work, it was evident that teaching ensured that all pupils make satisfactory progress and that there are no significant differences in achievement between any groups.

81. Leadership and management are satisfactory. The subject has a recently appointed coordinator who has already promoted some procedures for improving the assessment of pupils' work and their progress. Procedures for the monitoring and evaluation of teaching and learning are not sufficiently rigorous.

MUSIC

The overall provision for music is **very good**.

Main strengths and weaknesses.

- The music co-ordinator in leading and managing the subject.
- The very secure subject knowledge of the music teacher, which enables her to teach musical skills at a high level.
- Pupils' achievement is very good.
- Pupils' learning is enriched by opportunities to participate in a wide range of music activities outside the school day.

Commentary

82. In Year 6, pupils' attainment is well above average. This is a significant improvement since the school's last inspection when it was reported that pupils' attainment and progress in class lessons were satisfactory overall. All pupils are achieving very well and making very good progress. This is the reflection of the specialist knowledge of the teacher who undertakes the teaching of music across the school. Members of staff who are timetabled to teach music to their own class work closely with the co-ordinator to ensure progression. This is effective.

83. The quality of teaching and learning is very good. During the inspection, only the teaching of the subject leader was observed. These lessons are very challenging and move at a brisk pace. The very good relationships between teacher and pupils inspire confidence and the teacher's very good subject knowledge creates high expectations. With a good eye to detail, the teacher challenges the

pupils to work hard and improve their performances during the lesson. The very good activities give pupils the chance to hear songs and music and extend their listening to composing. Pupils handle a range of tuned and untuned instruments confidently and, by Year 6, are able to compose, rehearse and perform their own short pieces of music. They work together productively in groups and display musical imagination in their performances. For example, in a Year 6 lesson, pupils were introduced to the idea of simplified loops in music. The teacher skilfully extended pupils' learning by initially providing a recorded spoken version of the weather forecast for pupils to listen to and consider the different patterns before carefully introducing the percussion instruments. Overall, the class did very well and showed a good understanding of the structure of music. When performing with instruments such as keyboards, xylophones and claves, they maintained their own rhythmic phrases as part of a group and showed an awareness of how different parts fitted together. Many are confident in reading musical notation.

84. Pupils sing tunefully in assemblies and give a good performance. They understand the importance of good posture and how to breathe properly in order to sing well. In the school choir practice, which consisted of over 100 pupils, they showed enthusiasm and sang very well. The curriculum is enriched by a very good range of opportunities for instrumental tuition and a large number of pupils take up the offer. The school orchestra, wind band and choir regularly take part in local festivals. The resources, including the music and instrumentalist rooms, are good and enable pupils to learn well without fear of disrupting classes in the rest of the school.

85. The subject leader has a very good vision for the development of music in the school. She has revised the scheme of work and added her touch to them so that they contain interesting activities as well as taking pupils further in the acquisition of musical skills. In addition, the music week she organised within school provided pupils with a rich range of musical experiences of very good quality. Music is a subject with many good features and makes an important contribution to pupils' spiritual, moral, social and cultural development.

Physical Education (PE)

86. Only one lesson was observed and it is not possible to make a judgement about standards or the quality of teaching and learning. The curriculum for PE meets the requirements of the National Curriculum, including that for swimming. There is good accommodation outdoors and indoors for all aspects of the subject and resources remain good. There are good links with other local schools through competitive events. A suitable range of extracurricular activities throughout the year enhances the curriculum.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **very good**.

Main strengths and weaknesses.

- Very good planning covers all aspects of the programme of study and effective links are made with other subject areas.
- The success of the programme is reflected in the pupils' good attitudes to learning which support good achievement.

Commentary

87. At the time of the last inspection, there were a number of weaknesses identified in pupils' moral and social development that had a negative impact on pupils' behaviour in school. In recent years, the school has worked hard to ensure a rigorous programme for pupils' PSHCE has been introduced. This has been highly successful in addressing the identified weaknesses and has become a strength of the school.

88. Throughout the school, pupils are developing more maturity, independence and self-confidence. Parents have recognized the improvements and feel strongly that this is a significant strength of the school. Pupils are developing a sense of social and moral obligation that is seen in many aspects of their school life. This is visible in their behaviour in and around school, in their positive responses to peers in lessons and in their personal writing in subjects such as history, religious education and geography.

89. There is a good comprehensive scheme of work that identifies aspects to be taught in PSHCE lessons as well as appropriate links to other subjects. All aspects of this subject are well planned and given high priority. Aspects such as sex education are taught sensitively and appropriately to the pupils' stages of development.

90. Only one lesson was seen during the inspection so it has not been possible to make a judgement on the quality of teaching. In the lesson seen, a notable feature was the management and organisation of the lesson that allowed pupils to take time to understand other pupils' points of view and act out a situation so that they were able to understand what it felt like for the individual concerned. The teacher's 'can do' approach to all aspects of the lesson such as speaking out loud to the whole class, doing the writing activity and involvement in the simulation activity was highly effective in promoting pupils' self-esteem and confidence.

91. The leadership and management of this area are very good. All staff are highly committed to the subject and everyone, including the pupils, recognises its importance. The systematic teaching of the programme of study, and the clear guidance on linking aspects with other subject areas, have been highly successful.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	2
Pupils' achievement	3
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	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
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	2
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).