

INSPECTION REPORT

PENNINE WAY JUNIOR SCHOOL

Swadlincote

LEA area: Derbyshire

Unique reference number: 112984

Headteacher: Mr P Harvey

Lead inspector: Dr M Williams

Dates of inspection: 28th – 30th June 2004

Inspection number: 257178

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:	Foundation
Age range of pupils:	7 – 11
Gender of pupils:	Mixed
Number on roll:	300
School address:	Pennine Way Swadlincote Derbyshire
Postcode:	DE11 9EY
Telephone number:	01283 223697
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr J Edwards
Date of previous inspection:	8 th – 11 th June 1998

CHARACTERISTICS OF THE SCHOOL

Pennine Way Junior School, opened in 1980, is average size, located on the edge of a large owner-occupied housing estate in the south-east of Swadlincote, Derbyshire. There are 300 pupils on roll aged from seven to eleven, 152 boys and 148 girls. The school's socio-economic context is mixed, but average overall. The percentage of pupils receiving school meals is lower than the national average. Pupils enter the school in Year 3 with a wide range of abilities and attainment. Overall, standards of attainment on entry are average. The proportion of pupils identified as having special educational needs is close to the national average. Of these, one pupil has a statement of special educational need. There are very few pupils from minority ethnic backgrounds, and currently all speak English as their first language. Classes are organised in year groups, apart from one mixed-age class of Years 3/4 pupils, made necessary by the numbers of pupils involved. All classes are mixed ability.

The school occupies an impressive hill top site, with extensive grounds. In recent years it has made significant structural improvements to its accommodation. These include the construction of a new purpose-built block of classrooms, the provision of a specialist teaching area for pupils with special educational needs and an information and communication technology (ICT) suite. The school prides itself on providing pupils with a supportive, attractive and friendly environment in which to learn and develop. It aspires to high academic standards and received a School's Achievement Award in 2001.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19388	Mike Williams	Lead inspector	English History Physical education
19365	Gordon Stockley	Lay inspector	
32180	David Sleightholme	Team inspector	Science Information and communication technology (ICT) Design and technology Music
10144	Mary Marriott	Team inspector	Mathematics Art and design Geography Religious education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school that gives very good value for money. Pupils achieve well and standards, overall, are above average. Teaching is good. Standards of care and support are very good. Relationships with parents are satisfactory. Leadership is very good. Governors perform their duties well and the overall effectiveness of management is good.

The school's main strengths and weaknesses are:

- High expectations, very good teamwork and a commitment to the well-being and success of all children are very effectively promoted through the school's leadership, staff and governors
- Teaching is good, with a significant amount of very effective teaching
- Pupils achieve well, but not quite as well in science as in English and mathematics
- Pupils' attitudes and behaviour are consistently very good
- The wealth of extra-curricular opportunities encourages high standards and good achievement
- Not enough opportunities are planned in the different subjects for pupils to practise and improve the good literacy, numeracy and ICT skills they acquire
- The school's partnership with the local community is underdeveloped
- The school has insufficient means for informing itself about the views and opinions of the full parent body

The school has made good progress since the last inspection. Educational standards are higher. The school continues to be very well led. The key issues identified in the last inspection report have all been successfully acted upon. The school now has very effective systems for assessing and monitoring pupil and school performance. The quality of teaching is better, with planning more effectively matched to pupils' needs. The provision for information and communication technology (ICT) has been significantly developed. The school's accommodation is now very good, having been barely adequate in 1998. Not as much progress has been made in developing the school's curriculum and its partnerships with parents and the local community.

STANDARDS ACHIEVED

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils achieve well. Standards in Year 6 are average this year. Compared to the results shown in the table above, they are lower than the standards achieved by last year's pupils (2003). The reason is the high number of pupils with special educational needs in this year group, many of them only joining the school in the last 18 months. In other classes, standards in English and mathematics are more in line with the above average standards reflected in the school's 2003 national test results. Standards in science continue to lag slightly behind those achieved in English and mathematics. Given that the majority of pupils enter the school with average levels of performance they make good progress and achieve well. By Year 6, the proportion of pupils doing better than the nationally expected standards in English and mathematics is higher than found in most schools. In sport and music, a significant number of pupils achieve very well as a result of the very good opportunities afforded them. Pupils with special educational needs also make very good progress, enjoying high standards of teaching and support.

Pupils' personal qualities are good. Pupils' attitudes towards learning and their behaviour are very good. They show care and respect for each other. Pupils' attendance is good. Their social and moral development is also good. They accept and discharge responsibility willingly and effectively, within the somewhat limited range of responsibilities provided for them. Pupils' spiritual and cultural development is satisfactory.

QUALITY OF EDUCATION

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

Teaching is good. A significant proportion of the teaching is very effective. The teachers are a strong team who work well together, plan well and expect pupils to do their best. Teaching of pupils with special educational needs is especially effective. The best lessons are very stimulating and challenging for all pupils regardless of ability or circumstances. A few lessons are less challenging when teachers expect pupils to listen for too long and plan tasks that do not enable all pupils to achieve to their full potential.

Overall, the school's curriculum is satisfactory. Provision for teaching basic literacy, numeracy and ICT skills is good, but extension of these skills is not sufficiently planned into the work in the different subject areas. Educational visits and extra-curricular activities contribute significantly to the curriculum's enrichment. The care, support and guidance given to pupils are very good. The school's partnership with the local community is satisfactory, but not as effective as it could be.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are very good. The leadership of the headteacher, well supported by the key staff, and by the staff as a whole, is very effective. Governors carry out their responsibilities well, and all statutory requirements are met. Systems for monitoring and improving performance, of pupils, teachers and the school, are robust and well used to raise standards. Improvements are rigorously pursued through the school's development plan.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with what the school does for their children. A small minority are less satisfied with the school's relationship with themselves, feeling that the school does too little to seek their views and involvement.

Pupils have a very high opinion of the school and staff. They enjoy lessons and very much appreciate the clubs and after-school activities on offer. They feel cared for and valued.

IMPROVEMENTS NEEDED

- The school needs to improve the range and quality of opportunities provided for pupils to practise and improve the basic skills they learn in literacy, numeracy and ICT lessons, through their work in other subjects
- The school needs to be more aware of the full range of parents' views and opinions, and possess effective means for considering these in partnership with parents
- The school needs to improve the extent and range of its links with the local/regional community, so as to make greater use of the community as a resource for supporting pupils' learning

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Standards of attainment on entry to the school are average. Achievement is good. Standards in English and mathematics are generally above average in Years 3 to 5, but average in Year 6. In science, standards are average in all years.

Main strengths and weaknesses

- Results in the national tests in English, mathematics and science are now significantly higher than they were at the time of the last inspection; since 2001, standards in English and mathematics have been above, or well above, average
- The numbers of pupils reaching standards above those expected for their age have risen significantly in recent years
- Achievement for pupils with special educational needs is especially good because of the high quality teaching, support and provision they receive
- Pupils' competence in basic literacy, numeracy and computing skills is good, but this is not consistently reflected in their work across the curriculum
- Standards in science are not high enough

Commentary

1. In the 2003 national tests, standards in English, mathematics and science, overall, were above average compared to all schools nationally and to schools of similar background. Standards in English were above average in 2002 and 2003. In mathematics, they were well above average by 2003. In science, they were average in 2002 and 2003, but in each case the results were slightly higher than those achieved in the majority of schools. The percentage of pupils doing better than the nationally expected standard in the 2003 tests (reaching Level 5 or above) was above average in English, well above average in mathematics and average in science. Compared to their national test results at age seven, pupils made above average progress in English, well above average progress in mathematics and average progress in science. Standards in all three subjects have improved in each year since 2001 and overall have improved by significant margins since the last inspection in 1998.

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

Standards in:	School results	National results
English	27.8 (27.6)	26.8 (27.0)
Mathematics	28.3 (27.8)	26.8 (26.7)
Science	29.0 (28.6)	28.6 (28.3)

There were 87 pupils in the year group. Figures in brackets are for the previous year

2. Standards of attainment in the current Year 6 are average. This is lower than in previous years because of the higher than normal number of pupils with special educational needs, many of them late transfers into the school since Year 5. Although they achieve well, most are unable to make sufficient progress to reach nationally expected standards by the end of Year 6.
3. Attainment in other year groups is in line with the recent pattern of above average performance in the school. Pupils with special educational needs achieve especially well as a result of the high quality teaching and support they receive. Their provision is very effectively organised and managed. Pupils of average ability make consistently good progress, especially in the acquisition of basic literacy, numeracy and computing skills. They are well taught. The more

able pupils also make good progress, but not quite so consistently. Sometimes they are not provided with sufficiently creative tasks to challenge their abilities fully. Boys and girls achieve equally well. The school sets itself high academic goals. Recent targets for English and mathematics require above average performance. These were broadly met in 2003. They are slightly lower this year. They greatly assist teachers to get the best out of pupils. There is less rigour in the target setting for science.

4. Standards are above average in ICT, music and physical education. These subjects are all very well managed and resourced, and well taught. Music and sport play a particularly prominent part in the life and work of the school, leading to high standards of teaching, learning and pupil achievement throughout the school. Standards in ICT have benefited significantly from the school's extensive commitment to the subject's development in recent years. In religious education, pupils reach the standards expected in the locally agreed syllabus. In the remaining subjects, inspectors were unable to gather sufficient evidence to make judgements about standards.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour and attitudes to work are both very good. Their attendance is good, as is their personal development. Overall, the provision for their spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- Pupils have a very high respect for the feelings, values and beliefs of others and are very aware of the difference between right and wrong
- Pupils enjoy school, are very interested in their work, and are very willing to take on responsibility
- The school has very high expectations for pupils' conduct and relationships and as a result pupils are happy, confident and safe
- There are only limited opportunities for pupils to learn about the responsibilities and processes involved in representative democracy

Commentary

5. Pupils enjoy coming to school and have very good attitudes to work. They behave very well in lessons and around the school. They are polite to teachers and other adults. Relationships between teachers and pupils are relaxed, but respectful. In lessons, pupils work hard. They indicate in their pre-inspection questionnaire responses high levels of satisfaction with the school. "It is the best," was a not uncommon response. They value what the school does for them and feel motivated by the high expectations held of them.
6. Pupils benefit from a clear and consistent code of behaviour. This is promoted by all adults working in the school so that pupils know what is expected of them and how far they can go within the relaxed atmosphere successfully created by teachers. Occasionally the school receives pupils excluded from other schools. Most adapt very quickly to the school's demands about standards of attitude and behaviour. Where pupils find this difficult, they are given very effective additional help and guidance.
7. Pupils are very willing to take on responsibilities and the school provides a number of opportunities for them to do so, in class and within the school more generally. However, the latter tend to be restricted to the relatively small number of prefects. Opportunities to involve other pupils are missed. For example, the recorded music in assemblies is operated by a teacher.
8. Overall, the school cultivates pupils' personal development well. The provision for pupils' spiritual development is satisfactory, but could be improved were more effective attention given

to it in areas other than religious education lessons. Making time for pupils to reflect on issues and their own responses to them is a good feature in some lessons, but is lacking in others. In assemblies, it is a similar picture. Although there is a spiritual atmosphere, moments for reflection are not always fully exploited.

9. The provision for pupils' social and moral education is good. Pupils' respect for the feelings, values and beliefs of others and their understanding of the difference between right and wrong are very well promoted through the school's ethos. In lessons, teachers consistently endorse these messages through personal example, as well as through the school's personal, social and health education provision. Assemblies, too, often have a strong moral theme such as one during the inspection about being kind and helpful.
10. Pupils' general understanding of the responsibilities of living in a community is well promoted through the value placed on teamwork and collective responsibility. However, this falls short in terms of extending pupils' understanding to the processes involved in representative democracy. Lacking a school council, the provision does not provide pupils with sufficient insights into what is meant, in practice, by, for instance, leadership, representation, elections and conducting meetings.
11. Provision for pupils' cultural development is satisfactory. Its most effective feature is the very good range of visits provided to enhance pupils' knowledge and experience of their own culture, both locally and as far afield as the Isle of Wight. They learn about other religions and study the art, geography, history and music of other cultures, but are given only limited opportunities to develop a first hand awareness of living in a culturally diverse society. This was highlighted in the inability of a small group of Year 6 pupils to recall the name of Muslims' place of worship, seemingly because it was several months ago since they were taught it.

Attendance

12. Rates of attendance are above the national average and have been for several years. Pupils are very punctual for school.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.1	School data	0.0
National data	5.4	National data	0.4

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

Exclusions

There have been no recent exclusions.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Teaching and learning are good. The curriculum is satisfactory. The provision for extra-curricular activities and for special educational needs is very good. The provision for teaching pupils basic literacy, numeracy and ICT skills is good, but not enough opportunities are provided for them to extend these skills across the curriculum. Pupils are secure and very well cared for. Partnerships with parents and the community are satisfactory, but have some shortcomings.

Teaching and learning

A significant amount of the teaching promotes good, or very good, pupil achievement across the full ability range. Good teaching is found in all subjects. In a few lessons, teachers do not give pupils sufficient time to engage in their own learning and make the progress they could. Assessment and monitoring procedures, and practice, are very good overall.

Main strengths and weaknesses

- Very effective relationships between teachers and pupils consistently encourage pupils to do their very best
- Teachers' planning and teamwork, allied to regular lesson monitoring by senior managers, provide an effective base for promoting good teaching and learning in the school
- Much of the teaching is very stimulating and challenging, using a wide variety of strategies, resources and personal teaching skills to promote good pupil achievement
- The teaching of pupils with special educational needs is consistently high quality, giving these pupils the confidence and self-esteem to make very good progress
- In a few lessons, pupils are given insufficient time to get on with the tasks set, and the tasks do not always enable all pupils to achieve to their full potential
- Assessment procedures and practice are very effective in English, mathematics and special educational needs, but are underdeveloped in science

Commentary

13. The quality of teaching has improved since the last inspection. There is more very good, and excellent, teaching. Most of the major shortcomings identified in 1998 have been rectified. Improved arrangements for monitoring the quality of teaching by senior managers have allowed the school to assess more accurately its strengths and weaknesses, enabling it to target support and training for teachers more effectively. The five teachers recently appointed to the school, all of them in their first teaching post, have benefited from this good practice and made a good start to their teaching careers. Standards of attainment have risen considerably since 1998.

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3 (10%)	8 (26%)	11 (35%)	9 (29%)	0	0	0

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

14. Very positive relationships between teachers and pupils exist in all classrooms, radiating trust, mutual respect and enthusiasm for learning. When asked before the inspection what they most liked about their school, a representative sample of Year 5 and 6 pupils responded without hesitation: "The teachers". "Why?" "Because they make lessons interesting and we like being challenged."
15. The most effective lessons are, indeed, stimulating, enjoyable and challenging for pupils of all abilities. Discipline is never an issue. Pupils are keen to succeed and listen intently, well exemplified in physical education lessons by the absence of interruptions to redirect pupils' attention towards the activity in hand. Lesson planning is highly effective. Learning objectives are well chosen to match the needs and abilities of all pupils, and are shared: "Today, we are going to learn about ...". Teachers design activities that draw on pupils' experience and prior learning, as in science where recent investigative work in the school grounds was used to help them learn about the food chain. Challenge is heightened by the wide variety of teaching approaches teachers use. Older pupils produce a poem for £1.50p at 10p a word (words have a value), and solve a number problem using the results from sports day. Younger pupils reply

to an actual letter they have received following a class visit, and they imagine what it must have been like as a child to spend a day in an Anglo-Saxon monastery. Adroitly targeted questions, throughout lessons, probe and challenge pupils' learning: "Why do you think that?" "How did you work that out?" As a result of such very effective teaching, pupils understand what they have learned, and see for themselves the progress they have made and how they might improve further.

16. The teaching of pupils with special educational needs epitomises this very good practice. The specialist teaching is very high calibre, not just because of the personal skills of the teacher, but also because of the very effective management, organisation and resource provision for this aspect of the school's work. Small groups of pupils are withdrawn from each class for extra help as part of their weekly timetable. The teacher's planning for these sessions is meticulous. Each pupil has an individual education plan that successfully links the specialist teaching to teaching and learning in the classroom, including the part played by teaching assistants. Clarity of purpose, excellent matching of activities to group and individual learning targets, coupled with unwavering support and encouragement, enable pupils to flourish and achieve well. By the end of Year 6, a few of them make sufficient progress to reach the nationally expected standards for their age.
17. The good, as opposed to the very good and excellent, teaching reflects many of these strengths, but not always with the same consistency, relevance and creativity. Teaching of basic literacy and numeracy skills is effective, with tasks suitably matched to pupils' needs. Less consistently effective, although satisfactory, is teachers' planning for extending these skills, including ICT skills, to other areas of the curriculum. There are examples of good planning, for example the linking of ICT and science. Equally, there are examples of missed opportunities. For instance, teachers plan little imaginative writing into their history lessons. Similarly, they neglect the chance to use and extend pupils' computing skills when analysing census and other statistical data in the Year 6 local study.
18. About one third of the lessons seen, although sound, leave room for improvement. Teachers relate well to pupils and manage them effectively. There is a warmth, and sometimes conviviality, about the teaching that helps pupils to learn. Pupils try hard and generally make good progress, but not consistently. Progress is restricted by a tendency for teachers, in a few lessons, to focus too much on teaching the whole class as a single body, in one extreme case for over 40 minutes. Insufficient account is taken of what some pupils already know and can do, and what others find difficult. Lessons occasionally run out of time, leaving it unclear what pupils have or have not achieved during the lesson. The tasks set sometimes lack variety and relevance, relying too heavily on the completion of worksheets. While this enables the lower ability pupils to consolidate their learning, it slows the progress of the more able pupils who merely recycle, rather than apply, knowledge or skills already acquired.
19. Overall, the quality of assessment is very good. In 1998, it was a key issue needing attention, except in respect of special educational needs where practice was very effective. Now it is a major reason for the rise in educational standards, especially in English and mathematics, as well as the improvements in standards of teaching and learning. It is very well led and managed by the deputy headteacher.
20. The school's assessment policy is meticulously implemented. After each lesson, teachers evaluate pupils' progress, keeping a written record of their findings for use in future lesson planning. Pupils' progress in each subject is assessed on a regular basis, by unit of work, and the assessments analysed by subject co-ordinators and the deputy headteacher. There is scope for improvement in the assessment plan for science. This is currently being addressed.
21. Tracking systems enable the school to detect and act upon variations in achievement by boys and girls, by different year groups and classes, and by different ability groups of pupils. This information is well used to set and check targets, and, in the case of the current Year 6, to revise the targets in the light of careful monitoring of the attainment and progress of late

admission pupils and the increased number of pupils with special educational needs. The assessment arrangements for special educational needs continue to be a model of very good practice, effectively underpinning the work pupils undertake in class with the work they do when withdrawn from class. Again, there is room for improvement in the assessment arrangements in science where systems for assessing pupils' performance and for setting targets are not yet well enough developed to drive educational standards upwards, as in English and mathematics

The curriculum

The curriculum is **satisfactory**. It provides a very good range of enrichment activities and extra-curricular provision. The provision for special educational needs is especially good. Basic skills are well provided for when taught in literacy, numeracy and ICT lessons, but not as well planned for across the curriculum. The accommodation is very good.

Main strengths and weaknesses

- There is a very good range of activities that provides additional learning opportunities for pupils, particularly in the arts and sport
- The provision for literacy and numeracy lessons is well planned, as is the provision for pupils with special educational needs
- The accommodation provides a spacious and stimulating learning environment, including a well-resourced ICT suite and special educational needs teaching room, and extensive school grounds
- The provision lacks breadth and relevance in considering ways in which pupils' knowledge and skills can be used to extend and apply their learning

Commentary

22. The school curriculum meets all statutory requirements. Significant progress has been made in rectifying the weaknesses identified in the 1998 inspection report, while maintaining the strengths that existed then.
23. The curriculum in all year groups is well planned by the teachers, as a team. Planning for teaching basic skills in literacy and numeracy lessons is thorough, thereby ensuring appropriate progression in pupils' learning as they move from class to class. This has been significantly aided by the improvements to the school's assessment and monitoring systems, enabling teachers to be much more aware of what pupils have covered, what they have found easy and what they have found difficult. This information is built into the planning cycle in all subjects. As a result, planning (medium term and lesson planning) is now better matched to the needs of different groups of pupils. The more able pupils, in particular, have gained from this improvement. The provision for them, deemed inadequate in 1998, is now specifically identified in teachers' plans, including extra-provision for pupils assessed as gifted and talented. The percentage of pupils reaching higher attainment grades in the national tests in English, mathematics and science has risen significantly since then.
24. The provision for pupils with special educational needs continues to be very effective. Based on a policy of withdrawing pupils, on a regular timetabled basis, for specialist provision closely linked to their class work, the school ensures that their needs are consistently targeted and met. There are no issues about equality of access to the curriculum. Like all pupils in the school, those with special educational needs experience and enjoy every opportunity to succeed and achieve well. That most do so is highlighted in their Year 6 national test results.
25. The school provides a very good range of enrichment activities including after-school clubs. The provision for music and physical education is particularly strong. Pupils are able to learn to play a range of instruments including brass, flute, guitar, and recorders and get the chance to display their achievements in a school band. Similar opportunities exist in singing. The school

choir features prominently in the life and work of the school. The range of extra-curricular provision in sport is very good for a school of this size and very popular among the pupils. It includes school teams that compete, often very successfully, in local and regional competitive events.

26. The school has been less active in its approach to developing its statutory curriculum. So far, it has taken little advantage of opportunities to take a more flexible and creative approach towards curriculum planning. The knowledge and skills pupils acquire in literacy, numeracy and ICT are not systematically planned into the provision for other subjects. For example, there is no whole-school plan for teaching writing skills across the curriculum in order to take advantage of the relevance and variety of contexts that the different subjects provide. A start has been made with linking science and ICT. This works well. Similar opportunities to link cognate areas of study are missed, for example, in geography and history where mapwork, the study of demographic data and considerations of the effect of climate and environment on the economy, feature in both subjects at one time or another during Years 3 to 6.
27. The school's accommodation is very good. In 1998, it was judged to be barely adequate. Since then the school and governors have embarked on a highly successful building and refurbishment programme that has yielded a new classroom block, a very well equipped ICT suite and a special educational needs teaching room, as well as numerous improvements to the existing space. All computers are networked into classrooms so that pupils are able to continue their learning both in the suite and in their classrooms. Extension of the school hall is due to start shortly. The environment for learning has been immeasurably enhanced by these developments. Learning resources have also been strengthened, particularly in ICT, but less so in terms of the quality of the book stock in the school library. Teachers and other staff are well qualified. The training and support for them are well managed and ensure their effectiveness.

Care, guidance and support

Pupils are very well cared for and receive very good support, advice and guidance. The school successfully seeks pupils' views and involves them in its work.

Main strengths and weaknesses

- All pupils respect the adults working in the school and trust them to help them and take care of them
- Very good induction procedures ensure that pupils transfer easily from the infant school
- The school has very good systems for monitoring, and guiding, pupils' academic development

Commentary

28. There is a strong sense throughout the school of the importance of pupils' welfare and well-being at a personal level. Pupils feel well cared for and well supported by their teachers. Parents, too, are pleased with this aspect of the school's provision, which has improved significantly since the time of the previous inspection.
29. There are effective health and safety procedures to ensure that risk assessments are regularly carried out and that equipment is appropriately checked and tested. Staff are very aware of health and safety requirements and there are effective measures to regulate pupils' use of the Internet. Child protection arrangements are well understood and the fact that several support staff have multiple roles within the school assists in the sharing of information and concerns about individual children.
30. The school supports pupils very well through effective monitoring and evaluation procedures. This is a significant advance in the school's procedures since the previous inspection. Good use is made of the assessment information to target additional support to pupils. Target setting

is having an impact, for example, on improving the quality of pupils' writing. Pupils' personal development is monitored on a less formal basis, but this is effective because staff know their pupils well and share information with each other.

31. Pupils' views and ideas about the school are, overall, well sought, and willingly offered. Pupil questionnaires, class councils, regular meetings between the prefects and the headteacher, and the very productive relationships that exist between pupils and staff, provide the conduits for this interchange. However, not all classes have councils (they are a fairly recent development). In its self-evaluation report, the school recognises this as an area for further development.
32. There is good liaison between the school and the partner infant school, making for a smooth transfer for the children.

Partnership with parents, other schools and the community

The school has satisfactory links with parents, the community and with other schools and colleges. The use of the local community as a resource for pupils' learning is limited. A few parents feel the school does not consult them sufficiently.

Main strengths and weaknesses

- The school provides parents with good information about the school and about their children's standards and progress
- Good procedures help to ease pupils' transfer to secondary education
- The school is not sufficiently aware that a small number of parents feel that it does not work closely with them or seek their views
- The school is not sufficiently proactive in thinking about its partnership with the local community

Commentary

33. On their child's entry to the school parents receive an attractive and informative prospectus and a detailed guide to the curriculum. The work that the children will be doing is explained in greater detail at the autumn and spring term meetings between parent and teacher. The school keeps parents well informed about events and activities by means of a termly newsletter, supplemented by half-termly 'mini-notes'. These include information about sporting successes and contain some contributions written by the children. Copies of recent newsletters are also made available on the school's website.
34. The annual written reports on pupils' attainment and progress are succinct, clear and helpful to parents. Written in a parent-friendly style, they contain targets as well as assessments. The school organises information evenings for parents from time to time, but these have not been well attended.
35. Well-developed transfer arrangements with the partner secondary school ensure that the experience for the pupils is as smooth as possible. Discussions take place between the staff of the two schools and teachers from the secondary school visit with Year 7 pupils to talk to pupils in Year 6. All Year 6 pupils have the chance to visit the local secondary school in the summer term. At the pre-inspection visit, pupils highlighted the value of these visits.
36. In their responses to the pre-inspection questionnaire, parents overwhelmingly indicate high levels of satisfaction with the school's provision and performance. In their view it is a good school that does well for their children. This accords with their children's view.
37. The same evidence, however, reveals a small number of parents who express less satisfaction with their own relationship with the school. They say they do not feel sufficiently involved in their children's education, and that their views about the school are not sought. The vast

majority of parents take an opposite view. They feel able to be involved at school should they wish to be, and comfortable in their relationships with the school. Inspectors are not in a position to judge between these opposing views. However, they note that very few parents were observed helping in school during the inspection, parent views are not sought on a systematic or regular basis (for example, by questionnaire), and that the parents have no representative body such as a parent/teacher association. Apart from the annual meeting with governors, the mechanisms for parent/school interchange of views are therefore limited. The issue for inspectors is this limitation, the lack of formal channels through which the school is enabled to be aware of, and respond to, the opinions and ideas, justified or otherwise, of the full parent body on a regular basis.

38. Partnership with the local community is underdeveloped. There are strong points. The school's provision for sport and music involves good links with the local community. Developments in the teaching of literacy are being effectively pursued with local partner schools, designed to introduce new ideas and practices into the school's provision. Likewise, teachers are undertaking training in new teaching methods under the auspices of the University of the First Age. Nonetheless, the school has no overall policy or plan for promoting its educational partnership with the local and regional community, for example in relation to enhancing pupils' understanding of life in a multi-cultural society. There is little indication from governor meetings of any significant discussion of this issue.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management in the school are very good. The headteacher provides very effective direction for staff and governors. Key staff provide very good leadership. Governors give good support to the school and perform their duties well. The school is well managed.

Main strengths and weaknesses

- The headteacher is a very effective leader with a very clear sense of purpose and high aspirations for the school and each pupil in it. He is supported very well in this by the deputy and assistant headteachers and other key staff
- Staff lead by example and very good teamwork; school administration is very efficient
- Effective development planning has meant that the key issues from the last inspection have been successfully acted upon
- Governors have a clear understanding of the school's strengths and weaknesses, and are increasingly involved in determining the school's strategic direction
- School financial management is good; the school applies the principles of best value well
- There are policy gaps in the school's partnerships with parents and the community

Commentary

39. The leadership of the headteacher is very good. His interest in each individual child's development sets a very good example for others to follow. He is invariably on hand to offer support and guidance to teachers, staff and governors. He involves himself personally in many aspects of the school's life and work, including playing in the school band and going on residential visits. He is proud of the school and its achievements, but is always seeking to improve on these. This motivation is shared by key staff who also carry out their leadership responsibilities very effectively. The success of the building programme over the last six years is testimony to the leadership team's determination and skill in getting things done. Their educational vision for the school is clear and successfully achieved. Above all, the aim is to make the school a happy and harmonious place where pupils are able to achieve to their potential, regardless of their backgrounds or circumstances. The status, provision and support given to pupils with special educational needs typify the way that this aim is translated into practice. Parents are right to feel that the school is well run.

40. The governing body fulfils its duties effectively and is well led. Governors have a good grasp of the school's strengths and weaknesses and play their part in shaping the direction of the school through their involvement in the school development plan. Governors are prepared to challenge, in a supportive manner, the school's ideas and proposals when they feel it necessary, for example in connection with school uniforms. They successfully ensure that all statutory requirements are met.
41. Development planning is effective. The focus on whole-school priorities has led to much greater consistency of performance, in practice, throughout the school, for example in planning and assessment. It also provides clearer guidance for action planning. Each subject produces an annual plan based on whole-school policy, and on an evaluation of achievement and progress from the previous year. Governors share in this process. Much improved assessment and monitoring systems, including rigorous monitoring of teaching, significantly aid this process. As a result, the school and governors are now able to be much more precise when setting targets and taking actions to raise standards of teaching, learning and attainment.
42. The school financial management is secure. There are good procedures in place to ensure that funds are used wisely and accounts are monitored. The large surplus of funds carried over into the 2004/2005 financial year (see table below) is earmarked for the next phase of building to begin later this year.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	690,231
Total expenditure	674,521
Expenditure per pupil	2212

Balances (£)	
Balance from previous year	82,210
Balance carried forward to the next	97,920

43. The school follows the principles of best value well by securing competitively priced contracts. Performance information is effectively used to determine future priorities and spending, for example in identifying science as a priority area in next year's development plan.
44. There are a small number of gaps in the effectiveness of the school's leadership and management. Issues relating to school's partnership with parents were raised in the 1998 inspection report concerning limitations to parents' involvement in the school. These have not been fully resolved. This aspect of the school's provision is identified in the school's self-evaluation report as its least effective, relatively, but it has not been prioritised for action in the school development plans in the last two years. Lack of policy and plans for harnessing the full benefits of community participation in the school's work has been highlighted earlier.
45. Overall, the quality of the school's leadership and management has had a decisive impact on the school's good progress in the period since the last inspection.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- There is a significant amount of very effective teaching; teaching and learning of basic literacy skills are good
- The provision for pupils with special educational needs is very good
- The assessment and monitoring of pupils' performance, and target setting for writing, are very effective in raising standards of teaching and learning in basic literacy skills
- The provision for English is too narrowly focused on the literacy hour and provides too few opportunities for pupils, especially the more able, to engage creatively in the development of their literacy skills across the curriculum

Commentary

46. In the 2003 national tests, the school's results were above average, continuing the upward trend in the school's performance in recent years. Attainment in the current Year 6 is not as high as last year because of the large proportion of pupils with special educational needs. Current standards are average and pupils achieve well, especially those with special educational needs who make very good progress. There is a significant proportion of more able pupils in Year 6. They make good progress in the acquisition of basic writing skills, but less progress in using them across the curriculum. Overall, attainment in Years 3 to 5 is generally of a higher standard.
47. Standards of speaking and listening are satisfactory. Pupils are good listeners because they are expected, and taught, to be attentive. The quality of pupils' speaking is more variable. At its best, it is thoughtful, articulate and confident. Typical was the explanation of immortality by a Year 3 pupil. At its least effective, it is too often limited to brief responses to factually-based questions, a weakness identified in the 1998 inspection report.
48. Standards in reading are satisfactory, with evidence of better standards in Year 5. The majority of pupils achieve well given that around a quarter of them read at below average levels when they enter the school. They are well taught, especially those in need of most help. They know how to work out the sound and meaning of unfamiliar words. The most accomplished readers use good expression and intonation. They confidently analyse texts in terms of structure, meaning and mood. Home reading records and personal targets help pupils to make good progress. Less helpful is the lack of use made of the library to support pupils' work during lessons.
49. Standards in writing are satisfactory and pupils, overall, achieve well. Supported by very effective target setting for all pupils, standards of pupils' technical writing skills are good. But this technical competence is not consistently transferred to pupils' independent writing. The following extract from a Year 6 poem shows what they are capable of:
- The resting robin
Eyes like stars
Glimmering in the frosted snow*
50. On the other hand, a lot of the writing seen was of variable quality with evidence of casual handwriting and spelling, even in final drafts. Overall, it tended to lack excitement, personal

ownership and meaningful contexts. The impression was of writing that was produced for the teachers, not for the writers themselves.

51. The quality of teaching is good. It draws its strength from very thorough preparation, effective teamwork and very productive relationships with pupils. The most effective lessons have very clear learning objectives supported by well-structured and imaginative ways of achieving them. Teachers in these lessons present pupils with challenging tasks well matched to their abilities and prior knowledge, and then give them ample time to get on with them, guiding, encouraging and refocusing their learning when necessary. There was always a buzz of animation, industry and achievement in these lessons, typified in the sessions for pupils with special educational needs. In a minority of lessons, teachers play a much more central role, spending lengthy periods of time teaching the whole class. Time is not always well used, so that some lessons end without either the pupils, or the teacher, really knowing what learning and progress have been achieved. The use of worksheets does not consistently enable pupils to make sufficient progress, for example when more able pupils have to copy out the questions from a worksheet before answering them.
52. The subject is very well led and managed, helping to account for the much improved national test results since the last inspection. Assessment and monitoring systems are now very effective. They provide precise information about school and individual pupil performance, enabling the school to set realistic, but challenging, targets – and to achieve them. Less attention has been paid to developing the English curriculum beyond the daily literacy session, though a start has recently been made with this in conjunction with partner schools locally. Progress, too, has been made with using ICT to support pupils' learning, both in acquiring basic language skills, and as a tool for presenting final drafts of their work. Overall, the English provision lacks breadth. It takes insufficient advantage of opportunities presented in other subjects, as well as its own provision, to give pupils a wide range of meaningful and relevant experiences through which to develop their language and literacy skills.

Language and literacy across the curriculum

53. There is no whole-school plan for guiding the teaching of speaking and listening, or writing, in other subjects. The school's cross-curriculum plan, for example, does not include literacy in the teaching of history or geography. Likewise, the tendency in many subjects to use worksheets as a major teaching tool restricts the opportunities to develop pupils' higher-level language and literacy skills, especially those of the more able pupils.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- High expectations and very good teaching of basic skills enable pupils to achieve well
- Very good relationships in classrooms ensure that pupils are keen and eager to succeed
- Assessment data is skilfully used to strengthen pupils' learning
- The subject is very well led and managed
- Marking does not always help pupils to know what to do in order to improve
- Targets are not set in all year groups

Commentary

54. Standards of attainment in the current Year 6 are average. This is a dip in performance compared to the above average, and well above average, results achieved by Year 6 pupils in the 2002 and 2003 national tests respectively. This is because the current year group has a large proportion of late entrants and of pupils with special educational needs. Standards have

risen significantly since the last inspection, primarily as a result of more effective leadership, management and teaching of the subject. Standards are above average in Years 3 to 5.

55. Pupils have very good number skills because teachers are very clear in their explanations, ensuring that pupils have plenty of practice and enjoy learning. Pupils are good at solving problems. Typical was a lesson in Year 6 where pupils extracted information from tables, quickly decided which number operation they were going to use and worked enthusiastically alongside each other as they solved the problem. Pupils achieve well, including pupils who are in the habit of saying that they find mathematics difficult. Boys and girls do equally well. Pupils with special educational needs make good progress.
56. The quality of teaching is very good. Teachers have very good knowledge and understanding of the subject and of how pupils learn. They use the National Numeracy Strategy well and constantly reinforce learning, giving pupils confidence in their ability to succeed. Classrooms are happy and purposeful places. Pupils are excited by the challenges set and the high expectations held of them. This was seen in a Year 3 lesson where pupils raced each other to demonstrate their knowledge of the three times table, recording their answers on a whiteboard. Teachers focus pupils' attention very well by using a range of methods to support and clarify learning. In the best teaching, teachers plan activities that draw on real events and contexts to help stimulate pupils' interest and engagement. For example, in a Year 6 lesson pupils were challenged to work out how many points were awarded for first, second and third places respectively at sports day, having been given the total number of team points scored.
57. Gaps in pupils' knowledge are routinely addressed by teachers. Results from regular tests are thoroughly scrutinised so that areas of weakness can be identified and corrected. Regular tests also enable teachers to monitor pupils' progress and help smooth the passage from class to class. Teachers are very aware of how well pupils are learning on a day-to-day basis, giving them good advice on how to improve. However, teachers' marking does not consistently inform pupils why mistakes have been made and how they might extend their learning.
58. The subject has developed considerably in recent years because it is very well led and managed. The curriculum is effectively planned to enable pupils to build on their skills progressively. Teaching has improved because there has been a strong emphasis on problem solving. The co-ordinator has a regular monitoring programme to check teachers' planning, assess the quality of pupils' work, and evaluate teaching in the classroom. This gives her a good overview of the strengths and weaknesses in the subject.

Mathematics across the curriculum

59. The development of mathematics across the curriculum is satisfactory. Pupils frequently make use of their numeracy skills in other subjects, for example, when collecting and analysing data in science, geography and history. But this is often incidental practice rather than systematically planned to help extend pupils' numeracy skills. For example, frequency tables are used in the Year 6 local study to illustrate population changes when frequency graphs might have represented a more meaningful challenge. Effective links are made with ICT because this is carefully planned into lessons.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The most effective teaching relates learning well to pupils' immediate experiences, including educational visits; equally, there are occasions when learning time is wasted
- The links with ICT to support learning in science are good

- Pupils' skills of investigation in practical work, although improved, are underdeveloped
- The school does not analyse pupils' performance in the national tests for purposes of future planning

Commentary

- Standards of attainment in the current Year 6 are average. This matches the school's national test results in each year since 2001, compared both to all schools nationally and to similar schools. Given the improvement in test results nationally over the last few years, and the fact that the school's performance has kept pace, this represents a rise in standards since the last inspection. The proportion of pupils achieving higher attainment results has also kept up with the national trend. Overall, pupils achieve satisfactorily in relation to their abilities. The high rates of pupil mobility in and out of the current Year 6 have had an impact on continuity and progression of learning. There are a significant number of pupils who have special educational needs, and, whilst these pupils work hard and achieve well, some do not catch up sufficiently to meet national expectations.
- Unfavourable comparisons with pupils' test performance in English and mathematics have led the school to review its provision for science and give greater emphasis to developing pupils' scientific skills through an investigative approach. Lesson observations confirm that this is beginning to have an impact in some classes, notably in Year 5, but it is not seen as a priority in others. For example, an analysis of pupils' work indicates a continuing over-reliance in some classes on completing worksheets, where all pupils are expected to do is fill in a missing word, or copy out pieces of writing. In Year 6 folders of work there is evidence that pupils are afforded too few opportunities to develop scientific skills through investigative methods that enable them to make predictions, test hypotheses, and apply this knowledge and understanding to future investigations. Where teachers plan opportunities for pupils to be actively involved in their own learning, pupils achieve well.
- The quality of teaching is good overall. It is consistently good in Year 5 where teachers' planning provides opportunities for pupils to work collaboratively, sharing knowledge and experiences that enable them to reach group decisions. In one of the Year 5 lessons the teacher reminded pupils to draw upon their experience of an investigation in the school grounds to help them decide where to place animals in a food chain. She asked questions that ensured pupils thought very carefully about the answers, insisting they gave reasons. By posing questions at different levels she ensured all pupils were able to take part in discussion. Pupils' very positive attitudes to their work and the very good relationships enabled all of them to make good progress and achieve well. However, a small amount of learning time was lost when pupils were asked to cut out animal names before starting group discussions. The cutting out was not essential to the learning.
- Teachers' planning increasingly seeks to include links between science and other subjects, particularly ICT. For example, in three good ICT lessons seen, the whole session was devoted to searching the Internet for information about the interdependence and adaptation of different animals. Pupils used ICT skills well to pursue specific lines of enquiry that would prepare them for the next steps in science. Observations of two science lessons following this work confirmed the depth of understanding pupils had gained from their Internet search, and how this impacted positively on their achievement in science.
- Leadership and management are satisfactory. The joint co-ordinators have reviewed the schemes of work following classroom observations that revealed evidence of curriculum overlap. They are implementing a new assessment system that will give teachers more information about pupils' strengths and weaknesses and inform their future planning. In some classes teachers use self-assessment well at the end of lessons to help pupils establish what they have learned from that lesson and how they will use this in the next lesson. Marking of pupils' work is variable. Some teachers identify how closely pupils have met the learning objectives and write comments that help them understand what they need to do to improve,

while others simply celebrate pupils' work and give no guidance to help them improve. Monitoring of pupil performance is not rigorous enough. The 2003 national tests were not analysed to find out where pupils performed well and where greater teaching input was needed.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils' achievement is good, and their work is of the standard expected nationally by the end of Year 6
- There has been good improvement in provision since the previous inspection, notably in accommodation and resources
- Leadership and management of the subject are very good
- Greater emphasis on using ICT to support learning in other subjects is effectively contributing to pupils' knowledge and understanding in those subjects, but there is no whole-school plan to ensure that the overall provision across the curriculum is developing pupils' ICT skills progressively from year to year

Commentary

65. The standard of pupils' work is in line with national expectations by the end of Year 6. The school has put a lot of effort into improving provision since the previous inspection. Pupils now work in a very well equipped, air-conditioned ICT suite where there are sufficient computers for whole-class use, and with a broadband link ensuring quick Internet access. The school has purchased very good quality computers, and installed software that enables pupils to study all the National Curriculum requirements. The whole school is networked, and this enables staff and pupils to access the full range of software on portable computers in classrooms. These classroom computers are put to good use to support pupils' work in a number of subjects, and for teachers' curriculum planning and administration. One classroom has an interactive 'smartboard', which staff use well to support learning across the curriculum. For example, following a trip to the National Stone Centre the teacher recaptured the visit by displaying digital photographs of exhibits to support work in science. This enabled her to draw upon pupils' first hand experiences, and promote discussion around different rock types.
66. Staff confidence in using ICT has grown as a result of significant amounts of training. Pupils are taught well and are provided with plenty of opportunities to learn, practise and extend their ICT skills. They make good progress and achieve well, including pupils who have special educational needs. Activities are well planned and very good adult support is given to pupils needing it. Overall, there has been good improvement since 1998. The quality and breadth of curriculum opportunities are very much improved, bearing in mind that they were identified as a weakness at the last inspection.
67. The quality of teaching is good. In one Year 5 lesson it was very good because the lesson was very well planned. The teacher made good use of pupils' ICT skills to support work in science on 'interdependence and adaptation'. In the previous day's science lesson, pupils had worked co-operatively in groups to put together food chains. Discussions focused on where to place animals in the food chain. This gave pupils a very good opportunity to take their learning in science further by researching appropriate Internet sites. In order to use time effectively, pupils skilfully split the screen so that one half displayed a worksheet, whilst the other displayed information from the chosen website. Higher attaining pupils confidently varied the way they split the screen to enable them to work at pace and use their time very effectively. Pupils whose skills were less well developed completed an easier worksheet, which enabled them to make very good progress, in relation to their prior attainment. Attainment was above average

in this lesson. Learning was rapid because pupils used skills, taught over time, very well. Pupils enjoyed the activity, and could see it had relevance to ongoing work in science.

68. Leadership and management are very good. The co-ordinator has a very clear view of provision, and of what needs to be done to improve the subject further. His detailed action plans include a significant financial commitment to develop existing provision. This includes the installation of an interactive smartboard that will enable teachers to overcome the difficulties of whole-class teaching in the ICT suite. New assessment procedures ensure teachers are able to track the progress of individual pupils at the end of each unit of work. An ICT Club provides additional opportunities for pupils to develop their skills.

Information and communication technology across the curriculum

69. Teachers are keen to exploit the use of ICT in other subjects, and some good examples of this were seen during the inspection. However, teachers' medium-term planning leaves the choice of subject links open to individual teachers. Consequently, while classes within year groups choose the same subject focus to ensure consistency, there is no curriculum overview to ensure that ICT skills are progressively developed as pupils move from one year group to the next. Links between science and ICT are good.

HUMANITIES

70. One lesson of religious education was seen, pupils' completed work scrutinised, discussions held with pupils and assemblies attended. Large parts of two history lessons were seen and a small sample of pupils' work scrutinised. No geography lessons were seen.

Geography

71. Display and work in pupils' books together with scrutiny of planning, shows that the curriculum provision is satisfactory. No judgements on standards, teaching and learning or overall provision can be made.

History

72. On the basis of the evidence seen, the provision for history is **satisfactory**. National Curriculum requirements are well covered. There is a good focus on different types of evidence, and getting pupils to use evidence to formulate their own conclusions. No judgements on standards, and teaching and learning are possible, other than the observation that there is a marked difference in the teaching approaches used. This ranges from very active involvement of pupils to very passive listening, with learning from worksheets falling somewhere between these poles. The co-ordinator is only recently appointed. There is evidence of good practice and sound pupil learning upon which to base future developments.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils are interested in learning about different religions
- Links with assemblies are good
- There is a lack of visits and visitors from a range of different faiths to help induct pupils into a multi-cultural society.

Commentary

73. Standards since the last inspection have been maintained and meet the requirements of the locally agreed syllabus. All groups of pupils make sound progress and achieve satisfactorily.
74. Pupils are introduced to the major world religions and their belief systems. They know about the festival of Diwali and about holy days, and the beliefs and practices of Islam and Hinduism. However, some of this knowledge is not sufficiently embedded in pupils' learning to be effective in giving them an insight into life in a multi-cultural society. The relative lack of first hand exposure to different faiths through visits and visitors tends to reinforce the idea that knowledge about other faiths is merely something to be learned and remembered – for assessment purposes.
75. Pupils have a sound knowledge of Christianity, its major festivals, biblical stories and the values and attitudes it engenders in people's lives. The latter are well developed in assemblies, stressing the importance of such qualities as kindness and respect for others. Planning for assemblies is well linked into the provision for religious education. Likewise, teachers are generally good at reinforcing the values promoted in religious education in other lessons, though, on the evidence of the inspection, with little reference to faiths other than Christianity.
76. Leadership and management are sound. The co-ordinator has well thought out aims for improvement, but implementation of these has been held back because of delays to the publication of the newly agreed syllabus, which arrived earlier this school year.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77. No lessons in art and design were seen, but wall displays and pupils' completed work were scrutinised. Two lessons in design and technology were seen and completed work scrutinised. One music lesson was seen, singing in assemblies was evaluated, and band and choir practices attended. Parts of five lessons in physical education were seen.

Art and design

78. There was insufficient evidence to make judgements about standards and teaching and learning. The good range of colourful displays around the school, and the evidence from pupils' art folders, indicate that provision for the subject is **satisfactory**. Pupils' artwork is well used to help make the school a pleasant and stimulating place, as well as celebrating pupils' achievement.

Design and technology

79. There was insufficient evidence to make judgements about standards, teaching and learning, and provision.
80. Work on display confirms that activities have been completed in line with the school's long-term plan. Pupils have followed a full design and technology process, including opportunities to evaluate the quality of their work. The work is of good quality and reflects pupils' positive attitudes to the subject. These observations were confirmed in the two lessons seen. Pupils know that there are number of considerations to be thought about when designing a product, for example cost and customer appeal. Teachers' questioning and individual support for pupils enabled them to make good progress.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Pupils sing well; the significant number of pupils receiving instrumental tuition also perform well
- Pupils are provided with an impressive range of additional opportunities to develop their musical skills and talents
- The teaching and instrumental tuition are very good
- Pupils are highly motivated and take a pride in their performance

Commentary

81. There is a very strong tradition of music in the school and a great deal of enthusiasm for the subject. For example, several members of staff are involved in extra-curricular provision, including all members of the senior management team. These additional opportunities add significantly to pupils' skills and expertise in the subject. For example, at the Monday lunchtime band practice, the performances of *The Lion King* and *Yesterday* were of a very high standard. The band was well directed by the school's visiting specialist teacher. There are further opportunities for pupils to make music at the weekly recorder practice, and when instrumental teachers visit the school. Pupils' singing during assembly is tuneful; they have good diction and show an awareness of the importance of dynamics. The choir meets weekly and provides opportunities for pupils to sing to a very high standard. They are especially confident when singing in parts. Their beaming smiles reflect the love of music the school has engendered.
82. In the one lesson seen, the teaching was of high quality, and the standards achieved by pupils were well above national expectations. Pupils were engrossed in music making as they developed an awareness of the way music is organised, demonstrating this through their own compositions. The one shortcoming in the lesson was the lack of opportunity provided for pupils to discuss and evaluate their work. The subject is well led and managed by the deputy headteacher who is keen to develop the subject further.

Physical education

Provision in physical education is **very good**.

Main strengths and weaknesses

- The curriculum is very good, including a very good range of extra-curricular opportunities for pupils to achieve to their full potential
- The subject is well led and managed
- The subject is given high status, and supported by impressive levels of commitment by teachers and pupils

Commentary

83. Standards of attainment are above average. In lessons, the vast majority of pupils reach, or exceed, the standards expected for their age. They show accuracy, control and imaginative expression in gymnastics and dance, though the latter is sometimes achieved at the expense of good posture and poise. Pupils have good ball skills. They throw, catch, pass and control a ball with good technique and know how to translate these skills into the demands of a wide range of games. They understand the principles and demands of teamwork. Virtually all pupils, by Year 6, have met the nationally expected standard for swimming. Many are highly accomplished swimmers, achieving a range of awards.

84. Sport enjoys high status in the school, recognised and appreciated by both pupils and parents. The range of opportunities for pupils to pursue their personal interests and talents in sport is exceptional, contributing significantly to the school's success in local and regional events, as well as accounting for the good achievement by pupils in lessons. The other key factor in this success is the very effective leadership of the subject. Thorough planning and development, systematic assessment and monitoring of pupil performance and high levels of personal commitment to the subject, provide very good direction for teachers. This was consistently reflected in the lessons observed.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Commentary

85. Personal, social and health education is not taught as a timetabled subject in the curriculum. On the basis of evidence of its permeation across the curriculum and from assemblies, the provision is **satisfactory**. There are sound links with religious education lessons, which are well drawn out in assemblies in relation to pupils' personal development. These are effectively planned as weekly themes. During the inspection the theme of 'standards' was well picked up in a Year 6 religious education lesson. They are also developed in other lessons when a suitable occasion arises, and through class discussions (circle time).
86. Health topics are taught as part of the provision for science, and also feature in the planning and teaching of physical education. Pupils' social education is well provided for in terms of its promotion through the school's strong everyday emphasis on social harmony and community values. It less well planned for in terms of developing pupils' social awareness of what is involved, in practice, in being a citizen within a democratic society. Opportunities to give pupils practical experiences of such responsibilities as organising meetings, representing the views of others, elections and managing a small budget are given insufficient attention in the school's planning for pupils' personal and social education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
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	2
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
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	4
The school's links with other schools and colleges	4
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
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).