

INSPECTION REPORT

LADY BANKES JUNIOR SCHOOL

Ruislip Manor, London

LEA area: Hillingdon

Unique reference number: 102388

Headteacher: David Fisher

Lead inspector: Raymond Jardine

Dates of inspection: 13 – 16 October 2003

Inspection number: 256664

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 to 11 years
Gender of pupils:	Mixed
Number on roll:	344
School address:	Dawlish Drive Ruislip Manor Ruislip
Postcode:	HA4 9SF
Telephone number:	01895 634318
Fax number:	01895 631610
Appropriate authority:	The governing body
Name of chair of governors:	Robert Spencer
Date of previous inspection:	23 March 1998

CHARACTERISTICS OF THE SCHOOL

The school is above average in size, with 344 boys and girls aged between 7 and 11 years. Most are of White UK heritage but a significant minority (13 per cent) come from a range of minority ethnic backgrounds, the largest groups being Asian Indian and Bangladeshi. Four pupils, for whom English is not their mother tongue, are at an early stage of acquiring English language. The proportion of pupils joining or leaving the school other than at the usual times of admission is about average. Almost all pupils come from housing estates in the immediate area where their family's socio-economic circumstances are wide ranging and, overall, a little below average. There are 48 pupils on the register of special educational needs (broadly average). Of these, nine receive additional support from outside agencies and four have Statements of Special Educational Needs. Their needs include five that have moderate learning, four with speech and communication difficulties and three with social, emotional and behavioural difficulties. The school gained National Achievement Awards in both 2000 and 2001. Attainment on entry to the school varies but is broadly average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
7428	Raymond Jardine	Lead inspector	Science Information and communication technology
9275	Candy Kalms	Lay inspector	
20963	Judy Keiner	Team inspector	English as an additional language English Art Design and technology Music
10827	Martin Marjoram	Team inspector	Special educational needs Mathematics Geography History Physical education Religious education

The inspection contractor was:

Cambridge Education Associates

Demeter House
Station Road
Cambridge
CB1 2RS

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Lady Bankes is an effective school that provides good value for money. Pupils achieve well in most subjects because the teaching is good and some very good. Pupils have very good attitudes to school and enjoy learning. The school's climate is friendly and encouraging and pupils from diverse social and ethnic backgrounds work and play well together. The school's leadership and management are good.

The school's main strengths and weaknesses are:

- Pupils achieve well in English, mathematics, science, information and communication technology (ICT) and geography but do not achieve enough in music.
- Lessons are stimulating, planned well and resources used very effectively; as a result, pupils are interested, fully involved and learn well.
- Pupils with special educational needs and those few whose English is at an early stage are supported effectively by teachers and well-trained support assistants, although some more able pupils could broaden the breadth of their reading and achieve more in their scientific enquiry.
- Pupils' moral and social development is very well developed; consequently, relationships are very good, pupils respect and value one another and behave well.
- The school monitors and evaluates its performance in key areas very effectively and moves quickly to address weaknesses.

Overall, there has been satisfactory improvement since the last inspection. Standards, overall, have risen in line with those nationally. The school has addressed most of the weaknesses identified at the time of the last inspection, especially the effectiveness of its use of assessment information and provision for ICT, although there is insufficient improvement in musical standards.

STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.
Similar schools are those with similar percentages of pupils eligible for free school meals.*

Achievement is good. In 2003, standards in English, mathematics and science were in line with those nationally and with similar schools, but they have dropped in English over the past two years. The school missed its target for both English and mathematics last year. However, standards seen in the current Year 6 are above average in English, mathematics and science, reversing the decline in English in particular. Pupils generally achieve well in all these subjects, although some more able pupils in Years 5 and 6 could broaden the scope of their reading and achieve better in their scientific enquiry skills. Pupils with special educational needs and those few whose English is at an early stage of learning achieve well; their needs are carefully assessed and good support is provided by teachers and support staff. Those from the range of minority ethnic backgrounds also achieve well because they are fully integrated into school life and work hard. Pupils acquire good skills in ICT and achieve well but do not use them enough in some subjects. Achievement in geography is good but standards in music are below those expected by Year 6 and some pupils' achievements are unsatisfactory. The subject is a current priority in the school's development plan.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **good**, overall. Pupils like school; they behave well and have very good attitudes; attendance is satisfactory but a significant number are not punctual for school.

QUALITY OF EDUCATION

The **quality of education** provided by the school is **good**.

Teaching and learning are good, overall. The teaching in most subjects is good, although there are weaknesses in the teaching of music. Lessons are stimulating and challenging and pupils respond and behave well. Teachers use their extensive assessments of each pupil to ensure that tasks and support match their needs. Pupils from diverse backgrounds are fully involved in lessons and discussions are very well conducted; teachers use resources, especially whiteboards and projectors, very effectively to illustrate and explain ideas and new vocabulary. Through effective questioning, pupils are expected to recall what they have learned, speculate and give reasons for their answers, but in some subjects opportunities are missed for pupils to apply their literacy and ICT skills.

The curriculum is satisfactory, overall. There are strengths in personal, social and health education and good enrichment through visits, visitors and extra-curricular activities. Resources for ICT are good but there is no central library. Books are available throughout the school but the provision limits pupils' wider reading and research skills. Care, guidance and support for pupils are good, particularly the support and advice provided. Links with parents, the community and other schools are satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership and management are good.

The headteacher is very experienced and provides good leadership and direction for the school. The school is well managed. Year team leaders and most subject co-ordinators lead and manage their areas of responsibility well; this has led to improvements in teaching quality. Very good use is made of assessment data to analyse the school's performance, take early action and to monitor each pupils' progress. The governing body is very effective. Governors know the school's strengths and weaknesses and are centrally involved in monitoring its work, especially priority areas for development, and managing its financial resources.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the school. They feel their children like school, make good progress and are expected to work hard. They think the staff are approachable and that the school is led and managed well.

Most pupils like school, think they work hard and find out new things in lessons and are shown how to make their work better by their teacher. Some would like lessons to be more interesting and fun.

IMPROVEMENTS NEEDED

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

- Improve the range of fiction and non-fiction books and poetry offered to pupils so as to improve the reading achievement of the most able and all pupils' study and research skills.
- Make better use of ICT within some subjects, such as science, to enable pupils to apply their good skills effectively and raise standards.
- Improve curriculum plans in music and provide training for teachers in order to raise pupils' standards in the subject.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement throughout the school is good, including that of pupils from ethnic minorities. Pupils' standards are above average in the core subjects of English, mathematics and science. Pupils with special educational needs and those few who are at an early stage of learning English make good progress towards the targets in their education plans.

Main strengths and weaknesses

- Pupils achieve well in English, mathematics and science, although the more able could broaden the scope of their reading and achieve more in their scientific enquiry.
- ICT skills are taught well and there are very good resources for the subject; as a result, pupils acquire good basic skills but do not apply them sufficiently in some subjects.
- Pupils with special educational needs and those whose English is at a relatively early stage are supported and challenged well in lessons and make good progress.
- Achievement in geography is good, but it is unsatisfactory in music because curriculum plans do not give sufficient guidance to inform teachers' planning and little training has been provided.

Commentary

1. In 2003, standards by the end of Year 6 were in line with both national averages and with similar schools in English, mathematics and science. These results show a dip in standards in English and mathematics compared with the previous year when they were above average, although science standards were maintained. The proportion of pupils achieving above the expected level in English dropped by some margin and the school missed its target for both these subjects. Analysis of the results show that most achieved at least satisfactorily in relation to their prior attainment, including those from ethnic minority backgrounds, but that pupils' writing was significantly weaker. Boys achieved better than girls in English. The attainment on entry of this cohort of pupils was significantly lower than is typical for the school; a factor that was not taken sufficient account of when the school's targets were set so that they were over ambitious. Even so, pupils' progress was not as good as that of pupils in previous years, especially in English.

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

Standards in:	School results	National results
English	26.9 (27.9)	27.0 (27.2)
mathematics	26.7 (27.7)	27.0 (27.0)
science	29.2 (29.3)	28.8 (28.6)

There were 88 pupils in the year group. Figures in brackets are for the previous year.

2. Inspection findings confirm that pupils in the current Year 6 attain above average standards in English, mathematics and science, reversing the dip in last year's results. Pupils, including those from all ethnic minorities, achieve well in these subjects because they are fully engaged in lessons alongside their classmates and their progress is monitored closely. There are areas where pupils' achievements could be higher. The narrow range of reading books available and lack of a central library is limiting the breadth of some more able pupils' reading. In science, pupils acquire a good grasp of scientific facts and principles and quickly assimilate new technical vocabulary. But the higher skills of scientific enquiry are not emphasised

enough to encourage more able pupils to apply such skills as planning their own approach for their experiments, repeating measures where appropriate and explaining anomalies in data, and they are not using ICT enough in their investigative work.

3. The recovery in pupils' standards and achievements in English and mathematics is mainly due to early diagnosis of weaknesses from the school's rigorous analysis of pupils' achievements over the past two years and the swift action taken to address them, particularly in English where the decline in standards spanned two years. The school has well-developed systems for reviewing its performance. As a result, action has been taken to improve pupils' writing, particularly spelling. In both English and mathematics, all pupils have curriculum targets against which teachers assess their progress; pupils are also encouraged to evaluate their own progress. Improved achievement in mathematics is a target for each teacher in relation to their class within the school's performance management arrangements. Year team and subject leaders for English and mathematics work together and are providing effective leadership of these initiatives. The senior management team monitor progress with them through their reviews. Overall, these strategies are paying dividends in improved standards.
4. Pupils attain above average standards in their ICT skills by Year 6 and achieve well, especially in their ability to research and communicate information in a variety of ways; however, they have limited experience of the use of control technology and are not yet using sensors, such as light and sound linked to data-loggers, to gather and display data in science investigations. Plans and some new resources are now in place to address this weakness. Teachers are very competent in their own ICT skills and use the very good resources available effectively to teach pupils basic skills in a variety of aspects of ICT. This results in pupils' good achievement, although their application of ICT within most subjects is not developed sufficiently. Pupils achieve well in geography but their standards and achievements are unsatisfactory in music. Curriculum plans do not provide sufficient guidance and support to help teachers in their planning for lessons and there has been little training provided in recent years. This subject is currently a school focus for improvement.
5. Pupils with special educational needs and those few whose English is at an early stage are supported well in lessons by teachers and well-trained support assistants. Their needs are carefully assessed and appropriate education plans provided. Lessons are adapted well for these pupils' capabilities; they are often grouped in class to ensure that activities are well-matched and support focused on their needs. Opportunities are provided for gifted and talented pupils in some areas such as art, where they have the opportunity to work with visiting artists, music tuition and sport activities through the school's enrichment programme, but more could be done in some subjects, such as English, ICT and science.

Pupils' attitudes, values and other personal qualities

Provision for pupils' moral and social development is very good and leads to very positive attitudes to school and good behaviour. Provision for their spiritual and cultural development is satisfactory. Attendance is satisfactory but punctuality is not.

Main strengths and weaknesses

- Pupils' behaviour in lessons and around the school is good and they acquire very good attitudes to learning.
- Relationships are very good; the school is a harmonious community where pupils from a range of backgrounds get on well together.
- A significant number of pupils arrive late for school; punctuality is not monitored closely enough or sufficient action taken to improve it.

Commentary

6. Pupils have very good attitudes to school. They want to learn and do well and this makes an important contribution to their learning. Most enjoy school, although some commented in a survey that they would like lessons to be more interesting and fun. Pupils respond well in lessons because of the high standard of teaching. In lessons, pupils' listen to their teachers, concentrate well and get on with the task given.
7. Behaviour in lessons and around the school is good because the headteacher and staff expect good behaviour and have a consistent approach. Little time is wasted in lessons in managing pupils' behaviour or concentration. Pupils understand the 'golden rules' displayed around the school. Only a small number of pupils misbehave and last year only one pupil was excluded and this was as a last resort. The questionnaires indicated that some pupils were concerned about other pupils' behaviour. However, in discussions with inspectors they spoke of it having recently improved and of little bullying racism or other forms of harassment taking place. Pupils feel that any concerns they have are quickly dealt with as the school has appropriate procedures to deal with any incidents that may occur. Pupils have a clear understanding of what is right and wrong because provision for moral development is good. They show respect for people and property because teaching and non-teaching staff help them to understand what acceptable behaviour is.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	277	1	0
White – Irish	5	0	0
White – any other White background	11	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	5	0	0
Asian or Asian British – Indian	11	0	0
Asian or Asian British – Bangladeshi	8	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	2	0	0
Any other ethnic group	11	0	0
No ethnic group recorded	9	0	0

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

8. Provision for social development is good. As a result, the school is a harmonious community where pupils from all ethnic communities have very good relationships with one another; racial harmony and friendships cross all ethnic groups and pupils from diverse cultures treat one another with respect and show interest for one another's traditions and beliefs. In lessons pupils are encouraged to work together in pairs or small groups. As a result they co-operate and share ideas and equipment sensibly. Pupils also have good opportunities to work as part of a team in various sporting activities. The opportunity given to pupils in every year group to experience a residential visit improves their social development. Pupils' gain an increasing sense of responsibility and maturity as they move through the school as a result of the duties

and responsibilities they are given. For example, they act as house captains, lunch-time monitors and the school council offers some pupils the opportunity to have their say. A very good assembly celebrating harvest time enabled pupils to consider social issues, such as pollution and the need for water, as well as giving them the chance to contribute artistically and aesthetically.

9. The provision for spiritual and cultural development is satisfactory. It is mainly promoted through religious education where pupils are given opportunities to learn about the beliefs and practises of world faiths. Acts of collective worship allow pupils to have time for reflection. Opportunities to explore the spiritual dimension found in some subjects, such as art, music and science are not given sufficient emphasis, with the result that in some lessons these opportunities are missed. The school introduces multi-faith issues within religious education lessons so that over their time at school, pupils learn about a range of faiths and visit different places of worship. Pupils are encouraged to appreciate and develop their knowledge of British culture through visits to places of historical and cultural interest, such as churches and museums. There have also been visits to a Jewish synagogue and a Hindu temple. More could be done to develop pupils' knowledge and understanding of other cultures and to celebrate the diversity within the school.

10. The level of attendance is satisfactory. It is broadly in line with the national average, having remained at the average levels for a number of years, but the school has not established regular strategies aimed at improving attendance. Punctuality is unsatisfactory. Some parents are not ensuring that their children arrive at school on time and, as a result, a significant number arrive after school has begun. The school does not do enough to monitor pupils' punctuality and to take steps to improve it; for example, by bringing it to the attention of relevant parents.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.6
National data	5.4

Unauthorised absence	
School data	0.6
National data	0.5

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 good throughout the school. The curriculum is satisfactory and there are strengths in the school's enrichment programme and its resources. Overall, provision for pupils' care, guidance and support are good. The school's partnership with parents, other schools and the community is satisfactory.

Teaching and learning

Teaching and learning are good throughout the school. The teaching of most subjects is good. Assessment is used well to group pupils and plan work that is matched to their needs and capabilities.

Main strengths and weaknesses

- Teaching and learning in most subjects, including English, mathematics, science and ICT, are good but there are weaknesses in music.
- Lessons are stimulating, challenging and engage pupils' interest and concentration.
- Teachers use ICT resources, such as whiteboards and projectors, very effectively to enliven and illustrate class discussion; this helps pupils acquire new ideas and vocabulary.

- Lessons are planned well but sometimes opportunities for pupils to apply their literacy and ICT skills are missed in some subjects.
- Teachers keep thorough assessment records and use them well to respond to pupils' needs, including those with special educational needs, pupils' whose English is at a relatively early stage, and those from ethnic minorities.

Commentary

11. The quality of teaching and learning is good, and some very good. It has improved since the last inspection, mainly because teachers are monitored, supported and guided effectively. Year teams plan their lessons together, led well by their respective team leaders. Subject co-ordinators in most subjects also provide effective leadership and guidance for their colleagues. The teaching of most subjects is good, including that of English, mathematics, science and ICT. There is little unsatisfactory teaching.

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	10 (27%)	17(46%)	8 (22%)	2 (5%)	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.

12. Teachers plan lessons well, particularly in Year 3 where good attention is given to applying pupils' literacy and numeracy skills in topic work; for example, to help pupils assimilate new vocabulary about their bodies or to measure features such as height and foot size to test their scientific hypotheses. Lesson objectives are always shared with pupils in a way that enables them to focus on and reflect on their learning during the lesson. Most pupils find lessons interesting. Teachers use questioning well to remind pupils of their prior learning and to encourage them to think and explain. They have a good knowledge of their subjects and are very competent users of ICT. A particular strength is the way teachers use resources, particularly inter-active whiteboards and projectors, to highlight key points, new vocabulary or to illustrate ideas. Consequently, discussions are often lively and stimulating and pupils of all capabilities and backgrounds are engaged and sometimes engrossed in them. For example, Year 3 pupils turned to partners to discuss challenging questions about themselves in their science to help clarify their thinking and give considered responses to teachers' questions in class discussion. This very good practice is a well-established routine, engaging everyone in learning and helping develop pupils' thinking skills and technical vocabulary.
13. While the overall quality of teachers' planning is good, there are times when opportunities to develop basic skills across the curriculum are missed. For example, pupils have good skills in ICT but are not provided with sufficient opportunities to apply them in some subjects to improve their standards, although there are examples of some very good practice in geography. Worksheets involving short answer or sentence completion tasks are used extensively in science so that pupils do not undertake enough extended writing for different purposes; this particularly affects the more able. There is a little unsatisfactory teaching in music because curriculum plans provide insufficient guidance to help teachers develop pupils' diverse skills and knowledge in the subject and there has been little subject-specific training.
14. Teachers keep detailed records of their pupils' progress in relation to curriculum objectives in key areas, especially of English and mathematics. These are used very effectively to group pupils, both across classes and within lessons, so that activities are matched well to their needs. Learning support assistants are well-briefed and very effective in providing support for pupils with special educational needs and those less capable in particular subjects. For example, by grouping pupils by ability in the school's ICT suite, the very well trained support assistant was able to guide and advise lower-attaining pupils in Year 5 and those with specific needs very effectively. Consequently, they progressed well in using graphics to design an

arrangement of furniture for their classroom. Pupils with special educational needs also benefit from effective small group and individual teaching with the special educational needs co-ordinator, focused on their literacy and numeracy skills.

15. Teachers benefit from the good assessments of the learning needs of pupils with English as an additional language, which the school makes with expert local education authority help. Each pupil has an individual plan that identifies their stage of English language development and the learning experiences they need to develop further. Teachers know how to ensure that pupils receive the right support in lessons, often with help from a teaching assistant, or from being paired with a helpful classmate. There is also good support for these pupils through special small group preparation lessons, which help them learn the vocabulary and main ideas they will meet in their next lesson for such subjects as science. This enables them to play a much fuller part in the subject lessons. However, the school recognises that there is scope for improving the range of bilingual resources to support the pupils' subject learning.
16. The pace of learning in most lessons is good. Teachers are very encouraging of pupils, know them well and relationships are very good. In particular, those pupils from a diverse range of ethnic backgrounds are fully integrated in lessons and work naturally together. Very little time is wasted, for example, in dealing with behavioural issues and pupils sustain concentration and interest throughout. They are encouraged to reflect on what they have learned in well-conducted conclusions to lessons where the key objectives are returned to. Sometimes pupils assess their own skills, as when Year 6 pupils checked their progress in ICT after preparing an illustrated slide-show talk, and they evaluated one another's work. These good practices are helping pupils understand what they need to do to improve. Marking is regular and teachers provide further guidance to pupils through their constructive comments in books.

The curriculum

The curriculum provides a satisfactory range of learning experiences and there are good opportunities provided for enrichment.

Main strengths and weaknesses

- The curriculum is broad; provision for personal, social and health education is good but there are weaknesses in music and in the use of ICT to promote subject learning.
- Current innovative work in Year 3 is beginning to provide a good model for improvement.
- The curriculum is enriched by a good programme of visits and extra-curricular activities which are well linked to subject lessons. It caters well, overall, for the needs of all pupils.
- Resources are good, overall, particularly those for ICT. Teachers and support staff are well qualified and trained, but the lack of a central library holds back the development of pupils' wider reading and information-finding skills.
- There are too few toilets and some classrooms are cramped.

Commentary

17. The curriculum is broad and balanced because of the school's good planning, which has been improved since the last inspection by the adoption of enhanced curriculum plans for art and personal, social and health education. There are also now better opportunities for pupils to develop an understanding of our multicultural society and wider world, for example, through a range of engaging reading books, and through studies of Indian village life in geography. Even so, more could be done to explore and understand other cultures. Pupils' numeracy skills and basic literacy skills are well developed in lessons, but the breadth of some more able pupils' reading should be broadened, and extended writing and information finding skills encouraged across subjects. A new pilot programme for Year 3 pupils is making stronger links between literacy and numeracy lessons and other subjects to provide very effectively for this. It is a good model for development across the school. There are, however, some weaknesses. There are too few opportunities for instrumental work and music appreciation in music and ICT

is not used consistently to widen pupils' understanding in some subjects. The curriculum is well enriched by a programme of day and residential visits, which are closely linked to pupils' subject studies. For example, Year 4 pupils' visits to a local river enable them to study patterns of river flow and the quality of the water. An annual book fair and a history focus day help to promote pupils' interest in books and they enjoy dressing in historical costume. There is a good programme of after-school activities, including football, netball, rounders and athletics clubs, homework, needlework and ICT clubs which are popular and open to all pupils.

18. The school provides satisfactorily for very able pupils through extension tasks in most lesson plans. Some examples of good provision to offer challenges for these pupils include the school's handwriting and speaking and listening competitions in English and the previous school year's extra-curricular art programme, run by a visiting artist, which was provided for over seventy pupils who were identified as potentially gifted and talented in art.
19. Provision for pupils with special educational needs is good. Consequently, these pupils make good progress towards the targets in their education plans and achieve well. Support provided by teachers and well-trained learning support assistants is mostly in class, but the special educational needs co-ordinator sometimes withdraws pupils from classes and gives them additional help that is also of good quality. The balance of provision works well and for the benefit of pupils.
20. Curriculum provision for pupils with English as an additional language is good, because the school's good analysis of their needs enables teachers to plan work they can understand, and because there are support lessons for pupils who are at the earliest stages of learning to speak English, which prepare them for the specialist language they will meet in some subject lessons. However, there should be more bilingual dictionaries and subject reference books available so that pupils can help develop their English by first drafting work in their home language.
21. Resources and accommodation is good, overall. The school benefits from well-qualified and knowledgeable teaching and support staff who understand the school's curriculum frameworks and approaches well and work effectively together in planning and producing good resources for year group classes. Teachers make good use of the school's specialist resources, such as the music room. Resources for ICT have greatly improved since the last inspection. The ICT suite and the digital projectors and interactive whiteboards in all classrooms enable teachers to enhance the curriculum through well-prepared presentations and good use of internet resources, such as the National Gallery web site, which they use in art lessons to introduce artists' work very vividly. However, some classrooms are cramped, and this, together with technical network difficulties, contributes to the under-use of the classroom computers.
22. The lack of a library restricts the development of pupils' non-fiction and information-finding skills. Many older pupils, including higher-achieving pupils, do not use the index to find information in a non-fiction book, and many rarely read non-fiction in their own time. Because the school's previous library collection has been put into topic boxes linked to the school's subject curriculum programme, and which are not usually available for pupils to browse through, they do not see the school as a source of books about their hobbies, such as pets or aeroplanes. The present system of restricting pupils' choices of personal fiction reading to bookshelves they are assigned according to the books' level of reading difficulty is holding back the achievement of many pupils, particularly the highest achievers. Very few pupils choose to read poetry. There are too few toilets in the main building for the number of pupils in the school. This means that they sometimes lose too much learning time when they need to use the facilities during lessons.

Care, guidance and support

The support, advice and guidance provided to pupils are very good. Provision for their care, welfare, health and safety is satisfactory.

Main strengths and weaknesses

- The systems for tracking pupils' personal development and progress, which include regular year group meetings, are very good.
- First aid arrangements and those for looking after pupils are good, but the condition and position of the girls' toilets are unsatisfactory.
- The school involves pupils well, seeking their views through its school council and encouraging them to assess their work towards their targets.

Commentary

23. The school provides a caring environment that contributes to learning and enables all pupils to take advantage of the educational opportunities provided. Child protection is taken seriously and the school has adopted local guidelines, but its own policy has not been updated for some time. The designated child protection officer is part-time and other arrangements apply for two days a week. While these arrangements work satisfactorily, the school is reviewing them so that one senior manager oversees this area throughout. Daily first aid, care for pupils who are unwell and those with specific medical needs are well co-ordinated by the welfare assistant, although there is no dedicated medical room. A high number of staff are qualified to provide first aid. Regular checks of the site and premises, documenting and recording any issues and action taken, are carried out. The girls' toilet facilities are poor. Currently, only outside toilets can be used and they are some distance from the school. Attention needs to be given to enable the inside toilets to be used and to provide suitable washing facilities.
24. The school provides a very high level of support and guidance for its pupils. Staff are very responsive to individual pupils' personal needs and their diverse cultural backgrounds. They know the pupils in their class, especially those with specific needs and those experiencing personal difficulties. The clear procedures for monitoring progress, together with good assessment arrangements, enable well-targeted support advice and guidance to be provided. Regular year group meetings enable staff regularly to share information about pupils causing concern. When necessary, individual systems are put in place to monitor and track any pupils causing concern. Pupils' achievements and good work are rewarded in the weekly celebration assembly and around the school, for example, the commendation notice-board. The personal social and health education programme makes another strong contribution. The pupils' questionnaire prior to the inspection indicated that most feel there is an adult in whom they can confide; in discussions with inspectors, pupils were clear about who to turn to for advice and help. Suitably organised arrangements enable pupils in the infant school to become familiar with their new surroundings and make a smooth transition into the junior school, and almost all parents who responded expressed their satisfaction with these arrangements.
25. Pupils' involvement in the school's work and development is good. The school council allows pupils the opportunity to put forward their ideas on how to improve the school facilities and includes representatives from all ethnic groups and classes. In every lesson, teachers share learning objectives and encourage pupils to reflect on their learning in the concluding part; sometimes pupils evaluate their own progress towards their curriculum targets, particularly in literacy, numeracy and ICT.

Partnership with parents, other schools and the community

The school has established satisfactory links with parents and other schools. Links with the community are good.

Main strengths and weaknesses

- Parents are very satisfied with the school in key areas but a minority would like to see communication improved.
- Information on pupils' progress is good but more information could be provided about school life and the curriculum and there are a few minor omissions in the governor's annual report.
- The Friends Association is supportive and contributes a lot of money through its activities.

Commentary

26. Parents who attended the meeting, together with those who responded to the questionnaire, were very satisfied with the school in key areas such as their children's progress and liking of school and there were no areas where serious concerns were expressed, although a small minority would like to see improvements in communication. They think the school is fair to their children and treats them equally; those from ethnic minority backgrounds in particular were very positive in their support for the school.
27. The school has established satisfactory links with its parents. Many willingly accompany visits and attend special assemblies, as was seen during the inspection, but none help in lessons or around the school. An active Friends Association has raised considerable funds that have helped to improve resources in the school. On the occasions that important issues arise, their views are sought. Most parents actively support their children at home by ensuring that homework is completed.
28. Overall, the information parents receive is satisfactory. Parents receive good information about their children's progress in written reports. Meetings each term offer good opportunities to meet teachers to discuss targets and progress, although a minority of parents have expressed concern about their timing, currently after school, when some with work commitments are unable to attend. However, parents have the additional opportunity to meet staff one afternoon a week or early in the morning by prior arrangement. Annual written reports are detailed and informative. Curriculum focus events, such as the recent mathematics event, and an annual meeting enable parents to receive information about what is being taught in lessons and how to support learning at home. However, some parents feel that communication through newsletters, homework diaries and information sheets about the curriculum should be more informative and regular and the inspectors agree. There are also a few minor omissions from the governor's annual report.
29. Good links have been established with the community. They make a valuable contribution to the curriculum and pupils' social and personal development; for example, through a range of residential visits. The governing body encourages links with the community. A baby clinic makes regular use of the site and a number of local groups make good use of the premises in the evening, generating additional income for the school. Visitors to the school and the visits pupils make to places of interest enrich pupils' learning. Use is made of the local area and local resources where pupils, for example, visit the local church to support learning.
30. The school has links with the infant school on the same site in a number of ways. Curriculum leaders meet regularly and the school is developing its curriculum in Year 3 to build more extensively on pupils' prior experiences. Some governors' committees, such as those for buildings and strategic planning, are linked to promote their common interests. The transition of pupils at the end of Year 6 is satisfactory. It includes the exchange of records and information and familiarisation visits by pupils and staff but closer liaison is limited because pupils transfer to a large number of schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are good, overall. The headteacher is very experienced and provides effective leadership and direction for the school. The leadership of other key staff is good. Management is also good, especially arrangements for self-evaluation and its use to focus on areas for improvement. The governance of the school is very effective.

Main strengths and weaknesses

- The school monitors its performance, especially teaching and learning and its standards compared with national benchmarks, and takes early action to address weaknesses.
- Assessment data is used very well to monitor the achievement of individual pupils and that of particular groups, including those from minority ethnic backgrounds, to ensure that the school's provision is inclusive.
- Year team and subject leaders work effectively to provide support and guidance that has contributed to improvements to the quality of teaching and learning.
- Arrangements for induction and support for new staff are good.
- Governors know the school's strengths and weaknesses and are centrally involved in the cycle of school development and in managing its financial resources; this has a very positive impact on pupils' achievements.

Commentary

31. The headteacher provides good leadership and a clear vision for the school's development based on a sound evaluation of its strengths and weaknesses. The school's calm and welcoming climate, within which pupils from a range of backgrounds and ethnic minorities work and play very well together and where relationships are very good, is due to his leadership. The school's very conducive learning environment is a major reason for pupils' good achievements. He has also done much since the last inspection to develop school self-review and improvement strategies and the role of key staff within them. Pending his retirement shortly, the governors have already appointed a headteacher designate who replaced a deputy when she left. The senior management team, consisting of the two deputies and led by the headteacher is, consequently, in a transitional phase to a new structure involving just one deputy.
32. A strength of the school's management arrangements is that all staff, except those who are newly qualified, have important and complementary management roles as subject co-ordinators or year team leaders, and they meet regularly as teams with senior managers. At every level of this structure, staff have been delegated the role of monitoring pupils' learning and achievements and teaching quality. This has created a sense of shared purpose and commitment to improvement and there is much mutual support evident, particularly amongst year group teams. One effect is that pupils in different classes within each year have similar opportunities and much is done to ensure that curricular planning and teaching quality is effective; it has improved since the last inspection as a result. Year team leaders lead their teams well. Some subject co-ordinators are new to their role and are receiving appropriate training; others generally provide good leadership, especially those for English and ICT, who are very effective and provide good role-models for other staff.
33. Since the last inspection, the school has improved its provision for pupils with English as an additional language by appointing a co-ordinator with responsibilities for these pupils. She has successfully established an effective system for supporting them, including a good policy and a well-designed assessment and individual planning system based on nationally recommended guidelines. These have been devised with good help from knowledgeable local education authority staff. Good training has been provided for teaching and support staff, who understand the system well and build on recommended approaches when planning

and delivering work with these pupils. However, no update training has been provided for the staff who have joined the school since the original training was provided two years ago. It is assumed that they will get the guidance they need from the school's documentation.

34. The school's strategies for evaluating its performance and taking action are very well developed. A range of standardised tests are used to assess standards and to monitor pupils' progress from their entry to school and these are retained centrally for analysis by ethnicity, gender, special educational needs pupils, and those who have English as an additional language. This approach demonstrates the school's good commitment to providing an inclusive education for all its pupils. Standards are rigorously compared with national benchmarks and action taken, for example, to address falling standards in English and mathematics. This has been a major contributory factor to the recent recovery in standards in both subjects since last year, and it also demonstrates good improvement in the use of assessment since the last inspection when this was a key weakness. Arrangements for teachers' performance management are linked well to school priorities; for example, every teacher is currently focusing attention on improvements in mathematics achievement for their class. Arrangements for the induction and support of staff new to the school, especially of those newly qualified, are effective; they have helped the several staff new to the school in recent years to settle quickly into their roles. The school also works effectively with several higher education institutions to provide initial teacher training, which has helped the school in its own recruitment of good staff in recent years.
35. The strategic development plan is soundly based on the outcome of the school's evaluation of its performance. As a result, quick action has been taken to reverse a decline in English and mathematics and the benefits are now coming through in improved standards in both subjects. Governors make a major contribution to the leadership of the school. They are centrally involved in the cycle of school development, especially monitoring its progress in priority areas, and are contributing much to raising pupils' achievements. Each committee focuses its work on relevant sections of the school improvement plan and uses this as the basis for receiving reports and for focused visits. For example, the staffing committee met with teachers to evaluate the effectiveness of the school's performance management arrangements and to make improvements. The ICT governor has monitored and reported the impact of new whiteboards and projectors on teaching and learning, following a major investment in them that has led to pupils' acquiring much improved skills in ICT and better teaching in all subjects. Governors are shortly to review the impact of the race equality policy through focused visits and discussions. They commissioned their own assessment of access to school for the disabled and made proposals for improvements. Overall, the governing body is strongly committed to inclusion. Through regular reports from the headteacher and other key staff and their own monitoring visits, governors understand the school's strengths and weaknesses and are very effective in holding it to account. They are having a major impact on raising pupils' standards.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	849,338
Total expenditure	859,196
Expenditure per pupil	2,572

Balances (£)	
Balance from previous year	1,604
Balance carried forward to the next	0

36. The school's budget is managed well. The finance committee closely monitors spending with the headteacher; carry-forwards are appropriate, although the school's finances for this year are fully committed. Nevertheless, they consider the impact of potential changes to the school's intake, and its likely impact, and plan accordingly; for example, they were fully involved in reducing staff levels last year to enable them to continue to provide sufficient material resources for the school. Financial resources for pupils with special educational needs and

those whose English is at an early stage are fully accounted for and managed effectively by the special educational needs co-ordinator, who leads and manages this provision well. The school seeks good value for money by obtaining several tenders for major spending items, such as ICT resources. It consults widely on major decisions, compares its standards with those nationally and challenges the quality of its service, particularly teaching quality. Overall, it applies best value principles very well.

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

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Very good planning and the effective use of ICT result in good teaching; as a result, standards are above average and achievement is good.
- Linked literacy and subject work in Year 3 is providing very well for the development of pupils' speaking, listening and writing skills, and is a good model for development across the school.
- Very good subject leadership has improved provision for pupils' speaking, listening and handwriting, and teachers' marking and assessment.
- Pupils are not encouraged to read widely enough and their non-fiction study and research skills are underdeveloped because their access to books is too restricted.

Commentary

37. Standards in English are above average, overall, at the end of Year 6 and pupils are achieving well. This maintains the good standards seen at the last inspection. While standards dipped in the last two years, the subject's co-ordinator has led effective strategies for improving them that have resulted in a good recovery. Standards are currently above average throughout and pupils are achieving well. Pupils from minority ethnic backgrounds, including those few whose English is at an early stage, also achieve well; they are fully engaged in learning in lessons and are monitored closely by their teachers. Those with special educational needs make good progress towards the targets in their education plans; they are supported well, both within lessons by teachers and support assistants and individually by the special educational needs co-ordinator. There are no significant differences in the achievements of boys and girls seen during the inspection.
38. Pupils' speaking and listening standards are good, and often very good, because teachers regularly set pupils to discuss their ideas or explain how they have worked. Pupils' skills in reading and understanding fiction and non-fiction texts are good. Most are keen fiction readers, although many high achievers are not reading as challenging a range of books as they are capable of because the breadth of reading available is too narrow, especially non-fiction books. Pupils' research and library skills are underdeveloped; some do not use the index to find information in non-fiction books. The school does not have a central library, and they do too little work to develop these skills.
39. Pupils' basic writing skills, including spelling and handwriting skills, are good. Most pupils produce joined, well-formed handwriting, spell common words correctly and structure a story or a factual report well in clear paragraphs. However, a significant number of pupils in Year 6 continue to make errors in not using capitals and full stops correctly. Pupils at the start of Year 6 complete extended personal autobiographies, with help at home as part of a summer holiday project. These include a sequence of chapters and a range of writing styles. They write in a wide variety of styles and formats, including stories, newspaper style reports, factual accounts and descriptions, poems, letters, diaries and play scripts.
40. The quality of teaching and learning is good, overall, with some very good features. Teachers consistently plan very well. They make very good use of the classroom digital projectors and interactive whiteboards to introduce lessons and instructions crisply and attractively, and carefully explain what they are looking for. However, they do not use the classroom computers

enough to enable pupils to make better progress in drafting and checking their work. Lessons are very inclusive; pupils from a wide range of ethnic and social backgrounds work well together and relationships are very good. The fast pace, good organization of time and tasks, and well focused end-of-lesson summaries, ensure that pupils learn and achieve well during lessons. Year 6 pupils identified typical journalistic approaches to human interest stories from a local newspaper edition and wrote and rewrote them. They were eager to show and develop their ideas, worked productively and learned very well. Marking is good. Teachers provide clear guidance and feedback and encourage pupils to review their own work. There is scope for improving teachers' assessments of pupils' reading. The assessments usually record general comments about how fluently and correctly each pupil has read with less comment on strengths and weaknesses or recording their wider reading interests.

41. The leadership and management of English are very good; teaching is monitored and pupils' achievements have been thoroughly analysed and effective action taken, as in aspects of writing, planning and use of assessment, to improve standards successfully. The co-ordinator is very knowledgeable, provides a very good role model in his own teaching, and has provided very effective training and support for colleagues that has successfully improved pupils' achievements. He also provides good challenges for all pupils, particularly higher achievers and gifted and talented pupils.

Language and literacy across the curriculum

42. Pupils' speaking and listening skills, and their basic reading and writing skills are well developed in other subjects; for example, pupils regularly discuss ideas with partners and review their work with them. Teachers provide key vocabulary and key phrases, which are mounted on displays or well-presented on the classroom interactive whiteboards. There are too few opportunities for pupils to develop extended writing in some subjects, such as science. New approaches being piloted in Year 3, which link extended subject lessons to work done in literacy and numeracy, offer a good model for development.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching and learning are good. Effective guidance and support is provided for pupils with special educational needs and for those whose English is at an early stage; consequently, pupils of all capabilities achieve well and standards are above average by Year 6.
- Assessment procedures are good, but the way that teachers record what pupils have achieved is inconsistent.
- Pupils do not have enough opportunities to use their skills in mathematics in other subjects or apply their ICT skills in mathematics.
- Leadership of mathematics by the subject co-ordinator is good; teachers are supported effectively and pupils' work analysed to guide the focus of improvements.

Commentary

43. Most pupils make good progress in mathematics and reach above average standards. Pupils with special educational needs and those for whom English is an additional language make good progress and achieve well. This is because of the effective planning that takes account of their needs and the good quality support they receive from teachers and classroom assistants. The weaknesses that were identified in the previous inspection have been rectified and progress has been good since then. Strategies for teaching mathematics are now good as a result of improved planning that promotes effective teaching, especially of mental

mathematics. Pupils are taught in ability groups organised across classes in each year;

teachers are better able to provide more focused teaching that is matched well to the levels of each group.

44. Pupils build on their knowledge, understanding and skills in mathematics as they move up the school. For example, most Year 4 pupils recognise positions on a grid with numbered lines and are able to plot coordinates. By Year 6, higher-attaining pupils read and plot coordinates in all four quadrants on a grid. They classify quadrilaterals using criteria such as parallel sides, equal angles or equal sides. Pupils are well prepared to undertake the next stage of learning and complete work that is of above average standards.
45. The quality of teaching and learning is good, overall, with several very good features especially in Year 6. Strengths within teaching include very good subject knowledge and effective planning that takes account of pupils' different capabilities and needs. As a result, pupils learn well, including those from minority ethnic backgrounds and those few whose English is at an early stage. Classes are managed well and there are high expectations of pupils' work and behaviour. Teachers' very effective use of ICT, particularly whiteboards and projectors, stimulates pupils' interest and this enhances their learning, although pupils are not applying their own ICT skills enough, for example, with classroom computers. Classroom support is purposefully directed and learning support assistants guide and support pupils with special educational needs effectively so that they learn well. Throughout the school, almost all pupils show positive attitudes to their work and this makes a significant contribution to their better achievement. They are keen to learn and apply themselves well to the tasks set. Teachers use assessment data very effectively to inform their planning decisions. In addition, pupils complete regular self-evaluations. This aids learning well because both teachers and pupils are then better prepared for the next stage of learning. Target-setting for individuals and groups is well developed and most pupils throughout the school know what they should do to improve. Homework is used well to consolidate learning in mathematics and marking is good.
46. The subject is led and managed well by the co-ordinator. She has only been in post for a very short time but shows a good awareness of the strengths and weakness of the subject. This knowledge derives from her effective monitoring and evaluation of colleagues' planning and thorough analysis of pupils' work. Assessment procedures are good, although there is a need for greater consistency in recording what pupils have achieved against the key learning objectives set by teachers.

Mathematics across the curriculum

47. This aspect of provision is uneven throughout the school. There are some very good examples of mathematics being applied effectively in some other subjects. For example, when investigating the effect of friction in science, pupils in Year 4 measure, record and compare accurately how far vehicles travel over different surfaces and they sometimes display data graphically in bar and line charts. Overall, however, there is scope to increase the application of mathematics in other subjects of the curriculum. The school recognises this and curriculum planning in Year 3 is being developed very effectively to link key skills better across subjects through a more topic-based approach where it is helpful. This development offers a good model for developing practice across the school.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well, especially in their knowledge and understanding of science principles, because teaching is good; lessons are stimulating, challenging and adapted well for pupils' different capabilities and needs.
- The curriculum in Year 3 is planned very effectively to build on pupils' literacy and numeracy skills in science.
- Good attention is given to the acquisition of new scientific vocabulary but not enough to extended and creative writing.
- Pupils acquire sound skills in scientific enquiry, but there is not enough emphasis in later years placed on higher skills such as repeating measures and suggesting improvements.

Commentary

48. Standards seen during the inspection by Year 6 are above average, particularly in pupils' grasp of scientific knowledge and principles. This represents good improvement since the last inspection. Pupils of all capabilities achieve well, including those from minority ethnic backgrounds and the few whose English is at an early stage. All pupils acquire sound skills in planning and carrying out fair tests by Year 6, although more able pupils are not practising higher skills, such as repeating measures or suggesting improvements, enough.
49. Pupils of different capabilities, including those with special educational needs, progress well in their acquisition of new knowledge and understanding. This is because lessons are challenging and well planned around clear objectives, which are shared with pupils to help them reflect on their learning. Activities are carefully chosen and effective support provided to encourage pupils to think for themselves, as when a group of lower-attaining Year 5 pupils discussed their ideas about ice, sand and jelly with their teacher and learning support assistant, who skilfully questioned them and helped them decide if these are solid or liquid. By Year 6, most have a good grasp of key scientific concepts; for example, most pupils understand features of food chains and predator-prey relationships. A particular strength in the teaching is that new vocabulary is introduced and re-enforced in a variety of ways, and teachers remind pupils regularly to refer to them until they become part of their language. Teachers also use whiteboards linked to PC projectors very effectively to enliven and illustrate class discussions. As a result, pupils in Year 6 use terms such as producer, consumer, predator, prey and herbivore routinely in their work on habitats.
50. A revised and innovative curriculum in Year 3 is encouraging pupils to apply their literacy and numeracy skills very well as they learn their science. For example, groups of pupils learning about 'Ourselves' measured their height and foot size and looked for any trend within their group to decide if taller people have bigger feet. Others used correct scientific terms for each stage in a role-play activity to describe what happens to a cheeseburger as it journeys through the digestive process. Those few pupils whose English is at an early stage are given good support and guidance throughout the school, both in class and in pre-lesson guidance, to enable them to progress well.
51. Pupils build on their skills so that almost all can carry out a fair test in scientific investigations by Year 6. However, there is insufficient emphasis placed in later years on encouraging more capable pupils to acquire higher skills, such as planning a strategy for their investigation, repeating measures and explaining anomalies. In addition, older pupils often complete worksheets to record results and to complete short tasks about their learning, such as sentence completion. One effect of this is that pupils seldom write more extensively or creatively about their science.

52. Teaching and learning are good. Lessons are stimulating, challenging and planned well for pupils' different needs and capabilities. There are very good relationships throughout and pupils from diverse ethnic groups work very well together. The pace of learning is almost always good or better; no time is lost in dealing with behaviour or attention issues and lessons are fully inclusive. While teachers are very skilled in most aspects of ICT and use it well to illustrate and add interest, pupils are not applying their ICT skills sufficiently, for example, by using data-loggers and sensors to collect and display data in their science investigations. The school has recently acquired such equipment but training for teachers has not yet been provided. Pupils are encouraged to reflect on their learning in well-conducted plenary sessions. Marking is generally good.
53. The subject co-ordinator is new this term. He is clear about his role and has appropriate plans to monitor pupils' standards and focus improvements on their scientific enquiry skills. Management of the subject by the senior management team in reviewing pupils' achievements and focusing attention on appropriate areas for development has been good.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils of all capabilities achieve well in acquiring basic skills in most aspects of ICT, although their experience of monitoring variables such as light, sound and temperature and of controlling devices is underdeveloped.
- Teaching and learning are good; teachers have good skills and use ICT very effectively to enhance class discussions and to teach new skills and knowledge.
- Pupils are not using their good ICT skills enough to enhance their learning in some other subjects.
- The subject co-ordinator provides very good leadership and direction for the subject, which has led to substantial improvements in pupils' achievements.

Commentary

54. Pupils of all abilities and those from minority ethnic backgrounds make good progress in acquiring basic skills, especially to enable them to research, bring together and communicate information in a range of ways. In these aspects of ICT their standards are above average by Year 6. There are several underlying causes of this good achievement. The teaching of basic skills is good and sometimes very good. The school's computer suite is a very good resource that enables pupils to work individually at their own tasks. In addition, every classroom is equipped with an inter-active whiteboard and projector and a number of computers around the room, although these are rather old and the network for them unreliable.
55. Year 3 pupils learn to log on to the school's network and open and save files so that time in the computer suite is generally used effectively on new tasks and skills. They know how to adjust text for size, colour and font in order to add interest and emphasis to presented work. They learn to program a floor robot to follow a prescribed route, although their knowledge and skills in control technology are not yet further developed in later years because the school does not have the appropriate resources. By Year 4, pupils are competent in combining text with clip-art and graphics to create presentations. They acquire such skills quickly because teachers are skilled and knowledgeable and use the very good resources to demonstrate new tasks and skills very well. A particular strength is the way in which they engage pupils in discussion and encourage them to suggest next steps to take.
56. By Year 6, pupils are skilled at researching information from the Internet and from CD-ROM and communicating via e-mail. They combine text with graphics, sound and pictures to create very effective presentations; for example, Year 6 pupils each created a slide show to accompany their talk about the river Rhône as part of their geography topic work. Many

examples were completed to a very good standard because teachers first demonstrated to pupils how slides can add interest, emphasis and illustration to a presentation, and encouraged them to rehearse their own talks to decide how best to illustrate them.

57. Teaching and learning are good and sometimes, very good, especially in the ICT suite where the focus of the work is primarily learning basic skills in the subject. The learning of less able pupils in particular is well supported by a very effective specialist learning support assistant. Pupils are managed very well so that lessons progress at a good pace and pupils seldom wait for assistance. Lesson objectives are made clear and pupils are also provided with skills check-lists to help them evaluate their learning when tasks are completed. As a result, they understand their strengths and know where they need to improve.
58. The subject co-ordinator is knowledgeable, provides a very good role model for other teachers and is providing very good leadership and direction for the subject. This has resulted in very good improvements since the last inspection, when ICT was a weakness. In close collaboration with a school governor, she has done much to improve curriculum plans and resources and provided training and support for other teachers that have substantially improved their teaching and confidence and raised standards as a result. The current action plan provides a very good basis for further improvement.

Information and communication technology across the curriculum

59. Teachers use interactive whiteboards and projectors in classrooms very effectively within many subjects to enhance discussions and to illustrate key points, such as new vocabulary. However, the use of ICT by pupils to enhance their learning in subjects is patchy. The school has only recently acquired sensors, such as light and sound, for use in science investigations and training is about to be provided for their use. Good opportunities are also missed to use ICT in other subjects; teachers sometimes focus the purpose of tasks on developing pupils' basic ICT skills and fail to link the context and outcome to their studies within subjects. Computers in classrooms are also not used enough, partly because these are older, less reliable, and access to them is constrained by the small size of some classrooms.

HUMANITIES

Three lessons of geography and three of religious education were observed, together with evaluations of samples of pupils' work, examination of teachers' plans and records, and discussions with the subject co-ordinators, teachers and pupils. The school's timetable arrangements focus on history at other times of the year and so no lessons were observed and the subject was not inspected.

GEOGRAPHY

Provision in geography is **good**.

Main strengths and weaknesses

- Teaching is good, with some very good features; lessons are planned well for pupils' different capabilities, lessons are inclusive and, as a result, they learn well and achieve good standards.
- The local and wider community is used effectively as a resource to make the subject lively and interesting.
- Pupils do not apply their ICT skills sufficiently, although some very good practice exists in Year 6.

Commentary

60. Most pupils achieve well, overall, and reach above average standards by Year 6. Pupils with special educational needs in particular achieve well because of the good quality of teachers' planning and the focused support that they receive in lessons.
61. Teachers plan thoroughly to cover a wide range of topics that stimulate interest. Their studies of the local shopping centre and environmental work about the river Pinn engages pupils in practical first-hand experiences that make their learning relevant. Most use a key correctly and are able to draw accurately from a bird's-eye perspective. Pupils in Year 5 have a good understanding of their own community. When they compare this with a location in India, they are astonished at the very wide differences between their own life styles and those of street children in Bangalore. In Year 6, pupils show in oral and written responses to teacher's questions that they have a secure understanding of geographical terminology related to rivers, such as *source*, *tributary*, *delta* and *flood plain*. For example, they apply their very good basic skills in ICT to create illustrated presentations of their learning about the River Rhône, showing good knowledge of its features. Such approaches should be extended lower down the school where pupils are not applying their ICT skills enough in the subject.
62. The quality of teaching and learning is good, with some very good features. In the better lessons, teachers' planning takes account of pupils' different capabilities and needs within the class so that all learn effectively. Lessons are fully inclusive; pupils from minority ethnic backgrounds are fully involved and learn well because relationships are very good and care is taken to engage all in discussion and activities. Appropriate extension work is provided for more able pupils and early finishers. Teachers use ICT very well; for example, a Year 5 teacher made excellent use of an inter-active whiteboard and projector to bring alive the circumstances of the street children of Bangalore. Pupils' learning was reinforced successfully through stimulating role-play that increased their understanding. Work such as this also makes a very positive contribution to pupils' social and cultural development.
63. Standards have improved since the last inspection and leadership and management of geography has been good. The new subject co-ordinator has been in post since September. She has made a positive start by completing a resource review and purchasing some new materials. In the next academic year, the school plans to introduce a new policy and scheme of work, which includes assessment that is linked more closely to the Programme of Study.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Religious education is managed and taught in a way that promotes respect and interest in different faiths and beliefs. It makes a good contribution to pupils' personal development and cultural awareness.
- Relationships are very good in lessons and pupils show respect for one another's views; consequently, they feel able to discuss sensitive issues.
- Teachers use ICT very well to stimulate pupils' interest and extend their learning.

Commentary

64. Standards and achievement in religious education are satisfactory, overall. The school provides appropriate coverage of the locally agreed syllabus that forms the basis of provision. The sound standards that were reported at the previous inspection have been maintained.

65. Teachers stimulate interest and bring learning to life by engaging pupils in practical activities and first-hand experiences. Pupils in Year 4 learn about the significance of the harvest festival in Christianity and compare it with the Jewish celebration of Sukkot. They enjoy constructing and decorating a sukkah. Pupils in Year 3 learn about different Christian denominations and, in connection with their work, they visit local churches. The church leaders teach the pupils about various aspects of their respective faiths. The insight that pupils gain through learning about different world faiths contributes well to their personal, social and cultural development. Pupils learn about aspects of Christianity and one other faith in each year, comparing the features of each; the school uses visits to places of worship and visiting speakers to bring these studies to life. The most recent visits have focused on Christianity.
66. The school extends pupils' learning appropriately through its carefully structured assembly programme. In the harvest festival assembly observed, Year 4 pupils demonstrated good religious knowledge. They presented their ideas confidently to a large audience through their effective use of well-developed skills in speaking and listening and music and movement. This assembly promoted pupils' spiritual, moral, social and cultural development very well.
67. Teaching and learning are at least satisfactory and some, good. In the better lessons, teachers use ICT well to illustrate key points and highlight new vocabulary. However, pupils seldom use their well-developed ICT skills to enhance their learning, for example, to research and present their work. The quality of relationships is very good and there is a very positive atmosphere of mutual respect. Consequently, pupils are able to discuss sensitive issues, such as those associated with the act of forgiveness, openly because they know that their opinions will be respected. In the weaker lessons, not enough attention is given to ensuring that pupils fully understand the meaning of new vocabulary in the introduction to enable them to apply it appropriately. The closing sequence is sometimes not used well to review what pupils have learned.
68. The subject is led effectively by an experienced and enthusiastic co-ordinator who has a clear understanding of the subject's strengths and weaknesses. This derives from her monitoring of teaching and planning. The co-ordinator monitors teaching and planning and has produced a thorough analysis of her findings and an appropriate plan for the development of the subject. These include better opportunities for pupils to use computers and the greater involvement of representatives from other cultures in visits and assemblies. Resources are satisfactory in range and quality. Appropriate artefacts are available to stimulate interest in the subject and this enhances pupils' achievement.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

69. Art and music were inspected in full and are reported below. No lessons were seen in design technology, and it was not inspected, but inspectors saw one lesson in physical education. In the very good Year 6 physical education lesson, pupils practised defence, passing and attacking skills in their hockey. Their teacher planned and structured the lesson very well so that a good balance was achieved between knowledgeable instruction; for example, of safe and correct use of the hockey stick when passing or shooting, and practising such skills. Lesson objectives were made clear and pupils were reminded of them regularly throughout the lesson; this helped them reflect on their learning as they worked. Time was used very well as pupils warmed up thoroughly before practising their passing and defence skills in small groups. The teacher's demonstration of these skills, coupled with very good assessment and guidance to individuals as they practised, was a key factor in the very good progress they made. Pupils were involved in a good variety of well-focused tasks and competitive activities as the lesson developed so that, by the end, many pupils were able to pass and shoot accurately and explain the reasoning behind the techniques they had practised. Pupils were managed very well; relationships and pupils' behaviour throughout were very good.

ART

Provision in art is **satisfactory**.

Main strengths and weaknesses

- Teachers use the work of a range of artists effectively to raise the standards of pupils' work.
- Pupils evaluate and discuss their work and that of artists and classmates well.
- Pupils' skills in drawing, three-dimensional work and ICT-based image creation are not as well-developed as their skills in painting.
- Good extra-curricular provision for gifted and talented pupils has been made available through projects led by a visiting artist.
- The co-ordinator manages the subject well.

Commentary

70. Standards and achievement in art are satisfactory by Year 6. Pupils' knowledge of the work of a range of artists is good. They use sketch-books to experiment with colour and line and to record the first stages of their work. They draw from observation and imagination and use a variety of media, including paper, textiles and poster paint and pastels competently. They discuss their work and that of their classmates with insight, and also how to develop and improve it. However, the drawing skills of the oldest pupils are underdeveloped; they have relatively little experience of developing three-dimensional products and do not use ICT enough to create art work of their own in a range of styles. Teachers use visual teaching materials and ICT well and ensure that tasks are appropriately challenging; this ensures that all pupils, including those with special educational needs and those with English as an additional language, achieve as well as their classmates.
71. Teaching and learning is at least satisfactory, overall, and some is good. Teachers make good use of the work of artists, such as Andy Warhol, Georgia O'Keefe, Matisse, and Van Gogh, using their techniques to inspire and raise the standard of pupils' work. Most use their classroom digital projectors and interactive whiteboards, backed up by laminated reproductions, very effectively, to present the artists' paintings vividly to pupils. Pupils of all abilities and ethnic backgrounds enjoy their lessons and are animated and responsive when working together and in class discussions. In a Year 3 lesson, the teacher used the National Gallery web site well to project a series of portrait paintings of children by Hogarth, Gainsborough and Jean-Louis David so that the pupils were intensely attentive, keen to answer, and could identify and discuss the impact of smaller details, such as the portrayal of pets and background objects. More able Year 5 pupils described the impact of seeing Georgia O'Keefe's "Poppies" projected luminously in their classroom the previous week and pointed out how the image had influenced their approach to making a small 3D collage of a flower, which they were working on. Teachers develop pupils' skills in evaluating their work through well-conducted end-of-lesson discussions. They ask pupils to record ideas and samples of their work in their sketch-books, but, as at the last inspection, there is still scope to improve the use of the sketch-books, particularly by setting more observational drawing tasks as the first stage of a more extended project.
72. The subject co-ordinator is a well-qualified, experienced and effective leader. Since the last inspection, the art curriculum has been improved by incorporating key elements of the nationally recommended plans. The co-ordinator has also led a recent successful extra-curricular project, funded by the local education authority, through which a visiting artist developed projects involving work with clay for the younger pupils and painting with acrylics and the construction of a spectacular giant clown figure with the older pupils. Teachers were asked to identify the most promising and potentially high-achieving pupils to take part in the project, and over seventy pupils were involved. This provided good challenges for, and broadened the horizons of, artistically gifted and talented pupils. A teaching assistant has now been assigned to help maintain and develop the subject resources, freeing the co-ordinator to

focus on the action plan she has drawn up to improve the subject. However, there is not yet a direct link between this plan and the school development plan. Although there is a system of assessment, linked to National Curriculum levels, which teachers complete for their pupils each term, the results are not passed on to the co-ordinator or the following year's teacher. The co-ordinator does not have the information to compare achievement in different classes and year groups, and successive teachers are not as well informed as they could be.

MUSIC

Provision in music is **unsatisfactory**.

Main strengths and weaknesses

- Some pupils have too little experience of composition, instrumental work and music appreciation; overall standards are wide-ranging but below average at the end of Year 6.
- Teachers' planning does not provide well enough for the range of pupils' skills and experience, especially for the oldest pupils, so that some underachieve.
- Teaching for a harvest festival performance improved Year 4 pupils' motivation and singing skills.
- The newly appointed co-ordinator is committed, enthusiastic and has plans for the subject that are providing a good basis for improvement.
- Good paid instrumental tuition in a range of instruments is available for all, and a quarter of pupils currently learn to play an instrument.

Commentary

73. Standards are below average and some pupils do not achieve what they are capable of. This is because most pupils have not used and composed regularly with musical instruments in the last few years, and have had too few opportunities to listen to and learn about a range of classical, folk and other traditional and modern music. However, about a quarter receive tuition from local authority music teachers in a range of musical instruments for which parents pay; this provides well for gifted and talented pupils. The oldest pupils compose and discuss how to improve rap poems to a beat, but some do not use musical terminology and find it difficult to compose suitable simple accompaniments using instruments or body percussion, such as clapping and finger-snapping. Boys and girls, pupils with special educational needs, and those with English as an additional language, achieve comparably to their classmates. There is currently no choir or extra-curricular music open to all. However, pupils know a range of hymns, and regularly practise singing for assemblies. There has not been enough improvement since the last inspection, where standards were also below average.
74. The quality of teaching and learning varies from good to unsatisfactory and is satisfactory, overall. In the good teaching, for example, of Year 4, pupils enjoyed practising and performing a group of songs with actions for the school's harvest festival. The teacher's energy, keenness and good lesson development, fired initially reluctant pupils to make successful efforts to project their voices and sing rhythmically and enthusiastically in unison. Teaching and learning for the oldest pupils is unsatisfactory because it does not take enough account of the very wide range of skills and knowledge amongst pupils. Some are self-conscious and do not always listen to and learn from one another as well as they could. A minority of pupils are much more knowledgeable because they are learning to play instruments. The opportunity was missed to help these pupils develop their own skills and contribute to their classmates' learning by demonstrating the required techniques and instrumental skills.
75. The very recently appointed co-ordinator provides satisfactory leadership. She is enthusiastic, committed to raising standards, and has a good understanding of the improvements needed. With the help of senior management, she has drawn up a good action plan to address the weaknesses. The school has good musical resources and accommodation, including a specialist music room, digital instruments and music composition software, but too little use is

being made of the software, particularly simple music composition programs, to enable all pupils to build and perform electronic musical compositions.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

76. Personal, social and health education (PSHE) was not inspected in full. However, one lesson was observed, curriculum plans reviewed and discussions held with key staff and with pupils. The school's curriculum for PSHE has been the focus of development in recent years. The improvements include the introduction of "circle time" discussions, which enable pupils to discuss sensitive and sometimes distressing issues, such as bereavements and their personal fears and emotions, in a very supportive setting. The well-planned programme, which also includes sex and relationships education, drug awareness and citizenship elements, contributes to pupils' very good attitudes and behaviour. It also enables pupils to benefit from working with visiting police officers and community groups, such as the Groundwork Trust, on taking responsibility for their own safety and thinking about how they can identify safer and greener ways of getting to school.
77. In the lesson observed, pupils worked together sharing their thoughts and feelings about special people, possessions and places. Teaching and learning were good; pupils were encouraged to talk about their special place or person and questioning was used well to encourage them to reflect. Sensitive matters, such as a recent bereavement, were handled very sensitively with individuals. Pupils showed respect for one another's contribution and encouraged their confidence. This contributed much to pupils' self-esteem and speaking and listening skills.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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