

INSPECTION REPORT

JOHN STAINER COMMUNITY PRIMARY SCHOOL

Brockley

LEA area: London Borough of Lewisham

Unique reference number: 100689

Headteacher: Sue Riddle-Harte

Lead inspector: Dennis Maxwell

Dates of inspection: 19–21 January 2004

Inspection number: 256569

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
Number on roll:	206
School address:	Mantle Road Brockley London
Postcode:	SE4 2DY
Telephone number:	020 7639 0482
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Roy Wood
Date of previous inspection:	11 March 2002

CHARACTERISTICS OF THE SCHOOL

John Stainer is a community primary school with 206 children from Reception to Year 6. In addition, it has a Nursery with 15 full-time and a further 20 part-time children. The school's intake is ethnically diverse. Around three-quarters of the children are from ethnic minority backgrounds and the mother tongue of about a third of the school's pupils is not English. A small number of pupils are beginners in speaking English as an additional language. The level of mobility amongst pupils is high. Overall, the socio-economic circumstances of the families in the community are much less favourable than usual. Nearly half the pupils are entitled to free school meals, which is well above average. The school has identified one quarter of the pupils as having learning difficulties, six of whom have a Statement of Special Educational Needs related to severe learning difficulties or emotional and behavioural needs. The school benefits from funding through an Education Action Zone and is involved in the Excellence in Cities initiative. In addition, the school is supported through the Sure Start funding. There are a growing number of children entering school who are already attaining above the expectation. However, attainment of the children on entry varies considerably and overall it is well below average. There has been less mobility amongst staff recently.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8798	Dennis Maxwell	Lead inspector	Science Information and communication technology Foundation Stage
9275	Candy Kalms	Lay inspector	
20457	Brian Fletcher	Team inspector	Mathematics Music Physical education Religious education Special educational needs
1963	Sibani Raychaudhuri	Team inspector	English Art and design Design and technology Geography History English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a satisfactory quality of education. It has continued to improve since the last inspection through a combination of strong leadership and hard work by all members of staff. Standards are improving because leadership and management are good, although the impact of improved provision is not yet evident in national test performance. Pupils' achievement is satisfactory overall. Their behaviour and attitudes towards work are good. The headteacher provides very good leadership, putting into action her vision for high quality experience for the children. For example, she has introduced the Family Learning Project, which is having a positive impact on standards. The school gives satisfactory value for money.

The school's main strengths and weaknesses:

- Staff set very high expectations for behaviour, which the pupils respond to well, taking a good interest in their work, although standards overall are below average.
- Teaching is good in the Foundation Stage.
- Assessment procedures are in place for some, but not all, subjects and need to be used more to sharpen planning for the specific needs of individual children.
- The vision and initiative of the headteacher for the school are excellent.
- The links with parents are good and with the local community are very good.
- The school provides a high level of care and welfare for the pupils.
- The role of the subject leaders is underdeveloped.
- Provision for children with special educational needs is good.
- The school has made further progress in improving the quality of education, as reported at the time of the last inspection, and these strategies need to continue.

The headteacher's emphasis on raising expectations of the pupils and providing staff support have been effective in maintaining the momentum of improvements noted at the time of the last inspection. The school has tackled the issues identified then vigorously so that standards are improving, assessment information is beginning to be used better and the work of subject leaders is continuing to develop. The satisfactory quality of teaching, learning and the curriculum has been maintained so that the school's effectiveness continues to be satisfactory overall. However, several improvements, related, for example, to behaviour management of the pupils, staff training and new facilities have helped create a very good climate for learning. The school is highly inclusive and promotes good relationships amongst all members of the school community very well. This is having a positive impact on pupils' learning and standards, more evidently with the younger children, so that the trend in standards at Year 2 is above the national trend.

STANDARDS ACHIEVED

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

*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.*

Pupils achieve satisfactorily throughout the school. There is a wide range of attainment amongst the children on entry to the Nursery but overall attainment is well below average, particularly in language skills. Children achieve well in the Nursery and Reception overall because teaching and the choice of activities are good. Standards in the goals children are expected to reach by the end of Reception year are below average. Pupils achieve satisfactorily in Years 1 to 2 and in Years 3 to 6, although they achieve well in several lessons through the impact of good teaching, for example in

English. Standards overall are below average by the end of Years 2 and 6. Standards in reading, writing and mathematics in the work seen are below average by Year 2. Standards in English are well below average in the work seen by Year 6, and in mathematics and science are below average. Pupils are keen to take part in lessons and enjoy explaining their ideas, although many pupils have difficulty in recording their work. Standards in the national tests of 2003 were very low and in the lowest five per cent nationally in English and science. This was predicted by the school because around one third of the pupils has a Statement of Special Educational Needs. The very wide range of learning and emotional needs amongst a significant number of pupils presents significant barriers to learning.

Pupils demonstrate good personal qualities, such as acting as good friends. **Their spiritual, moral, social and cultural development is good.** Children have good attitudes to school and take a good interest in activities. Behaviour is good. Teachers manage the few examples of inappropriate behaviour well so that pupils keep good attention. The level of attendance is good, and slightly above the national average.

QUALITY OF EDUCATION

The quality of education is satisfactory. The quality of teaching is satisfactory and there are growing signs of improvement. There are several good features. Teaching is satisfactory overall because in a few lessons the methods used were not fully effective. Teaching and learning are good in the Foundation Stage because activities are planned well to provide rich and varied experiences matched well to children's needs. This was seen, for example, when the higher-attaining children in Reception wrote their version of a story in their own developing writing. In the rest of the school over half the teaching is good, notably in English, where there is a good emphasis on language and literacy skills so that learning is interesting and relevant. Teachers generally plan interesting and worthwhile activities that encourage pupils to work hard and learn, such as testing the stretch of a rubber band in Year 6. Assessment procedures are in place for the core subjects but are not sufficiently developed in other subjects to help in planning lessons.

The school provides a satisfactory curriculum. Provision for children with special educational needs and English as an additional language is good. There is a very good ethos of care and consideration. Links with the community are good and with other schools are very good. These enhance children's learning well, for example through the Family Learning Project, and there are very many out of school activities.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall and very good by the headteacher. The headteacher has been highly effective in driving recent improvements, for example to the playground so that children's behaviour and learning are better. With the governing body and senior staff, she has made significant improvements in all areas of the school's work. The governance of the school is good and governors ensure that the school complies with statutory requirements. Subject leaders have taken on their role conscientiously, although they have yet to have much impact on standards and the quality of teaching.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a good opinion of the school. Children have a good sense of loyalty and pride in their school that is well justified.

IMPROVEMENTS NEEDED

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

- Raise standards in English, mathematics and science and plan more opportunities for independent learning.
- Strengthen the role of subject leaders, including the sharing of good teaching practice.
- Establish useful assessment procedures for all subjects and use them to sharpen the planning for the learning needs of all pupils, including those with English as an additional language.
- Continue to implement the good strategies set out in the improvement plan.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Children enter the school with well below average attainment, particularly in their communication and language skills, which acts as a significant barrier to learning as the demands for more formal written work extend through the school. The improvements in pupils' learning in Years 3 to 6 mentioned at the time of the last inspection have continued. Standards are below average overall by the end of Year 6 and well below in writing. Many pupils have difficulty in writing about and explaining their work which tends to lower the standard of their written work across subjects.

Main strengths and weaknesses

- Children achieve well in the Foundation Stage through the impact of good teaching and provision.
- Standards in the work seen are below average overall by Years 2 and 6, although standards in art and design, music, physical education and religious education meet the expectation.
- Pupils' good attitudes and behaviour help them to learn successfully.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2003.

Standards in:	School results	National results
Reading	14.1 (15.4)	15.7 (15.8)
Writing	14.9 (14.3)	14.6 (14.4)
Mathematics	14.3 (15.8)	16.3 (16.5)

There were 28 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	22.2 (23.0)	26.8 (27.0)
Mathematics	23.9 (25.2)	26.8 (26.7)
Science	23.6 (27.6)	28.6 (28.3)

There were 27 pupils in the year group. Figures in brackets are for the previous year

1. Standards in the national tests for 2003 at Year 6 were well below the national average in mathematics and very low - in the bottom five per cent nationally - in English and science. These results are mostly explained by the very high proportion of pupils in the year group who had or were being assessed for a Statement of Special Educational Needs and who had joined the school in Years 5 or 6. The pupils' learning had also been adversely affected by ineffective teaching prior to the last inspection and very few pupils exceeded the expectation in any subject. The trend in standards has been below the national trend over the past four years but is predicted reliably by the school to improve because of the good teaching and provision being established. In relation to their prior attainment when the pupils were in Year 2, standards were average in mathematics, below average in writing and well below average in science. However, all subjects show substantial improvement from the very low standards of 2001.

2. In the national tests of 2003 for Year 2, standards were average in writing but well below average in reading and mathematics. The school has put considerable effort into improving the quality and standard of children's writing, which shows very significant improvement over the past two years. In relation to standards in schools having a similar proportion of children known to be entitled to free school meals, standards were well above average in writing, average in reading and below average in mathematics. Three-quarters or more of the pupils reached the expected standard in each of the tests, indicating substantial progress from their attainment on entry to the Nursery.
3. Children achieve well in the Foundation Stage from a low start because the good teaching and provision are matched well to their learning needs. Standards in the goals children are expected to reach by the end of Reception are likely to be below average in communication and language, in mathematical skills, in knowledge and understanding of the world and in their personal and social development. In the development of their physical and creative skills, children are likely to meet the expectation.
4. Standards in the work seen in reading, writing and mathematics are below average by the end of Year 2. Pupils achieve as expected overall, although the good teaching in Year 1, observed in English and mathematics, for example, provides good confirmation that pupils achieve well in some lessons. Samples of pupils' previous work also indicate aspects of good achievement, for example, in writing. Standards in most other subjects are broadly average.
5. Standards in the work seen by the end of Year 6 in mathematics, science and ICT are below average, while standards in English are well below. Standards in reading are below average but in writing are well below. Pupils in Year 6 achieve satisfactorily over time and they achieve well in some lessons, for example, in science, because teaching is lively and very well focused on scientific skills and reasoning. Standards in the other subjects are broadly average, although in history standards are below the expectation.
6. Pupils with special educational needs make good progress in the classroom and in small groups where they are occasionally withdrawn for support in language and literacy. The quality of Individual Education Plans is good. They are accessible to pupils and parents sign them to say that they agree with the targets set. The plans are easy to read, which enables teachers and learning support assistants to shape the support programme for each pupil. Pupils' individual targets are carefully set to match needs. Targets are realistic and measurable and allow pupils to take small steps forward in understanding, confidence and self-esteem. The targets are revised every term with the knowledge of parents. Pupils' progress towards the achievement of their targets is closely monitored.
7. The standards of work produced by pupils at the early stages of learning English are below national expectations, as they have not yet acquired enough English to work at a level expected for their age. However, they make better progress in mathematics and science than in English, where progress is only satisfactory. In general, the pupils of Turkish and Pakistani origin achieve less well than other groups. However, the sample was too small to be of any significance.

Pupils' attitudes, values and other personal qualities

Pupils' spiritual, moral, social and cultural development is good. The good provision for their social and moral development and the high expectations for behaviour are helping pupils develop good attitudes to school and good behaviour. Attendance is slightly above the national average.

Main strengths and weaknesses

- Relationships are good and the school is a harmonious community where pupils from a range of ethnic backgrounds get on well together.
- Effective systems to monitor and improve attendance and punctuality have resulted in significant improvements.
- The school sets high expectations for pupils' behaviour and works hard to achieve good behaviour.
- The school does not give pupils enough opportunities for independent learning.

Commentary

8. The majority of pupils like school and are developing good attitudes to their work. They are well motivated and want to learn and do well. This makes a valuable contribution to their learning. This includes those with special needs and those for whom English is an additional language. On some occasions, however, a small number of pupils are noisy and restless and do not always pay attention to the lesson. In the school's own questionnaires almost all pupils and parents confirm that children enjoy school.
9. The headteacher and staff have worked hard to ensure that all the pupils know the high standards of behaviour expected of them, including those with emotional and behavioural problems. As a result, pupils behave well in lessons and around the school and there have been no exclusions for some time. Parents and pupils are happy with behaviour. In discussions with inspectors, pupils said that there is very little bullying, racism or other forms of harassment and are confident that the headteacher deals quickly and effectively with any incidents that may occur. Pupils know what is right and wrong because of the good moral provision. They show respect for people and property because staff help them to understand what is acceptable. The school is included as a partner in a behaviour management project, having been nominated by a local secondary school, and funding is being used effectively to promote good behaviour amongst the children by significant improvements to the quality of equipment in the playground.
10. Provision for social development is good because the school encourages good relationships amongst pupils and between pupils and adults. As a result, the school is a harmonious community where pupils from a variety of cultures and ethnic groups respect each other's traditions and beliefs. Lessons encourage pupils to work together in pairs and to share ideas and resources. As a result, they co-operate and collaborate; for example, they willingly help each other in information and communication technology lessons. Residential visits and visits to places of interest further contribute to the provision. Pupils gain an increasing sense of responsibility as they move through the school and undertake various duties, for example as 'playground mates' helping each other in the playground, and some have a role on the Year 6 council. However, pupils are not always encouraged to develop their own ideas or to take responsibility for their own learning.
11. Pupils' spiritual development is satisfactory. It is mainly promoted through assemblies and religious education lessons where pupils are given the opportunity to learn about the beliefs and practices of the six major world faiths. Acts of collective worship enable pupils to have time for reflection. Opportunities to explore the spiritual dimension found in art, music, science and literature are not given enough emphasis.
12. Pupils' cultural development is good. The school introduces multi-faith issues in religious education lessons. Pupils are encouraged to appreciate and develop their knowledge of British culture through visits to places of cultural interest such as galleries and museums. The mini Education Action Zone further develops pupils' experiences of the arts by providing opportunities for cultural experiences such as watching a performance of 'Swan Lake'.

13. Attendance in the school is good. The major improvements in attendance have a positive effect on pupils' learning. Current data show a further slight increase for last term. The school has very good systems to monitor absences and identify pupils with poor or irregular attendance or punctuality. It works hard to promote the importance of regular attendance to both pupils and parents and many parents have responded positively to the initiatives and send their children to school and on time.
14. Pupils with special needs have positive attitudes towards their work and towards their teachers and learning support assistants. They are well regarded by their fellow pupils. Overall, pupils are very well supported. This boosts their self-esteem, which in turn improves learning. The inclusive nature of the school and the strong prevailing ethos of acceptance allows pupils to feel safe and secure.
15. The attitudes of pupils for whom English is an additional language (EAL) are good. They respond well to support given and participate well in group activities.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.1	School data	0.4
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.

Exclusions

There have been no exclusions in the last school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education, demonstrating that the improvements noted at the time of the last inspection have been maintained and consolidated. The quality of teaching and learning in the Foundation Stage is good and in the rest of the school is satisfactory overall with some good features. The school provides a broad and relevant curriculum and offers very good opportunities for enrichment beyond lessons. The school has a strong focus on pupils' personal needs and their care so that they are enabled to learn. The school has good links with parents and the community, and a very good partnership with other schools.

Teaching and learning

The quality of teaching, learning and provision are satisfactory overall and have good features. The teachers and other adults have very good relationships with the children, which has a positive impact on their learning.

Main strengths and weaknesses

- Teaching and learning are good in the Foundation Stage.
- Teachers' planning is good.
- Members of staff encourage independence well in the Foundation Stage but this is less consistent in the rest of the school.
- Teachers set high standards for behaviour, which the pupils respond to well.
- Day-to-day assessment is good but further work is required in the foundation subjects.

Commentary

16. The Nursery and Reception staff plan well to provide interesting and worthwhile activities. The good classroom management provides good opportunities for experiences across all areas of the curriculum so that children achieve well. The approach to learning is adjusted well in the Reception class to provide a smooth transition into the more formal approaches in Year 1. For example, there is a very good emphasis on the children taking responsibility for their early writing whereby they create their own books. Teachers and other adults give very careful attention to the needs of children with learning difficulties and respond sensitively to those with English as an additional language.
17. Assessment procedures for the foundation subjects are underdeveloped so that useful information is not always available to help with planning, including that for pupils with English as an additional language. The school has established some good practice in assessing pupils. For example, in ICT teachers prepare a portfolio of children's work and encourage pupils to write up a diary of their work, although formal record keeping is still at an early stage. There is a need to assess and record pupils' progress in the foundation subjects as a guide to lesson planning and to provide greater continuity in learning. Teachers mostly recognise what pupils know and their skills, but do not have formal procedures to assess pupils' progress and make planning more effective.
18. In Years 1 to 6 the quality of teaching and learning is satisfactory overall. The good arrangements for monitoring and lesson observations that the headteacher has introduced are effective in encouraging a reasonable consistency of approach. For example, lesson planning is good so that generally lessons are structured well with a good choice of task. Teachers capture children's attention well, using good behaviour management, so that children listen and take an active part in lessons. Teachers use several effective strategies, such as having children discuss possible answers with their talking partners, and these promote good learning because pupils have talked around their ideas and listened to others.
19. In English, teaching is good overall and is much stronger in Years 4 and 5 where the teachers engage pupils better through imaginative work and a brisk pace. Pupils respond to this teaching with interest and enthusiasm so that they achieve well. Across the school in English teachers use their good command of the subject to plan well and engage all pupils, with appropriately adapted tasks for pupils of differing attainment so that pupils achieve well in lessons. Learning assistants are used effectively so that lower-attaining pupils and those with special educational needs are supported well during independent work and they make appropriate progress. Pupils with EAL are supported satisfactorily. Too little use is made of computers to support and enhance learning, in English and mathematics, for example.
20. Learning intentions are usually shared with the pupils and in several lessons the teaching is careful and precise. These lessons are built firmly on pupils' prior learning, using assessment information appropriately, so that they achieve well. In some lessons, as noted in mathematics, for example, work is not always matched well to pupils' needs and some pupils repeat work unnecessarily where they already have the skills. Computers are not generally used effectively to enhance learning, although the use of interactive white-boards is developing and was very skilfully used in a mathematics lesson to bring clarity and excitement to learning.
21. In science, teachers provide relevant practical experiences supported by good discussions, although the actual experiments seldom allow pupils to pose their own questions and set up their own form of experiment. This is similar to some lessons in mathematics where pupils have too few opportunities for investigative and independent work and miss the excitement of finding things out for themselves. In general, all pupils are fully included in activities which helps to promote their good behaviour and has a good impact on achievement. In some

lessons in ICT teachers' good subject knowledge has a significant impact on pupils'

achievement. Teachers generally give good attention to building pupils' skills year by year and the recent good attention to agreeing a clear structure for the curriculum is assisting in this.

22. Work is generally well prepared with suitable resources to match the needs of the pupils, as seen, for example, in art and design. There is some good practice in ensuring that the pupils have the opportunity to evaluate each other's work, which helps to develop their speaking and listening skills. Teachers employ a good range of teaching methods, noted in religious education for example, to enliven the subject, such as video tape, drama and role play. Occasionally, worksheets are introduced too early and this limits the amount and value of the discussion. Pupils enjoy making music but some lessons are too structured to enable pupils to express their own ideas. The teachers are enthusiastic in teaching physical education, and pupils take a full and active part in the lessons. The balance between creativity and control is about right, although in some lessons too much time is spent discussing what is to be done. Although teachers recognise what pupils can do across the subjects, there is no formal record of progress in the foundation subjects to ensure that pupils' skills are systematically developed.

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	6 (13%)	19 (42%)	20 (44%)	0 (0%)	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.

23. Teachers plan well for the individual needs of pupils with learning difficulties and carefully assess the progress of each pupil. Teachers have very positive attitudes and this markedly increases the self-esteem of the pupils, who are eager to show what they know and what they can do. Teachers help pupils to build up basic skills. In the classroom, pupils are well integrated and have good access to the curriculum. Consequently, pupils learn well and thrive on the personal attention they are given. They apply themselves to the task in hand and work well with other pupils. Learning support assistants take careful note of pupils' progress and regularly discuss lesson plans with the class teacher. Pupils with statements are well supported and maintain steady progress. Teachers and learning support assistants are well trained to meet a variety of needs.
24. The overall quality of EAL teaching is satisfactory. Class teachers and the EAL assistants work closely to plan the necessary support for these pupils. EAL teaching mainly consists of language-support given in the class as well as some withdrawal work.
25. The school has sound procedures for assessing EAL pupils. Both the EAL teacher and class teachers are responsible for assessing EAL pupils. It is carried out regularly and information is used for allocation of support and setting targets. The EAL teacher keeps ongoing records of the pupils targeted for support and targets are set according to their progress.

The curriculum

The curriculum is satisfactory overall. It is enriched by a good range of extra-curricular activities. A good level of learning resources benefits all pupils.

Main strengths and weaknesses

- Good provision for pupils with special needs helps them to be motivated and learn well.
- Very good opportunities for enrichment during and outside the school day contribute well to pupils' learning and personal development.

Commentary

26. The school provides a broad and balanced curriculum, which includes all subjects of the National Curriculum and personal, social and health education (PSHE). The governors' policy on sex education also meets statutory requirements. Good attention is given to PSHE, which is planned and taught specifically in lessons that are set aside as well as through other subjects. The locally agreed syllabus is used successfully to plan religious education to meet the needs of the diverse school community. Arrangements for a daily act of collective worship are satisfactory.
27. The school has improved its curriculum since the last inspection, giving attention to aspects of data handling and control technology in ICT. Literacy and numeracy are planned effectively, using the national strategies. They are also supported well by a range of attractive books and resources to meet the needs of all groups of pupils. A suitable emphasis is placed on practical work, investigations and problem solving in science and to a lesser extent in mathematics. Enquiry and research skills are generally featured adequately in history and geography. However, there is limited evidence of research and investigations in history and geography in Year 6.
28. Foundation subjects are planned effectively, following the national guidance or other suitable schemes, to ensure that there is a consistency in developing knowledge and skills as required in each subject. Curriculum planning successfully explores where connections can be made to reinforce and consolidate in one subject skills and ideas introduced in another.
29. Opportunities for all pupils to benefit equally from what is taught are good. Senior staff consider the needs of different groups of pupils carefully, including those with special educational needs and those with EAL. Provision for pupils with special educational needs is good. Additional support is often given to enable them to engage in activities similar to those undertaken by the rest of the class.
30. Pupils benefit from a wide range of clubs and activities out of school hours. The school is innovative in using resources from the Education Action Zone to support these activities. Artistic, dramatic, musical and sporting activities give pupils many additional opportunities to demonstrate and develop their talents. The curriculum is enriched further by pupils' visits to places of interest and through visitors to school. Older pupils are offered a residential visit, which contributes well to pupils' enjoyment and their personal development.
31. The school has a satisfactory number of qualified and experienced teachers to meet the needs of all pupils and cover the full requirements of the National Curriculum. The teaching staff has a suitably broad range of individual strengths in subject knowledge. Teachers and pupils are well supported by an adequate number of suitably trained and effective learning support assistants.
32. The accommodation provided by the school is good for the Foundation Stage and satisfactory for Years 1 to 6. This ensures that all areas of the curriculum can be taught effectively. There is specialist accommodation for many subjects and a nature garden has been developed to enhance pupils' learning in science. The buildings and classrooms are maintained well.
33. The range and quality of resources to support teachers in their work are generally good in all subjects and in the Foundation Stage.
34. Provision for special educational needs is good and fully reflects national practice. Provision is enhanced by the skilled use of programmes in language and speech therapy. Pastoral support is provided for pupils with behavioural difficulties and the educational psychologist is on hand to provide advice and guidance where necessary. After-school activities are open to

all and, for example, pupils with special needs are well represented in music, drama and sport. Resources are good and computer program are satisfactorily used to stimulate and enhance learning.

35. The provision for EAL is satisfactory. A part-time teacher works under the Ethnic Minority Achievement Grant (EMAG). The teacher carries out induction for new arrivals and provides focused support for pupils at the early stages of language acquisition. The policy is to include all pupils in lessons. However, support under EMAG consists of in-class support as well as work with small groups, withdrawn from the class. When pupils are withdrawn they are given support that helps them to gain access to class work.
36. The school considers carefully the needs of early stage EAL pupils, ethnic minority pupils at risk of underachievement and pupils who arrive in the middle of the school year. The EAL teacher initiated a project to improve the progress of pupils of Turkish and Pakistani origin. Most support is given to classes, where needs have been identified through initial assessment. The school provides appropriate support for all pupils with identified needs. The EAL teacher and SENCO work closely to target pupils for support.

Care, guidance and support

The care offered to pupils is good and provides them with the secure environment necessary to help them learn.

Main strengths and weaknesses

- Child protection arrangements are good.
- Pupils are not involved enough in their own assessment and target setting.
- The learning mentor and school counsellor provide valuable support for some pupils with specific needs.

Commentary

37. The school offers its pupils a caring and secure atmosphere that ensures their welfare, health and safety. This supports their learning and enables them to take advantage of the educational opportunities provided. The deputy headteacher as the designated member of staff for child protection has a high level of awareness of the role and ensures that members of staff understand the school's procedures. Similar good practices are in place for 'looked after' pupils. Appropriate systems ensure that the staff know the pupils with specific medical needs. Day-to-day first aid and care for pupils who are unwell are efficiently organised by the administration assistant, who ensures parents are kept well informed. Regular informal checks of the site and premises are carried out and appropriate action is taken where needed. From time to time more formal checks are also carried out but are not always systematically documented. The building is not fully accessible for all pupils.
38. Good support and guidance provide a secure foundation for pupils and help them learn. The staff know pupils well and are aware of those who have specific needs. They recognise those pupils experiencing personal difficulties that may affect their learning and well-being. Any concerns are shared with the headteacher and deputy headteacher so that targeted support, advice and guidance can be given. This includes valuable support, for individual pupils to help them build their self-esteem from the learning mentor and school counsellor. Pupils' achievements are recognised and rewarded in celebration assemblies and the weekly newsletter. In discussions with inspectors and in a recent questionnaire pupils expressed positive views of their school. They were also very clear about whom to turn to for advice and help and were confident they would be listened to.

39. Newly arrived pupils including refugees and those new to the country have their needs thoroughly assessed. This helps those pupils who start school other than at the start of term to feel welcome and settle into school routines. Individual appointments with the headteacher help parents choose the best schools for their children at the end of Year 6.
40. Pupils' involvement in the school's work and development is good. Although there is no whole-school council, the Year 6 council regularly consults with pupils so that they can all share ideas about how to improve school facilities. 'Playground mates' take turns on a regular basis so that most pupils in Years 5 and 6 are involved in helping others in the playground. There are, however, few opportunities for pupils to assess their own work or evaluate their achievement and no system that allows pupils to discuss or set their own targets.
41. Pupils with special needs are given a high standard of care. Relationships are very good and provide a secure background for learning, especially where pupils have experienced instability. All adults know the pupils in their care well and know how best they learn. Pupils' achievements are monitored carefully in the classroom and assessments of their progress in basic skills are easily and centrally accessible.

Partnership with parents, other schools and the community

The developing links with parents and the community add significantly to pupils' learning.

Main strengths and weaknesses

- Parents' increasing confidence in the school is demonstrated by the positive views most expressed.
- Parents are becoming more actively involved in their children's learning.
- Annual written reports are comprehensive but do not give information about areas for future development.
- The school has formed a very good partnership with nearby schools.

Commentary

42. Parents' confidence in the school is continuing to grow. Those who attended the meeting, together with those who responded to the school's own questionnaire, illustrated this in their support for the school and what it offers their children.
43. Links with parents are continuing to develop well. Their support is encouraged and the school has worked hard to make parents feel comfortable and welcome. Parents' views are regularly sought through a questionnaire and once a year they are invited to share policies with the headteacher. A regular Family Learning Programme helps parents support learning at home. Consultation evenings are now well attended and a number of parents contributed to the recent 'Big Arts Week'. A supportive Parents' Association has raised considerable funds that have helped to improve the curriculum. Although no parents regularly help in school, a large number support their children's learning at home as the high number of pupils returning completed homework illustrates.
44. The information provided for parents about the school and their children's progress is good. Most documents are in English but the school endeavours to translate information or arrange interpreters where necessary. A newsletter each week provides parents with information on what is happening in school and each half term parents are given information outlining the work to be covered. Meetings are held to explain literacy and numeracy. The prospectus is well presented and contains useful information about the school routines. The governors' annual report to parents, however, omits some information. Meetings each term give parents

the opportunity to discuss their child's progress. Annual written reports are good. They

include detail about pupils' strengths and weaknesses in the core subjects but do not set targets for improvement.

45. Pupils' learning is enhanced as a result of the good links that have been established with the community. They experience a wide range of visits and visitors, many of which are supported through the mini Education Action Zone. These make a valuable contribution towards the curriculum and the pupils' social and cultural development; for example, Year 2 recently watched a performance of 'Swan Lake'. The school offers an after-school club and a breakfast club and the facilities are used regularly by outside organisations.
46. Pupils are helped to make a smooth transition to the next stage of their education. This includes support for Black African and African Caribbean boys through the Mandiani project.
47. Links with partner institutions are very good. There are regular curricular links with the local secondary school as well as links with three local Beacon schools all aimed at improving learning in the school. The school is actively involved in supporting trainee teachers in both the post-graduate and graduate training programmes.
48. The EAL teacher maintains good links with EAL parents. She runs parents' workshops on how to support their children in developing literacy and numeracy. The school offers EAL parents information in translation.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher has taken many very effective initiatives that are having a positive impact on pupils' achievement. The governing body gives good strategic direction for the development of the school and ensures compliance with statutory requirements.

Main strengths and weaknesses

- The headteacher, working closely with senior staff, has given the school a new sense of purpose and direction through her excellent vision and drive.
- Governors are highly committed to the school and have good procedures for visits.
- The school is highly inclusive and senior management promote this well by their decisions.
- The school is very enterprising in accessing additional funds, which are used imaginatively for the children.
- Financial management is very good.

Commentary

49. The school has sustained the improvements noted at the time of the last inspection because all members of staff have worked together to consolidate their work. The school has made further substantial improvements to the quality of the learning environment. The issues identified at the time of the last inspection have been addressed satisfactorily. The trend in standards in the national tests at Year 2 is improving above the national trend, although at Year 6 the legacy of previous ineffective teaching is still having an effect. Teachers have improved aspects of their practice, although there is further work to do on the subject of assessment. The leadership roles of subject leaders in the core subjects are generally well-established but in the foundation subjects this is a continuing development. The headteacher has introduced good monitoring and evaluation procedures, which are having a positive impact on the quality of provision and hence on learning. The school gives very close consideration to the children's personal development in its decisions.

50. The headteacher gives very good leadership for school developments and has an excellent vision for the quality of learning intended for the pupils. She has high aspirations for the children, which are matched by her high expectations of the staff. This is demonstrated clearly in the excellent outdoor provision now established for children in the Nursery and Reception classes combined with her checks on how the resources promote good learning. It is also expressed in the emphasis on family learning, the attention to staff professional development to support improvements and the introduction of white-boards as a means of enhancing learning. The headteacher is supported well by the senior staff in harnessing the shared commitment for improvement. The procedures for performance management are good and help determine where the school's efforts are directed.
51. The leadership and management of special needs are good. The knowledge, commitment and organisational skills of the special educational needs co-ordinator are the foundation for good provision in special needs. Learning support assistants make a good contribution to pupils' learning and personal development, although budget constraints prevent the school from engaging as many support staff as it needs. Good leadership ensures that there is a shared commitment to raise standards. All adults work hard to involve parents in the planning of work for their children and a good proportion attend the annual review. The quality of information to parents is good. Individual Education Plans are shared and explained. Useful contacts are developing with secondary schools at the point of transfer in order to pass on information and establish continuity of care. The school has maintained good provision for pupils with special educational needs since the previous inspection. The EAL teacher is also co-ordinator for the work under EMAG. Leadership and management of the subject are satisfactory, with aims for improvement.
52. Members of the governing body provide good strategic direction and support for school developments. The school improvement plan, to which the governors contribute well, provides a good basis for planned developments. The headteacher and governors have accurately identified key priorities and apply good management strategies to ensure progress. The governors have good ways to visit the school and to see the effects of their financial decisions. In this way they monitor school improvements effectively though they could take more initiative in enquiring about the impact on provision and standards. Governors and the headteacher apply the principles of obtaining best value well by looking at quality as well as price. The overall approach to financial management is very good, and the school has been very successful in gaining additional funds. These are having a strong impact on provision.
53. The school office runs very efficiently and is a positive influence on relationships with parents and the community. The school site is kept clean and in good order by the willing services of the site manager.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	885,416	Balance from previous year	21,644
Total expenditure	871,978	Balance carried forward to the next	48,820
Expenditure per pupil	4,018		

54. The expenditure per pupil is higher than in most schools because the school has gained additional funding to improve the fabric of the school and the facilities, which had been neglected for some years. The balance carried forward into the current financial year is just over the recommended five per cent because some funds are being held for planned improvements.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

55. Provision in the Foundation Stage is **good** and is a strength of the school. There is a wide range of attainment amongst the children as they first enter school and overall attainment is well below average.
56. The sound provision noted at the time of the last inspection has improved and is now good. The quality of teaching is good overall. The quality and range of activities are good, giving thorough attention to all areas of learning. A significant strength is the close working relationship between all adults and the children. All pupils are fully included in the activities, which helps to promote their good behaviour. The teachers give close individual attention to children, for example in the Nursery encouraging children how to discover how a programmable 'pixie' works by entering commands, or in Reception helping children to develop their writing skills by producing their own picture story book. The outside play areas are very good, providing many opportunities for children to explore and to climb on the well-designed climbing frames.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- The teachers and other adults have warm relationships with the children and establish good routines which encourage the children to grow in confidence and join in activities.
- The majority of children are likely to reach the expectation, although the overall standard is below average.

Commentary

57. The sound provision noted at the time of the last inspection has improved and is now good. The headteacher has taken the role of Foundation Stage co-ordinator temporarily and provides good leadership and management, giving rise to many improvements.
58. The teachers establish a warm and secure environment in which the children may learn confidently. Good classroom routines are established quickly to provide opportunities for co-operative play and working. In the Nursery, for example, children are sometimes paired with a friend to help their social development. In Reception children are encouraged to talk about activities such as making a concertina book and to share their ideas. Children know to sit quietly when the register is taken and there are good routines to help the Nursery children cope with taking the register back to the school office. Children enjoy deciding what sort of weather it is that day. The majority of children have learnt to co-operate with others during group activities, although a small minority are self-centred in their behaviour in Reception. Children who are at an early stage of being identified as having special educational needs are supported well.
59. The good classroom management enables children to have a good mixture of adult-directed and child-initiated activities and play. Adults working with the children are very encouraging in their support so that most children try new experiences, such as tasting fruits in the Nursery. While children generally play alongside others in the Nursery there is significant development of co-operative play by Reception, indicating evidence of good progress in this aspect from Nursery to Reception. For example, children know the expectation to clear materials away

tidily. In the Nursery children respond well as they learn the social behaviours of snack time. In Reception most children have the skills to dress themselves. Most put on their outdoor coats properly and cope with the zips. Teaching and learning are good in this area and, as a result, children achieve well, although attainment is likely to be below the expectation overall by the end of Reception.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- The teachers and support staff provide good opportunities for children to develop their language skills by good emphasis on vocabulary.
- Children are introduced well to early language and reading skills, and gain a love of stories.
- Adults sometimes need to give more attention to careful modelling of good speech during discussion with the children.
- The teacher provides good opportunities in Reception for children to develop and practise their writing.

Commentary

60. Many of the children have well below average attainment and underdeveloped speaking and listening skills on entry to the Nursery. Teaching and learning are good in this area and, as a result, children generally make good progress. Most children have English as an additional language and speak little English when they first enter the Nursery. Adults usually speak clearly to help children acquire and use a developing vocabulary. This is not fully consistent, however, because on a few occasions their speech is not clear enough for the children to follow. The adult-directed activities are used well to extend children's speaking skills, for example in talking about the taste of various fruits or the textures of materials in Reception. Children generally listen carefully to stories and instructions, although a few tend to go without really knowing what the task is.
61. The Nursery teacher provides good ways to build children's recognition of early phonics, for example, by having cards with each child's name and a recognisable picture. Several children know the initial sounds of their own names and a few recognise those of others. This good emphasis on letter sounds and language is extended well in Reception by helping children to enjoy and become familiar with phrases in a story. Many children could recite what the hungry caterpillar ate day by day and the higher-attaining children recognise that print has meaning. Their early writing skills are encouraged very well by valuing the marks they made as they re-told the story in their own concertina book, several letters and words being readable. The children's progress was enhanced by the continual discussion that helped to give meaning to the writing as the children explained their ideas. More attention is needed to help children develop a good, natural pencil hold.
62. Children demonstrate good interest and attitudes towards books and reading. They handle books carefully and a few children read individual words and short phrases. The children, on average, are unlikely to meet the expectation for communication, language and literacy by the end of Reception, although a few higher-attaining pupils are on course to exceed it.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers provide many well-planned activities that involve mathematical ideas and number.

- There are well-presented formal sessions on mathematics as well as many informal experiences.
- There is scope to extend discussion about early mathematical ideas related to some activities.

Commentary

63. Teachers provide the children with a good range of interesting activities that involve number and other mathematical ideas. Teaching and learning are good in this area and, as a result, children develop confidence with early counting, sorting and comparisons. For example, in the Nursery children at the class 'grocer's shop' paid with money for vegetables and learnt to give or receive change as a prelude to subtraction. They were given a good lead to sing 'six green apples hanging on the wall' and had an early idea of how many were left each time. Sand and water play, painting and sharing out fruits at snack time provided good opportunities for the children to experience quantity, surface area and one-to-one matching. Useful talk was focused on what might be in a 'feely box' from the shapes the children described. The teacher and adults promote the children's learning about mathematics well for many activities, although a few opportunities are missed, for example in talking about position as the children climb on the excellent frame outside.
64. Children's ideas are extended well in Reception through a good balance of formal and informal activities. The teacher makes a good choice of story to combine enjoyment of literature with other elements. Thus children become familiar with the sequence of the days and numbers of the week as the hungry caterpillar munches his way through one, two, three fruits. Many children count accurately to eight or ten and a few count on to twenty. Most children make simple comparisons of size and have an early idea of measurement using cubes. Overall, standards are below the expectation, and a few children are on course to exceed it.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good.
- Teachers plan for a good range of interesting opportunities to learn about the wider world.

Commentary

65. There is a wide range of carefully planned activities that promote children's understanding of the world around them. Imaginative play areas are a strong feature of the organisation and allow children to become familiar with everyday objects and routines, such as shopping for vegetables. Children have opportunities to find out about ingredients for cooking, such as porridge for the three bears, and to understand that cooking changes them. Free-choice activities offer good experiences, for example during sand play when two children discovered that moist sand would not pour out of the watering can. Children understand early ideas of colour mixing of paints.
66. Teaching and learning are good in this area and, as a result, children make good progress by the end of Reception from a low start. Children are introduced to a very good range of traditional and up-to-date experiences. As well as learning how wood, play-dough or sand behave, children have good opportunities to use computers and electronic equipment. For example, in the Nursery, children entered commands into a programmable toy to make it move forwards or turn in order to reach a chosen square on a grid. Similarly in Reception, children explored the effects of entering commands and gradually understood how to make it move forward three steps. There is also a suitable selection of computer programs to encourage responses. Overall, while a few children are likely to exceed the expectation, attainment overall is below average because so many enter Nursery with limited experiences. Some of

the Sure Start funding is being used to provide playhouses for the children, to encourage imaginative and co-operative play.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- There is a good range of imaginatively-planned indoor and outdoor activities.
- The resources for outdoor play are excellent and have a strong impact on children's physical development.
- Children are likely to meet the expectation by the end of Reception.

Commentary

67. Children in the Nursery and Reception classes have good resources and excellent outside play areas to promote their physical development. Teaching and learning are good in this area and, as a result, children make good progress by the end of Reception. Children in the Nursery have good arrangements for free access to outside play, which is available at any time other than whole class activities. The recently completed climbing frame offers many varied opportunities, including a climbing board and net. There is a small selection of wheeled toys, which extend children's control and balance. There is similarly excellent outside provision for Reception children, who show good development in their physical skills from Nursery. Adults provide good, thoughtful support and supervision that helps children to play constructively and ensures a good level of safety is observed. The children have opportunities to have lessons in the school hall, where they become aware of using space and develop their levels of co-ordination and control.
68. In both classes, teachers and adults encourage children to develop manipulative skills in handling small equipment. Children learn to fill water containers and to pour the water and most demonstrate reasonable hand-eye co-ordination. They squeeze and push play-dough into varied shapes. They show developing skill in fitting building bricks together, such as Lego, to make well-constructed houses - explaining how the doors work that they have fitted into the walls. Many pupils in Reception demonstrate good development in their emergent writing and control of paintbrushes. The teacher motivates children well to produce their own books and form their letters carefully, although further attention is required to encourage a good pencil hold. Most children are on course to reach the expectation for their physical development by the end of Reception, and standards are likely to be average.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good and teachers make good provision for imaginative play.
- The classrooms are well resourced with materials that help children learn skills in creative work.

Commentary

69. Planning includes good attention to the development of children's skills and expression in creative work and ideas. In the Nursery, a grocer's shop was a very popular focus for some children in developing role play. The teacher frequently took on role as well, helping to extend the children's ideas – for example, about how we buy or sell vegetables. In Reception,

children developed imaginative ideas through the use of hand puppets, which also helped their speaking and listening skills well, and their social skills as they responded to each other. The planning allows for regular changes of theme to imaginative play areas so that children's ideas and experiences are continually challenged.

70. A painting area is usually available in each classroom and many children take good interest and delight in creating pictures. In the Nursery, for example, children are able to explain how they mix colours, although they do not know yet what the mixed colour will be. This continues in Reception, where children extend their use of materials to produce apple prints, portraits and a range of collages. Children demonstrate good progress from the Nursery to Reception in their ideas and use of materials. The majority of children are on course to reach the expectation, and attainment is likely to be average by the end of Reception.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- A systematic tracking of pupils' progress and a focus on individual needs contribute to better planning and teaching.
- The quality of teaching and learning is generally good and pupils achieve well in Years 4 and 5.
- Standards, although improving, particularly in writing, are weaker than they should be in the current Years 2 and 6.

Commentary

71. Standards in English are improving because of the school's strong focus on the systematic tracking of pupils' progress and an identification of individual needs. These have contributed to better planning and teaching generally. The inspection findings show that in Year 2, overall standards are below average and pupils achieve well from their point of entry, which is well below average. Standards are now well below average in Year 6 but many more pupils are reaching the average standard for their age and beyond. Their achievement is only satisfactory as their learning was frequently disrupted in the previous years because of the lack of stability among teaching staff. Pupils are now achieving well, particularly in Years 4 and 5, where standards are improving owing to stronger teaching. Pupils with special educational needs and those who do not have English as their home language also achieve satisfactorily through specialist support.
72. Pupils start Year 1 with well below average attainment in communication, language and literacy overall and some do not have English as their home language. Pupils joining the school at various times during the school year, many of whom have had a disrupted education, also frequently affect standards. The school has introduced opportunities for speaking and listening through role-play, drama, debate and many extra-curricular activities, which are helping to develop pupils' speaking skills. Listening is of an average standard across the school but the standard in speaking is below average by the end of both Years 2 and 6 because many pupils lack confidence in speaking and taking part in discussion and debate. Only a few speak confidently and many remain quiet.
73. Standards in reading are below average at the end of Year 2 but pupils achieve well in relation to their prior attainment. The teaching of phonics in Years 1 and 2 helps pupils to learn letter sounds but only the higher-attaining pupils in Year 2 can apply this knowledge effectively in reading unfamiliar words. Pupils achieve satisfactorily by Year 6 and reach standards that are below average for their age. As in Year 2, only the higher-attaining pupils read with fluency, accuracy and some expression. Both younger and older pupils find it difficult to discuss books or give opinions about the books they have read. There are good opportunities during the

school day for pupils to engage in reading. All pupils are encouraged to read daily with parents and carers at home and this helps them to gain confidence in reading.

74. From an early age, pupils are encouraged to write for a range of purposes and the school has introduced time for extended writing. Consequently, pupils are achieving well in writing as more pupils are reaching the expected standard for their age. Standards of work seen in the current Year 2 are below average, lower than the standards attained in the national test last year, and the teaching is not currently as strong as in Year 1 to move pupils faster. In Year 6, the pupils have written in different forms using correct grammar, punctuation and joined-up handwriting. They have written stories, poetry, play-scripts and biography. Standards are still well below average because over a third of the pupils' writing is below the expected level for their age. However, this is a significant improvement when compared with standards of the last year, when more than a half of the pupils did not reach the expected level.
75. In the lessons seen teaching ranged from very good to satisfactory and is good overall. Teaching is much stronger in Years 4 and 5 where the teachers engage pupils better through imaginative work and a brisk pace. Pupils respond to this teaching with interest and enthusiasm. Across the school, teachers plan lessons effectively using their good command of the subject and engage all pupils through appropriate tasks; pupils learn well and make good progress in lessons. Their achievement is only satisfactory, as their progress over time has been hindered by the lack of consistency in teaching due to staff changes. Consequently, there are gaps in their learning. Teachers know their pupils and manage them well and consequently pupils' behaviour is good. Learning assistants are used effectively so that lower-attaining pupils and those with special educational needs are supported well during independent work and they make appropriate progress. Pupils with EAL are supported satisfactorily. ICT is not used sufficiently to enhance pupils' learning in English.
76. The subject leadership is good, with a clear view of what needs to be improved. The subject leader has worked well with staff and parents to put strategies for improvement into practice. Standards in writing for younger pupils have improved since the last inspection, as evident in the results of the national tests in the last two years. In other areas, the school has sustained its progress since the last inspection.

Language and literacy across the curriculum

77. Language and literacy are promoted satisfactorily through subjects such as mathematics, science, art and design, history and geography. Pupils learn to use specific language and vocabulary required in the subjects. History is used well to develop reading and writing skills; for example, the Year 5 pupils have written historical accounts of the life of Queen Victoria, based on their research.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- There are high expectations of work and behaviour.
- There are positive and productive relationships between pupils and teachers.
- There is too little use of information and communication technology to support and enhance learning.
- There are too few opportunities for investigative and independent work.
- There is good quality leadership coupled with a shared commitment to raise standards.
- There is a need to extend the very effective system of tracking pupils' progress to include all groups.

Commentary

78. Pupils in Year 2 attain standards that are below the national averages. The majority of pupils make satisfactory progress and all pupils improve their numeracy skills substantially from a low base when they enter the school. In the national tests for 2003, pupils attained well below the national averages and below the averages for similar schools. The results over the past three years have been variable and affected by the proportion of pupils with special needs and by changes in teaching staff. The school is now a more settled place and observations indicate that standards are set to rise.
79. Pupils in Year 6 attain standards that are below the national averages, a similar result to that of the 2003 national tests, although the results were in line with those in schools of similar prior attainment. This group of pupils has experienced many changes in staff and uncertainties about the school's future and naturally this has adversely affected their progress and achievement. Teachers and pupils are working hard to put things right. Observations of Year 4 and Year 5 indicate good progress and a significant improvement in pupils' knowledge and understanding.
80. By Year 2, most pupils count, order and add numbers to at least 20 but some pupils have difficulty in mentally recalling the number bonds and nearly all pupils lack confidence in taking away numbers. Pupils know the names of the common two- and three-dimensional shapes and accurately count edges, corners and sides. Pupils apply what they know to telling the time and to counting money. Pupils understand the basic idea of symmetry and identify symmetrical objects in the classroom.
81. By Year 6, pupils have extended their knowledge and understanding of number, shape and the collection of data. For example, they illustrate English test scores on a bar chart and the class's favourite chocolates on a pie chart. They are not confident in the rapid recall of the multiplication tables and this impedes their progress. Pupils find the area and perimeter of simple shapes, use straight line graphs to convert imperial to metric measure and begin to understand probability and games of chance. Calculator skills are satisfactory. There are large gaps in basic skills caused by uneven teaching in the recent past, which teachers and pupils are now working hard to eliminate.
82. The quality of teaching is satisfactory. All the lessons seen during the inspection were satisfactory or better. In three of the six lessons the teaching was good or very good. All teachers have high expectations of work and behaviour. They work closely with learning support assistants, who give good support to pupils with learning difficulties, which helps to increase their self-esteem and progress.
83. Most planning is thorough, learning intentions are shared with the pupils and teaching is careful and precise. Lessons have good pace and work moves on before pupils have the chance to lose concentration. Lessons are firmly built on pupils' prior learning. In a few lessons, work is not matched well to individual need and several pupils repeat work in which they are already competent. Too little use is made of computers to support and enhance learning, although in one lesson the interactive white-board was very skilfully used to bring clarity and excitement to learning. Pupils in Years 5 and 6 have too few opportunities for investigative and independent work and miss the excitement of finding things out for themselves. Relationships are good. Pupils work hard to please their teachers and usually behave well.
84. The subject is well led and managed. The subject co-ordinator is working jointly with her colleagues to improve the quality of teaching and learning. All seek to raise standards. The focus for development is to share good teaching practice and to extend the pupil tracking system to the whole school so that all lesson planning is firmly based upon what pupils

already know. Resources are good and well used to support and improve learning. Since the

previous inspection, teachers have continued to target underachievement by identifying weaknesses and structuring lesson plans to eliminate them. Sound progress has been made.

Mathematics across the curriculum

85. Pupils use numeracy skills across the curriculum satisfactorily, although an overall plan is needed to ensure that pupils derive maximum benefit. In history, a timeline is used to chart historical events and in geography, older pupils use their knowledge of coordinates to read maps. Pupils access a data base on computer but need much more practice in interpreting what they see. In science, pupils measure how far materials stretch and illustrate the findings on a bar chart.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- There is a good practical basis for learning, although experiments are decided by the teachers.
- Teachers give good attention to discussion and scientific vocabulary.
- Teaching in Year 6 is good and promotes good learning.
- Standards are below average by Year 6.

Commentary

86. Pupils enter the Nursery with well below average attainment in their knowledge and understanding of the world. Teachers in the Foundation Stage provide good opportunities for children to explore their world and the materials and properties of things around them so that pupils achieve well. This approach continues into Years 1 and 2 where teachers provide a good balance of formal sessions and other experiences that relate to scientific understanding such as in art and design and physical education. In this way, pupils handle a range of materials and gain an early understanding of their properties, which helps them to tackle their science lessons with a developing scientific background. Standards by the end of Year 2 are broadly average because teachers provide relevant practical experiences supported by good discussions, although the actual experiments seldom allow pupils to pose their own questions and set up their own form of experiment. Teaching and learning in Years 1 and 2 are satisfactory overall, with several good features. In a Year 1 lesson on light, the teacher made good use of the white-board to focus children's attention and encourage them to contribute. The majority of children understand sources of light and they know a large number of man-made sources. The teacher was well prepared and encouraged pupils to experiment, although their investigational skills are at an early stage because they have not yet learnt to do the task in an organised way. In a lesson on force in Year 2 the pupils demonstrated a developing understanding of how to set up a simple experiment. The teacher led discussion well so that pupils consolidated their understanding of how forces act. Pupils' previous work indicates good achievement overall for this Year 2 cohort so that standards of the work seen are broadly average, indicating good improvement since the previous inspection..
87. Standards by the end of Year 6 are below the national average because pupils have previously experienced ineffective teaching and they have gaps in their learning, although this represents good improvement since the last inspection. This has now been vigorously addressed and judging from lesson observations and evidence of pupils' previous work, the quality of teaching and learning is good in Years 3 to 6. In Year 6, for example, the teacher captivated the class by showing a video of her performing a bungee-jump in order to set them thinking about the action of weights on an elastic band. The class teacher prepared the pupils well to think about setting up their experiment by emphasising each stage clearly. All pupils were fully included in the tasks which helped to promote their good behaviour and had a good impact on their achievement. Teachers give good attention to the methods for investigations but do not

encourage pupils to set up their own investigations. In Year 3, for example, children predicted which objects would be attracted by a magnet, and set out a planning sheet to show which things they would control to have a fair test when testing absorbency of different types of paper. In Year 4, pupils used a well-designed planning sheet to investigate what happens when the battery is changed in a circuit; and in Year 5 pupils recorded the results of an experiment to see the effects of exercise on the pulse rate. In the 2003 national tests very few pupils gained the higher Level 5 and this is likely to be the case for 2004. However, teachers give good attention to building pupils' understanding through practical experiments and have high expectations for the quality of work. The current Year 6 demonstrate satisfactory achievement overall because their experimental skills are underdeveloped. However, pupils' previous work in Years 3 to 5 indicates good achievement because teachers give good attention to subject knowledge and to scientific experiment. The quality of marking of pupils' work is good.

88. The subject leader has a good understanding of the role and is highly committed to providing support and raising standards. She has made a good start in checking the curriculum and resourcing so that provision overall shows good improvement since the last inspection. She monitors planning and arrangements are in hand to make lesson observations. Leadership and management are satisfactory at this early stage of taking on the role.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils take a good interest in ICT which supports their learning.
- The quality of teaching is good overall and teachers make a good choice of task that promotes good development of skills.
- Standards are below average by Year 6 but show signs of improvement. Pupils achieve well during lessons in the lower junior years.

Commentary

89. The school has addressed the weaknesses identified at the time of the last inspection and has put a scheme of work in place that covers all the requirements for the subject, indicating good improvement. For example, in the Nursery and Reception classes, as well as throughout the school, children have opportunities to learn the skills of control technology using a programmable toy. Pupils have also attended a four-session course on control to help improve their skills. No overall judgement was made on standards at the time of the last inspection, although the weaknesses implied that standards were below average. It was not possible to form an overall judgement on standards by Year 2, although samples of pupils' work indicate satisfactory progress. Standards by Year 6 are below average for the current cohort because the pupils have gaps in their knowledge from previous years.
90. Pupils achieve well in Years 3 and 4 because teachers provide interesting and challenging tasks that promote good understanding and application of skills. For example, in Year 3 the teacher's lively presentation about making money from a lemonade stand motivated the pupils very well by making the problem clear and preparing them well. The children made good progress because the teacher was very active around the class, monitoring their work and making well-considered interventions. She motivated pupils very well, keeping very good discipline so that the pace of the lesson was maintained. A few higher-attaining pupils demonstrated good skills, although overall standards were below average because pupils took time to understand all the information provided by the simulation. In Year 4, the teacher introduced the idea of a database using the example of flowers which pupils were already familiar with. She used good strategies, such as inviting pupils to talk in pairs, to prepare pupils well for group work. The pupils produced a branching data-base using a selection of

picture cards of animals, fruits, mathematical shapes and so on, demonstrating satisfactory understanding of the process. All pupils were fully included in the task, which helped to promote their good behaviour. Pupils in Year 6 produced a spreadsheet setting out the results of a multiplication table. They demonstrated adequate skill for the task, although standards are below average overall. A few higher-attaining pupils have good understanding and apply their knowledge well.

91. The quality of teaching and learning is good overall. Teachers plan carefully for interesting and relevant tasks that cover the subject fully. In some lessons teachers' good subject knowledge had a significant impact on pupils' achievement, as, for example, when the teacher brought out the significance of decisions about their profits from the lemonade stall. Teachers generally give good attention to building pupils' skills across the subject, although pupils are currently over-reliant on the mouse to enter commands and the opportunities to enter information or commands through the keyboard are generally missed. There is some good practice, such as preparing a portfolio of children's work, which helps to provide assessment information, although formal record keeping is still at an early stage. The school has also introduced the practice of pupils' writing up a diary of their work. This should be monitored closely to ensure that the benefits outweigh the loss of time at the computers. The subject leader has a good understanding of the role and provides good leadership and management by helping to address, with the headteacher, the weaknesses at the time of the last inspection.

Information and communication technology across the curriculum

92. The school has installed interactive white-boards in Years 1, 5 and 6 and in the ICT suite. These are providing teachers with the opportunity, and challenge, to use them productively across subjects and in this teachers are becoming increasingly successful, although the range of applications is not very extensive at present. Teachers are finding imaginative and stimulating ways to present information to pupils, which helps hold their attention as well as promote good learning, such as when pupils reinforced their skills at multiplication while setting out a spreadsheet. The school has firm plans to install white-boards in every class and to extend teachers' understanding of how to use them.

HUMANITIES

In humanities, work was sampled in history and geography, with only two history lessons and one geography lesson seen in the subjects. It is therefore not possible to form an overall judgement about provision in these subjects. National guidelines and other suitable schemes have been adopted as a basis for planning in both subjects. It is evident from teachers' planning and pupils' work that a range of resources including visits and visitors plays an important part in making the work interesting and relevant.

History

Commentary

93. In history, there is every indication from pupils' work that standards are broadly average in Year 2 but below average in Year 6, where pupils' written work does not reach the average standard. In the two lessons that were observed in Years 1 and 2, teaching was satisfactory in one and good in the other. It is clear from the lessons that pupils achieve satisfactorily through teaching that encourages them to learn about the past through studying objects and some of the main events. In Year 2, pupils show sound knowledge and understanding of the Great Fire of London. They have developed these, using pictures as evidence. Teaching was good in Year 1, where it effectively developed pupils' skills of asking questions of their own, using the class display of old toys. They developed concepts of old and new by studying the history of toys and comparing toys used now and then.
94. By the end of Year 6, the pupils acquire knowledge and understanding of some of the main periods and events in world history – for example, the ancient Egyptians, Greeks and Romans.

They learn how to use information from different sources but their written work is not appropriately developed for their age. However, pupils achieve well in Years 3, 4 and 5, where teaching makes a good link between history and English and consequently their written work in history improves. Across the school, teachers encourage pupils to represent history through art. Pupils have made Roman mosaics in Year 4 and Greek masks in Year 6.

95. An important aspect of the geography curriculum is that it builds effectively on pupils' knowledge and experience of the world. For example, pupils in Year 1 learn about the streets around the school and who lives there. They know where their school is and its address. In the single lesson observed in Year 3, the pupils discussed the proposed changes in the locality and its relevance to road safety. The main activity was to create a poster with a slogan that informs people about road safety. This work was closely linked to English and art. Pupils showed interest and enthusiasm in the subject. From planning and the available evidence of work in other year groups, it is clear that mapping skills and geographical vocabulary are taught over the year.
96. The co-ordination of humanities is satisfactory. The subject leader has started to monitor the subjects through looking at pupils' books. Formal monitoring of teaching and learning has not been developed, as the school has had to focus on the core subjects.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- A well-planned multi-faith approach is used in the teaching of religion.
- There is a need to assess and record pupils' progress as a guide to lesson planning.
- There is a broad selection of teaching methods.
- There is a need to make greater use of pupils' knowledge and experience.
- A good selection of resources is available to help pupils learn.

Commentary

97. By Year 2 and Year 6 pupils' attainment in religious education matches the requirements of the locally agreed syllabus. Pupils are taught from the standpoint of a broad multi-faith perspective, so that by Year 6 pupils are beginning to understand and respect the role that religion plays in the culture of different countries. They are also aware of the similarities between religions.
98. Pupils, including those with learning difficulties and English as an additional language, make satisfactory progress and achievement is satisfactory. Many pupils have personal experiences of religion but do not always have the opportunity to present them in the classroom. Assembly themes and displays of pupils' work around the school give good support to teaching and learning. The assembly about Martin Luther King, for example, including readings by Year 6 pupils, was well received and essential points were well understood, especially by senior pupils.
99. Pupils in Year 2 learn about the noble truths of Buddhism and prepare for that experience in a short period of meditation, eyes closed, silently thinking their own thoughts. In Year 3 pupils present the beliefs of the Sikh gurus, that people should live their life according to God's rules. Pupils in Year 4 compare their weekend activities with those of a Jewish family and talk sensitively about the prayers, bread and wine of the Shabbat. Pupils watch a video that gives

a good insight into the way Jewish families celebrate. Pupils in Year 6 continue with the life

and influence of Martin Luther King and locate his place in history. They compare his life with that of St Paul and conclude that little is achieved without determination and self-discipline.

100. The quality of teaching is satisfactory and it has several good features. Teachers employ a good range of teaching methods to enliven the subject, such as video tape, drama and role play. Discussion is well used in Year 6; partner groups are an excellent way of encouraging pupils to share their views. Occasionally, worksheets are given out prematurely and this limits the quantity and the quality of the discussion. Teachers are sensitive to pupils' opinions and pupils feel confident enough to speak up. Too little use is made of pupils' varied personal experiences of religion and some opportunities for first-hand learning are missed. Regular visits to places of worship would further supplement learning. The subject co-ordinator ensures that there is a range of artefacts from the world religions to bring reality to the teaching but there is a need to assess and record pupils' progress as a guide to lesson planning and to provide greater continuity in learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

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

Main strengths and weaknesses

- The subject makes a good contribution to pupils' personal and cultural development.
- There are no formal procedures for assessing pupils' work.

Commentary

101. Standards by Years 2 and 6 seen during the inspection are in line with what is expected for pupils' ages. Only three lessons were observed but an analysis of pupils' work and displays round the school show that achievement is sound.
102. Pupils of all abilities, including those with special educational needs and those with English as an additional language, achieve satisfactorily in the development of their skills and knowledge as they move through the school. Samples of drawing and painting from the Reception class to Year 6 show appropriate progression in the use of lines and colours. The pupils have good opportunities to explore a range of materials and are taught different techniques. ICT is used well to support learning in the subject, as seen in the display of work done by Years 4 and 6. For example, the pupils in Year 4 used ICT to create designs with repetitive patterns. Sketchbooks are used well to encourage pupils to think carefully about their artwork before they finally produce it.
103. The pupils are introduced to styles of different artists and artwork from different cultures. The collage of a snake, produced by Year 2, based on an Aboriginal story of the Rainbow snake, shows pupils' learning about the use of design and colour in another culture. The pupils in Year 5 produced paintings and clay models of people following the style of Lowry, which are of good quality. Art is used well to support other areas of the curriculum, for example, in the Greek masks and the Roman pots made by Year 6 pupils. A good range of extra-curricular enrichment, visits to galleries and artists in residence contribute well to the development of pupils' interest and skills in the subject. The subject contributes effectively to pupils' personal and cultural development.
104. Teaching was good in two of the three lessons seen and the third was satisfactory. Work was well prepared with suitable resources to match to the needs of the pupils. The teacher and the support staff circulated amongst the pupils, intervening effectively to move their learning forward. The teachers ensured that the pupils had the opportunity to evaluate each

other's work and comment on how to improve it, which helped to develop their speaking and listening skills. The overall quality of teaching and learning, based on the observation of lessons and work analysis, is satisfactory.

105. The subject leadership is satisfactory, with a commitment to investigating how the curriculum can be further improved by developing assessment procedures. Resources are good and effectively managed so that all pupils have access to them and enjoy their learning. However, the management is only satisfactory, as the monitoring of the subject has not been developed yet.

Design and technology

Commentary

106. No lesson was observed in design and technology and there was a limited amount of pupils' work available for analysis. It is not possible, therefore, to form an overall judgement about provision and standards in the subject. Teachers' planning and the available evidence show that pupils gain experience of a range of materials and develop skills of designing and making different products as required in the curriculum. For example, the moving monsters by Year 3 show how pupils used washing-up liquid bottles and hinges to make them move. The subject is well linked to other subjects of the curriculum; for example, the pupils in Year 2 made finger puppets as part of reading and writing instructions in English.

Music

Provision in Music is **satisfactory**.

Main strengths and weaknesses

- There is a positive response from pupils.
- The pupils enjoy music.
- The school needs to develop all aspects of the music curriculum and to give greater emphasis to composition.
- The steel pan band and the vigour of the musicians are of good quality.
- Teachers need in-service training for teachers, to include ways of assessing pupils' progress in music.
- The commercial music scheme is not adapted to the needs of the pupils and fully reflect their diverse culture.

Commentary

107. By Year 2 and Year 6 pupils' attainment in classroom music matches that expected nationally. Pupils with learning difficulties are satisfactorily supported and take a full part in all lessons and other activities. Music contributes to pupils' personal development as it provides opportunities for them to work closely together and to share the experience of making music.
108. Pupils make satisfactory progress in most aspects of music, although little emphasis is placed upon composition and therefore creative opportunities are lost. Pupils progress better in performance. For example, the steel pan band plays with flair and panache and provides a very enjoyable impromptu concert in which all members play with enthusiasm and great enjoyment. Pupils enjoy singing in assembly. They sing in tune with good expression and they phrase well. Pupils listen to music as they enter assembly but too little is made of this experience.

109. Pupils in Year 1 sing an action song and as their confidence grows so does the quality of the performance. Pupils in Year 4 listen to a humorous folk-song from the north-east of England and then work in groups to compose a contemporary song that reflects their experiences. Year 6 pupils sing a song entitled 'Simple Gifts' and show a good sense of rhythm and tempo. A Year 6 violinist provides a skilled accompaniment. Pupils then listen to a different arrangement of the same song and are asked how it makes them feel. Pupils learn that music creates mood and atmosphere.
110. The teaching and learning of music are satisfactory. Relationships are good and pupils are willing to contribute. Pupils enjoy making music but are given too few opportunities to show what they know. Teachers are not equally confident in their knowledge of music. Some lessons are too structured to release the creative spirit. Lessons planning is based upon prior learning, but the commercial scheme needs to be further adapted to the needs of the pupils to provide a greater variety of sources of music related to their cultural backgrounds.
111. Music is satisfactorily led and managed. Teachers are aware what pupils know, but do not have formal procedures to assess pupils' progress and make planning more effective. Resources for music are good and there is a very good music room, which is underused at present. Musical performance is enriched and inspired by regular school concerts, in which all pupils take part, and by visits from musicians. Pupils perform at the local theatre and have worked with a composer in Indonesian dance and music.

Physical education

Provision in Physical education is **satisfactory**.

Main strengths and weaknesses

- The pupils have positive attitudes and show a willingness to work hard.
- There is a lack of consistent assessment to inform planning.
- There is a need to share good practice by monitoring and evaluating teaching.
- There are good quality after-school activities and representative sports fixtures.

Commentary

112. Physical education has a firm place in the school curriculum and contributes well to pupils' personal development as it allows them to work together and to rely on each other. All aspects of the curriculum are taught, including adventurous activities. Pupils' attainment in Year 2 and in Year 6 matches national expectations. All pupils, including those with learning difficulties, make at least satisfactory progress and some achieve well in acquiring games skills. Pupils have regular swimming lessons in Years 3 and 5 and the majority swim to the national standard by Year 6.
113. Pupils in Year 1 warm up well before performing a series of balletic movements to show the movement of toys. They plan and perform simple skills safely and show increasing control in linking actions together. Pupils in Year 2 learn how to travel safely over apparatus and on the floor. They talk about what others have done and make simple judgements that lead to an improvement in their work. Pupils are also encouraged to recognise and describe the changes that happen to their bodies during exercise and wonder at the increased heart rate. In Year 4, pupils continue to learn new ways of linking movements. Together they solve the problems they encounter and respond imaginatively to the challenge of movement. They work well in pairs and groups.
114. The quality of teaching is satisfactory and has a number of good features. The teachers are enthusiastic and pupils take a full and active part in the lessons. Relationships are good and this gives the pupils the confidence to work imaginatively. Pupils behave well and sensibly. The balance between creativity and control is about right, although in some lessons too much

time is spent discussing what is to be done, leaving too little time to do it. Planning is satisfactory and lessons are usually well structured. Although teachers are aware of what pupils can do, there is no formal record of progress to ensure that physical skills are systematically developed. Resources are satisfactorily used, although the hall is cluttered and does not provide an ideal place for physical activity.

115. The subject is soundly led and managed by an enthusiast who does not have the time to develop the curriculum as she would like. Good teaching practice needs to be shared. After-school activities are a spur to achievement, as are the representative fixtures in soccer. During the inspection week, two dozen boys and girls attended soccer practice, playing with relentless energy, great enthusiasm and considerable skill. They did not want to go home. Year 6 enjoy an annual residential holiday where they take part in a range of adventurous and challenging activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Provision in PSHE is **satisfactory**.

Main strengths and weaknesses

- The school has a strong emphasis on supporting pupils' personal development, which has a positive impact on their learning.
- There are many good opportunities for pupils to take responsibility.

Commentary

116. The school has a caring ethos that takes good account of the needs of all children and is shown through the very good relationships between children and adults. The school has a clear commitment to promoting the role of PSHE within the curriculum. There is a suitably planned scheme of work to provide progression and to ensure attention to relevant issues year by year. In the Nursery and Reception classes children are helped to consider the needs of others and to co-operate. Some lessons and assemblies make good links between the subject and PSHE. In Year 6, pupils were challenged to discuss situations involving moral conflict. They demonstrated satisfactory understanding of how to deal with difficult decisions. Overall, evidence indicates good achievement in pupils' personal development from when they first enter school. By Year 6 pupils understanding about PSHE issues such as personal responsibility is broadly satisfactory.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
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).