

INSPECTION REPORT

PEAR TREE COMMUNITY JUNIOR SCHOOL

Derby

LEA area: City of Derby

Unique reference number: 112727

Headteacher: Mr Paul Barton

Lead inspector: Mrs Rachael Andrew

Dates of inspection: 22nd – 25th March 2004

Inspection number: 257170

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11
Gender of pupils:	Mixed
Number on roll:	252
School address:	Pear Tree Street Derby
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Appropriate authority:	The Governing Body
Name of chair of governors:	Shalinder Bali
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

This is an average size, multi-ethnic junior school that draws its pupils from the immediate area in the city of Derby. The pupils are mostly of Pakistani, British or Indian origin but many other racial groups are represented. The neighbourhood is disadvantaged and the population transient. This results in large turnover of pupils within the school year. Many families experience economic hardship and almost half the pupils receive free school meals. This is well above the national average. More than half of the pupils speak a language other than English at home and a higher than average proportion is at the early stages of English language learning. There are a number of refugees from various countries. Attainment on entry is well below average and the proportion of pupils with special educational needs is above average. Eight of these have written statements of their needs. The difficulties these pupils experience are mostly learning or behavioural difficulties. There are also pupils with speech and communication problems. The school received an achievement award in 2002 and a healthy schools award in 2003. It is involved in various initiatives including Excellence in Cities and the Leadership Development Strategy. The school provides a family learning programme.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21460	Rachael Andrew	Lead inspector	Science, art and design, design and technology, physical education, special educational needs
1112	Peter Oldfield	Lay inspector	
20368	Susan Macintosh	Team inspector	English, geography, history, religious education, English as an additional language
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school is not effective. Although it is providing an acceptable standard of education, it has serious weaknesses in leadership and management and in the quality of teaching. The headteacher and staff have established an atmosphere where all are valued and pupils of many different backgrounds get on well together. Pupils are well behaved and take school seriously. Most make steady progress through the school and are doing as well as they can but there is some underachievement. The quality of teaching, although satisfactory overall, is not always good enough to ensure pupils do their best. Efforts to improve it are not working effectively. Standards are well below the national average in English, mathematics and science and not improving as much as in most other schools. High levels of absence and the regular arrival of new pupils make improving achievement difficult. Taking into account the funds available to the schools and the lack of improvement in standards when pupils leave, the school provides unsatisfactory value for money.

The school's main strengths and weaknesses are:

- Weaknesses in the management and development of teaching are slowing school improvement.
- The leadership of the curriculum has little effect on improving achievement in English, mathematics and science.
- Pupils want to learn, get on with each other and behave well because the school places a strong emphasis on personal development.
- The school helps pupils new to English to overcome language barriers quickly and achieve well.
- The school helps pupils with special educational needs to make good progress towards their targets.
- Standards are low and weaknesses in literacy skills create barriers to pupils' progress in other subjects.
- Partnerships, visits and visitors engage pupils' interest, broaden their experiences and enliven the curriculum.

Improvement since the last inspection has been unsatisfactory overall. There have been notable improvements in the provision for special educational needs, information and communication technology (ICT) and aspects of science. The work of learning mentors is beginning to have an effect on attendance and improving the way pupils new to the school settle in. Nevertheless the school could have done more to tackle low standards, unsatisfactory aspects of teaching and the achievement of a minority of pupils in the core subjects.

STANDARDS ACHIEVED

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

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

Achievement is satisfactory overall but not all pupils do as well as they could. A significant minority of pupils do not do well enough in mathematics. Higher attaining pupils are underachieving in science in Years 3 and 4. Where pupils are grouped in sets (classes where pupils are at the same stage of learning), achievement varies. Those in the higher and lower sets do better than those in the middle sets. Standards are well below the national average in English, mathematics and science.

This shows in the table above. In 2002 and in science in 2003, standards were in the lowest five per cent in the country (E*). Although there has been a small improvement in standards in English, standards in science have remained low and in mathematics they have declined. Standards have not kept up with national improvements. The similar school comparisons in the table show underachievement in all three subjects. These grades show a worse picture than that seen during the inspection because they were affected by the number of pupils joining late in the juniors with special educational needs or with little or no English. There are examples of good quality art work in school especially where teachers have worked in partnership with artists in residence to provide pupils with demanding tasks.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good overall. Pupils behave well most of the time, look out for each other and show interest in most lessons. They value the rich diversity of backgrounds, cultures and faiths that are represented in the school and learn to respect what other pupils feel is important. Attendance is unsatisfactory although it shows recent improvement.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. The school provides well for pupils new to English and those with special educational needs so that they can do their best. Visits, visitors, after-school clubs and artists in residence provide good opportunities for pupils to gain skills and knowledge. **Teaching is satisfactory overall** but varies significantly from lesson to lesson. Examples of very good teaching were observed during the inspection in several subjects where teachers had particular expertise, such as religious education and ICT. In these lessons pupils worked to capacity and made good gains in learning. Very good teaching was also seen in higher and lower attaining sets in English, mathematics and science that enabled pupils to achieve well. However, there is too much unsatisfactory teaching that hinders pupils' progress. Pupils do not always work hard enough and sometimes lose interest because the work is not matched to their needs. Work in pupils' books and in lessons shows that teachers do not always use what they know of pupils' knowledge and understanding to pitch the work at sufficiently demanding levels. The school takes good care of its pupils and there are trusting relationships between teachers and pupils. Links with other schools and the community are good and provide opportunities for pupils and teachers to develop new skills.

LEADERSHIP AND MANAGEMENT

Leadership and management are unsatisfactory overall. The headteacher shows satisfactory leadership in establishing an atmosphere of mutual respect and tolerance and the smooth running of the school on a day-to-day basis. The school has made sure that its code of conduct is clear so that most pupils respect it and there are few interruptions to learning. Curriculum development including leadership and management of literacy and numeracy is unsatisfactory and holding up improvements in standards. The school does not check the quality of teaching and learning or other aspects of its work thoroughly enough. The work of the governing body is satisfactory. Several governors support the school well; many are new to their roles and are growing in expertise.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are happy with the school. They feel that the school looks after their children well and encourages them. They realise that there are a few pupils with challenging behaviour but this is handled well because the school makes the boundaries clear and keeps to them. The inspection team agrees. Pupils like school, especially visits, sports matches, tournaments and the drama club. They find the dinner time break too long and think that most problems occur then.

IMPROVEMENTS NEEDED

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

- Improve the quality of teaching and learning in English, mathematics and science by;
 - a) introducing more rigorous checks and disseminating good practice.
 - b) making better use of assessment information to support pupils' learning and ensuring work is more appropriately matched to their ability and potential.
 - c) improving the quality of marking to make pupils aware of what they need to do to improve.
- Develop subject and leadership expertise amongst key staff to enable them to be more effective.
- Ensure that the school development plan concentrates on raising standards and improving achievement in all core subjects, especially mathematics and sets out more clearly how success can be achieved.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards in all the core subjects **are well below average. Pupils' achievements are satisfactory** overall, although a significant minority of pupils are underachieving in mathematics and higher attaining pupils in Years 3 and 4 could achieve more in science. The school's own information shows that around twenty per cent of pupils do not make the expected progress but its analysis does not reveal underachievement in any particular group.

Main strengths and weaknesses

- Pupils achieve well in speaking and listening because of good opportunities provided in many subjects.
- Literacy and numeracy skills are poor and affect pupils' progress in other subjects.
- Standards are not improving as fast as those in other schools.
- Lower attaining pupils, including those with special educational needs, often make good progress in lessons in English, mathematics and science.
- Pupils arriving from abroad make good gains in English language.
- Pupils taught together in average attaining groups, especially in mathematics, are underachieving.
- Pupils produce some good quality work in art.

Commentary

1. Pupils enter the school with well below average standards in English, mathematics and science. On the whole they make satisfactory progress through the school but do not make up enough ground to enable them to catch up with pupils in most other schools. As a result standards are still well below when they leave at age eleven. This is reflected in the table of results below. Although results show gains on the previous year they have not regained the high point in 2001 that earned the school an achievement award. There are no significant differences in standards between subjects, boys and girls or different ethnic groups.

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

Standards in:	School results	National results
English	23.6 (22.9)	26.8 (27.0)
mathematics	23.6 (22.8)	26.8 (26.7)
science	25.4 (24.4)	28.6 (28.3)

There were 63 pupils in the year group. Figures in brackets are for the previous year.

2. Pupils make good gains in speaking and listening skills. They gain confidence and clarity in describing their thoughts and ideas and in explaining their thinking. Higher attaining pupils in particular are articulate and perceptive and ask penetrating questions. The school makes good opportunities for them to use these skills in lessons so pupils achieve well. Teachers miss opportunities to write down what pupils say for others to see and so miss opportunities to prepare them all well for recording their work through writing.
3. Overall, pupils' skills in reading and writing lag behind their counterparts in most other schools. Pupils make better progress in developing their skills in reading than in writing. Nevertheless, many pupils do not have the skills they need to find and use information effectively in a range of

books and texts. They find it difficult to record their work accurately and vividly. In particular, pupils are given too few opportunities to write in many subjects, especially to write at length. Pupils' numeracy skills are poor. They do not recall basic number facts such as multiplication tables quickly enough to be able to use them in a range of strategies for calculating and this is slowing progress in mathematics.

4. Standards have remained well below average for a number of years. In spite of modest increases in most years, a sharp decline in 2002 saw results fall to amongst the lowest five per cent in the country. Science result remained in the bottom five per cent again last year. The school has not managed to regain the 2001 standards except in English. Mathematics has shown an overall decline since 1999. Science has remained much the same but English results have shown a small overall gain.
5. The school groups pupils of similar attainment together for the purposes of teaching English and mathematics. This works well for lower attaining pupils and those with special educational needs. These groups are taught by staff who are skilled in responding to their needs. They use a range of teaching methods that engage pupils' interest and pitch work at a level that enables them to make steady gains. This applies to English, mathematics and science.
6. Pupils admitted to the school at times other than the beginning of the school year with little or no English make good progress due to the good level and standard of additional support from Ethnic Minority Achievement staff.
7. Pupils taught together in average attaining and often mixed age groups could sometimes do better. This is because the quality of teaching of these mixed groups is not as good as for others. The purpose of activities is not always clear enough. Teachers do not take enough account what pupils already know. As a result pupils do not work as hard as they should, or lose interest. The quantity of work in pupils' books varies from class to class. These factors hinder the progress of average attaining pupils particularly in mathematics but also to an extent in English and science. The progress of higher attaining pupils in science in Years 3 and 4 is not as good as it should be. This is because the pitch of work for the wide spread of age and attainment in these lessons is not geared to the needs of different groups.
8. Pupils have produced some good quality work in art, especially in three dimensions. The work of artists in residence working alongside class teachers has contributed to high standards. The school has the art space and specialist skills at their disposal and has made good use of both. Pupils work with a wide range of materials and often on a big scale. It has enabled them to achieve well.
9. Standards in ICT are below average but pupils' achievement is satisfactory. Standards in religious education meet the expectations of the syllabus agreed locally.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. The provision for their spiritual, moral, social and cultural development is good. The school's procedures for promoting good attendance are satisfactory. However, although there have been recent improvements attendance remains very low.

Main strengths and weaknesses

- Attendance rates are poor and seriously affect the learning of a small number of pupils.
- Pupils have good attitudes towards their work and behave well.
- There is a positive ethos at the school and this builds good relationships.

Commentary

10. Although the school has made its expectations of attendance clear, too many families keep their children away from school for extended holidays or without giving adequate reasons. Many pupils arrive late. Funding from Excellence in Cities has enabled the school to put into place learning mentors whose work is effective in improving attendance. There have been good results, due to their hard work and more first day contact. However, there is still no clear time stated by the school when parents should ring in to report first day absences, and no good system of recording the reasons for lateness.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.5	School data	4.1
National data	5.4	National data	0.4

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

11. Pupils' attitudes to work when they get to school are positive; all those spoken to like the school. Their relationships with each other and with adults in the school are good and this enables them to make good progress socially. Pupils learn to listen and concentrate well and, in the best lessons, develop a love of learning. Pupils with little English arriving from overseas make a concerted effort to overcome their language barriers and many do well.
12. The school is successful in promoting good behaviour and has high expectations of pupils' conduct. The number of exclusions has fallen – in the current school year just one temporary exclusion. A few pupils still challenge school rules; those who do, serve detention, which gives an appropriate opportunity for them to reflect upon their actions.

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	44	1	
White – any other White background	3		
Mixed – White and Black Caribbean	17		
Mixed – White and Asian	7		
Mixed – any other mixed background	8		
Asian or Asian British – Indian	37		
Asian or Asian British – Pakistani	98	3	
Asian or Asian British – Bangladeshi	2		
Asian or Asian British – any other Asian background	2		
Black or Black British – Caribbean	16	2	
Black or Black British – African	4		
Black or Black British – any other Black background	1		
Any other ethnic group	9		
No ethnic group recorded	4		

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

13. The school values pupils' comments. A structure of class councils has been in place for some time and this is now being developed into a school council. Pupils make sensible suggestions, for example how to improve provision for wet playtimes. The school ensure that pupils have a sound understanding of right and wrong. They successfully encourage an appreciation of the school as a harmonious, caring community. Pupils are given good opportunities to develop a sense of responsibility. They accept a number of jobs as monitors and perform them very well. The positive relationships and high expectancies of behaviour lead to a school wherein all are valued highly and most enjoy their experiences. The opportunities provided by the school give pupils a good understanding and respect for other faiths and cultural traditions.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory overall although there are wide variations in quality from lesson to lesson. The curriculum is sound and provides worthwhile learning in all subjects. It is further enriched by activities outside normal lessons. Pupils are well cared for but information from tracking their progress is not always used to advantage. There are effective partnerships that contribute to the breadth of pupils' experiences.

Teaching and learning

Teaching and learning are satisfactory overall, although the quality varies significantly from lesson to lesson.

As well as some very good teaching there is a significant proportion that is unsatisfactory.

Assessment is satisfactory but the information it provides is not always used well enough to support pupils' learning.

Main strengths and weaknesses

- The considerable proportion of high quality teaching makes a real difference to pupils' achievements.
- Unsatisfactory teaching observed in one in seven lessons is hindering pupils' progress.
- The school does not always use information from assessments well enough to ensure all pupils achieve well.
- Pupils new to English make rapid gains in language skills.

Commentary

14. The teaching of English, mathematics and science is satisfactory overall and most pupils make steady gains over time.
15. Over half the lessons observed were good or better. In these lessons pupils made rapid gains because the work was challenging, the pace kept pupils working hard and the teachers' lively style engaged them. Teaching methods involved a range of activities and these kept pupils interested. Particularly good teaching was observed in higher and lower attaining sets (classes formed, in different subjects, on the basis of ability). Lessons were demanding and pupils worked hard throughout. During the lessons observed in higher attaining sets pupils reached above average standards in English and mathematics. In lower attaining sets, pupils achieved well because lessons were pitched to suit the pace of pupils' learning. Teachers used assessment information well in these lessons. Teachers and education care officers are skilled in presenting material in different ways so that work is consolidated well before moving on, but this did not result in a slow pace. Pupils often took a very active part, for example in drama activities. They gained in confidence and competence. High quality teaching was observed in religious education and also in ICT, where the teacher concerned is also the subject leader and showed particular expertise and flair.

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	5	11	8	4	0	0

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

16. The causes of unsatisfactory teaching and learning are mainly due to lack of challenge and slow pace. They are not associated with any particular subject. Teachers in average attaining sets tend to rely too much on whole-class teaching and make too few opportunities for pupils to apply their learning. Teachers gather a good range of assessment information but, particularly in these unsatisfactory lessons, it is not used well enough to pitch work to suit learners. This also occurs mainly in average attaining sets, sometimes including pupils from two age groups. Pupils do not do their best in these lessons and some lose interest and start to misbehave. Sometimes, teachers go over work that pupils already understand and set tasks that include time-filling activities such as colouring, which do nothing to develop pupils' understanding.
17. Assessment information is used well to allocate pupils to sets. It is helping to build a system for tracking pupils' progress that has the potential to provide useful information about variations in achievement. However, just as seen in lessons, pupils' completed work indicates that information about what pupils know and can do is not always used to good effect. In particular, where all pupils do the same work, for example in science in Years 3 and 4, higher attainers do not move on fast enough. Teachers' marking is not always helping pupils to improve. Comments that diagnose what has gone wrong or indicate the next steps are few and far between. Individual and group targets are not used effectively to reduce underachievement.
18. Teachers funded by The Ethnic Minority Achievement Grant (EMAG) and bilingual staff provide a good standard of additional support for pupils at the early stages of acquiring English. The teachers have a good understanding of how pupils learn and include a wide range of strategies in their lessons that demands active participation of pupils, particularly in Years 5 and 6, and so pupils understand and learn well. In other lessons, such as mathematics, effective support in a pupil's home language by a bilingual teaching assistant enables a pupil with little English to secure an understanding of the concepts being taught and make good gains in her learning. More advanced English language learners do not benefit sufficiently from EMAG expertise because of the way staff are deployed.

The curriculum

The school provides a satisfactory curriculum that is worthwhile and interests pupils. There are good opportunities to enrich pupils' learning and broaden their experiences outside normal lessons. The accommodation and resources are adequate for the needs of the curriculum.

Main strengths and weaknesses

- Visits, visitors and the various partnerships the school enjoys help to bring the curriculum alive.
- The school does not take sufficient account of how aspects of literacy, numeracy and ICT can be developed through other subjects, although speaking skills are developed well.
- There is good provision for pupils with English as an additional language that helps them to achieve well.
- The good provision for pupils with special educational needs enables them to make steady progress towards the targets set for them in English and mathematics.
- There are meaningful links between subjects but there is further to go in making the curriculum relevant to pupils' needs.

Commentary

19. The school organises a good range of visits to support learning by igniting an interest in a new topic or improving pupils' understanding of work in process. Pupils have gained insights into aspects of science, history, art, religious education and geography. 'Excellence in Cities' funds are used effectively to enrich the curriculum. The 'Artists in Residence' scheme provides teachers and pupils with access to specialist knowledge of the arts. This benefits the teachers by developing their expertise in a wide range of techniques and also enables pupils to broaden their experience and develop new skills. In particular, it has involved many pupils in exploring three-dimensional work with clay, paper, wire and mixed media. Links with the National Trust provide inspiration for pupils who work alongside artists in historic settings. Residential visits give pupils the chance to stay away from home and to take part in adventurous outdoor activity. Pupils learn to be independent, organise their belongings and develop teamwork skills. These opportunities contribute strongly to their personal development and help to smooth their transfer to secondary school.
20. There is little evidence to show that the school plans systematically for the development of literacy and numeracy skills through any other subject. There are some good examples such as when pupils use data-handling methods to show results of investigations in science and write a letter as part of work in history, but these are few and far between. Better opportunities could be made to develop pupils' writing skills through a wider range of recording in many subjects. In particular there are few opportunities for pupils to write at length on a regular basis because most writing takes place within the time allocated to the literacy lesson. By contrast there is a strong emphasis on opportunities for pupils to develop speaking skills in many subjects. This shows in their confidence to ask relevant questions, their skills in describing what they have learnt and their willingness to try to explain their thinking. Although ICT skills are taught through topics in other subjects, they are not used often enough in ongoing work, either in the computer suite or in the classrooms.
21. The quality of additional support for pupils learning English as an additional language provided by two teachers, a bilingual instructor and two part-time bilingual teaching assistants is good, as it was at the time of the last inspection but now with additional staff. These posts are funded mainly by the Ethnic Minority Achievement Grant. EMAG teachers follow national guidelines in their planning adapted to meet pupils' needs, so that pupils at an early stage of acquiring English have full access to their entitled curriculum and support in their home language where possible. Bilingual story-telling contributes well to pupils' awareness of different cultures and languages and the value of home languages in school.
22. Pupils with special educational needs gain from carefully planned provision. Education plans are tailored to pupils' individual needs by the co-ordinator and class teachers working together. Education welfare officers and learning mentors are aware of the clear targets for each pupil and staff work together well to provide tasks that help pupils to make progress towards them. The school's setting arrangements, whereby groups of children of similar attainment are taught together for core subjects, benefit pupils with special educational needs because of the pitch of work, methods employed and skilful teaching by specialist staff. Pupils are also withdrawn from lessons for short periods in the afternoon on a rolling programme of individual or small group work. Good use is made of outside agencies such as the local education authority to provide specific help and advice. The recommendations and programmes of work of its specialist staff are continued between visits. Pupils are aware of what they need to do to improve.
23. Pupils respond well when the school links together particular aspects of subjects in ways that bring the subject alive. For example, when pupils study Victorians as part of their work in history, the topics chosen for art lessons reflect this period. Pupils learn about William Morris and his influence on domestic furnishings and design. However, the curriculum is not always adapted well to suit groups of different attainment within the class, especially in non-core subjects where pupils are taught in mixed-age classes. There is further to go in reviewing and evaluating the curriculum so that informed decisions can be made about what works well and what does not and why this is so. Subject leaders are considering where relevant links between

subjects can be made and how to introduce a wider range of approaches without losing depth in subject knowledge. The school is beginning to reflect on the government's primary strategy initiative 'Excellence and Enjoyment'.

Care, guidance and support

The school provides a good standard of care and looks after pupils well. Pupils' development is well supported.

Main strengths and weaknesses

- Health and safety matters have received good attention.
- Learning mentors play an active role in supporting pupils new to the school.
- The progress of pupils requiring additional language support is good.
- Pupils have trusting relationships with teachers and turn to them for help when necessary.
- Assessment is not yet well developed to give pupils appropriate work.

Commentary

24. Support and care were judged to be good at the last inspection; these have been well maintained.
25. Health and safety procedures are effective. Appropriately qualified first aiders are available. Minor accidents are dealt with in a kindly way and are well recorded. Equipment is regularly checked and tested. Child protection procedures are very well understood. The headteacher discharges these duties very well and has appropriate close contact with all necessary agencies. Pupils new to the school settle quickly. The school nurse is a welcome weekly visitor and provides effective help and support to pupils.
26. Learning mentors have daily responsibility for supporting pupils who are admitted to the school after normal entry time. These pupils come from other local schools, schools further afield or from other countries. A significant number of pupils have had several changes of schooling and many find change unsettling. These pupils are given good support so that they settle quickly into school life. Learning mentors check how well they are doing in lessons and whether they are establishing friendships, and give advice as necessary.
27. The EMAG staff assess the needs of new arrivals with little or no English, in home language where possible, and check their progress regularly so that their teaching matches pupils' needs very closely. Consequently, pupils receiving this additional support make good progress in their learning and in acquiring English.
28. Pupils enjoy good relationships with adults and their personal development is monitored closely. Pupils say they can turn to teachers and other adults in school for advice and support and are confident that they will be taken seriously.
29. The tracking of academic progress of pupils is not so well developed. The school now has good information about the progress of individual pupils but does not make enough use of it. Although pupils who underachieve have been identified, the school could do more to find out why and take more effective action to boost their progress. Insufficient use is made of target setting for these pupils so they understand better what they need to do to improve. Similarly, the school knows which pupils do better than expected. The school has missed opportunities to find out the factors that influence good achievement and to use the information to improve achievement overall.

Partnership with parents, other schools and the community

The school's links with parents are satisfactory. The links with the community are good. There are also good links with other schools and colleges.

Main strengths and weaknesses

- Links with the community benefit pupils' learning and personal development.
- Teachers and pupils gain from links with other schools and colleges.
- The school provides good opportunities for parents to make day-to-day contact.

Commentary

30. The school is at the heart of the local community and is a welcomed partner. The premises are used by a number of diverse social and ethnic groups, such as Asian grandmothers who meet each afternoon and an Asian Careers Group. A Punjabi language teaching class benefits the home language skills of pupils at the school. Various sports and performing arts groups use the building out of hours. To all of these the school provides community facilities and their presence at the school adds to pupils' cultural awareness. There are a few good opportunities for pupils to give their services to elderly members of the community and to learn from the experiences of visitors from the local area, for example to broaden their understanding of recent history.
31. The school is actively engaged in an 'Excellence Cluster' of schools, which allows for topics of mutual interest to be developed. Schools gain expertise from each other to deal with specific problems such as attendance, the large number of pupils joining the school within the school year and exclusions. This is a good link. The school is improving links with the adjacent infant school, so that pupils make a visit prior to transfer and older pupils act as reading partners. These links have not always allowed such a free flow of useful information. Well-developed links allow sports to be played at festivals and the football team play in a league at a local centre. These links make a positive educational contribution to the school. The EMAG teacher working in lower juniors liaises with the neighbouring infant school. In this way pupils with English as an additional language who receive additional support from EMAG staff at the infant school are assessed and their progress checked when they transfer to the junior school. They are given additional support where needed.
32. Parents indicated that the staff are always available to meet them. The headteacher has a high profile about the school and meets parents frequently. The special educational needs co-ordinator, learning mentors and EMAG staff provide help and support for concerned parents. The bilingual instructor acts as a link between home and school, contacting and visiting homes if any concerns arise and supporting parents at consultation evenings and in initiatives such as Family Learning. Class teachers are on hand at the end of each day to deal with enquiries and anxieties. Parents support the work of the school, but are less inclined to offer practical assistance. There are few parents who help in classes. A significant minority of pupils do not benefit from support for homework and parents could do more to ensure pupils attended regularly and on time. The school values the link with parents and provides them with monthly newsletters and a good range of letters about events. Some parents expressed concerns about the lack of homework, but evidence shows that homework is generally set each week. A parents' questionnaire sent by the school in January received few replies. This, the satisfactory response to the pre-inspection questionnaire and the few parents who attended the pre-inspection meeting indicate that parents support the work of the school and are happy with its work.

LEADERSHIP AND MANAGEMENT

Leadership and management are **unsatisfactory** overall. Governance is **satisfactory**. The leadership of the school is **unsatisfactory overall** although the headteacher's role is satisfactory. The management of the school is **unsatisfactory**.

Main strengths and weaknesses

- The leadership of the headteacher promotes a culture in which each individual matters and all contributions are valued.
- Priorities for development are not based sufficiently on the findings of monitoring and evaluation.
- Leadership and management of mathematics and English are unsatisfactory and leadership roles throughout school are insufficiently developed.
- The wealth of performance data collected is not yet used well enough to raise standards in core subjects.
- The governing body has the best interests of the school at heart and supports the school well but it relies too heavily on the headteacher.

Commentary

33. Parents and pupils find the headteacher approachable and sympathetic. This is part of a culture promoted by the school in which each individual matters and all contributions are valued. There is a good sense of teamwork throughout different areas of school. An open ethos and good relationships are the norm. The school manages the retention and workload of staff to good effect and support staff are generally well deployed to areas of greatest need. There is a low absence rate amongst staff and a low turnover of class teachers. This stability brings significant benefits to the pastoral care of pupils. Prudent handling of the budget and use of funds from the Excellence in Cities initiative ensures that the school has additional staffing levels to respond to the level of disadvantage, and this is effective in giving teachers a good level of non-contact time. Day-to-day management and administration systems are effective and the school runs smoothly.
34. The procedures to monitor and review the quality of teaching and learning, and to evaluate the impact on the school development plan, are unsatisfactory. Identification by key staff of the issues which the school faces does not focus strongly enough on those which are most important. As a result, the development plan is too wide in its scope and reacts to too many of the issues raised by individual members of staff. For example, it omits references to science, where standards are very low, but includes plans for progress in subjects where the school believes standards to be high, such as art and design and physical education. It is vague in its aims; it does not yet prioritise areas for development in terms of time and effect. It does not have an effective built-in system of checks, evaluation or review to indicate progress or success.
35. Development of a clear system to check the quality of teaching and learning was a key issue at the previous inspection. Although there have been some improvements in this, there is still no cohesive approach across the school and in individual subjects and there remain little focus and consistency in monitoring. These weaknesses in management are hindering school improvement, particularly in identifying and remedying unsatisfactory teaching. Some of the good and very good teaching throughout school is not shared with others to support weaker teaching. Teachers are generally unclear about how they can improve.
36. The school has not sufficiently addressed the issue from the last inspection of defining the roles of key members of staff. This has led to ineffective leadership and management in some areas of school, which are not providing sufficient drive to raise standards. Leadership and management of mathematics and English are unsatisfactory, related in part to the inexperience of staff newly appointed to leadership positions. The local education authority is providing them

with support, for example to improve guided reading. However, leaders of core subjects do not have a good overview of the reasons behind the low standards, despite the wealth of data and test information which is collected. As a result, subject development from the analysis of this data is weak and does not make appropriate links to the quality of teaching and learning. Although time is given for the duties of leadership, there is little guidance for subject leaders on their roles and responsibilities and so these are insufficiently developed. The school does not make the best use of the expertise of the two EMAG teachers to provide advice and support for other teachers in how to support pupils' language, and particularly literacy. Better use could also be made of these teachers for small group rather than individual teaching as at present.

37. The school collects a wide array of performance data, but is not yet using this to review patterns of attainment or to take appropriate action to improve. The school's system to track the attainment of individual pupils and groups does not give sufficient summary information about achievement in all groups, such as gifted and talented pupils and those who join the school during the year. Information gathered is not used to drive forward standards. Assessment of pupils by individual teachers is frequent, but is not yet moderated to ensure that all staff mark to the same standards.
38. Governors of the school are very supportive and understand the main challenges which are faced but they rely too heavily on the headteacher for information. This means that sometimes their understanding of the strengths and weaknesses of the school is not strong enough and their ability to challenge the school and the senior management team is hampered. There is a high turnover of governors; appointing new members to the governing body is not always easy. In these circumstances, some of the good effects of training programmes to raise awareness and improve skills are lost. However there is a core group of long-term and very committed governors. The chair and vice- chair have a clear vision and high aspirations for the school. The governing body ensures that all statutory policies and procedures are in place.
39. Pupils benefit from the management of the Excellence in Cities funding which has been used to enrich the curriculum, to provide good support for pupils new to the school and to improve attendance. However, although other funds are earmarked for items in the school development plan, priorities have not resulted in improving standards. As a result the school is providing unsatisfactory value for money. The table below indicates that there is a high carry forward figure. This has been earmarked for increasing the hours of support staff.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	844,156	Balance from previous year	53,348
Total expenditure	800,596	Balance carried forward to the next	70,002
Expenditure per pupil	3,078		

40. The school faces significant challenges in its efforts to raise achievement. The transience of pupils and general decline in the area are the biggest barriers.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Leadership and management in the subject are ineffective so improvement since the last inspection is unsatisfactory.
- Teachers provide pupils with good opportunities to develop their speaking and listening skills.
- Pupils in average attaining sets are underachieving in reading and writing because work is not demanding enough.
- Good teaching of pupils with special educational needs, English as an additional language and higher attaining sets enables these pupils to make good progress in lessons.
- Marking does not always make clear to pupils what they have to do to improve.

Commentary

41. Standards are well below average. Standards in speaking and listening are below average overall, but pupils do well and a significant minority exceed national expectations. These pupils, many of them from minority ethnic backgrounds, express themselves well and at length, using varied and appropriate vocabulary and speak with interest and enthusiasm. A few pupils are confident readers and writers, but a significant minority are underachieving. Pupils' performance in tests is hampered by poor comprehension and writing skills.
42. Pupils' achievement is satisfactory overall. There is no obvious difference between the achievement of girls, boys or any ethnic group. Pupils arriving at the school with little or no English achieve well. The additional support they receive at the school contributes strongly to this. There are significant variations in the achievement of pupils in different sets, however, because of differences in the quality of teaching.
43. Leadership and management of English are unsatisfactory. Subject leaders are inexperienced and lack the skills they need to tackle low standards and weaknesses in teaching. They are new to their roles and receiving support from the local education authority but face a difficult task because the subject has not seen much development over years. Pupils' progress is assessed regularly through tests and their progress tracked as they move up the school. This information is used to place pupils in appropriate sets. The analysis of tests tells teachers what pupils find difficult. However, the school does not monitor what use teachers make of this information to help pupils improve by focusing planning and teaching on these aspects. Standards have improved a little since the last inspection but not enough to close the gap between this and other schools. Measures to improve standards recommended in the last report, such as closer guidance in teaching reading, still need further work.
44. Pupils achieve well in speaking and listening. In many lessons teachers provide pupils with frequent opportunities to talk and discuss, as a class and in pairs. This helps pupils develop their thinking and self-confidence in expressing their ideas. Having such good opportunities to develop spoken language also contributes to the good progress made by pupils learning English as an additional language.
45. The quality of teaching is satisfactory overall, although it varies significantly from class to class. The effectiveness of pupils' learning and their achievement vary as a result of these differences. This wide range indicates that the monitoring of teaching that has taken place has

not been effective. Weaknesses have not been clearly identified and good practice has not been shared to improve the teaching quality. In the best lessons where pupils understand clearly what they are learning and why, pupils are enthusiastic and achieve well. There are good opportunities for all pupils to be actively involved. Pupils work hard to please their teachers. Teaching is too often slow paced, however, and does not stretch pupils enough. Where teaching was unsatisfactory pupils achieved very little in lessons because expectations of effort and quality of pupils' work were too low.

46. Many pupils in Year 6 read a good amount and visit local libraries. They use the school library and the Internet to obtain information for projects and are clear about how the different systems work. They enjoy reading and talking about their favourite books and authors such as JK Rowling and Jacqueline Wilson. In addition to their own choice of reader, all pupils follow a structured reading scheme. Even the most fluent readers in Year 6 are obliged to follow this scheme and answer the accompanying comprehension questions. They say they find this dull and much prefer the more interesting and demanding texts they read at home. There has been no recent monitoring of the effectiveness of this policy even though many pupils do not do well in reading tests. In some lessons, comprehension skills are taught well through group reading sessions. When comparing poems, for example, teachers' skilful questioning encouraged pupils to support their answers by frequent reference to the text. This was very effective in helping pupils to understand what they read, as all were closely involved. Teaching such strategies in groups also provides the teacher with good opportunities to assess pupils' progress. Where teachers teach reading skills closely linked to the purpose of the lesson with pupils in small groups, this works well, but this is not yet happening effectively in all lessons.
47. Pupils' spelling and their use of punctuation develop soundly. Pupils in Year 6 show this in their completed work, which is neatly presented. Lessons show that these skills are systematically taught. The language pupils use in their own writing, however, is often limited, with few adjectives, adverbs or interesting words and phrases to grab the attention of the reader. Sentence structure is simple and repetitive. No significant amount of writing was done in any of the lessons seen so teachers were not able to develop pupils' skills. In pupils' books there are few examples of sustained writing, and there is no additional time on the timetable for extended writing opportunities. Lack of opportunity is hindering progress.
48. There are real strengths in the teaching, particularly in Years 5 and 6. The most effective teaching and learning take place where higher attaining pupils, pupils with special educational needs and pupils with English as an additional language are taught in distinct groups or sets. Speaking and listening skills were taught particularly well. Even in these lessons there was less evidence of the teaching of reading and writing skills to support the good progress in speaking. The work of experienced specialist teachers is very effective, with work closely matched to the varying needs of pupils who find learning difficult and for those new to English. The pace is brisk and the content challenging, with a range of activities which keeps pupils interested and learning and enthusiastic. As a result, pupils achieve well in these lessons.
49. Many teachers do make helpful comments in pupils' books, but there is no marking policy or consistent approach to help pupils improve, or any sense of overall improvement from the comments. There is no system of drawing pupils' attention to frequent and recurring errors they make in their writing, for example by having individual targets. This is particularly important for pupils who, in the process of learning English as an additional language, make repeated errors in their writing, for example in verb tenses. These factors hinder pupils' progress.

Language and literacy across the curriculum

50. This is unsatisfactory overall. Pupils do write in subjects other than English lessons, particularly in history and religious education, but much of this is completing worksheets with few opportunities for pupils to develop their writing skills. There are many missed opportunities. There are good opportunities for pupils to develop their speaking skills in lessons, for example

when evaluating their projects in design and technology, discussing the events of Holy Week in religious education, or discussing the concepts of solids, liquids and gases in science.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Standards have declined since the last inspection.
- Leadership of mathematics shows insufficient understanding of the challenges posed and ways in which these might be resolved.
- Teachers make good use of the start of lessons to explain new learning and to teach strategies but there are too few opportunities for pupils to put their learning into practice.
- There is insufficient use of performance data to set targets for improving progress.
- Provision for pupils with special educational needs is good.
- There is not enough emphasis on helping pupils to understand how they might improve.

Commentary

51. Improvements since the last inspection are unsatisfactory. By Year 6 the majority of pupils are working at levels well below those expected and there has been an overall decline in standards in recent years. Although achievement is satisfactory overall a significant minority of pupils could do better. This is in sharp contrast to the last inspection when standards were not significantly different from the national average, and better than the average in comparable schools. Pupils do not confidently manipulate numbers and their mental calculation skills are poor.
52. Leadership and management are unsatisfactory. The subject leader is not sufficiently aware of the level of challenge which such low standards pose and is not effective in developing or sustaining plans for improvement. Monitoring of the subject lacks rigour and there are too few opportunities for observations of lessons or analysis of the work done in lessons. The subject leader has used the local education authority's analysis of data to identify areas for improvement, but these are not consistently applied or monitored. Some good and better teaching was observed during the inspection, but this good practice is not yet shared with other staff to help them, for example, to improve challenge and pace. Although there is a wealth of data collected in tests and during the year, teachers are not making sufficient use of this to set targets to improve progress. Progress is sometimes therefore limited by low expectations and work which is set at an inappropriate level, even within ability sets.
53. Teaching is satisfactory overall but it ranges from very good to unsatisfactory. In most lessons teachers make good use of the start of the lessons to explain new learning and to teach strategies for pupils to use. However, the effect of this is limited because there are often insufficient opportunities for pupils to practise and secure these new skills in the rest of the lessons. Whole-class teaching takes up much of most lessons so that pupils all work at the same pace and higher attaining pupils within sets often find the work too easy so do not do as well as they should. There are too few opportunities for pupils to explore concepts and develop ideas through investigations or to make them secure by application to word problems. They are often constrained by the overuse of worksheets so learning becomes unsatisfactory. Pupils' understanding of how basic skills underpin learning in more advanced strategies is limited, and this can lead to confusion and lack of understanding. For example, pupils in Year 6 understood the concept of finding fractions of a number, but lack of basic skills of multiplication tables meant that their ability to apply this concept was limited and this slowed progress.

54. Pupils with special educational needs make good progress because they are often well supported by teaching assistants and other staff. The teaching in small sets ensures that work is specific and appropriate to their needs and is often good.
55. There is no marking policy to ensure that marking is consistently used to target, improve, challenge or extend. Marking in books often concentrates purely on presentation and is rarely linked to the focus of the lesson. Pupils often mark each other's work, and whilst this is not always inappropriate, it does not help the teacher to understand where pupils are making consistent errors. Although there are sometimes effective group targets for mathematics, this is not consistent and individual pupils do not have a clear idea of how to improve.

Mathematics across the curriculum

56. There are some links with ICT but overall there are too few opportunities for pupils to develop their numeracy skills in other areas of the curriculum, or for mathematics to support learning in other subjects. This is an issue unresolved from the previous inspection.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- There is a good emphasis on investigative work that is helping to develop pupils' understanding but the recording of work does not do justice to pupils' learning in the classroom.
- The setting of pupils in Years 5 and 6 is particularly successful for lower attaining pupils who work at a pace that allows good time for revision of key concepts and vocabulary.
- The work set for pupils in Year 3 and 4 does not take account of different rates of learning or prior attainment.
- Pupils need more help in understanding how they can improve.
- ICT is not being used sufficiently to support pupils' learning.

Commentary

57. Leadership of the subject is satisfactory. The subject leader has ensured that investigative work has improved substantially since the last inspection when little evidence was seen. Pupils have good opportunities to develop their skills of predicating, observing, describing what they see and making conclusions. Through this process, pupils gain a sound understanding of the work in different areas of science. Good links are made with other subjects but opportunities are missed to link learning to everyday life. Pupils' achievements are satisfactory although they do not always show this when they record their ideas. Many pupils are reluctant to write about what they have done because they find writing difficult. Not all pupils complete their records. When this happens they miss vital opportunities to go over what they have learnt. Teachers are inclined to rush the end of the lesson when there is an opportunity to draw different elements together and move the learning on. The difficulties pupils have with written records affect the results achieved in tests. Standards are well below the national average and have shown little improvement over several years.
58. Teaching and learning are satisfactory overall. Some good teaching was observed during the inspection in Years 5 and 6, enabling pupils to achieve well. In particular, very good teaching of the lower attaining set helped pupils to consolidate their term's learning on solids, liquids and gases. The teacher stressed the importance of technical language and used a range of strategies, including drama to involve pupils in using and demonstrating key words and concepts. Teaching of this quality ensured that all pupils worked hard and enjoyed their lesson. Those pupils new to English benefited from their active participation in the lesson and learned many key words.

59. Although teachers check pupils' knowledge and understanding at the end of each topic, there is no assessment of investigative skills. Pupils' completed work shows that teachers do not make good use of the information they do have especially when they plan lessons for mixed age groups in Years 3 and 4. This was a concern at the last inspection and has not been resolved. The work pupils undertake is often much the same, whatever their age or prior knowledge. As a result pupils do not move on at their own pace and higher attaining pupils in particular could do more. Some topics take a long time to complete, for example work on magnets, and the use of identical worksheets for the whole class sometimes slows progress further. In some classes there is insufficient recording of work on particular topics. Progress in the topic on healthy eating was slowed by too many worksheets that gave little scope for individual responses.
60. Teachers' marking is only occasionally helpful in indicating what pupils do well and how they can improve. Sometimes the marking refers only to literacy skills. The quality of marking is holding some pupils back. Misconceptions, for example about food chains, are not always put right and there are few indications of the next steps.
61. Leadership of the subject is satisfactory. The subject leader has a good understanding of what pupils find difficult through analysing data and is gathering useful information about progress. National guidelines are now being followed to ensure that the work builds more logically through the school. Much of this work is too recent to have had an effect on pupils' achievement. For example, there is insufficient evidence about pupils' progress over time to set targets for under-achievers. Subject management is unsatisfactory. It has been hampered because science has not been a priority in school development planning. As a result, there have been few opportunities recently for checks to be made on the quality of teaching and learning, in spite of the fact that standards have not kept pace with the national trend.
62. ICT is not used well enough to support pupils' progress. Many pupils find recording their work difficult but opportunities are missed, for example through computer-generated graphs, to move the learning on. Pupils say that they do not often use science computer programs to explain new learning or to help them revise their topics.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards in ICT remain below average.
- Leadership and management of the subject are good.
- Available funding has been used well to train staff and improve resources and there is a good quality plan for future developments.
- Assessment of pupils' work is insufficiently developed.
- Planning links the use of ICT with other subjects, but these links are not yet strong enough across the curriculum.

Commentary

63. Evidence from the work of pupils and discussions with some older pupils indicate that standards remain below national expectations. Achievement is satisfactory. Pupils in the current Year 6 have good recall of a range of ICT activities and can explain with clarity and enthusiasm different programs they have used.
64. Leadership and management of ICT are satisfactory. The subject leader has a clear vision for future development with links to other areas in the curriculum and a framework for skills development. He sets a good example through his own expert teaching. The school has taken considerable action since the last inspection to improve resources and provision in ICT.

Improvement, though rather slow, has been satisfactory. There is good emphasis on Internet safety in the policy, on the website and in lessons and planning. Recent developments such as the staff planning handbook support teaching well.

65. The school has ensured that all staff have had good quality training and as a result their confidence and expertise have significantly increased. Teaching and learning are now satisfactory. Teachers receive very good support in the form of detailed planning from the subject leader which is a step-by-step guide to the use and applications of various software programs, and there is a wealth of other supportive material. Assessment procedures have not yet been devised or implemented and this means that there is no clear understanding of pupils' achievement or of how to drive up standards further.

Information and communication technology across the curriculum

66. The subject leader has made good links in planning to different aspects of the curriculum. For example, pupils studying the rainforest apply ICT skills of control, monitoring, investigation and research as part of their study. However, the overall picture is that computers in classrooms are rarely used. Teachers are not making the most of ICT in other subjects or using other subjects to reinforce and extend the pupils' basic ICT skills.

HUMANITIES

67. No lessons in either history or geography were observed. It is therefore not possible to form an overall judgement about provision in these subjects. Samples of pupils' work and discussion with pupils indicate that pupils receive a satisfactory range of learning opportunities enhanced by visits and that standards are broadly average. A 107-year-old local resident, referred to by pupils as their 'adopted great gran', talked to pupils in Years 5 and 6, answering their questions about her experiences in World War II and surprising them with her sense of humour. This first-hand experience of the war linked past and present very effectively as well as adding to what pupils knew already from their research of the period. Pupils develop empathy for Anne Frank through reading her diary, and "how it would feel to be in her place", which similarly brought history to life and made it meaningful for them. Pupils develop their enquiry skills well when researching aspects of life in Tudor times and in Ancient Egypt. They make good use of their ICT skills when finding information about the rainforests, such as climate and plant life, in geography.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Visits to places of worship effectively develop pupils' understanding.
- Speaking and listening are promoted well.
- The teaching provides planned opportunities for pupils' spiritual, social, moral and cultural development.

Commentary

68. Standards of attainment remain in line with the expectations of the locally agreed syllabus for religious education, as they were at the time of the last inspection. Two lessons were observed. These lessons, completed work and discussion with pupils indicate that their achievement is satisfactory.
69. Pupils visit places of worship of the major faiths they learn about including the cathedral, a synagogue, mosque, gurdwara and mandir. These visits, together with the presence in classes

of pupils from a range of religious and ethnic backgrounds, mean that pupils develop a good understanding of and respect for the importance of faith to different communities. This adds effectively to pupils' cultural development. Teachers use staff and pupils as a valuable resource when learning about and comparing aspects of different faiths, and pupils are interested and respectful in their attitude to each other. For example, as well as Easter in Christianity, they find out about spring festivals in other faiths such as Holi, Baisakhi and Passover and their significance to Hindus, Sikhs and Jews respectively.

70. Teaching is satisfactory overall. In a very good lesson observed, pupils responded well because the teacher planned good opportunities for reflection. For example, as pupils followed the events of Holy Week, they reflected on how Jesus' friends would feel when he told them he was going away. At the end of the lesson they reflected on a special friend or relative who is away, remaining quiet with their eyes closed. Such opportunities make a good contribution to pupils' spiritual development. The teacher involved all the pupils in the lesson, so that they were able to put forward ideas about what Jesus might have said when saying 'goodbye'. They also discussed in pairs a time when they have had to say 'goodbye' and some shared this with the class. As a result of these good opportunities planned by the teacher pupils learn and understand well.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71. One lesson was observed in **physical education** and none in **design and technology**. A brief observation was made of **music**. There is insufficient evidence to make judgements about the overall quality of provision in any of these subjects.
72. A full programme of physical **education** is taught. This includes, according to season, gymnastics, games, dance and athletics. In addition, all pupils in Year 5 have the opportunity to learn to swim and pupils involved in residential visits experience a range of outdoor adventurous activities. The sample of work provided for **design and technology** was small. It included work on two projects undertaken during the year. One of these involved pupils in Years 3 and 4 investigating 'pop-up' mechanisms in picture books and constructing their own. The other one enabled pupils in Years 5 and 6 to explore a range of bread from different cultures and to design and make their own. The work on 'pop-up' books resulted in pupils producing a range of mechanisms to produce movement but the quality of finish they achieved was often poor. The bread-making project produced work of sound quality in evaluating, designing and making. Good links with science enabled pupils to gain an insight into micro-organisms and chemical change. Pupils explained each process carefully and said they had enjoyed the project and learnt a lot from it. Teachers' planning indicates that other elements of the work are planned within a two-year cycle.
73. In **music**, pupils sing with enthusiasm and are developing skills in singing in two parts. This singing was accompanied by a group of pupils using simple percussion, led by a teaching assistant, and a larger group performing rhythmic actions in a gleeful hand jive. Pupils are taught to sing a variety of songs from different cultures over the course of a year. There are good opportunities for extra-curricular enrichment in the form of visitors to school who perform music from a variety of cultures. A few pupils benefit from instrumental teaching.

Art and design

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

Main strengths and weaknesses

- The school has an effective partnership with artists in residence and links with the National Trust which broadens pupils' experiences and develops skills in a wide range of work, particularly in three dimensions.

- Pupils draw well but the range of work in paint, pastel and charcoal is small.
- Sketchbooks are not used well enough to develop pupils' drawing skills or to gather useful information for other art work.
- Plans for the future development of the subject are vague and do not indicate how they will benefit pupils' achievement.

Commentary

74. Teaching and learning are satisfactory overall and by the end of Year 6, pupils reach the standards expected nationally. Pupils' achievement is satisfactory overall. The school makes good use of the art room and the expertise of artists in residence. There are good links with history through the school's work with the National Trust. There is evidence of the effect of these partnerships in the good quality work displayed around the school. Much, but not all, of this has been undertaken through team-teaching of artists in residence and school staff. The range of work and material used, particularly in three-dimensional work, is good. Work including different types of sculpture, clay tiles and models, a combination of photography, print making and digital imagery and textile and thread work, is displayed to good effect. Good teaching was observed in a lesson where pupils in Year 3 and 4 made clay tiles to illustrate the 'dragon' theme of their book week. A range of textures was explored and pupils learnt how to roll and cut a tile and to fix three-dimensional features.
75. Work in sketchbooks is not developed well. There are a few examples where exploration of techniques has helped pupils to develop skills. In a lesson observed in a Year 5/6 class, for example, pupils used their colour-mixing skills practised in sketchbooks to achieve a good effect in their collage of the rainforests. On the whole, however, pupils have not spent enough time experimenting with different techniques. There is little evidence of them collecting information from a range of sources as preparation for future work.
76. There are good examples of pencil drawings of plants, where pupils show they can use shading to give depth and texture to their work. On the whole, however, the range of work in paint, pastels and charcoal is small.
77. Although the partnership with the artists in residence and links with the National Trust are managed well and bring benefits for pupils, leadership of the subject lacks clarity. There is little evidence of a considered approach to planning for the future. Plans concentrate on amending policy with no clear links to standards and achievement.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

78. Only two lessons were observed in personal, social and health education. The evidence is therefore limited and it is inappropriate to make an overall judgement about subject provision. However, it is clear from the behaviour of pupils, from discussions with staff, and from photographic and other records, that the school puts a strong emphasis on pupils' personal development. There is an emerging school council, and systems such as circle time effectively help to promote this aspect of the school's work. Pupils are given the opportunity to discuss important issues such as basic human rights and global citizenship in a mature and sensible manner. In the lesson observed, teaching effectively developed pupils' understanding of some of the causes of conflict and how these could be resolved. Pupils made good gains in understanding because the lesson took their own experiences as starting points.
79. The curriculum is good having been evolved over a number of years. It is taught as a subject in its own right and also is woven into other subjects and the whole life of the school, and has a broad scope and a variety of teaching methods. In particular there is an appropriate emphasis on health education in response to the needs of many of the pupils. The curriculum can be aspirational such as in its approach to careers education. The school is forging effective links with the police and large businesses outside the immediate area.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	5
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
Overall standards achieved	6
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	5
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	5
The effectiveness of management	5

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