

INSPECTION REPORT

Grafton Junior School

Dagenham

LEA area: Barking and Dagenham

Unique reference number: 101206

Headteacher: Mr J R Hyde

Lead inspector: Ruth Frith

Dates of inspection: 17th – 20th November 2003

Inspection number: 256236

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior school
School category:	Community
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
Number on roll:	403
School address:	Grafton Road Dagenham
Postcode:	RM8 3EX
Telephone number:	020 8270 6445
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Appropriate authority:	Governing body
Name of chair of governors:	Mr R Phillips
Date of previous inspection:	18 th January 1999

CHARACTERISTICS OF THE SCHOOL

Grafton Junior School is a larger than average community school for boys and girls aged seven to eleven years. The school has expanded considerably over the last few years and now has four classes in each year group. Pupils come from a range of social backgrounds but overall, the socio-economic status of families is below average. The percentage of pupils receiving free school meals is broadly average. On entry to school, overall, pupils show levels of attainment which are below those seen nationally for children of that age although standards of writing in the current Year 3 are higher than those seen in previous years. Currently, 69 pupils are identified as having special educational needs, including six with a statement of special educational needs. These pupils have a range of learning, social, emotional, behavioural or physical difficulties. Approximately 84 per cent of pupils are from White – British heritage with others in the school representing a range of minority ethnic groups. Currently, one pupil has been identified as coming from a home where it is believed that English is spoken as an additional language. Over the last two school years, teacher mobility has been high and, similar to other schools in the area, Grafton finds it difficult to recruit teachers. Currently, one teaching post is filled by a teacher on a temporary contract. The school received the Investors in People Award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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9472	John Edmond	Lay inspector	
20877	David Pink	Team inspector	Mathematics Geography History Religious education
15447	Christine Glenis	Team inspector	English Information and communication technology Art and design Physical education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Grafton Junior School provides a satisfactory standard of education. Pupils are happy in school and enjoy the opportunities that the school provides. Teaching is generally satisfactory in most areas. Although pupils' achievement is satisfactory in English and good in mathematics and science, pupils do not reach national standards in these subjects by the time they leave school. Overall, the school is spending a much higher than average amount of money compared to similar schools and consequently is providing **unsatisfactory value for money**.

The school's main strengths and weaknesses are:

- Pupils achieve well in listening, handwriting, reading, mathematics and science. Achievement should be better in speaking, writing, spelling, information and communication technology and religious education.
- Pupils' attitudes and values are well developed and pupils enjoy going to school. However, attendance remains below the national average.
- Provision for moral and social development is good and results in pupils developing good relationships and behaving well.
- Specialist teaching for pupils with special educational needs is good.
- Pupils' participation in sporting activities is good.
- A good range of extra-curricular activities engages pupils' interests.
- More effective procedures are needed to identify pupils who speak English as an additional language, to seek the views of parents and to plan and monitor the school budget.

The school has made satisfactory progress since the last inspection and successfully addressed most of the key issues identified in the last report. However, the frequent changes in staffing have impeded the rate of progress overall.

STANDARDS ACHIEVED

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

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

Overall, pupils achieve satisfactorily in most subjects but in science they achieve well. Here, the work set is well matched to their abilities and pupils enjoy the practical nature of many of the tasks. In English, they have good listening and handwriting skills and standards in reading are broadly average. Pupils' standards in speaking, writing and spelling in their English work, and in other subjects is below average. Currently, most pupils are achieving well in mathematics due to recent improvements in teaching but standards still remain below average. Pupils' achievement overall in information and communication technology is unsatisfactory because they have insufficient opportunities to practise their skills and use computers in other subjects. Their achievement in specific information and communication technology lessons is satisfactory. Standards in religious education are below those identified in the locally Agreed Syllabus because insufficient time is allocated to the subject and pupils do not cover the range of work required in sufficient depth. Overall, pupils with special educational needs achieve satisfactorily but when they are taught in a small group by specialist teachers they achieve well. Pupils from minority ethnic groups achieve in line with their peers. Over the last three years, boys have done better than girls in the National

Curriculum Year 6 tests but no evidence was found during the inspection of girls underachieving in lessons.

Provision to develop pupils' personal qualities, including their spiritual, moral, social and cultural education, is sound overall. Provision for pupils' moral and social development is good and this results in pupils behaving well. Pupils are interested in school and show good attitudes to their learning.

QUALITY OF EDUCATION

The quality of education provided by the school and the quality of teaching are satisfactory overall. Teaching in English and mathematics is satisfactory whereas in science it is good. The tasks set for English and mathematics sometimes rely too heavily on the published schemes of work and teachers do not adapt their lessons sufficiently so that the work is well matched to the differing abilities of pupils in each class. Consequently, the needs of some pupils are not always met. Throughout the school, staff encourage good standards of behaviour and engage the pupils' interests. Specialist teachers and teaching assistants make a positive contribution to the pupils' learning and the standards they achieve. An excellent lesson was observed in music where the very good subject knowledge of the teacher was used well to stimulate the pupils' interest and involve them in their learning. When teaching was unsatisfactory, the pace of learning was not good enough either because the work was not sufficiently challenging or because pupils did not become fully involved.

The school has developed satisfactory links with parents and the community. The strengths of the curriculum include pupils' participation in sport, extra-curricular activities and specialist support for pupils with special educational needs. Satisfactory procedures are in place to ensure the care, welfare, health and safety of pupils. Pupils' views are taken into account, for example through the school council, and they contribute well.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are satisfactory overall. Senior managers have been successful in creating a good school ethos but there are weaknesses in budget monitoring and planning. The frequent changes in staffing over the last couple of years have meant that the leadership of some subjects has not been consistent.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents have positive views of the school. They say their children like school, make good progress and are taught well. A few parents would like more information about how their children are getting on, and advice about how to help them. Also, some parents think that the school does little to seek their views or take account of their suggestions and concerns. The majority of pupils feel that teachers encourage them to work hard and show them how to improve their work.

IMPROVEMENTS NEEDED

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

- Raise standards in writing, spelling, speaking, religious education and aspects of information and communication technology
- Continue to improve attendance
- Improve procedures for financial monitoring and planning
- Improve procedures for identifying pupils who speak English as an additional language and monitoring their progress
- Continue to find ways of involving parents more in the work of the school and their children's education by seeking their views and acting on them

and, to meet statutory requirements:

Include information on attendance, special educational needs and admissions in the school prospectus.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Overall, most pupils achieve satisfactorily in English and achieve well in mathematics and science. By the time they leave school they have attained standards which are well below the national average in English and below the national average in mathematics and science.

Main strengths and weaknesses

- Pupils achieve well in listening, handwriting, reading, mathematics and science.
- Achievement should be better in speaking, writing, spelling, information and communication technology and religious education.
- Standards are continuing to improve in science and pupils in the current Year 6 are working at levels appropriate for their age.
- Pupils with special educational needs achieve well when they receive additional specialist teaching and support but when this is not available their achievement is often just satisfactory.
- There is little evidence available to clearly make judgement on the pupils who speak English as an additional language but those from minority ethnic groups reach standards similar to their peers.
- In a few lessons, higher attaining pupils are sometimes insufficiently challenged and consequently do not make the progress of which they are capable.

Commentary

1. On entry to school, children's attainment is below average overall. This is because there are more pupils of lower attainment than usual and in reading a much lower than average percentage has gained a Level 3 (a level higher than that expected for their age). However, in the current Year 3, pupils' attainment in writing is higher than in previous years and the percentage gaining a Level 3 is broadly average.
2. Attainment in the 2003 national tests for pupils in Year 6 was well below average in English and below average in mathematics and science when compared with pupils in all schools. These results showed a decline in standards from the previous year which is generally accounted for by the higher number of pupils with special needs in this year group. Although most of these pupils achieved well, according to data supplied by the school, they did not reach the levels expected for their age. In the same year, boys did better than girls in mathematics and science but there was no significant difference in their English attainment. When compared with schools whose pupils scored similarly in their Year 2 National Curriculum tests, Year 6 pupils at Grafton attained average standards in English and above average standards in mathematics and science. The school was not successful in meeting its targets for the percentage of pupils reaching the standard expected for their age in English and mathematics in this year. These were challenging targets and did not take full account of the progress pupils with special needs were likely to make. Over the last five years, the school's trend of improvement was below the national trend for English, mathematics and science. This reflects, to some extent, the difficulties caused by frequent changes in staff which have brought about inconsistencies in teaching and learning.

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

Standards in:	School results	National results
English	25.4 (26.5)	26.8 (27.0)
mathematics	25.9 (27.1)	26.8 (26.7)
science	27.9 (28.2)	28.6 (28.3)

There were 109 pupils in the year group. Figures in brackets are for the previous year

3. Evidence from this inspection shows some improvement due to better planning, where teachers share their expertise within year groups, and better quality teaching. Pupils are achieving well in listening and handwriting and reaching standards which are above average. This reflects the priority staff have given to these aspects recently. Most achieve well in reading and reach average standards although their library and research skills are underdeveloped. In English lessons and in lessons in other subjects, pupils' writing, spelling and speaking skills are below those expected of similar aged pupils. Pupils' poor speaking and writing skills limit their achievement in most subjects. In mathematics, the achievements of lower attaining pupils and those of average ability are good, whilst those for the higher attainers are satisfactory. The latter depresses the overall standards. The school is developing the way it identifies and supports gifted and talented pupils. Currently, they achieve satisfactorily. In science, pupils are achieving well and reaching average standards as teaching is good and pupils receive work that systematically builds on previous learning. In many lessons, no significant difference was noted in the achievement between boys and girls although boys frequently do better than girls in mathematics. Overall, girls were not judged to be underachieving in lessons although they have not done as well as boys in the national tests.
4. Pupils sometimes reach satisfactory standards in the information and communication technology lessons which take place in the computer suite but overall, standards are not as high as they could be because pupils do not practise their skills regularly in other areas of the curriculum. Pupils' standards are below those expected in the locally Agreed Syllabus for religious education because the curriculum is not taught thoroughly and pupils spend too little time on this subject.
5. Pupils of higher attainment are generally appropriately challenged but in some lessons, particularly English, the work set is not sufficiently demanding. This resulted in the school attaining less than half the national percentage of pupils gaining the higher Level 5 in their English National Curriculum test results in 2003. Also, staff do not encourage pupils to regularly carry out their own research which would particularly challenge those of higher ability.
6. Pupils with special educational needs achieve satisfactorily overall. They generally achieve well when they receive specific specialist teaching for English and mathematics. However, because teachers do not always match the work closely to their differing abilities during sessions when no additional support is provided, the pupils' achievement in these lessons often remains only satisfactory.
7. There are not enough pupils from specific minority ethnic groups to securely analyse any trend in their progress and attainment, but according to the information provided by the school, individual pupils from all groups achieve well. It is not possible to give an overall judgement on the progress in English language development made by pupils who speak English as an additional language as the school does not keep clear records of their level of English language acquisition on entry or how they achieve.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning are good and they behave well. Attendance is improving, but still remains unsatisfactory. Opportunities for pupils' personal development are satisfactory overall. The arrangements for their moral and social development are good and those for their spiritual and cultural development are satisfactory.

Main strengths and weaknesses

- Pupils' attitudes and behaviour are good overall.
- The school promotes good relationships and deals with all forms of harassment effectively.
- Attendance is unsatisfactory and unauthorised absence is still significantly above the national average.
- Pupils have a good understanding of staff expectations on how to work and play well within the school community because they are successfully guided on these issues.

Commentary

8. The attitudes and behaviour of pupils overall are good, and are very good when lessons are really interesting. Pupils are interested in lessons and in the range of outside activities provided, particularly sports. Many pupils say they like school. Behaviour in school is orderly and well supervised. Pupils respond well because staff consistently apply the school's behaviour policy. Due to the measures taken to maintain high standards of behaviour, there were five fixed period exclusions last year.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
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
325	3	0
9	0	0
2	0	0
3	0	0
2	0	0
17	1	0
7	0	0
1	0	0
1	0	0
1	0	0
5	0	0
23	0	0
1	1	0
1	0	0
3	0	0
5	0	0

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

9. During the inspection there was no evidence of bullying, racism or other harassment, but occasional incidents do happen. The pupils are confident that the school deals with these effectively, when they occur. There have been no major incidents recently. Throughout the inspection, boys and girls from different ethnic groups and backgrounds worked well together. All the pupils interviewed said they were happy at school. The school is successful in ensuring that there are good relationships between pupils and between pupils and teachers. Staff work hard, with some success, to promote pupils' self-esteem.
10. Attendance had been falling slightly for three years. However, last year the school managed to reverse the trend by nearly 2 per cent. Nevertheless attendance remains below the national average and unauthorised absence has not improved. The school has adequate measures for promoting high levels of attendance, though absentees are not contacted on the first day of unexplained absence. Most parents' efforts to ensure the attendance of their children are satisfactory. Nearly all pupils arrive on time so that lessons start promptly and without interruption.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.0	School data	1.6
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.

11. The school is trying hard to develop pupils' self-awareness. Assemblies meet the statutory requirement for a daily act of worship, but some could have a more vibrant spiritual dimension. Moral and social teaching is good and pupils are beginning to benefit from the newly introduced programme of personal, social and health education. Pupils are clear about the difference between right and wrong and about the importance of respecting other people's feelings, values and beliefs. Relationships between all members of the school community are good. Cultural development is adequate, with some trips to places of interest and some stimulating visitors. Pupils' understanding of other cultures is broadly satisfactory although there are plans to improve this aspect of the curriculum further. Pupils are satisfactorily prepared for life in a multi-cultural society. Two members of staff are working together to ensure that the pupils are aware of the need to focus positively on multi-cultural integration through the development of certain projects and during the 'Cultural Week' planned for the Summer Term. However, staff do not yet regularly include in their planning specific ways in which pupils will learn about the different cultures and values in to-day's society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education. The quality of teaching and the curriculum are satisfactory and staff meet the pupils' needs by providing a satisfactory level of care.

Teaching and learning

Teaching and learning are satisfactory overall.

Main strengths and weaknesses

- The quality of teaching and learning is good in science.
- Staff have high expectations of good behaviour and pupils respond well to this.
- Specialist teachers and teaching assistants generally support pupils well.

- In some lessons, the tasks set for English and mathematics do not match the differing abilities of pupils in the class.
- There are a few lessons which are very good or excellent and these capture the pupils' interest well and help them to succeed.
- Teaching is sometimes unsatisfactory when the work is not sufficiently challenging or pupils do not become fully involved.
- Planning and assessment for pupils who speak English as an additional language are unsatisfactory.

Commentary

12. Most pupils make at least satisfactory progress throughout their time in school and sometimes achieve well, for example in mathematics and science. In science, this is because of the good overall quality of teaching and provision of a good curriculum. Over the last couple of years, there have been a significant number of changes in the teaching staff which affected the consistency of teaching and learning, for some classes in particular. Senior managers have worked hard to attract new teachers and support them so that they remain at the school. These teachers have quickly come together as a good team with the more experienced teachers helping those new to the profession or to the school. This, together with a consistent approach to teaching and learning based on planning across each year group, has helped to maintain satisfactory teaching overall. Teaching was good or better in a little under half of the lessons seen. Two unsatisfactory lessons were observed, in which the pupils lost interest and failed to make enough progress because the work was not sufficiently challenging. Teachers usually use the expertise of learning support assistants well in lessons and this enhances pupils' learning. One excellent lesson was seen: this was taught by a music specialist. The chart below gives an outline of the quality of lessons seen during the inspection.

Summary of teaching observed during the inspection in 50 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1(2%)	3 (6%)	18(36%)	26 (52%)	2 (4%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

13. Planning is generally satisfactory, although in some lessons teachers do not plan to meet the variety of needs in the class. In lessons where the pupils achieve well, the teachers have a clear idea of what they want the pupils to learn, and share this with them. They provide appropriate support and challenge, which ensure that pupils of all levels of attainment maintain a good pace in their learning. They use assessments of pupils' work well so that the activities provided build systematically on prior learning. In some lessons, the expectation and provision for pupils, particularly in English, is less effective. This means that pupils are not making the progress of which they are capable and reaching sufficiently high standards. Also, in writing and information and communication technology, teachers do not consistently plan to encourage pupils to practise their skills in other subjects, so standards are not as high as they should be. In mathematics, lessons meet the needs of most pupils, but sometimes not the higher attainers, whose achievement is limited by the lack of challenge.
14. Since the last inspection there have been four different co-ordinators for music and currently there are several teachers who do not feel confident when teaching music. To maintain a consistent curriculum and provide training for inexperienced staff, the school receives support from a local education authority specialist music teacher. The quality of her teaching is particularly effective in maintaining the pupils' interest and showing staff how to teach certain aspects of the curriculum. In one excellent lesson observed pupils responded very well and were keen to achieve. Similarly, in the very good lessons seen, pupils were fully engaged in their learning because the pace of learning was very good and pupils of all abilities were fully challenged.

15. The good quality of relationships between staff and pupils has a significant influence on how most staff successfully manage the pupils in their care. Teachers insist on high standards of behaviour and are encouraging and supportive. This helps to develop an ethos where pupils expect to work within an orderly learning environment. They know what is expected of them: develop good attitudes to learning and behave well in, and around, the school.
16. Teachers use their knowledge of pupils in lessons and encourage them to improve and work harder if they think they can. Some are also effective in indicating through their marking how pupils can improve their work. However, although most pupils can identify what they are expected to learn during the lesson they are not always sure how they can improve their work and reach higher standards.
17. It is difficult to assess accurately how teaching over time supports pupils who speak English as an additional language and encourages their achievement. This is because there is no separate planning to meet their needs or assessments which indicate the progress they make in acquiring English. However, teachers and support staff are effective in ensuring their participation in lessons. Pupils from minority ethnic groups are included in all class activities and progress at a similar rate to their peers, in line with their abilities.
18. Specialist teachers withdraw some pupils with special educational needs from English and mathematics lessons to work in smaller groups. The teaching in these sessions is good and pupils achieve well. The teaching and support staff give good support to pupils through their questioning, explanations and checking of understanding. These sessions are planned effectively to ensure that what is taught in these groups is similar to what is taught in classes. Some records are quite comprehensive whilst others lack detail. At times, support staff are not used efficiently. They are expected to be passive observers during whole group activities or to do routine tasks such as washing the water cups. When pupils are not taught by specialist staff, their needs are not so well met, so they only achieve satisfactorily. No gifted and talented pupils have been highlighted in relation to English and mathematics.

The curriculum

Pupils receive a satisfactory curriculum with particular strengths in sports and additional activities outside formal lessons. There are weaknesses in the provision for religious education and information and communication technology. Additional specialist provision for pupils with special educational needs is good and helps them to achieve well. The accommodation and resources are satisfactory.

Main strengths and weakness

- Overall, there are sufficient suitably experienced teachers to teach the full curriculum although currently, the school is using a specialist music teacher to raise teachers' confidence in teaching this subject.
- There are many opportunities for pupils to extend their learning beyond the school day and they respond well to these.
- There are too few opportunities to use information and communication technology across the curriculum.
- The scheme of work in religious education is incomplete.

Commentary

19. The curriculum is broad and balanced and contains all the required subjects of the National Curriculum and religious education. It meets statutory requirements in providing a daily act of collective worship. There is a satisfactory programme for personal, social and health education and this includes the provision for sex education and drugs awareness.

20. The school has adopted the locally Agreed Syllabus for religious education, but planning is only provisional and has yet to be developed to fully meet the needs of the range of pupils in school. The time allocated to the teaching of religious education is below that recommended in each year and the newly devised scheme of work does not allow pupils to develop to the standards expected.
21. The planned provision for information and communication technology is satisfactory but its extension and use across the subjects of the curriculum is unsatisfactory. Whilst information and communication technology provision is effective in specific lessons taken in the computer suite, pupils have insufficient opportunities to develop their skills in other subjects and to use those skills with independence.
22. Pupils' access to the curriculum is satisfactory overall, although the school does not identify and track those pupils for whom English is an additional language. Pupils with special educational needs have good access to the whole curriculum. However, class planning does not take account of different learning needs when there is no special support. The school has not yet got a clear system in place for identifying and providing for pupils who are gifted and talented. The arrangements for transferring pupils from the infant school into Year 3 are satisfactory. The arrangements for transfer to secondary school are good. Pupils have opportunities to visit the school and there are some curricular links between the primary and secondary schools.
23. The curriculum is enriched well through the provision of a good range of additional activities. Within the school day, Year 6 pupils are offered lessons in sailing and Years 3 and 4 swimming. Year 5 pupils have the opportunity to go on a residential trip. Pupils are involved with a local family history project arranged in conjunction with the local museum and this enhances their cultural development. Individual music tuition is offered to those pupils who wish it. There is a good range of out of school activities. After school clubs and lunchtime clubs include drama, art, knitting and table tennis. There is a quiet area available to pupils at lunchtimes, and also a games room for the older pupils. The range of sporting activities offered is good with pupils playing competitive football, rugby, netball and athletics. Pupils like these additional activities and were seen, for example, enjoying the line dancing and football sessions.
24. There are sufficient teachers to allow smaller classes to be taught in mathematics and English. This makes it easier for teachers to support the lower attaining pupils and those of average ability. There are specialist music teachers and a good level of provision for pupils with special educational needs. Teachers have appropriate access to training and all new teachers receive training in English and mathematics. The accommodation is sufficient and well maintained. There is a well-equipped computer suite but the hall is too small to accommodate all of the school at one time. Whilst resources are adequate, the library is small and does not contain sufficient relevant stock for the size of the school.

Care, guidance and support

There are satisfactory systems to ensure pupils' care, welfare and safety. The advice, guidance and support given to pupils are also satisfactory. The school pays careful attention to seeking the views of pupils in Year 6 and acting on them.

Main strengths and weaknesses

- Proper child protection measures are in place and the school has close and effective relations with most outside agencies.
- Proper health and safety procedures are generally in place, though not all risks are formally assessed.
- Staff are caring and are seen as fair by both pupils and parents, which results in happy and trusting pupils.

- The school acts effectively when bullying occurs and consequently pupils know that this kind of behaviour is not acceptable.
- The school council works well, although pupils as a whole are not consulted.

Commentary

25. Proper child protection practices are in place and are kept in line with those laid down by the local authority. Detailed child protection training is planned for later in the year, but it is not clear whether all staff have received initial training. However, pupils and staff work in a healthy and safe environment, and no significant health and safety risks were identified. Most staff receive the basic health and safety training outlined in the staff handbook and a governor is properly involved in health and safety issues. Playtime is well supervised and this helps to maintain good relationships between pupils and good behaviour. However, there is no playground shelter. Medical arrangements are good, with an experienced welfare assistant to hand. Some risks have been assessed, but it is difficult to be sure if all have, as documentation is limited. Fire drills are carried out each term and equipment is tested annually, though electrical equipment was not tested last year. Access to the Internet is strictly controlled.
26. Pupils are highly valued and this results in a happy school. Staff all know pupils well and there is always at least one member of staff with whom pupils can and do develop a trusting relationship. Pupils consider that staff treat them fairly and help those few pupils who have difficulty in conforming to the school's rules and expectations. The school lays stress on supporting and caring for its pupils and is sensitive in respecting the needs of children from vulnerable families. Staff make pupils aware that bullying is unacceptable and take issues seriously. Induction arrangements for new pupils are satisfactory generally, and those for pupils with special educational needs are good. Pupils are starting to benefit from the personal, social and health education programme the school is currently introducing and from contributing their own ideas in 'circle time.' Work on improving eating habits has started.
27. There is an appointed school council, restricted to Year 6 pupils, whose ideas the school takes into account in several areas. However, younger pupils are not eligible to join the council, though council members do canvass their views. As yet there is no whole school consultation. There are plenty of opportunities for Year 6 pupils to take responsibility, but those for younger pupils are limited.
28. Staff are aware that they need to include pupils with special educational needs more in reviews of their learning and plan to introduce systems for this. There are other gaps in the records, for example, some Individual Education Plans are undated or not numbered in sequence and the sections of parents' comments are sometimes blank. This makes it difficult to see developments over time.

Partnership with parents, other schools and the community

Links with parents, the community and other schools are satisfactory overall, though a minority of parents would like to be consulted and involved more in the development of the school.

Main strengths and weaknesses

- Information about the school's activities is just about adequate, although there is a lack of information on attendance, special educational needs and admissions in the school prospectus.
- The annual reports on pupils are mainly good.
- The school does not involve parents enough in the development of the school.
- Links with the neighbouring infant school are satisfactory and those with the main secondary school are good.

Commentary

29. Information about the school's activities in the prospectus and governors' annual report to parents is rather meagre, though there is adequate subsequent information and correspondence. New parents have a separate induction meeting. The school web-site is of little use, as it is over two years out of date. The governors' annual report to parents and the annual report on pupils' personal performance meet statutory requirements, though the prospectus does not. The annual report on pupils clearly sets out what pupils know, can do and understand in the core subjects of English, mathematics and science, though sometimes the other subjects are not covered in enough detail.
30. The school has reasonable success in encouraging parents to involve themselves in promoting their children's learning at home, with most supporting homework. Formal progress meetings are quite well attended, as are the school's social events. The friends association has disbanded and so pupils no longer benefit from parents' fund-raising or social activities. Only a few parents support outings and sports fixtures or help within the school on a voluntary basis. Parents are sent outlines of their children's curriculum which helps them to support their children at home.
31. The school deals quite effectively with concerns and complaints, though a small minority of parents do not agree. Teachers are available daily for informal discussions about pupils. Most parents are satisfied with what the school provides, though again, a minority do not feel well-informed or are uncomfortable about approaching the school. The school does not yet seek out parents' views formally.
32. Links with the local community are satisfactory. Pupils benefit from the school's range of cultural, artistic and sporting activities, but not enough is done to develop commercial links. Pupils' sense of service to others is developed by their sponsorship of charities and their work with senior citizens. The school works closely with the neighbouring infant school and has a satisfactory working relationship with other local primary schools. Relations with the main secondary school are good and the arrangements for transferring pupils there work well.

LEADERSHIP AND MANAGEMENT

Governance, leadership and management are satisfactory overall. The leadership and management of the headteacher and senior managers are also satisfactory.

Main strengths and weaknesses

- The headteacher and senior managers have developed a good ethos for learning.
- The headteacher, governors and senior managers have worked hard to maintain stable staffing.
- Good systems are in place to support staff through a continuing programme of professional development.
- Subject co-ordinators are developing their roles but many are new to the post or some are acting in a 'caretaking' capacity until a permanent co-ordinator is appointed.
- Financial planning and monitoring have recently been unsatisfactory and this has resulted in a deficit budget.
- Several new members have been appointed to the governing body who are knowledgeable and enthusiastic but in the past governors did not keep up-to-date with the school's spending or sufficiently help shape the vision and direction of the school.

Commentary

33. The headteacher and senior staff have worked well over a period of time when frequent changes of teachers have made it difficult to maintain stability and consistency of teaching and learning. This has brought about some successes in relation to the current team who have a

strong commitment to their pupils and are working to become familiar with the school's expectations and initiatives. New staff are supported well by other staff in their year groups, where all share their expertise and experience when planning pupils' work. Staff also have access to a good programme of professional development which helps to extend their own knowledge and understanding and ensures that the school has suitably experienced staff.

34. Strategic planning reflects and promotes the school's ethos and values; staff have been successful in improving these areas since the last inspection. Senior managers have also addressed the key issues identified in the previous inspection report. In most cases this has been successful but more work is needed to improve the teaching of religious education. Difficulties with the recruitment of staff and the frequent changes in teaching staff have affected the ability to appoint curriculum co-ordinators. This means that some subjects, whilst being managed satisfactorily, have not been developed well as they might have been if a permanent subject manager had been in post.
35. The school is committed to the full integration of all pupils and the promotion of equality but has not yet developed appropriate systems to identify and monitor the achievements of those learning English as an additional language. Plans are already in place to continue to develop the school's work in relation to promoting pupils' understanding of a multi-cultural society and monitoring the progress and achievements of pupils from minority ethnic groups. Overall, systems to record and monitor the pupils' progress throughout their time in school have developed well since the last inspection but staff have recently been hindered by the inability of the school's current computer programs to store appropriate data and provide easy access. Staff are working with the local education authority to overcome this problem.
36. Although the headteacher has completed some monitoring of teachers in their classrooms, the format of the monitoring is descriptive rather than evaluative. Not enough clear judgements about the strengths and weaknesses emerge to help improve the overall quality of teaching.
37. The governance of the school is satisfactory overall. The governors are very committed to the school and the local community, but have not always been fully involved in shaping school improvements. They generally have a sound understanding of the strengths and weaknesses of the school and are keen to improve this through, for example, training.
38. Up until the current year, financial planning has taken full account of the cost of implementing the school's plan for development. Improvements to the school building were delayed and when finally completed were more expensive than first quoted. This had led to a shortfall in the school's budget. However, the school has a plan to eliminate this deficit over a few years which will not affect the day-to-day running of the school. Arrangements have also been made to ensure that governors and senior managers get regular up-to-date financial information so that they can more readily plan and monitor the school's budget.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,100,783
Total expenditure	1,349,038
Expenditure per pupil	3,220

Balances (£)	
Balance from previous year	87,595
Balance carried forward to the next	-160,660

EXAMPLES OF OUTSTANDING PRACTICE

Example of outstanding practice

The use of a specialist music teacher to teach a weekly class for half a term in Year 3 in response to a lack of confidence in music teaching amongst staff and the lack of a music co-ordinator.

The teacher quickly gains the attention of the class as she enters and sings her welcome to the pupils. They, in turn, are expected to respond and do so enthusiastically. The teacher uses her excellent subject knowledge and experience well to deliver a series of tasks which develop the pupils' musical appreciation and composition skills through playing *Peter and the Wolf*. She is particularly effective in developing the pupils' understanding of how mood can be created in a composition through focusing on pitch and volume in preparation for them to compose a piece reflecting the mood of the bird. Expectations are very high throughout as she quickly organises pupils into groups and encourages their learning through excellent support and responses. This, in turn, raises their self-esteem and encourages further effort and consequent achievement. Pupils use the instruments well to practise their compositions before playing to the whole class. Throughout, the teacher's enthusiasm acts as a great motivating force for learning. The pupils' behaviour remains very good because they are interested in what they are doing. They are engrossed in their work and very keen to participate, so that by the end of the session, many want to continue playing their instruments. Throughout this lesson, the class teacher is involved, and is therefore learning to develop her own skills through observing excellent practice.

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

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision is **satisfactory** overall; it is **good** for listening and handwriting but **needs development** in speaking, writing and spelling.

Main strengths and weaknesses

- Attainment is above average in listening and handwriting, in English and across the curriculum, and pupils achieve well.
- Pupils' reading skills are broadly in line with the national average although their reference and library skills are underdeveloped.
- Pupils' attainment in speaking, writing and spelling in English and in other subjects is below average.
- Teaching is good or better in groups for pupils with special educational needs and in a minority of lessons.
- Lesson planning is rarely adapted to meet pupils' different needs nor to include the use of information and communication technology.
- The subject leader has very little time to carry out her role effectively.

Commentary

39. Pupils' attainment in listening is above average which indicates good improvement since the last inspection. This has a positive impact on their learning. Pupils listen well to the teacher in most lessons and show by their answers that they have understood. Also, staff encourage pair or group work and pupils listen attentively to their peers at these times.
40. Most pupils have good handwriting skills. They write in a fluent, joined style and a number have attractive handwriting. In English and other subjects their work is frequently presented well. Staff have improved provision for teaching handwriting recently following a helpful audit by the subject leader.
41. Pupils read accurately and usually with understanding. They answer questions accurately about the content. Even the oldest pupils are not always confident when discussing their preferences in reading, books and authors. The new library has opened but few pupils used this facility during the inspection. Some pupils were not aware that it was open. Staff do not encourage pupils to carry out independent research which hinders the development of the higher attaining pupils, in particular.
42. Pupils' attainment in speaking is below average and many are not confident to speak clearly in class or to visitors. A substantial number of pupils do not talk confidently about what they are reading or about books and authors in general. Most staff do not plan sufficient opportunities for pupils to develop class speaking skills or to speak at length in lessons even when they use group or paired work well. There is no evidence of specific planning to develop the speaking skills of those pupils learning English as an additional language.
43. Pupils' attainment in writing and spelling is below average. Pupils are confident in putting pen to paper and write freely. In most classes there are some pupils whose writing is above average. However, most pupils do not write independently at the level expected. Work in books and in lessons shows that staff spend too much time on low-level activities such as listing adjectives and writing sentences, and too little time writing at length. In some lessons, pupils know what they are to learn at the beginning of the lesson but spend the lesson doing

activities which do not extend their learning. A number of staff model writing for too long a period and pupils are left with too little time to practise their own skills. Most staff check spellings through weekly tests but do not encourage pupils to learn from this and apply the skills learnt here to their own writing. Teachers' marking is inconsistent. The best marking is encouraging, identifies pupils' strengths and weaknesses and indicates how pupils can improve. However, some pupils are not clear about how they can develop their work and achieve well.

44. The good and very good teaching observed supported pupils' learning through such strategies as building on pupils' knowledge and using questions effectively to explore understanding. These enabled pupils of all abilities to achieve well. Staff made activities enjoyable which motivated pupils to learn.
45. The yearly, termly and lesson planning needs improvement. The scheme of work frequently does not challenge pupils nor match what is expected at particular stages of development and staff sometimes plan work at a low level of challenge. The senior management, subject leader and other staff are aware of this problem; although there has been a meeting to discuss this, the planned follow-up day to adapt the scheme did not take place. Some staff make good attempts to adapt their planning to meet the needs of pupils but most do not which hinders learning and progress. The subject leader has a full-time teaching commitment and has very little time to carry out her role of monitoring and improving provision. During the inspection there was very little use of information and communication technology to support teaching and learning in English. Work in books confirmed this. This is unsatisfactory.

Language and literacy across the curriculum

46. Pupils' good listening and handwriting skills enhance their learning in all subjects. Most pupils listen well in all lessons and their work is frequently presented well. Pupils' reading skills enable them to read relevant material and instructions. However, there are insufficient opportunities for them to use and develop library and research skills. Staff provide too few opportunities for pupils to develop their speaking skills which are below average. Pupils write confidently but the standard of their writing and spelling is below average, mainly because staff do not encourage pupils to write or practise their spelling skills independently.

MATHEMATICS

Provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- Consistent teaching ensures good achievement by the time pupils leave school.
- Support for pupils with special educational needs and the lower attainers is good and consequently they make good progress.
- Pupils' behaviour is effectively managed which creates a good ethos for learning.
- The recording of pupils' assessments is inconsistent.
- Pupils are insufficiently involved in their own learning.
- Monitoring to raise standards in teaching is ineffective in sharing good practice or identifying areas for development.
- Insufficient use is made of computers.

Commentary

47. Standards in mathematics in Year 6 are below average. In the 2003 national tests the percentage of pupils achieving the expected level was just below average. However, pupils achieving at the higher level were close to national expectations. Overall, pupils' achievement is good. The achievement made by lower attaining pupils, including those with special

educational needs, and pupils of average ability is good; that made by higher attaining pupils is satisfactory. Boys achieve better than girls in national tests although there is no evidence to suggest that girls are underachieving overall.

48. Standards and the quality of teaching have been maintained since the last inspection. Most pupils enter the school with below average mathematical understanding. In Year 3, pupils begin to solve number problems involving 3 and 5 times tables. In Year 5 they use data in a frequency chart to record on bar and line graphs. From this they develop an understanding of finding the modal average. By Year 6 the more able are beginning to use algebraic formula to solve problems involving very large numbers, whilst the lower ability pupils improve the logical recording of steps in their calculations. Also in Year 6 pupils recognise and describe acute, obtuse and reflex angles. Pupils are slow at making mental calculations. Pupils do not use computers sufficiently to improve their mathematical skills.
49. The school follows a locally devised scheme that has a strong focus on number skills. This is supported effectively and all teachers new to the school receive training in its operation. A consistent approach throughout the school has helped teachers to maintain a satisfactory level of teaching and learning overall. There is some good teaching in Years 3, 4 and 6 and no unsatisfactory teaching was observed during the inspection. Where teaching is brisk and pupils are challenged then pupils respond enthusiastically. If pupils do not understand then teachers are ready to support them, if necessary revisiting work. Teachers expect high standards of behaviour. Pupils respond to this and consequently enjoy their learning. Teachers keep records of pupils' progress, but not in a consistent way. This makes information passed from teacher to teacher difficult to understand. Whilst marking is informative the assessment system does not help pupils to understand what they have achieved and what they need to do to improve.
50. The subject leader provides a strong role model. Lessons are monitored by the senior managers and this has contributed to the consistency of the teaching. However, monitoring of planning, completed by year teams, has been less successful in tackling the more detailed issues of planning to focus teaching more closely on the needs of all pupils based on their ages and abilities.

Mathematics across the curriculum

51. Pupils measure and record their findings in science and collect classify and use data in geography. However, these happen incidentally rather than as planned opportunities for pupils to use their mathematical skills.

SCIENCE

Provision in science is **good**

Main strengths and weaknesses

- Most pupils achieve well and those currently in Year 6 are working at levels expected nationally for their age.
- The quality of teaching and learning is good.
- There is a good focus on investigative and experimental science which helps to maintain the pupils' good attitudes and interest in their work.
- Insufficient use is made of information and communication technology.
- Management of the subject is good.

Commentary

52. Standards in science are improving. Inspection findings indicate that most pupils make good progress and achieve well. The subject has been well managed with a strong focus on raising standards and providing a broad and interesting curriculum. The latter has been a key feature in stimulating pupils' interest and developing their knowledge, skills and understanding. Pupils generally achieve well because they are interested in what they do and the work is practical.
53. Staff have focused well on developing the pupils' skills of scientific enquiry so that by the time they leave school pupils can select a suitable way of finding things out when trying to answer a scientific question. Pupils also base their predictions on previously gained scientific knowledge and understanding and identify key factors to be considered when a fair test is part of the investigation. Planning across year groups ensures that all pupils receive a similar experience regardless of which class they are in and that lessons build systematically on previous learning. Planning is usually good, and the way pupils are expected to set out their findings is developed well throughout their time in school. This ensures that by the time they leave, pupils have a clear idea of the scientific process and present their work in a clear way. Throughout the school, the presentation of pupils' work is frequently of a good standard.
54. The way teachers assess how pupils are learning and what they achieve has improved considerably since the last inspection. The information gained from this assessment helps teachers to plan what the pupils should do next and to meet the variety of needs in each class. In the best lessons, pupils are encouraged to assess how they think they have done in the lesson and what they have learnt. Also, the teacher uses the end of the lesson to refer to the objective of the lesson in order to confirm learning and assess the pupils' understanding.
55. Through the generally good planning, teachers ensure that pupils' skills in literacy are developed effectively. However, most teachers do not plan clearly to incorporate the use of mathematics and information and communication technology in science. Teachers in Year 6 are successful in revisiting previously learnt areas and developing pupils' knowledge further before they leave school. Consequently, pupils are well prepared for their scientific work in secondary school.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision is **unsatisfactory** because staff do not plan sufficient opportunities for pupils to use information and communication technology (ICT) in all subjects.

Main strengths and weaknesses

- Standards are below average and progress is unsatisfactory overall as ICT is not yet implemented throughout the curriculum.
- Teaching is good in some lessons in the ICT room and this helps the pupils to develop specific skills and achieve satisfactorily.
- The organisation of some lessons does not always ensure pupils have the maximum time using computers.
- Assessment of pupils' attainment and progress is underdeveloped so there is insufficient information on which to plan sessions which match the learning needs of different pupils.
- The subject leader is knowledgeable and the computer room offers good provision.

Commentary

56. Individual pupils use programs, tools and keyboard very confidently and are able to work more independently if given the opportunity. Most pupils use the mouse confidently and show familiarity with computers. For example, pupils in Year 6 used the colour program to recreate

'The Scream' by Edvard Munch, thereby developing their computer skills and their appreciation of art. Most made good attempts to draw the shape and colour of the head and body and recreated the paint style by using the smudge tool. Pupils in Year 3 used the program 'Information Magic' to enter data about minibeasts using the enter and scroll buttons. They are learning the layout of the keyboard to enter brief text. However, the program did not include the necessary data for the pupils to carry out the task fully; for example, the colour choice did not include all the colours needed to describe minibeasts such as bees.

57. Lesson planning does not always meet the needs of different pupils and this limits progress particularly of those who have computers at home or are higher attainers. Class teachers support the subject leader in the ICT room and classes are small enough for them to give guidance to individuals and pairs while they are using the computers. However pupils tend to spend too much time sitting listening or observing staff modelling the skills or discussing learning intentions rather than using the computers. This reduces their time to practise the skills they are to learn.
58. The subject leader is knowledgeable and takes responsibility for all current planning for teaching and learning in the computer room. He is not expected to carry out the monitoring role of a subject leader to ensure staff include ICT in their planning and class computers are used effectively and efficiently. Consequently, it is not clear how this issue will be addressed and who will have overall responsibility for monitoring coverage of the curriculum and standards. Senior managers have already identified that this is an area for development. Also, the school is trialling the local education authority's assessment system. This needs to be implemented fully in order to monitor pupils' progress.
59. The ICT room is a good resource but it is underused, therefore not yet fully providing good value for money. Good links have been made with the adjoining infant school who use the room for one morning each week. This means that they are familiar with the facility and staff when they move to the Junior School.

Information and communication technology across the curriculum

60. The use of information and communication across the curriculum is unsatisfactory. The school has identified this as an area for development. With the exception of some competent use of the Internet by pupils in Year 6 when they found information about river pollution, very little use was made of ICT in lessons during the inspection. The lack of examples of the use of computers in the pupils' books confirms that this is typical of their work over the year.

HUMANITIES

Insufficient evidence was available to make secure overall judgements on teaching, learning, and achievement in history and geography. Inspectors saw two lessons in religious education, one in history and one in geography. Other evidence was gained through looking at teachers' planning and pupils' work.

History and Geography

61. Standards in history are below those expected of pupils of a similar age. In geography they are in line. Evidence from pupils' work and teachers' planning indicates that the requirements of the National Curriculum are being met in both subjects. Research skills in history, and field-studies and map work in geography are not developed according to the age and ability of the pupils.
62. Pupils enjoy their history lesson. For example, pupils in Year 3 were enthusiastic about why people in ancient Egypt mummified their dead. In Year 6, pupils investigate ways in which rivers can become polluted. In Year 4 geography, pupils work in small groups to investigate hazards and improvements that could be made to their playground. The teaching of local

history studies is enhanced through a local family history project devised by the local museum. Pupils are involved in collecting artefacts and memories from their families about life in the area during World War Two. Whilst there are effective links in pupils' learning between English and history, the level of skill that pupils have in language hinders their research in history. Extra-curricular provision in history is good but there are limited opportunities to engage in personal research. Information and communication technology is used effectively in some lessons. In geography, pupils are being encouraged to use computers to investigate issues of river pollution. In history, pupils are encouraged to research using selected Internet sites.

63. Appropriate schemes of work, which support teaching, represent a satisfactory improvement since the last inspection. The leadership for both subjects is knowledgeable and enthusiastic, although in geography, it has only recently been put in place. The monitoring of standards is not effective, so pupils are not always working at levels that match their ages and abilities.

Religious education

Provision in religious education is **unsatisfactory**.

Main strengths and weaknesses

- An enthusiastic subject leader has recently been appointed.
- Standards of attainment are below those expected of the locally Agreed Syllabus.
- The school has adopted the locally Agreed Syllabus and is using this to plan work.
- Currently, there is insufficient coverage of the locally Agreed Syllabus.

Commentary

64. The school fulfils its requirement by adopting the locally Agreed Syllabus. However, the available schemes of work are incomplete and do not cover the range required by the syllabus in sufficient depth. Also the time allocated to the subject is below that recommended. This is affecting pupils' achievement and the standards they reach.
65. Pupils are encouraged to know about the main world religions Christianity, Islam, Hinduism and Judaism - and are given opportunities to reflect upon issues close to their lives. In Year 3, pupils reflect upon gifts "that money cannot buy" in an extension of the Christian idea of "giving". In Year 6, pupils discover the symbolism attached to food in the Judaic celebrations for New Year. Also in Year 6, pupils begin to look at people, like Gandhi and Martin Luther King, whose lives and actions were influenced by their religious beliefs.
66. Subject leadership is knowledgeable and enthusiastic. Much has been achieved in a short space of time, but guidance for teachers remains underdeveloped. Monitoring, especially of teachers' planning, is insufficient to ensure that the standards expected are achieved. Too little account is taken in planning of the pupils' prior knowledge and experience. The recent action taken to secure effective leadership and management means that improvement since the last inspection is satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Insufficient evidence was available to make secure, overall judgements on provision, teaching, learning and achievement in these subjects. Three lessons were observed in music. Two lessons were seen in each of the areas of art and design, design and technology and physical education. Other evidence was gained by looking at teachers' planning and pupils' work.

Art and design

67. Pupils' attainment in the lessons, displays and in the few sketchbooks available is average overall and some individual pupils show accomplishment in their work; for example, intricate and attractive designs for a mask. There is an inconsistency of standards; for example, pastel work in the style of Edvard Munch is of a high standard whereas the same pupils' portrait skills are immature. Displays show that pupils have been introduced to different artists and have worked in the style of artists such as Van Gogh, Monet and Kandinski. These experiences have stimulated some good artwork as well as widened pupils' knowledge.
68. In the lessons observed, staff used a range of photographs, posters and masks effectively to develop pupils' knowledge of the use of masks in multi-cultural festivals, religious celebrations and drama. The overall planning for the lessons was good and they were generally taught well. However, after a valuable introduction in one lesson, the pupils spent too much time writing. This reduced the time available to develop their design and making skills. The teacher also wrote most of the simple text for the pupils; this was unchallenging for Year 6, and limited their writing development.
69. The subject leader has developed a scheme of work outlining what is to be taught throughout the school. This is an improvement since the previous inspection. The policy needs updating. Displays show good links with other subjects such as work in Year 3 to find the best materials to paint on. There is very little evidence of the use of information and technology although, it is a feature of the Year 6 curriculum this term. The school participates in local art activities and a pupil in Year 6 won a local competition recently.
70. The subject leader is knowledgeable and experienced but has little time to carry out the role. There is no assessment system in place. The current action plan shows little development from last year's.

Design and Technology

71. Evidence from planning indicates that the school is offering a satisfactory curriculum. However, there was little work available to judge the standard of work. In the two lessons observed, teaching and learning were satisfactory, but in the Year 5 class, standards were below those expected for pupils of this age. Pupils made satisfactory progress from a low base when designing and making an information stand. Several pupils had to be prompted before they could offer ideas on how to improve their work by making the stand sturdier. In Year 4, pupils developed their skills satisfactorily when making pop-up cards, and by the end of the lessons had become aware of several different mechanisms that could be used. In Year 6, pupils used their knowledge and understanding of circuits to make buggies that moved and had battery-powered lights.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Standards of attainment in the lessons observed were broadly average.
- The school is using the expertise of a specialist music teacher to teach pupils and model good practice to other teachers.
- Currently, there is no permanent music co-ordinator.
- Pupils have the opportunity to receive additional music tuition.
- Insufficient use is made of information and communication technology in music.

Commentary

72. Frequent staff changes since the last inspection have affected the management and leadership of the subject. In response to the last inspection, the school appointed a music co-ordinator and improved provision. However, since that time, four co-ordinators have been in place. Whilst each has developed the subject a little, continuity has been an issue. Also during this time, a number of teachers expressed concern about their ability to teach music well. In response to these issues, senior managers have arranged for a specialist teacher from the local education authority to plan and teach in Years 3 and 4 whilst also showing teachers how to improve their own practice. This is ensuring that provision remains satisfactory overall.
73. Teaching and learning were satisfactory in those lessons that were seen, which were taken by class teachers. Work was planned to build on previous learning and was appropriate for the age and abilities of the pupils. Most pupils responded well because the staff had high expectations of behaviour and made the work interesting. Good links with history were made in Year 6 as pupils rehearsed their singing for Christmas celebrations and the teacher asked them about the impact of the Victorians on how Christmas is now celebrated. By the end of the lesson, pupils successfully sang in three parts with enthusiasm and good diction. In Year 3, some excellent teaching was seen as the specialist music teacher developed the pupils' skills of musical appreciation and composition, using *Peter and the Wolf* as a stimulus.
74. Although the curriculum is satisfactory overall, planning does not indicate how teachers are developing the use of information and communication technology. Also, insufficient resources are available to use computers effectively to develop pupils' skills of, for example, composition. The curriculum is enriched, however, through the provision of additional music tuition and opportunities to sing in the school choir and take part in concerts.

Physical education

75. Records provided by the school show that swimming standards meet national expectations but in one lesson in Year 3, pupils' attainment in dance was below expectation. Pupils showed poor co-ordination, did not use space well and were unable to work in pairs. The teacher showed good knowledge of the subject but did not implement this in the lesson. She was not helped by pupils' unsatisfactory attitudes and behaviour, nor by the year plan which did not meet the level of skills in this class.
76. The skills of pupils in a Year 5 hockey lesson were in line with national expectations. Approximately half were developing team skills. The others were learning to hit balls with plastic hockey sticks. The resources were inappropriate - the stick was not powerful enough to hit the ball and the ball was too bouncy to encourage good control. Despite these difficulties the teacher and an instructor gave good, knowledgeable guidance about how to improve skills.
77. On several occasions, a few pupils do not participate in physical education lessons because they do not have a kit; this situation has not improved since the previous inspection. The school needs to review its practice to ensure that all pupils participate fully in the subject.
78. The school has a comprehensive scheme of work which is an improvement since the previous inspection. The time allocation is good, although staff do not always adhere to the timetable. During the inspection, some lessons started late and some were altered. There is no monitoring of this. There is no assessment system in place and the policy is out of date. The curriculum is enriched by a sailing course for Year 6 and a residential trip involving water sports and abseiling. There is a good programme of after-school clubs. These are well attended. Pupils take part in local competitions.
79. The school belongs to a co-ordination scheme headed by the local secondary school and this is a good support system for the subject leader. Through the scheme she has time out of class for training and managing resources, although this time is not used currently to monitor the quality of provision.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

80. The provision for pupils' personal, social, health education and citizenship is satisfactory. The school has recently adopted a scheme for personal, social and health education which includes the required teaching of sex education and drugs awareness. A consistent approach to the teaching of the scheme has yet to be established. The recently appointed subject leader has had little time to make sufficient impact on the teaching and delivery of the provision. In the two lessons observed, teaching and learning were satisfactory and helped pupils in Year 4 to recognise their own and other people's special qualities, thereby raising their self-esteem and their valuing of others. In Year 6, pupils were asked to reflect on how racism and bullying could be prevented. This helped to confirm the school's commitment to eliminating these practices as well as showing pupils what they could contribute. By the time they leave school, the pupils show a mature attitude and have a good understanding of a range of issues. The involvement of Year 6 pupils in the school council helps them to understand citizenship and to take part in a democratic process.

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	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	5
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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