

# INSPECTION REPORT

**KENTS HILL JUNIOR SCHOOL**

Benfleet

LEA area: Essex

Unique reference number: 115008

Headteacher: Miss D. J. Moss

Lead inspector: Mr. M. H. Cole

Dates of inspection: 1<sup>st</sup> - 4<sup>th</sup> December 2003

Inspection number: 256596

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11
Gender of pupils:	Mixed
Number on roll:	369
School address:	Kents Hill Road Benfleet Essex
Postcode:	SS7 5PS
Telephone number:	01268 792133
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs. D. J. Bamber
Date of previous inspection:	28 <sup>th</sup> September 1998

## CHARACTERISTICS OF THE SCHOOL

This large junior school educates 369 boys and girls aged from seven to 11 years. The school is located in a residential area of Benfleet, near to Southend in Essex. The attainments of pupils starting at the school, and their social and economic circumstances are broadly average. Census data for the local area shows a decline in the social and economic status of residents over the last 10 years. Most pupils are of white, United Kingdom heritage. A very small number of pupils are of minority ethnic origin and all have English as their mother tongue. The proportion of pupils with special educational needs is broadly average. Currently two pupils have statements of special educational needs, a below average proportion. The range of special educational needs is wide and includes physical disabilities, speech and learning difficulties and emotional and behavioural concerns.

In 2002 the school received a national *Investor in People* award for promoting staff training and the Sports Council's *Activemark* award for participation in sport. In 2003 there were national awards for *School Achievement* in recognition of improved national test results in 2002 and the advanced award for *Healthy Schools*.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3369	Mr. M. H. Cole	Lead inspector	Science Geography Physical education
32698	Mr. S. Barker	Lay inspector	
20932	Mr. T. Boyce	Team inspector	
27895	Mrs. M. Skinner	Team inspector	English Information and communication technology Personal, social and health education Citizenship
11704	Mr. P. Williman	Team inspector	Mathematics Art and design Design and technology History Music

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **good school**. Pupils' standards of work, attitudes and behaviour are good. These are the result of good teaching, which is enabling pupils to learn and achieve well. The very good leadership of the headteacher, the effectiveness of governors and good management procedures have been improving the school significantly. The school provides **good** value for money.

#### The school's main strengths and weaknesses are:

- The headteacher's very good leadership, well supported by good staff teamwork and effective management procedures, is improving provision and standards at a very good pace.
- The oldest pupils are achieving above average standards in their work in English, science, art and design, information and communication technology and physical education.
- Good, well-planned and challenging teaching provides well for all pupils, whatever their capabilities and needs.
- Pupils attend well, take a lively interest in school, work hard, behave well and show good moral and social development.
- The lively curriculum shows good quality across the full range of subjects, is very well enriched by activities outside lessons and includes very good provision for pupils with special educational needs.
- Provision for physical education is excellent.
- Pupils have good skills in information and communication technology but they do not have enough opportunity to use their skills in other subjects.
- Links with parents are very good. There are good links with the community and very good links with partner schools and colleges.

There has been very good improvement in the school since its previous inspection in 1998. Under a new headteacher, standards have risen leading to a national award for achievement following the 2002 national tests. The quality of the teaching has improved. Strengths have been consolidated and weaknesses resolved, in most cases becoming further strengths.

### STANDARDS ACHIEVED

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

Inspection evidence shows that **pupils are achieving well** in most subjects. This is clear from work in books and from lessons observed. This applies to all pupils, regardless of ability, gender or ethnic background. Pupils' good achievement is shown by the fact that standards compare favourably with schools in areas with similar social and economic circumstances. Records, including the results of national tests, show that standards have improved steadily for several years. However, results dipped a little in 2003 mainly because of a reorganisation of the staffing of Year 6, which was forced on the school during the year. This is one reason why the 2003 results compared unfavourably with pupils' earlier results in Year 2 tests at age seven. The broader range of inspection evidence supports the view from the checks made by the local education authority that pupils generally make good progress. Pupils join the school with overall attainment, which is broadly average, although their reading standards are good. By the time they are 11, pupils' standards are above average in most subjects. The pupils currently in Year 6 are doing well, because of good teaching, and the standard

of their work is above average in English and science and at least average in mathematics. Standards are also good in art and design, information and communication technology, and physical education. Pupils with special educational needs make good progress and boys' achievement is better than for boys nationally.

Provision for pupils' **spiritual, moral, social and cultural development is good** overall. Pupils are successfully helped to think about right and wrong and shown clearly how to be constructive members of the community. They respond with good attitudes and good behaviour. However, opportunities for pupils to learn about other people's cultures are relatively limited. Pupils' attendance is good.

### **QUALITY OF EDUCATION**

**The quality of education is good. Teaching is good**, with many strengths. Teachers expect pupils to work hard and with care, and pupils respond well, completing much well presented work. Particularly positive features are the thorough and helpful marking of pupils' work and the very good homework arrangements, which almost all parents applaud. Good assessments of pupils' progress are made but the use of these to plan ways to improve achievement can be developed further. The good curriculum provides a consistently thorough coverage of the National Curriculum. The approach to the curriculum is both systematic and stimulating. Throughout, learning opportunities are carefully and imaginatively planned. Support across the curriculum for pupils' development of literacy skills is especially well planned and executed. However, pupils' good skills in information and communication technology are not used enough in other subjects. The consistently lively work provided in lessons and the wealth of activities outside lessons mean that all pupils have a good opportunity to shine in relation to their individual strengths. This is particularly true in sport where the range and quality of learning opportunities, including additional support for the especially talented, is exceptional. Pupils benefit from good guidance and support, particularly if they have difficulty with learning or behaviour. Sound provisions for the care of pupils are aided by the school's very good links with parents.

### **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good**. In particular, the headteacher shows very good leadership. She is completely committed to the improvement of the school, has a very clear vision of how this should be achieved and inspires colleagues to follow her hard-working example. She is therefore well-supported by other senior staff in implementing thorough management procedures for keeping a check on the effectiveness of the school, promoting the further development of the professionalism of the staff and planning meticulously for the future. Governors contribute well to leadership and management. They have joined enthusiastically in training and checks on their own performance as governors and they are providing a well-informed and thorough input to processes of evaluating the work of the school. The school meets statutory requirements.

### **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents' views about the school are very positive. Almost all of them value all aspects of the school. Only in relation to information on pupils' progress does a significant minority wish for improvement. Inspectors agree that pupils' annual reports, though satisfactory, could be more informative. Pupils also feel very positively about their school. They like the many enjoyable activities provided both within and outside lessons and they value the helpfulness of their teachers.

### **IMPROVEMENTS NEEDED**

The school could become still more effective by making these improvements which are already priorities in its own planning.

- Making more use of information and communication technology to support teaching and learning across the subjects of the curriculum.
- Giving pupils more opportunities to learn to appreciate cultures other than their own.
- Making more thorough use of assessments of pupils' progress to identify ways to improve achievement further and to set targets which are shared with pupils.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Pupils **achieve well** and the overall standard of their work is **good**.

#### Main strengths and weaknesses

- Present Year 6 pupils' work in English, science, art and design, information and communication technology, and physical education exceeds the standards expected for their age.
- Pupils make good progress between starting at the school and leaving it.
- Standards are rising and are higher than in schools serving areas with similar social and economic circumstances.
- Pupils with special educational needs make good progress toward their personal targets.
- Boys' achievement is better than that found nationally.

#### Commentary

1. In the last few years the results of National Curriculum tests in English, mathematics and science have been generally at least average and often above. Although the 2003 test results were average they were only marginally below those of the previous year and were close to the above average category. Evidence suggests that mid-year changes in Year 6 teachers and a reduction in the number of sets in which English and mathematics were taught hindered pupils' preparation for the tests.

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

Standards in:	School results	National results
English	27.1 (27.5)	26.8 (27.2)
Mathematics	27.2 (28.1)	26.8 (27.0)
Science	29.0 (29.7)	28.6 (28.6)

*There were 101 pupils in the year group. Figures in brackets are for the previous year.*

*The average points scores for over 90 per cent of schools are in the range 23 – 31 points.*

2. The work seen during the inspection across a wide range of subjects supports the overall view that standards are good. Present Year 6 pupils' work is above the standard set by the National Curriculum in English, science, art and design, information and communication technology (ICT), and physical education. In all of these subjects pupils are making good progress and achieving a quality of work that is well up to their levels of capability.
3. In mathematics pupils' achievement is satisfactory. Improving provision for mathematics is raising standards but this is not yet fully reflected in Year 6 standards, which at the time of the inspection are judged to be average but improving. Present attainment may reflect some interruptions to the continuity of pupils' progress in previous years when the school experienced very many staff changes. However, pupils' present good rate of progress is helping them to catch up with the above average standard, which the school believes they will reach by the time they take the end-of-year tests.
4. Inspection evidence shows that pupils' overall achievement is good and that they make good progress between starting at the school and leaving it. This is a different view of progress from that given by the 'similar schools' grades in the table in the parents' summary where the grades for the single year, 2003, are unrepresentative of the wider picture. The breadth of



evidence shows that pupils start at the school with attainment which is broadly average or a little above in view of a strength in the youngest pupils' reading. Pupils in the oldest classes now attain above average standards in most of the subjects, which were fully inspected. In addition, there are a significant number of examples of good work in subjects such as design and technology and geography, on which the inspection did not focus and where no overall judgements of standards are made. Good achievement by pupils is also indicated by the fact that standards are higher than for schools serving areas with similar social and economic circumstances. Pupils' good achievement is confirmed by the thorough assessments made by the school and the checks made by the local authority.

5. Pupils achieve well regardless of differences in ability, needs, gender, race or background. Good assessment processes lead to teaching tailored to the range of capabilities and needs, and effective arrangements are made for any pupils who demonstrate particularly high ability or special talents.
6. All pupils with special educational needs achieve well against their long-term individual targets. This is a good improvement since the last inspection when some pupils with a statement of special educational need were not making the progress they could. There have been many positive changes to provision for special educational needs. Present practice is now very good and is raising the level of these pupils' achievement.
7. The good achievement of boys is a strength of the school. Their mathematics and science results compare favourably with those of girls and although they do less well than girls in English the difference is much smaller than that found nationally. Boys also achieve well in other subjects. The school successfully provides a curriculum, which is lively and stimulating for pupils of all abilities and interests. Consequently pupils have as many chances as possible to shine, feel positively about school and acquire self-esteem. The school has observed that many boys enjoy learning and achieve best when teaching is through visual and practical media, rather than simply through literacy skills. Boys benefit from the stimulating learning opportunities the school provides in practical science work, physical education, art and design, ICT and design and technology. Boys' overall good achievement shows that the school is achieving its aim.

### **Pupils' attitudes, values and other personal qualities**

Pupils have **good** attitudes to school and their behaviour is **good**. The school's provision for pupil's personal development including spiritual, moral, social and cultural development is **good** overall. Attendance at the school is **good** and punctuality is satisfactory

### **Main strengths and weaknesses**

- Pupils enjoy coming to school and are very interested and involved in the very wide range of activities offered to them.
- Good moral development and very good social development helps pupils to make very good progress in their personal development.
- The oldest pupils thrive on responsibility and eagerly contribute to all areas of school life.
- The school has very good arrangements to deal with any lapses in behaviour.
- The level of attendance is above the national average.

### **Commentary**

8. Pupils like the school, have high praise for their teachers and feel that there is always an adult they can approach with any concerns. They participate enthusiastically in all activities. The very wide range of school clubs, before school, at lunchtime and after school, allow pupils to develop their personal interests and are very well attended. They are very proud of the school's wide sporting achievements.

9. The school provides a good range of experiences to promote pupils' social and moral development and citizenship. As a result of team-building exercises, residential trips and democratic elections Year 6 pupils eagerly seek a wide range of responsibilities. Well-earned praise is used to improve self-esteem and confidence and pupils are conscious of their own self-worth. The school successfully fosters an awareness of the needs of others by raising funds each year for a variety of charitable causes. Pupils in all classes are provided with very good opportunities to make a formal contribution to school life, through the school council; one of their ideas was the Trim Trail in the playground.
10. The school has developed very detailed and varied arrangements to deal with behaviour issues. These are known to all adults, who share them with children in lessons, especially in personal, social and health education and religious education. The behaviour of pupils, which is always satisfactory, markedly improves as pupils spend longer in the school, adopting its ethos. No pupils have been excluded in the last year. Many Year 6 pupils followed a well-organised scheme to become 'PALS', helping younger pupils to play games and resolve conflicts in the playground. In conversation Year 3 pupils noted how safe they felt knowing that all the issues of bullying will be dealt with firmly by the staff. Although parents reported a small number of incidents of bullying the school's response has been appropriate and effective.
11. Pupils are taught to value highly their own cultures through history, geography, a wide range of visits, musical events, and very high quality sport and art experiences. Satisfactory opportunities are provided for pupils to learn to understand and appreciate the values and traditions of other cultures but this is not a frequent or strong feature. The school has already identified this as an area for improvement and made plans to tackle the matter.

### Attendance

12. The school emphasises the importance of regular attendance and has worked hard and successfully to ensure improvement since the last inspection so that the level of attendance is now significantly above the national average. The school effectively monitors attendance and punctuality and enlists the help of outside agencies to reinforce the importance of regular and timely attendance. Punctuality is satisfactory. Most pupils are happy to attend school and arrive punctually but a small number of pupils often arrive late for morning registration.

#### *Attendance in the latest complete reporting year (%)*

Authorised absence		Unauthorised absence	
School data	4.8	School data	0.0
National data	5.8	National data	0.4

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

### QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching and learning are both good and are supported by good assessment of pupils' progress. The curriculum is good and receives very good enrichment from activities outside lessons. Pupils receive good guidance and support and their achievement is enhanced through the very good partnership the school has with parents. Provision for pupils' care, welfare, health and safety is satisfactory.

#### Teaching and learning

Teaching and learning are **good** and well supported by **good** processes for assessing pupils' progress.

## Main strengths and weaknesses

- Teachers' knowledge of the subjects of the curriculum is good.
- Lessons are carefully and effectively planned to match pupils' capabilities and needs, using good assessments of pupils' progress.
- Pupils respond to teachers' high expectations by working hard and making a good effort.
- Teachers give pupils good pointers on improvement through very good marking of their work.
- Very good homework arrangements boost pupils' achievement.

## Commentary

13. The quality of the teaching has improved significantly in recent years since the previous inspection. All parents expressing a view in their pre-inspection questionnaire thought the teaching to be of good quality and pupils too, express their high regard for the helpfulness of their teachers and the interesting work they are given.

### Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	9 (21%)	16 (38%)	16 (38%)	1 (3%)	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.*

14. Thorough knowledge of the subjects of the curriculum enables teachers to plan lessons well. Teachers are clear what they want pupils to learn, and design activities appropriately to help them do so. Activities are also thoughtfully designed to stimulate pupils' interest and curiosity. This, together with the high expectations teachers have of pupils' work, results in pupils trying hard, concentrating well and taking care with the quality and presentation of their work. Teachers rightly remind pupils of the need constantly to aim at accuracy in the substantial amount of writing they do across the curriculum. The marking of work across the curriculum reinforces this well. These good practices are making a significant impact on pupils' progress in writing.
15. Planning is of good quality and effective use is usually made of assessments of pupils' day-to-day progress. This is evident in the way pupils' tasks, challenges and the support they receive are generally well matched to the full range of their abilities and needs. Only in occasional mathematics lessons are there times when some more able pupils are not fully challenged by their work. The individual education plans for pupils with special educational needs are very precise, a very good improvement since the last inspection. Well-qualified teaching assistants help these pupils to learn well. They are equally effective in the classroom and when pupils are withdrawn individually or in small groups to other spaces. Good use is often made of computer programs specifically designed to help pupils with particular difficulty in mastering literacy or numeracy skills.
16. Teachers keep a good check on pupils' day-to-day progress, a marked improvement since the previous inspection. This is matched by very good marking of pupils' work, which provides helpful guidance to pupils on how to improve. The marking complements the good practice of sharing with pupils individual targets set for their progress in English and mathematics. Teachers also sometimes involve pupils in assessing their own progress. These good strategies, and the way teachers explain their learning objectives to pupils, are effectively promoting pupils' growing sense of responsibility for their own learning as they move through the school.
17. Effective use is made of a variety of assessments to monitor pupils' long-term progress. Teachers keep good records to inform their teaching. The establishment of a new senior staff management structure has aided the introduction of more consistent, broad ranging and

informative assessment procedures. The school has good plans for improving assessment procedures further to refine the grouping of pupils and for sharing targets for improvement with pupils.

18. Very good, well-organised arrangements for homework are admired by almost all parents and also appreciated by many pupils. Homework includes a good balance between systematic practice in basic skills and more open-ended research tasks.
19. The good quality of the teaching reflects the effectiveness of the thorough checks on its quality made by senior staff. Other positive factors include the good induction of new teachers and the good arrangements for staff to update and extend their professional knowledge and skills. The success of these management procedures is the more noteworthy because there have been very many changes of teaching staff in recent years. The only minor inconsistency in the approach to teaching is in the precise expectations of pupils' behaviour in a small number of classes which results occasionally in a few of the younger pupils becoming inattentive to their work.

## The curriculum

The school provides a **good** curriculum that receives **very good** enrichment of opportunities for learning outside lessons. The curriculum is supported, by **very good** accommodation and **satisfactory** resources for teaching and learning.

### Main strengths and weaknesses

- Good quality opportunities for learning are provided across the breadth of the curriculum.
- Good planning across the curriculum provides very good support for pupils' development of literacy skills.
- Provision for special educational needs is very good and benefits from the very good work of teaching assistants.
- The curriculum is much enriched by very good activities outside lessons.
- Provision for physical education and participation in sport are excellent.

### Commentary

20. The school provides a curriculum that covers all subjects, and is relevant to the ages and interests of all its pupils. It fulfils the statutory requirements of the National Curriculum, collective worship, and the Essex Agreed Syllabus for religious education. Across the subjects of the curriculum the programme of learning opportunities provided is carefully and often imaginatively planned. Good use is made of national guidance to ensure that planning has a very clear focus on the learning intended by the National Curriculum. Opportunities for learning and for personal development are very well supplemented by activities outside lessons. The school successfully implements its aim to give all pupils the opportunity to shine by offering a wide range of good quality opportunities.
21. A great strength of the curriculum is the very strong emphasis on the development of reading, writing and speaking in all other subjects. This is effective in promoting good standards in these basic skills.
22. Provision for pupils with special educational needs is very good, a major improvement since the last inspection. Through careful assessment of each pupil's strengths and weaknesses the identification of pupils with special educational needs is very thorough. These pupils receive well-focused support from very well qualified teaching assistants, who are a strength of the school and who work in close partnership with teachers. Pupils with statements of special educational need now receive their full provision; this was not the case at the previous inspection. The most able pupils have also been identified, the process including consultation with parents, and they are well supported through a range of special activities often involving

support from partner secondary schools. Pupils with sporting talents are given or helped to find very good support with development of those talents.

23. The school provides a wealth of activities to broaden pupils' experiences and enrich their learning. Pupils in Years 5 and 6 benefit greatly from residential trips at the start of the school year so that the classes, teachers, teaching assistants and pupils work as a team. Pupils go on a wide range of visits for all subjects and there are many visitors. During the inspection, visiting preachers used drama very successfully to make work in religious education exciting. Participation in the advanced Healthy Schools programme makes a positive contribution to the good provisions for pupils' personal, social and health education.
24. The very good range of extra activities provided outside lessons is both interesting and stimulating for pupils' intellectual, physical and creative development. Pupils have excellent sporting opportunities including extensive competition with other schools. Together with the high quality provision in lessons themselves, these make the overall provision for physical education excellent. A 'Time Out' club led by a teaching assistant provides good opportunities for pupils wishing to play quietly indoors at lunchtime.
25. Provision for ICT has improved a lot since the last inspection and the subject now meets national requirements. However, there are some missed opportunities to use ICT in other subjects.
26. The very good accommodation includes classrooms of generous size. Very good external accommodation for playtime recreation and physical education, the latter including a swimming pool, lead to the good standards found in this aspect of the curriculum. Book and equipment resources to support learning are satisfactory. There are sufficient well-qualified staff, including well-trained and effective teaching assistants, to meet the requirements of the curriculum.

### **Care, guidance and support**

The school provides **satisfactory** care for its pupils. The school provides **good** guidance and support for pupils' learning and personal development and takes **good** care to ensure that pupils' views are sought, valued and acted upon.

### **Main strengths and weaknesses**

- Pupils receive clear guidance on progress and targets for improvement, particularly in Year 6.
- Support and guidance for pupils with special educational needs is very good.
- The effective school council demonstrates to pupils that their views are sought, valued and acted upon.

### **Commentary**

27. The school has a good ethos of caring attitudes, which is clearly seen in the way all pupils respond with positive attitudes to school and to themselves. It is also evident in the school's very effective provision for pupils who are experiencing difficulty in their learning or behaviour. Procedures for child protection are good and those for health and welfare are satisfactory overall, with some strengths but there are also some areas, such as the storage and administration of medicines, where safeguards could be more rigorous.
28. Pupils with special educational needs are supported very effectively. The special educational needs co-ordinator and specialist teaching assistants carefully monitor the support given to help pupils make progress. Those with statements of special education need are especially well supported, a very good improvement since the last inspection.

29. A strength of the good guidance given to pupils is the good procedures to inform each pupil of the level at which they are currently working in core subjects. With Year 6 pupils this clarifies the type of questions they must be able to answer in order to attain their target grades in the national tests. This good practice supports pupils' good attitudes, learning and achievement.
30. The school council is an important part of school life, with regularly timetabled feedback sessions in all classes. Its value is acknowledged by many of the school's pupils who can point to the trim trail and vending machine as initiatives that have been implemented as a direct consequence of the council's recommendations.

### **Partnership with parents, other schools and the community**

The school has **very good** links with parents and is highly praised by them. Links with the community are **good** and those with partner schools are **very good**.

### **Main strengths and weaknesses**

- The school has very good relations with parents and regularly consults with them.
  - Parents make a major contribution to school life
  - Annual reports are satisfactory but parents would appreciate more specific guidance on where pupils need to improve.
  - There are good curriculum and transfer links with the feeder infant school.
  - Very good links with specialist secondary schools enhance provision and make a significant contribution to pupils' achievement.
31. The school works closely in partnership with parents to support pupils' learning. Parents are regularly consulted on a wide range of issues and feel involved in major decisions. The school works hard to support parents and has good initiatives in place to engage parents in a wide range of activities all aimed at improving pupils' achievement.
  32. Reports to parents are satisfactorily detailed in many respects but reporting on some subjects is sketchy. Guidance on how pupils could improve is often too broad to be helpful to parents. However, parents much value the informative discussions they have with teachers at consultation evenings each term and they appreciate the way the school informs them of the targets set for their children. Links with the parents of pupils with special educational needs are very good. They are invited to attend review meetings of individual education plans led by the special educational needs co-ordinator and are active in supporting their children.
  33. Good links with the on-site infant school ensure a smooth transition into Year 3. Regular communication with several of the local secondary schools and a broad programme of well-organised co-operation provides very good enrichment of the school's curriculum and of pupils' opportunities for learning and personal development. The sharing of staff expertise directly influences the quality of teaching and learning. The school receives specialist input from a local sports college, which impacts positively on achievement in physical education and has helped consolidate the school's impressive record of sporting success. The school makes good use of a range of local community facilities, including productive links with sports clubs and a local business.

### **LEADERSHIP AND MANAGEMENT**

The overall quality of leadership and management is **good**. The leadership is **good** overall, and the leadership of the headteacher is **very good**. Management and the work of governors are of **good** quality.

### **Main strengths and weaknesses**

- The leadership of the headteacher is very good and results in a strong shared commitment by all staff to school improvement.

- Teachers work effectively in teams to make good use of their individual skills and to co-ordinate teaching and learning through shared good practice.
- The Chair and other key governors lead their colleagues well in contributing to leadership and management and holding the school to account.
- Induction of new staff is well managed and teachers are well supported with opportunities to develop their knowledge and skills.
- The school has a good and improving range of procedures for evaluating the effectiveness of teaching and learning.

## Commentary

34. The very good leadership of the headteacher, the strength of governance and the concerted commitment of the present staff to improvement have helped the school to achieve a very good level of improvement since the previous inspection. Much improved checks on the school's performance now place the school in a strong position to continue to improve.
35. The governing body shares a clear vision with the headteacher of the school's aims and of how to improve the school. Very good leadership by the enthusiastic, knowledgeable and well qualified Chair and Vice Chair lead the work of the governing body to be systematic, well-structured and focused to provide good quality information upon which to make decisions. There is a close but rigorous partnership with the headteacher, which allows a good check on the school's performance to be maintained. The adoption of a governor responsible for gifted and able pupils is a good example of constructive and comprehensive links between the governing body and the day-to-day initiatives of the school. There is a commitment to ongoing training. For example, governors have trained to be familiar with the school's recently adopted pupil progress tracking system.
36. The headteacher leads through personal example, high energy and by keeping her finger very firmly on the pulse of the school. She is the driving force for improvement. As a result all staff are well motivated by clear and high expectations and effective support in their work. A key strength is the clear and very successful communication of the core value that the school is about improvement of opportunities for pupils through a broad and rich curriculum of learning opportunities both within and beyond lessons. She has chosen staff with the support of the governors very well to fulfil key roles in the new leadership team. The new arrangements promote effective communication and co-operation and have a direct impact on developing improvements to teaching and learning.
37. The skills of the deputy headteacher complement those of the headteacher. She provides a good overview of day-to-day management, monitoring and support and ensures good communication between year team leaders in fulfilling school priorities. She also leads the provision for special educational needs very well and has led the very good improvement in the organisation and the effectiveness of classroom provision for pupils with special educational needs.
38. Many subject co-ordinators are new to their post but co-ordination in all subjects is at least sound and often good. It shows enthusiastic leadership of colleagues in promoting improvements in provision, identifies where teaching, learning and curriculum can be further developed, and forms well considered and systematic plans for implementing changes supported by staff training. The school provides good opportunities for professional and career development for all staff including teaching assistants and this is significantly raising the quality of teaching and learning. Induction for both new teachers and new staff members is good and enables them to settle quickly and confidently.
39. The school has a good overview of pupils' progress through its assessment procedures. These complement good direct checks on teachers' planning and classroom practice. The recent acquisition of ICT systems to track pupils' progress provides the opportunity to identify more closely groups of pupils who will benefit from extra help. Further, it can inform the setting

and review of more rigorous and focussed performance management targets. This initiative is at too early a stage to judge its impact.

40. The current high level of financial reserves appropriately provides a buffer against the funding impact of the expected irregularities in the pupil numbers over a four-year period. Other funds are being saved for the replacement and extension of ICT equipment.
41. Overall good standards, the good quality of teaching and learning, the broad curriculum and wide opportunities for individual development set against average costs lead to the judgement that the school provides good value for money.

***Financial information for the year April 2002 to March 2003***

Income and expenditure (£)	
Total income	810,475
Total expenditure	809,535
Expenditure per pupil	2,130

Balances (£)	
Balance from previous year	79,716
Balance carried forward to the next	80,656



# PART C: THE QUALITY OF EDUCATION IN SUBJECTS

## SUBJECTS IN KEY STAGE 2

### ENGLISH

The provision in English is **good**.

#### Main strengths and weaknesses

- The standard of reading throughout the school is very good.
- Standards in writing are good and improving.
- The use of English in other subjects is very good.
- The quality of teaching and learning is good and helping pupils to achieve well.
- The support for pupils with special educational needs is very good.
- Marking gives pupils a clear picture of how well they are doing and what they need to do to improve.

#### Commentary

42. Recent years' national test results have been average and the progress of past pupils satisfactory. However, the work of the present Year 6 pupils is above average in writing and well above average in reading. This improvement is in line with a long-term trend of improvement since the previous inspection when the school was criticised for its slow response to national guidance on the subject. A transformation in practice has taken place, making effective use of the national guidance. Improvement has been hindered by the very many staff changes in recent years but the benefits are now becoming apparent in the good standards being achieved by the oldest pupils and the good progress pupils are now making across the school.
43. At present all pupils, including those with special educational needs, higher attaining pupils and the small number from minority ethnic groups, achieve well throughout the school, but particularly in Year 6. Pupils with special educational needs are very well supported. Every effort is made by staff to raise their attainment by carefully planned work delivered by very well qualified teaching assistants. This is a very good improvement since the last inspection. Boys do almost as well as girls by the time they reach Year 6 and much better than boys do nationally. This is due to the efforts of the school to ensure appropriate teaching strategies to interest boys in their writing skills.
44. Standards in speaking and listening are good in Year 6. This shows good achievement because these skills, especially in listening, are average when pupils enter the school. In Year 6, pupils speak confidently about a wide range of issues, make themselves understood and most can explain their thoughts clearly and at length. Teachers and classroom assistants work hard to help pupils extend their vocabulary and develop their comprehension skills.
45. Standards in reading are very good throughout school. Reading skills are well taught, thoroughly learned and extended by the introduction of a wide range of genres to pupils. Good opportunities are provided for pupils to read in silent reading or group activities, sometimes supported by parents, and they are successfully encouraged to read at home. Study of text with older pupils includes very careful analysis of vocabulary, grammar, style and meaning. They are good at summarising what they have read especially when doing individual research for other subjects, for example, in history.
46. Staff have worked hard to drive up standards in writing, especially for the boys, and they are succeeding. Standards in Years 3 and 4 are average but in Years 5 and 6 are above average. Pupils are making good progress and achieving well in relation to their capabilities because of good teaching. School staff have reviewed planning techniques successfully. Pupils are quite

clear what they have to do to improve and marking pinpoints their strengths and weaknesses. The writing tasks selected are interesting and relevant to the pupils. Pupils' work is well presented, both in books and displays, however the school is aware that a further raising of standards requires improvement in spelling which is a weaker feature of the otherwise good quality of writing.

47. Teaching is good overall and sometimes very good. Teaching in Years 5 and 6 shows particular strength. In all classes well-planned, purposeful and enjoyable activities enable pupils to achieve well, including the higher attainers. Teachers set high expectations and pupils respond by concentrating well, behaving co-operatively and trying hard, though on occasion a few of the youngest pupils find it difficult to remain attentive.
48. The good improvements, which have taken place in provision for English reflect good leadership. The co-ordinator has good knowledge and understanding of her subject and a very good grasp of how the school has achieved improvement and where it needs to develop next. She monitors effectively the consistent teamwork in planning and teaching across the school.

### **Language and literacy across the curriculum**

49. This is a very great strength of English. Very good standards of written work are seen in older pupils' exercise books for all subjects and there is good speaking and listening in lessons generally. Reading skills too, are put to very good use. Other subjects are very well integrated within English lessons, particularly science, history, geography, religious education and design and technology. Good practice was well illustrated when pupils in Year 5 used notes they had taken during a history lesson to write a newspaper account. Teachers' expectations of pupils' writing are consistently high whatever the subject of the lesson. They draw attention to inaccuracy during lessons and in their marking and remind pupils how to improve.

### **MATHEMATICS**

Provision for mathematics is **satisfactory** and improving significantly.

#### **Main strengths and weaknesses**

- The headteacher has introduced a range of positive strategies, which are beginning to improve pupil achievement, following a period of disruption and change.
- Good new procedures for tracking the progress of pupils has begun to focus teaching and learning more precisely to the needs of groups and individual pupils.
- Newly formed teaching teams are working closely in planning teaching and learning.
- Pupils are developing good awareness of what they need to do to improve their learning.

#### **Commentary**

50. The oldest pupils' test results rose steadily from the time of the previous inspection until 2002 and the rise was more rapid than that found nationally. Results were above average in 2001 and 2002 but as in English and science, the 2003 test results dipped, the pupils' preparation for the test having been hindered by mid-year changes of teacher forced upon the school. This resulted in a reduction in the number of teaching sets from four to three and a reorganisation of membership. Even so, although the 2003 results were average they were not far short of the level where they would be judged above average. The standards of present Year 6 pupils at the time of the inspection were similar. Pupils' long-term progress between starting at the school and leaving it is satisfactory. Pupils are continuing to achieve satisfactorily, with the great majority working well up to the level of their capability.
51. Good leadership and management of the subject have brought many recent developments in provision for the subject. These have begun to raise achievement for pupils throughout the school but the benefits have yet to be seen in the oldest pupils' standards, which reflect the staffing instabilities of the past. The headteacher has begun to adopt good strategies which

take a longer term view of development of teaching and learning across the school, by, for example, co-ordinating more precise information from tracking of pupils' progress to inform planning for learning.

52. Teaching is satisfactory overall and pupils in all year groups make at least sound progress in all strands of the curriculum but they are less secure in problem solving than in other areas. Pupils understand an appropriate range of strategies to match different kinds of number problems but often rely on traditional methods rather than apply those strategies, unless reminded.
53. The school organises pupils in Years 4, 5 and 6 into sets on the basis of records of their previous attainment. This is effective in seeing that the work generally matches the range of pupils' capability. The school's initiative, to link with teachers in Year 7 at the local specialist high school is raising standards by challenging pupils with work normally intended for a higher year group. However, within the sets there are some occasions when the teaching is not tailored closely enough to some individuals' capability so that they are not sufficiently challenged.
54. Good provision for individual pupils' capability and needs is, however, found in a further recent initiative, the introduction of a computer program which gives all pupils regular practice in basic mathematical knowledge, understanding and skills at their own level. Pupils have a growing awareness of their own part in their learning, because teachers explain this to them clearly. Good application of the school's marking policy informs pupils of their progress, raises expectations and gives clear guidance to pupils on how to improve.

## **SCIENCE**

Provision for science is **good**.

### **Main strengths and weaknesses**

- Present Year 6 pupils' standards are above average.
- Good teaching is helping pupils to learn and achieve well.
- A good curriculum for the subject includes a good emphasis on investigation.
- Pupils have positive attitudes to the subject.
- The provision is well led.

### **Commentary**

55. Year 6 pupils' results in the national tests have risen steadily since the previous inspection and have been average or above average in the last three years. There was a slight downturn in results in 2003, when pupils suffered from disruption in their teaching during the year. Present Year 6 pupils show in lessons, in their written work and in discussions that they are achieving good standards. They have a good body of scientific knowledge and understanding, which they express in the proper scientific terms. They also show good understanding and skills in relation to scientific investigation. In discussion Year 6 pupils asked to evaluate a hypothetical investigation on plant growth applied their knowledge of the topic well and also demonstrated that they understood a good number of reasons why the investigation was not a scientifically fair test. Asked to devise a different investigation of their own, pupils again showed a good understanding of key principles in scientific investigation.
56. Pupils' good standards and achievement result from the many positive qualities of the teaching and curriculum. Teachers plan many interesting practical investigations and pupils show enthusiasm for the subject, concentrate on their tasks and achieve well. Good achievement is well supported by the challenging questions and problems teachers set. Some more able pupils respond to these with especially well-considered answers and suggestions. Good progress in lessons is also the result of teachers' high expectations of what pupils can achieve and their careful attention to the range of pupils' abilities and needs in setting tasks and giving

support. Further positive features are the good opportunities pupils are given to apply and practice their skills in writing and mathematics during investigative work. They produce clear, detailed writing about their investigations and make accurate measurements, which they record systematically and express as graphs. In contrast, however, opportunities to apply skills in ICT to work in science are relatively few, although one very good example of this was seen in a Year 6 lesson in ICT.

57. Although very new to the role the subject co-ordinator has already undertaken careful reviews of the effectiveness of some aspects of the provision. She has a good awareness of strengths in the provision and of ways to make further improvement through closer analysis of assessments of pupils' progress.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Provision in information and communication technology is **good**.

### **Main strengths and weaknesses**

- Pupils are achieving well and the standards of their work are good.
- Very good leadership has resulted in much improved staff expertise, teaching and resources since the previous inspection.
- Assessment procedures have been well developed.
- ICT is used well to allow pupils with special educational needs to access the curriculum.

### **Commentary**

58. The oldest pupils' standards exceed the expectations of the National Curriculum. Very good improvements have been made in provision for the subject since the previous inspection when provision was unsatisfactory. Pupils are now making good progress and achieving well in relation to their capabilities. Very good leadership of the school and of the subject provision has combined to make effective use of nationally funded initiatives for improving resources and training staff. The establishment of an ICT suite has led to effective whole-class teaching of skills. Good use of national guidance as the basis for planning ensures that all pupils have good opportunities to learn within all strands of the curriculum for the subject.
59. Few lessons could be observed during the inspection but these and other evidence point to an overall good quality of teaching and learning. One very good lesson was seen in Year 6 when the teacher's own specialist knowledge was used well to give clear succinct explanations and demonstrations about spreadsheets. Very good use of questioning maximised pupils' involvement and a brisk pace to the learning meant that all pupils, including those with special educational needs, achieved very well. Pupils quickly and accurately were able to construct a spreadsheet and then a variety of graphs using data they had collected in a science investigation about heart rates. Pupils in Year 5 have a good understanding of how to send e-mail messages with documents attached to them. Year 3 pupils combine graphics and text to present information they have previously word-processed, about their geography topic of world weather. Pupils are confident in accessing the Internet for research, recording sensor data and presenting text. Year 6 pupils show their 'Power Point' presentations with pride. Pupils are enthusiastic about the use of ICT, clearly enjoy their lessons and work well with partners or groups to achieve well. Many enjoy the lunchtime ICT club.
60. Both the previous and new co-ordinator have ensured good leadership and management of the subject is raising standards and improving the range and quality of provision. Leadership of the subject is enthusiastic and enterprising. New developments are very thoughtfully planned. Good management of the subject has led to adoption of very good means for tracking pupils' progress to match tasks to each child's needs. Good checks on teaching and learning ensure best use is made of resources and teachers are well supported in their work. A portfolio of pupils' work has been assembled and provides teachers with clear guidance on standards.

## Information and communication technology across the curriculum

61. Pupils have satisfactory opportunities in their work across the curriculum to apply and consolidate their ICT skills. Pupils use their classroom computers to complete programs that consolidate numeracy in mathematics, for writing tasks in English, and to access the Internet for research related to work in a number of subjects. Good practice was seen, for example, in a Year 4 geography lesson when some pupils searched a database for information they could then contribute to a class debate about environmental pollution. Pupils with special educational needs, supported by a teaching assistant, regularly use a carefully graded reading program that measures and analyses their achievement. They achieve well in such sessions.
62. In classroom-based lessons across the curriculum the use of ICT is limited by the computers available. Consequently the use of ICT has not been a frequent and consistent feature of teaching in other subjects. The school has recognised this and a substantial updating of ICT equipment to expand opportunities across the curriculum is already in progress.

## HUMANITIES

63. Only one lesson of history and three lessons of geography could be observed. No overall judgements about the schools' provisions or the standards achieved are made. However, the lessons seen, discussions with pupils and examination of teachers' planning and pupils' past work suggest that in both subjects standards are at least satisfactory. There are examples of both good provision and of pupils achieving well.
64. In the one lesson of history seen, good teaching enabled pupils to research and give considered opinions about the contextual, social and logistical issues of evacuation. They discussed constructively, were clearly used to listening to each other's views and made reasoned conclusions. Pupils' work shows a sound awareness of chronology – an improvement since the last inspection. They apply a good range of literacy skills to make records of the detailed information they have researched from books, visits and the Internet. Learning is underpinned in all year groups by well-chosen visits, which are reviewed regularly for their quality and appropriateness to task.
65. Pupils' geography exercise books show substantial, well-planned and careful work being undertaken. Two of the geography lessons seen were very well taught. Here well-planned tasks captured pupils' interest very successfully and promoted good progress in geographical knowledge and understanding. In both cases lessons built effectively on homework and field study of the local area. A Year 4 lesson on environmental pollution complemented the promotion of very good progress in geography with very good provision for pupils' moral and social development. Pupils were helped very successfully to understand the views and needs of a variety of social groups in relation to the local environment, to recognise their own civic responsibilities and also to understand the role of the local council in a democratic society.

## Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Pupils are encouraged to apply religious ideas to their everyday lives.
- Teaching and learning are of good quality.
- The scheme of work is imaginative and links in well with personal, social and health education.
- Pupils achieve a good quantity of well presented written work
- Good assessments of pupils' progress are made.

### Commentary

66. Observations of Year 6 pupils' work and discussions with them show standards to be in line with the expectations of the locally agreed syllabus for the subject. This reflects satisfactory achievement and maintains the standard found at the time of the last inspection. However, analysis of a very wide range of very well presented work in other classes and lesson observations indicate that pupils in Years 4 and 5 reach standards above expectations and are achieving well. These pupils have benefited from the introduction of a well-balanced and interesting new scheme of work.
67. In the lessons seen, teaching was good and pupils developed a good understanding of Christian, Jewish and Hindu religions. The discussions during lessons showed that pupils were gaining a good understanding of the meaning behind different religious teachings as well as learning facts about the religion. Pupils in Year 4 discussed thoughtfully the care Saint Francis of Assisi showed for the poor and ill. Visitors from a local Christian group led Year 6 in a five-week course about the Old Testament. Pupils watched the dramatisation of key Bible events and joined with enthusiasm in all the varied activities, increasing their knowledge significantly. Pupils visit the local synagogue as well as the local church. There are very good cross-curricular links with personal, social and health education. In all lessons pupils are given the opportunity to reflect on relevant social issues.
68. The curriculum is carefully planned by the knowledgeable, well-organised and effective co-ordinator, who leads the provision well. The co-ordinator monitors teachers' planning and pupils' work in books, identifies scope for improvement and plans related developments in provision. Assessment of pupils' progress is good. The co-ordinator uses her budget wisely to extend resources to support the teaching.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

69. Only two lessons of art and design were seen but a wealth of additional evidence supports the judgement that provision and standards in this subject are good. Four physical education lessons were seen together with a substantial amount of before- and after-school practice in games skills; these provided clear evidence of good standards. Only two lessons of design and technology and two of music could be observed and limited additional evidence was available. No overall judgements of provisions in design and technology and music are made.
70. A review of planning, resources, evidence from two lessons and photographic records indicate that the curriculum in **design and technology** is at least satisfactory. Effective use is made of national guidelines to plan lessons. In both lessons observed, pupils achieved well as the result of a good focus on planning, designing and making for a purpose. Pupils enjoyed their work and co-operated well in groups, sharing equipment. Teachers took time to challenge pupils to evaluate carefully and to recognise their achievement. Standards were satisfactory. Pupils demonstrated that they understood simple forms of control of movement and the significance of triangular structures in creating rigidity.
71. Planning, resources and the range of musical activity both within and beyond lessons suggest that the curriculum in music is at least satisfactory. In one very good Year 4 lesson seen pupils achieved well as a result of well-structured teaching over a series of lessons. Pupils had good opportunities to write their own music using symbols, to rehearse and improve their performance. They appraised each other's work well and in a supportive and respectful manner. In assemblies singing is often less than enthusiastic and consequently not of good quality; it reflects insufficient leadership of the singing to encourage good performance. Pupils have opportunity to perform with their chosen instrument at their own level in assemblies and are well received. A good range of wind, brass, percussion and stringed instruments is represented in the school orchestra. One day each week the orchestra turns out at 8 a.m. to rehearse enthusiastically and perform in harmony under the good direction of the music co-ordinator. Pupils who have learned to play instruments under instruction from visiting specialist teachers have a good opportunity here to apply and practice their skills.

## Art and design

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

### Main strengths and weaknesses

- Standards are good.
  - Most pupils achieve well and often very well in almost all aspects of their work.
  - Teaching and learning are of good quality.
  - The subject is well led by a knowledgeable and very skilled teacher.
  - Pupils have good opportunities to experiment and research.
  - A rich curriculum provides for practice of a wide range of techniques.
72. Examination of pupils' sketchbooks and folios of past work, the ample evidence of work on display, discussion with pupils and teachers and scrutiny of planning and available resources all show that good provision is leading to good achievement. Pupils produce pictures, models and artefacts of at least a good standard across the range of media. They use sketchbooks well to record ideas and to experiment prior to creating final work. Pupils develop good skills of observation in drawing and painting and as a result produce work that demands the viewer's attention. For example, pupils in Year 5 painted still life compositions of fruit of exceptional quality, demonstrating good line from careful observation and form created by selected colour blending, tone and shadow. Work of this quality for so many pupils could only arise from skilful teaching. Individual expression in this work and in scenes drawn from observation in the school grounds by Year 6 pupils was created through thoughtful choices of technique to create texture and detailed effects. Some appropriate use of computer-generated design and graphic effects is in place.
73. Teaching in the two lessons observed was at least satisfactory, with one markedly good lesson. The planning in both ensured pupils were able to learn effectively in a structured way and this promotes good achievement. The best teaching occurred when there was close interaction between teacher and pupils to reinforce knowledge and make links to previously learned skills. This style of structured teaching underpins pupils' learning and success. Pupils are also taught how to evaluate each other's work constructively and this reinforces good relationships.
74. The co-ordinator is new to the post but has already contributed significantly to raising standards and extending practices in teaching. Pupils' work is valued through attractive display.

## Physical education

Provision for physical education is excellent.

### Main strengths and weaknesses

- The oldest pupils' standards clearly exceed those expected at their age.
  - Pupils are very enthusiastic and achieve very well.
  - There is very good teaching and a wealth of good learning opportunities across the curriculum.
  - Support for learning outside lessons is excellent and pays very good attention to the needs of talented pupils.
  - The accommodation and equipment resources for the subject are very good.
  - Expert leadership of the provision is very enthusiastic and enterprising.
75. Standards are good in all strands of the subject where evidence is available. The overall standard of pupils' co-ordination and control of their movement is good and some pupils' games skills, such as those seen in soccer, netball and hockey, are very good. Assessment records for last year show that every pupil who was physically capable of swimming the 25 metres expected by the National Curriculum was able to do this before leaving the school. The

good standards pupils achieve are evidenced in the school's outstanding record of success in competition with other schools in the area, and sometimes further afield, in a wide range of sports.

76. The teaching is very thoroughly and consistently planned to provide lively, challenging lessons, which result in very good development of pupils' skills. Pupils respond very keenly and with a good understanding that skills can only improve with conscientious practice. Good assessment of pupils and consultation with parents has led to identification of pupils with particular talents and provision of additional learning opportunities for them. This occurs either through the school's excellent range and quality of after-school sports clubs, or through collaboration with the local specialist sports college with which the school has a most productive link. Such provision has helped individual pupils to high achievement, including wins in area competitions in tennis and archery. Girls and boys receive equally good opportunities.
77. The school's excellent provision shows pupils that physical education is valued and they respond with enthusiasm and commitment. This was well illustrated when 19 pupils aged seven were to be seen learning basic golf skills from the headteacher on the school field at 8.00.a.m. on one cold, dark December morning during the inspection. Other highlights of the school's provision are: its own swimming pool, a specialist teacher for swimming, good grass pitches and hard-surfaced areas and a full-size running track.
78. The subject co-ordinator has a high level of knowledge and skill in the subject and he shows dedication and enterprise. He has maintained the high profile of physical education in the school and, in the quite short time he has had the co-ordination responsibility, he has been enterprising in promoting further improvement.

#### **PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP**

79. Neither of these subjects was inspected in detail and no overall judgement of provision is therefore made. From the limited evidence of two lessons in personal, social and health education, other incidental observations and examination of planning it is apparent that a varied programme of specific lessons and links with other subjects is used well to promote pupils' personal, social and health education and sense of responsibility. In some classes pupils reflect regularly upon their success in meeting their social development targets. Older pupils participate in anti-bullying workshops, and well-organised drug misuse and sex education lessons using many external agencies like the 'Crucial Crew' which dramatise issues to make them more real for pupils. The school promotes health education well and has achieved the national Active Mark award for sport and the advanced Healthy Schools award.
80. The teaching in this area was varied, but usually good. A good Year 6 lesson on team building was vibrant with interest and enthusiasm while groups built their robots in a mature way. However, in a Year 3 lesson some pupils found it difficult to concentrate while discussing the emotion of jealousy. Teachers regularly make effective use of links with other subjects, especially religious education, to promote personal, social and health education. For example, a Year 4 geography lesson seen during the inspection made a very good contribution to pupils' understanding of social responsibility and citizenship.
81. Year 6 pupils have a well-developed understanding of citizenship and democracy. At the start of the school year most go on a residential trip to the Isle of Wight where team building, developing their social skills and self-reliance is very important. Afterwards, their peers democratically elected pupils to positions of responsibility. Throughout the school pupils learn about the principles and practices of representing others through the elections to and work of the school council. The new healthy snacks dispenser was the result of a school council decision.



82. The very wide range of sporting activities, especially team games means that all pupils have the opportunity to develop social skills while being active. Pupils are particularly keen to do well for their house and will proudly tell you of their affiliations wearing their house badge.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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