

# INSPECTION REPORT

## **PICKHURST JUNIOR SCHOOL**

West Wickham

LEA area: Bromley

Unique reference number: 101599

Headteacher: Mr H Richardson

Lead inspector: Mr M J Weaver

Dates of inspection: 8<sup>th</sup> – 11<sup>th</sup> September 2003

Inspection number: 257193

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7-11
Gender of pupils:	Mixed
Number on roll:	510
School address:	Pickhurst Lane West Wickham Kent
Postcode:	BR4 0HL
Telephone number:	020 8462 5867
Fax number:	020 8462 9394
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Geraldine Symonds
Date of previous inspection:	June 1998

## CHARACTERISTICS OF THE SCHOOL

The school is situated in a financially well-advantaged suburb, having 510 boys and girls on roll. Almost 90 per cent of the pupils are of white British heritage, the remaining ten per cent from ten other minority ethnic origins. The greater number of these (three per cent) are of white origin other than British. There are no pupils that are at an early stage of speaking or using the English language. The attainment of pupils on entry varies from year to year and is generally above the national average in English, mathematics and science. Current Year 3 pupils entered with above average attainment in English and science and only average in mathematics. Twenty-nine pupils have special educational needs, which is well below the national average, the majority of these having moderate learning difficulties. Twelve pupils (2.35 per cent) have a statement of special educational need, which is above the national average. The number of pupils joining school after the normal starting date or leaving before the end of Year 6 is low. The school has received 'Investor in People' and 'Young Enterprise' awards. It also has links with Greenwich University and Goldsmiths College for initial teacher training. The headteacher has been on post for a little over 12 months. He has been effective in creating a positive climate within the school, in motivating staff, giving a clear educational direction and gaining the confidence of parents. This has effectively built upon the work of the senior managers and temporary headteacher in their addressing some of the outstanding key requirements from the last inspection.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
9352	M J Weaver	Lead inspector	
1305	B Rance	Lay inspector	
27899	Mrs G Beasley	Team inspector	Science Geography Music Religious education
18498	Mrs D Morris	Team inspector	English Information and communication technology Art and design History Provision for pupils with special educational needs
22704	G Williams	Team inspector	Mathematics Design and technology Physical education The range and quality of the curriculum

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school is well led and has improved since the last inspection. It is a caring and happy place that enables pupils to achieve standards that are above and sometimes well above the national average in English and science. Pupils with special educational needs achieve well. Standards in mathematics are in line with the national average. Pupils attain standards in all other subjects that are in line with national expectations except geography, which is well below that expected for their age. Teaching has improved and is now satisfactory overall. Higher standards could be attained if work set were of a consistently challenging nature, particularly for potentially higher-attaining pupils. No significant difference is seen between the attainment of boys and girls. Taking these factors into account and the expenditure per pupil, which is broadly average, the school gives satisfactory value for money.

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

- Standards of work in English and science and the achievement of pupils with special educational needs are good.
- Assessment information does not yet ensure that appropriately challenging work is consistently set for all pupils and especially for more able pupils.
- The leadership by the headteacher and governance of the school are good.
- Pupils' attitudes, values and behaviour are good and their moral and social development is very good.
- The breadth of the curriculum is good except in geography where it is poor.
- Extra-curricular opportunities for pupils' enrichment are very good.
- The school provides well for pupils' care, welfare, health and safety.
- Involvement of the pupils in the work of the school is good.
- Links with parents and the community are good.

The school enables pupils to achieve above average standards in English and science at the end of Year 6. Although some underachievement is evident in mathematics, standards attained are in line with the national average and there are indications that standards are rising. The quality of teaching and learning and pupils' achievement<sup>1</sup> is satisfactory in all subjects except in geography, where their learning is poor. Many more able pupils throughout the school could achieve still higher standards if assessment information were used more effectively to set appropriately challenging work that was closely matched to their abilities. Pupils' achievement in geography is too low and they do not make the progress of which they are capable. This is as a result of the weak geography curriculum where the time between sessions is too great, pupils' skills, knowledge and understanding are not developed systematically and some pupils forget what they have learned. Pupils with special educational needs make good progress due to the good support given in lessons, the well-focused targets set for them in each stage of their learning and from the support they receive when withdrawn for specific work in groups. Pupils enjoy coming to school.

The school has **improved** since the last inspection. Teaching has improved significantly, and the previously high percentage of unsatisfactory lessons has been resolved. Standards in English and science continue to be above the national average. Standards have risen in religious education and are now in line with the locally agreed syllabus. Standards in all other subjects continue to be satisfactory, except in geography where standards are poor. Assessment systems have improved, but slow progress has been made in using these to raise standards. Leadership by the headteacher is better than at the time of previous inspection. He brings a sharper vision and determination to improve the quality of education. Improved communication is evident and the weaknesses in staff being fully aware of the school's aims and practical teaching strategies have been overcome.

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<sup>1</sup> Pupils' achievement is the progress they make over time and in relation to their abilities.

Most of the key issues at the previous inspection have been addressed satisfactorily, but further attention is needed to consistently provide sufficient challenge for more able pupils by using assessment information more effectively. The school improvement plan has developed but does not include sufficient evaluation from which to judge the impact of actions taken.

## STANDARDS ACHIEVED

### Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	A	B	A	C
mathematics	B	C	B	D
science	B	C	B	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 satisfactorily overall. Early indication from the 2003 SATs<sup>2</sup> results show that standards in English and science are above national averages while mathematics is average. Standards in all other subjects are in line with national expectations except for geography, which is well below expected standards. Pupils make satisfactory achievement in English, mathematics and science during their time in school. Although pupils' attainment in mathematics is below that of similar schools, the pupils have maintained satisfactory progress in their learning, and indications are that standards in mathematics are improving. The development and impact of English, mathematical skills and information and communication technology across the school is satisfactory.

Pupils' moral and social development is **very good**; their attitudes are **good**. The curriculum is broad and provides very good opportunities for sports, music and visits to a wide range of interesting places. Effective behaviour management systems are consistently applied throughout the school and pupils' behaviour is **good**. Pupils' self-knowledge, spiritual awareness and cultural development are **satisfactory**. Attendance is **satisfactory**, but punctuality is **good**.

## QUALITY OF EDUCATION

The quality of education provided by the school is **satisfactory**. The quality of teaching is **satisfactory** overall and ranges from satisfactory to good with some instances of very good teaching. Pupils' learning is **satisfactory** overall, but more could be done to raise the standards being achieved by more able pupils through sufficiently challenging work. The quality of education provided for pupils with special educational needs is **good**, enabling them to make good progress in their learning. The curriculum provides all pupils with a wide range of academic and physical opportunities. The provision for pupils' academic guidance is only satisfactory as the assessment records for tracking pupils' individual achievement are at an early stage of development.

The provision for pupils' care, health and welfare is **good**. The partnership with parents is **good** and links with other schools in the area are **very good**. This is particularly the case with one secondary school that provides good opportunity for more able pupils in Years 5 and 6 to develop their science skills, knowledge and understanding.

<sup>2</sup> SATs are the national Standardised Attainment Tests that children take at the end of Year 6.

## LEADERSHIP AND MANAGEMENT

The quality of leadership and management is **satisfactory** overall. The leadership provided by the headteacher is **good**, however, as he brings a clear focus to improving the school's systems, particularly evident in resolving the previously very high percentage of unsatisfactory teaching, and substantially improving the quality of communication throughout the school. He is ably assisted by the two deputy headteachers. Two areas that highlight the effect of this good leadership are the improved provision for pupils with special educational needs and the focus on developing systems for assessing pupils' achievement.

The leadership and management of the subject co-ordinators are **satisfactory**. They review pupils' achievement from workbooks but some do not have sufficient opportunities to monitor the quality of teaching and learning in lessons. The governing body is **effective** in fulfilling its statutory duties and fulfils its role as a 'critical friend' to the school effectively.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are pleased with the school. Parents value the leadership style of the headteacher and the improvements that he has brought about, particularly in improving the quality of teaching. Pupils value the many opportunities for sporting and other activities outside of lessons. They value the school council where they have opportunity to give their views for the school's development. Pupils say that there is very little bullying and that any inappropriate behaviour is dealt with quickly, fairly and effectively.

## IMPROVEMENTS NEEDED

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

- raise standards in mathematics and geography;
- use assessment information to track the achievement of all pupils rigorously to provide realistic challenge, particularly for more able pupils;
- set more specific priorities in the school improvement plan and more effectively evaluate the impact of actions taken;
- develop the role of subject managers;

and, in order to meet statutory requirements:

- ensure that pupils with disabilities have full access to all areas of the school.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards are above the national average in English and science and average in mathematics. Pupils' achievement in English, mathematics and science is **satisfactory** and they achieve satisfactorily against their prior attainment in Year 2. There is no significant difference in the achievement of boys and girls, but more able pupils could do better if work set for them were more challenging, particularly in mathematics. Standards in all other subjects are **satisfactory** and are in line with the national expectation and pupils' achieve satisfactorily. In geography, however, standards attained and pupils' achievements are **poor**.

#### Main strengths and weaknesses

- Standards are generally above and sometimes well above the national average in English and science.
- Standards in geography are well below the national expectation because there is too little curriculum time given and the quality and range of opportunities do not ensure that pupils are able to systematically develop their skills, knowledge and understanding.
- Teaching in Year 6 has had a marked impact on raising standards and has enabled pupils to overcome the dip in learning that occurred during the time that current Year 6 pupils were in Year 5.
- Standards could be higher if work set was better matched to the abilities of the more able pupils.
- The school improvement trend over the last five years is in line with the national trend.

#### Commentary

##### Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	28.7 (27.9)	27 (27)
mathematics	27.7 (27.1)	26.7 (26.6)
science	29.5 (28.9)	28.3 (28.3)

There were 129 pupils in the year group. Figures in brackets are for the previous year.

1. Standards in English and science are consistently above the national average and sometimes well above. Pupils' attainment on entry in 2002 was above the national average. When compared to similar schools, pupils achieved average results in English and science but below average in mathematics. Standards in religious education are satisfactory and are in line with the requirements of the locally agreed syllabus.
2. The results of the national tests in 2003 indicate that pupils' attainment continues to be above the national average in English and science, but only average in mathematics. Early indication is that the number of pupils achieving the higher Level 5 in English and science continues to be better than average, but only average proportions of pupils attain the higher level in mathematics. More could be achieved in all three core subjects if potentially higher attaining pupils consistently received more challenging work. Overall, most pupils make satisfactory achievement in English, mathematics and science against their prior attainment at Year 2. Weaknesses in mathematics are evident in that some teachers' lesson planning is not sufficiently precise as teachers do not have a high expectation of what pupils can achieve. The school has introduced setting in Years 5 and 6 to address the lower achievement of pupils in

mathematics and is currently evaluating the benefits of its impact on pupils' learning before deciding whether to introduce setting arrangements into Years 3 and 4. Pupils with special educational needs, however, are well supported; teachers' planning is good, being well focused and matched to pupils' specific learning targets.

3. The literacy and numeracy strategies have been implemented satisfactorily and enable pupils to effectively develop their skills across most subjects of the curriculum. Pupils develop satisfactory skills in information and communication technology that also supports their work in other subjects. The headteacher's monitoring of standards across the school indicated that a particular weakness in Year 5 was evident during the last year. Teaching was inconsistent between the four classes, with pupils in one class achieving below the level of the others; this caused a dip in the standards being achieved. Inspection findings indicate that this drop in standards has been resolved satisfactorily with those same pupils, now in Year 6, showing an improvement in their levels of achievement.
4. Standards at the end of Year 6 are broadly in line with national expectations in most of the other subjects except for geography where standards are poor. This is a direct result of several factors:
  - some teachers have weak subject knowledge.
  - the geography curriculum is not sufficiently broad and lacks depth.
  - the subject has not been a focus in school planning for several years and the subject manager has not had sufficient opportunity to improve teachers' skills.
5. Although many pupils achieve high standards in English and science, they could do better if teachers used the information gained from assessment to plan lessons to meet the needs of individuals and groups more accurately. The lack of a whole-school approach to tracking and targeting individual pupils' learning has prevented pupils from achieving more. The school has identified this as a concern and has begun to track pupils' individual achievement in order to match work to pupils' needs.

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

Pupils' attitudes, values and other personal qualities are **good**. Pupils enjoy coming to school. This is a similar picture to that at the time of the last inspection. Pupils' spiritual, moral, social and cultural development is **good** overall, with strengths clearly evident in their social and moral development.

### **Main strengths and weaknesses**

- The behaviour system works well and ensures that the majority of pupils have good attitudes to learning.
- Very good pastoral care leads to positive relationships throughout the school.
- The school council enables pupils to take responsibility and make decisions.
- Provision for pupils' moral and school development is very good and contributes well to the learning environment.
- A small minority of pupils do not respond well to the behaviour system, leading to some off-task behaviour in lessons.
- On occasions, the Act of Collective Worship do not always ensure the development of pupils' spirituality.

### **Commentary**

6. Pupils behave well in and around the school. They value their surroundings and develop good personal qualities. In lessons, most pupils listen carefully to others, work well in twos and threes, and share resources appropriately. They take turns and work towards achieving points

so that they can benefit from 'Golden Time'<sup>3</sup> on a Friday afternoon. Almost all pupils strive towards this goal and only a few incidences of disruptive or restless behaviour were observed during the inspection. Staff work hard to keep pupils on task and relationships are positive; these are promoted through 'circle times' where pupils benefit from very good pastoral support, enabling them to discuss their concerns and worries.

7. The high quality extra-curricular provision, in which almost all pupils are involved, promotes very good social and moral development. Pupils know right from wrong and they value the high expectations that staff have of them. The annual residential experience is a real strength, enabling pupils to mature and develop their personal qualities to a high level.
8. The provision for the development of pupils' spirituality has improved since the last inspection, particularly within the curriculum subjects of art and design and music. Pupils appraise and admire the work of artists and develop a greater understanding of other people and cultures through the study of ethnic art, particularly during the 'Arts Week'. On occasions, the acts of collective worship do not always include prayer or opportunities for pupils' to reflect on their own lives and on the world around them. This limits their spiritual development.
9. Pupils are taught right from wrong and are given clear moral direction by all staff that encourages good behaviour. Pupils are provided with opportunities to develop personal responsibility to make the right choices, for example through their drugs awareness programme. Praise is frequently used to improve the pupils' self-esteem and confidence, as was evident in a Year 6 class when a pupil, through endeavour, was commended for his efforts and moved to a higher group. Pupils respect the class rules and respond appropriately to teachers' expectations as well as the school's code of conduct. Provision for pupils' social development is very good, providing many opportunities for pupils to show initiative, for example initiating their own extra-curricular activities and raising money for causes they believe in. The school council is very effective in promoting pupils' involvement in taking the school forward. Pupils have a responsible attitude, demonstrating an ownership for developing the school. Relationships throughout the school are good. Pupils work well together in pairs and small teams, supporting and encouraging each other. These are significant strengths in improving the quality of learning.

## Attendance

Pupils' attendance at school is **satisfactory** and punctuality is **good**.

## Main strengths and weaknesses

- Pupils enjoy coming to school and arrive in good time.

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

Authorised absence	
School data:	5.3
National data:	5.4

Unauthorised absence	
School data :	0.3
National data:	0.5

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

## Exclusions

Only one pupil has been excluded for a short period within the last year.

## Ethnic background of pupils

## Exclusions in the last school year

<sup>3</sup> Golden time is time given to pupils at the end of the week based on their being awarded points for good behaviour.

Categories used in the Annual School Census
White – British

No of pupils on roll
510

Number of fixed period exclusions	Number of permanent exclusions
1	0

Pupils' attitudes, values and other personal qualities are good. Pupils are pleased with the overall provision made for them and enjoy coming to school. They willingly take responsibility such as when fulfilling the role as school council member. Pupils' personal development is nurtured well, and is strongly supported by the very good range of activities provided after school, including overseas visits to France for older pupils and a wide range of sporting, musical and other clubs. This is an improvement since the last inspection. Most pupils achieve satisfactorily and pupils with special educational needs make good achievement in learning as a result of the effective support arrangements planned for them.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

### Teaching and learning

The quality of teaching, although only **satisfactory** overall, ranges from satisfactory to very good and demonstrates a significant improvement since the last inspection, when two out of ten lessons were unsatisfactory. Although teaching is satisfactory in geography, too little time is given to enable pupils to sustain their learning in a systematic way.

### Main strengths and weaknesses

- Teachers adopt a strong and supportive approach to managing pupils' behaviour.
- New initiatives have been developed to analyse test results in core subjects.
- Pupils with special educational needs receive close support and achieve well.
- Lessons are evaluated, but the setting of homework is inconsistent.
- Target setting, particularly for special educational needs pupils and those of lower attainment, is good, but insufficient use is made of assessment to influence teaching for potentially higher attaining pupils.
- Monitoring of pupils' achievements is inconsistent and does not ensure that more able pupils receive sufficiently challenging work.

### Commentary

- Teaching of the lower and average ability pupils is better than that provided for more able pupils, because teachers plan well-focused activities for them that are well matched to their needs. Less effective teaching is evident for some more able pupils, due partly to the lack of information for closely matching work to what pupils are capable of and the lack of effective recording of what pupils achieve. In this, teachers expectations overall, although not consistent in all classes or subjects, are too low. Good quality teaching is evident across the year groups and is not limited to any one subject. More effective and consistent teaching is provided in Year 6 and ensures that, where possible, weaknesses in pupils' prior learning are effectively addressed. Parents expressed concern over the inconsistent provision of homework in some classes; this is now being addressed by the school.
- The good relationships in most classes and effective management of pupils' behaviour create an environment in which all pupils can listen and learn. This is a strength of the school. Where lessons are well planned, time is used to the full and pupils of all abilities maintain their interest through a range of appropriately challenging questions that probe and provoke pupils' thought, such as when pupils in one Year 6 class were expected to express their thoughts and feelings about their favourite book. Although more able pupils are not sufficiently challenged in all classes, they sustain their concentration and behave well.

12. The teaching of pupils with special educational needs is consistently good. Pupils are well supported in class by the good quality classroom assistants who enable pupils to achieve well. Effective support is given to these pupils when withdrawn from class, although this is not always accomplished as some pupils feel a stigma about walking across the playground and being seen by their classmates as needing personal attention. This also leads to difficulties in wet weather. The school is rightly seeking to address this. A major strength in teaching pupils with special educational needs is the good multi-sensory approaches which enable pupils to improve their literacy and numeracy skills and achieve well. Clearly focused targets enable pupils' progress to be effectively and regularly monitored.
13. Procedures for assessment across the school are satisfactory. They are used appropriately to inform the next stage of education. This is an improvement since the last inspection. Some good new initiatives have recently been implemented to identify how well pupils achieve. Analysis of standardised and optional tests is a strength and provides valuable information about pupils in each class. Analysis by gender and ethnicity is good and ensures that the needs of different groups of pupils are met. Some good individual targets are set for pupils with special educational needs and for those who attain standards below their peers. This is helping these particular pupils to achieve well and make good progress. However, not enough information is available about all individual pupils, so that their progress can be measured and tracked over time. Consequently, some pupils do not always achieve well enough. There is a lack of consistency about daily recording of achievements. This leads to a lack of rigour in using assessment when planning lessons for potentially higher attaining pupils to ensure that they achieve their full potential.

#### Summary of teaching observed during the inspection in 46 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
(0%)	3 (7%)	18 (39%)	25 (54%)	(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.

#### The curriculum

The range and quality of experiences in the curriculum are **good** overall and cater for the interests, aptitudes and particular needs of all pupils, including those with special educational needs. The supportive curriculum provides a particularly secure basis for learning with very good provision for moral and social development through sport and the arts.

#### Main strengths and weaknesses

- The curriculum is good, well-balanced overall and serves its pupils well.
  - The provision for extra-curricular activities is very good.
  - There is strong commitment to supporting pupils with special educational needs.
  - Provision for pupils' moral and social development is very good.
  - The time allocation to geography is insufficient and does not ensure that pupils' develop their skills, knowledge and understanding systematically.
14. All the subjects are taught and meet statutory requirements except for geography, where the time between sessions is too great to ensure that pupils' knowledge and skills are systematically developed. The strategies for numeracy and literacy are used effectively to develop pupils' learning in English and mathematics and in all other subjects. Information and communication technology supports pupils' learning satisfactorily in other subjects, such as history and art. Religious education is taught satisfactorily to the requirements of locally agreed syllabus. Provision for pupils' spiritual and cultural development is satisfactory, whilst their moral and social development is very good.

15. The school's commitment to inclusion and equality of opportunities for all pupils is only satisfactory, as more, could be done to enable potentially higher attaining pupils to achieve more, ensuring that all pupils have equal access to the curriculum. Lessons are planned to include the needs of most pupils, while planned intervention programmes help less able pupils to access the curriculum. Challenge for potentially higher attaining pupils, however, is not as strong, but the school is adopting strategies to promote this area more effectively. The school's commitment to equal opportunities is borne out in its policies to provide full access and opportunity for all pupils.
16. The school provides good enrichment for pupils through a wide range of clubs, some initiated by pupils, which offer pupils time to develop new interests in areas such as sport, music, drama and gardening. Residential visits for pupils in Years 4 and 6 give them opportunities to improve their skills, knowledge and experiences in outdoor and adventurous activities as well as studying the different cultures of France. These visits promote independence and team spirit. Pupils' experiences are further broadened through visits to museums and art galleries and competitive events against other schools. The planned activities and educational visits make a significant contribution to the provision and development of pupils' social, physical and creative skills; they are well supported by pupils and valued by parents.
17. The time given to teaching geography is insufficient as there is too big a gap between lessons in different aspects of the subject in Years 4 and 5. History is also affected by lower than average time allocation but the impact has not been as dramatic, because the planned timetable ensures continuity of pupils' learning.
18. The quality and adequacy of accommodation and resources to meet the needs of the curriculum are **satisfactory** overall. The accommodation for physical education and drama, for example, is particularly good. However, classrooms are barely big enough; they are cramped for older pupils and provide insufficient space for practical activities or for pupils with particular mobility disabilities. There are adequate resources within each subject to meet the needs of the curriculum. Staff are sufficient in number, have an appropriate range of skills, and experience and are suitably deployed. Classroom assistants support pupils effectively, working closely with teachers. Pupils' work is displayed throughout the school and its stimulating nature contributes well to the learning environment.

### Care, guidance and support

The care that the school takes of pupils is **good**.

### Main strengths and weaknesses

- Procedures for ensuring the welfare, health and safety of pupils, including child protection are good.
- Guidance for pupils' personal development is satisfactory but could be improved through more effective assessment and academic guidance, particularly for more able pupils.
- Provision for pupils with special educational needs is good and has been maintained since the last inspection.
- Pupils have good opportunity to have a voice in the running of the school.

### Commentary

19. Child protection procedures are good and all members of staff are fully briefed on their responsibilities. Routines for dealing with first aid, medicines and accidents are well established with four staff trained in emergency first aid. The school and nominated governor ensure that formal risk assessments are carried out every term. Safety checks on potentially dangerous equipment take place annually, alarms are tested regularly and fire drills take place each term with their timings and any difficulties recorded.

20. Teachers know the pupils well and, through the use of circle time and the personal, social and health education programme, which is timetabled in every class, they are able to share in the pupils' personal development, and make appropriate comments in annual reports to parents. However, inconsistencies in monitoring pupils' achievement means that not all pupils receive sufficient guidance toward furthering their individual progress. Criticisms in the previous report about sex education and drugs awareness have been rectified.
21. Liaison with the adjacent infant school is very good. When pupils move to the junior school they are familiar with the school and already know their new teachers. This means that they settle down to the routines of school life very quickly. Pupils with special educational needs are well supported by classroom assistants both in classes and when withdrawn for more focused support.
22. Informally through circle time, and more formally through class councils and the school council, the staff and governors take account of the views of pupils. For example, how the Golden Time activities for promoting good behaviour could be made more exciting. The school has conducted a pupil survey and one notable outcome is that every pupil feels that they have an adult in school to turn to whenever the need should arise.

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

The school's partnership with parents and other schools is **good**. It is **very good** with the wider local community, including local businesses.

### **Main strengths and weaknesses**

- Parents have a high regard for the school; they appreciate the academic standards that their children achieve, the standards of behaviour and the general ethos of the school.
- Parents receive high quality information about school activities and they appreciate the annual report on the progress that their children are making.
- Liaison with the adjacent infant school is very good, especially the transfer arrangements between the schools.
- Links with the wider community through school visits and visitors coming into the school are good, with good involvement in an Education Business Partnership with local businesses.

### **Commentary**

23. Parents are generally very happy with the school. In meeting parents at school, informally and at the pre-inspection parents' meeting, and from responses to the questionnaire, there were a number of concerns expressed, but also recognition that the school was addressing these matters. One particular example is homework, where a new policy is being developed to remove inconsistencies in approach by different teachers.
24. The school provides parents with relevant information through frequent letters and regular newsletters. Parents feel able to approach the school at any time if they have any concerns about how their children are progressing. Pupils' annual reports are of very good quality and are appreciated by parents. The reports describe what the pupil has done, what progress has been made and the standards achieved in core subjects, together with comments on aspects that are not so good or need working on. Comment is also made on children's personal development, with pupils adding their own comments as well.
25. Parents are keen to support school functions, and several accompany pupils on school trips. Together with the local community and businesses, they support the parent teacher association well, raising substantial funds that are used to improve the school's facilities and to provide additional resources.

26. Pupils enjoy visits from a wide range of interesting people, including the mayor. They participate in numerous local events such as the street parade and switching on the Christmas lights, in addition to many sporting activities. At Christmas, in the summer and at harvest festival time, pupils meet with some senior citizens to entertain and help them. Pupils raise significant sums of money for charities such as Children's Society and Red Nose Day. A particularly worthwhile activity last year was to participate in the Education Business Partnership, when representatives of sixteen local businesses spent two days in school working with the pupils and explaining their businesses.
27. Liaison with the adjacent infant school is becoming ever closer. Both headteachers take assemblies in each school and staff visit each other's schools to share curriculum ideas. The very well managed transfer programme ensures that pupils have a smooth entry into Year 3.

## LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory** overall.

The headteacher provides **good** leadership. Leadership by other key staff in the school as a whole is satisfactory. Management is **satisfactory** but is improving under the effective leadership of the headteacher, who has initiated significant improvements since his appointment in the quality of teaching and in assessing pupils' achievement, although this is at an early stage of development. This is a significant move forwards since the last inspection. The governance of the school is **good**.

### Main strengths and weaknesses

- The headteacher has been very effective in overcoming the high percentage of unsatisfactory teaching as at the time of the last inspection. He has enabled key staff to give more effective leadership, in some subjects particularly in the curriculum and special educational needs.
- The headteacher has created a strong sense of common purpose and direction.
- The headteacher is clearly aware of the strengths and weaknesses in subjects, but more needs to be done to ensure that standards rise significantly in geography and also in mathematics.
- Induction procedures for new staff and newly qualified teachers are very good.
- Governors fulfil the role of 'critical friend' well and have a very positive role in analysing the school's finances to ensure the school makes the most of the money it has.
- Improvement in meeting the educational needs of more able pupils have been in place for too short a time for them to have an impact. The role of some co-ordinators in monitoring teaching and its impact on learning is not yet having sufficient impact on raising standards.

### Commentary

28. The headteacher, who has been in post for a little over 12 months has been effective in creating a positive climate within the school in motivating staff, giving a clear educational direction and gaining the confidence of parents. This has effectively built upon the necessary work by the senior managers and temporary headteacher in their addressing some of the outstanding key issues from the last inspection. Parents at the pre-inspection meeting stated that they believe that the headteacher can be trusted to take appropriate action when concerns arise. His involvement of governors and staff has ensured that the school's vision and aims are clearly known and understood and he has created a strong sense of teamwork, previously a concern at the last inspection.
29. Classroom assistants receive clear information from the senior management team. The appointment of two non-teaching deputies for a twelve-month period ensures that chief aspects of the school's work are developed. This is particularly evident with the initiative to track pupils' achievement to ensure that work is matched to all pupils' abilities. The senior management team is fully aware that, until recently, it had not been in a position to measure whether all pupils were achieving sufficiently high standards.



30. The headteacher and all staff are committed to raising pupils' achievement. The monitoring of newly qualified teachers is of a high quality, but the monitoring of established teachers has taken too little account of the teaching impact on pupils' learning. Although the monitoring of teaching is only satisfactory overall, the headteacher has been very purposeful in resolving concerns in teaching, with the previously high percentage of unsatisfactory lessons being eliminated through training and addressing specific weaknesses in teaching. Although the school identifies and shares good practice among staff to improve the overall quality of teaching, it has not always successfully resolved some teaching concerns. The manner in which co-ordinators monitor their subject responsibility in lessons is not consistent to enable them to have a clear awareness of how pupils' learning can be improved. More is required to be done to ensure that the curriculum leadership of geography and mathematics ensures that standards rise. Induction procedures for newly qualified and new staff are very good with clearly defined support, effective mentoring practices in place and suitable in-service training.
31. The school improvement plan is satisfactory as a mechanism for school development, but does not ensure that initiatives and actions are evaluated sufficiently before the end of the school year. This critical aspect for ensuring that necessary adjustments are made throughout the year is yet to be developed. The school improvement plan has been used well, however, for setting budget allocations to support the school's priorities, actions and staff training.
32. Governors are committed to and very supportive of the school. They are fully involved in helping to shape the school's vision and direction and fulfil their statutory duties well. Most governors actively participate in monitoring the subjects for which they have a responsibility and ask searching questions. They are aware of the strengths and weaknesses in school, particularly supported by the clear and effective information provided by the headteacher, senior management team and subject co-ordinators.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	1,175,863	Balance from previous year	21,204
Total expenditure	1,180,097	Balance carried forward to the next	7,881
Expenditure per pupil	2,341		

The governors' finance committee is astute and asks perceptive questions about the effectiveness of spending decisions. It has begun to consider contingency actions for reducing costs because of the likely deficit budget absorbing the decreasing carry forward monies. The principles of best value are carried out satisfactorily, with headteacher and finance governors being particularly clear in their selection criteria in educational purchases, but insufficient focus is given to ensure that all pupils are appropriately challenged in their learning. Taking pupils' satisfactory achievement into account and the expenditure per pupil, the school gives satisfactory value for money.

## **PART C: THE QUALITY OF EDUCATION IN SUBJECTS IN KEY STAGE TWO**

### **ENGLISH AND MODERN FOREIGN LANGUAGE**

**Provision** in English is **good**. Pupils across the school achieve **above average standards** in all aspects of English.

Most pupils achieve satisfactorily in relation to their abilities. Pupils with special educational needs and those of lower ability achieve well and make good progress in the subject. Pupils capable of higher attainment do not always achieve well enough. Standards remain similar to those at the time of the last inspection. Although French is taught for part of the time to Year 6 pupils, no lessons were taught during the inspection and insufficient information was viewed to judge teaching and learning in that subject.

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

- Standards are above average in all aspects of English.
- Effective support is provided for pupils with special educational needs.
- Teaching in Year 6 is good.
- Resources and library facilities are good.
- The use of literacy in other subjects of the curriculum is good.
- The achievement of more able pupils is not always as good as it could be.

#### **Commentary**

33. By the end of Year 6, standards in English are above the national average and pupils make satisfactory progress during their time in school.
34. Standards in speaking and listening are good. Pupils generally listen well in class and take turns carefully in conversations. They make use of a varied vocabulary and explain themselves clearly. Some good characterisations in Year 6 are created through the rich and varied language of the times, with pupils asking pertinent questions to find out about the characters as well as the author. Pupils talk politely to adults and behave well in class. This is due to the good use of the behaviour points system and the good relationships in classrooms.
35. Standards in reading are good. Pupils read a varied range of books with fluency and interest. They are encouraged to keep 'reading logs', to summarise texts, and identify why they find certain books interesting. They comment on their favourite authors and offer valid comments about the style and mood of texts. The good, systematic reading programme and daily opportunities to read to themselves and others provide well for pupils of all abilities. The very good library facilities and resources are used well and contribute well to pupils' enjoyment of reading. Positive leadership has ensured that a good range of materials is available to suit all pupils' interests.
36. Standards in writing are not as successful as those in reading, and are just above average by the end of Year 6. Pupils write for many different purposes and in a range of styles. Work is neat and well presented, and they quickly develop a legible joined style. Spelling is good. From Year 3 onwards, pupils learn to spell specific words on a regular basis, ensuring that they quickly build up a reservoir of known words. This leads to accurate story and factual writing.
37. Work is well marked by teachers for most pupils with many positive comments. Pupils with special educational needs and those of lower ability are given clear, well-focused targets that help them to improve daily and each piece of work marked contains suggestions about how they might improve. This raises their achievements. More able pupils do not always receive the same support. Sometimes, the lack of appropriate targets and work that is not well matched to their ability leads to less successful achievement by this particular group. This means they do not always achieve as well as they could.

38. Provision in Year 6 is particularly good. Staff and pupils work hard to ensure that the highest possible standards are achieved. Overall, however, because pupils enter the school with above-average standards, progress over time remains satisfactory. Not enough progress is made in the earlier years to raise standards further and improve achievement overall.

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

39. The use of literacy skills in subjects, such as history and information and communication technology, is **good**. This enables pupils to widen their range of writing and learn about the importance of the written word in a wider context.

### **MATHEMATICS**

Provision in mathematics is **satisfactory**.

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

- Standards are improving, particularly in Year 6 and are now securely in line, with evidence of an upward trend.
  - Pupils enjoy mathematics and behave well.
  - Pupils with special educational needs make consistently good progress.
  - Teaching and learning are satisfactory overall and with some good or better.
  - The subject is well led and managed.
  - More able pupils are not sufficiently challenged.
  - Lesson planning is not consistent and is insufficiently precise.
  - Monitoring and evaluating the planning, teaching, learning and standards of the subject are insufficiently structured.
40. By the end of Year 6 standards are in line with the national average. Although this is a drop in standards since the last inspection, pupils make satisfactory achievement against their prior attainment when in Year 2, when they were only in line with the national average.
41. Although standards at the end of Year 6 are only average, there is clear indication of an upward trend. In their final year, as a result of good teaching, most pupils achieve well and focus well on their tasks. They explain their mathematical thinking well and are good at suggesting different ways of solving problems. Overall, numeracy skills are satisfactory. There are clear indications that teaching approaches in using the setting arrangements in Year 6 are working well in raising pupils' achievement. Pupils confidently follow up their own mathematical ideas and investigate ways of pairing numbers up to 1000 using multiples of 50. More able pupils could achieve more however, if work set were consistently more challenging. Pupils with special educational needs make good progress in learning, as work is well matched to their capabilities and they are well supported by teachers and classroom assistants.
42. Pupils in Years 5 and 6 are organised in sets based on their prior attainment, whilst pupils in Years 3 and 4 are taught in mixed-ability groups. The school is currently evaluating the benefits of teaching in sets according to prior attainment in Years 3 and 4. Recently, strategies have been introduced to improve the level of challenge for more able pupils in investigational and problem solving activities, but these actions have not yet had time to have a significant impact on pupils' learning.
43. The quality of teaching is satisfactory. The best teaching occurs when teachers have high expectations of pupils' performance. Teachers' good management of pupils is achieved through clear explanations that engage pupils' interest, probing questioning and lessons that are conducted at a brisk pace. Lesson planning across the school, however, is not sufficiently precise or consistent in the level of challenge provided. This limits the rate of progress that pupils are able to make. Classroom assistants and resources are used very well.

44. The co-ordinator is well experienced and has introduced many new strategies to raise standards, including improved resources, target setting, pupils' self-evaluation and raising parental awareness. The impact of these is not yet evident as they have not had sufficient time to 'bed in'. The monitoring of lesson planning, teaching, learning and standards is not sufficiently rigorous. More needs to be done to ensure a more precise and consistent approach to lesson planning in order to raise standards.

### **Mathematics across the curriculum**

The use of numeracy across the curriculum is **satisfactory** and supports pupils' data handling and measuring skills in science and geography.

### **SCIENCE**

Provision in science is **satisfactory**.

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

- Standards of attainment at the end of Year 6 are above average and all pupils achieve at least as well as they should.
  - Pupils with special educational needs make good progress.
  - Lessons are interesting and motivate pupils to learn.
  - Links with a local secondary school are good and this means that some higher-attaining pupils make good progress in Years 5 and 6.
  - Assessment information is not used well enough.
45. Standards are above the national average at the end of Year 6. There has been satisfactory improvement since the previous inspection. Standards of attainment have been improving steadily for the last four years in line with the national trend. Pupils start the school with above average attainment in the subject. They make satisfactory progress overall to attain above average levels of attainment by the end of Year 6. Pupils with special educational needs make better progress than other pupils in the school and achieve well because they are given suitable support in lessons, either from learning support assistants or from the teacher. Lessons are planned to meet the needs of the majority of pupils in the class and, while pupils with average ability have work closely matched to their needs, challenge is not always planned for more able pupils. Some teachers use questioning effectively to extend their thinking and expect pupils to record ideas independently. However, this is not consistent across the school. Some more able pupils in Years 5 and 6 benefit from strong links with a local secondary school where they have the opportunity to work in the science laboratory with specialist teaching that provides work of a more challenging nature and ensures that they make better progress in this subject.
46. While teaching and learning are satisfactory overall, lessons are brought alive by the many opportunities for pupils to learn from practical situations, carrying out their own investigations or finding out about creatures and plants first hand. Skills are developed in a careful way so that pupils build steadily on what they have learned before. For example, pupils in Year 3 sort materials into sets, while pupils in Year 4 are beginning to consider 'keys' as a means to classify creatures and plants more specifically. As pupils get older they take careful measurements of what is happening in their investigations and note these in graphs and tables. As a result, pupils are developing good skills of interpreting results to draw conclusions about what is happening and why.
47. Leadership and management of the subject are satisfactory overall. Careful analysis of answers to questions in the national tests has led to changes and improvements to the curriculum. This has led to a more practical curriculum that interests pupils and makes them want to learn. However, although assessment procedures are satisfactory overall because

they note exactly what pupils have achieved at the end of each unit of work, the information is not used effectively to track individual pupils' progress and thus plan work matched to different ability levels. The information is not used as well as it could be identify what needs to be done to raise standards further, so the weakness in match of work for more able pupils has not been dealt with.

## **PUPILS' PERSONAL, SOCIAL AND HEALTH EDUCATION**

48. The school implements a successful programme for pupils' personal, social and health education that includes the teaching of sex education and raising pupils' awareness of the benefits and misuse of drugs.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **satisfactory**. Standards are in line with those expected by the end of Year 6.

### **Main strengths and weaknesses**

- Pupils' confidence is good.
- Accommodation and resources are a major strength of the provision.
- The use of information and communication technology to support other subjects, particularly English and history, is good.
- A few members of staff lack confidence in teaching the subject.
- Teachers do not always use information from assessment of how well pupils have understood lessons when planning future work, particularly where more able pupils are concerned.

### **Commentary**

49. Throughout the school, pupils have access to regular and systematic use of the computer suite. They benefit from the very good quality resources available and are confident, sensible users of these systems. The spacious accommodation enables pupils to work co-operatively in pairs during their lessons and to achieve appropriate standards in relation to their age. By the time they reach Year 6, pupils are able to produce their own multi-media presentations independently, refining and improving their work to incorporate text, images and sound, and to use information and communication technology to support their work in many other subjects.
50. There is need to make better use of assessment so that all pupils are able to achieve their full potential. Occasionally pupils' progress is hindered because of limited staff expertise and because of insufficient use of information relating to each pupil's achievement as seen in a Year 3 and Year 6 lesson. This leads to all pupils undertaking the same work. The common practice of peer-partnerships, in which more able pupils work with lower ability ones, works well for the lowest attainers. However, it does not extend the skills of the more able. Because of this, there is little evidence of higher than average achievement in the subject. However, leadership is beginning to have a positive impact on the provision.

## **Information and communication technology across the curriculum**

51. The use of information and communication technology across the curriculum is **satisfactory**. It is beginning to be used well to support pupils' work in English. In history, it is used effectively to develop pupils' research and presentation skills. Some very good projects by Year 6 pupils relating to life during the 1960s show good use of the Internet to obtain appropriate information, and to develop multi-media presentations to present their work.

## **HUMANITIES**

## Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Leadership and management are good.
- The scheme of work is effective in ensuring that requirements of the locally agreed syllabus are taught effectively.
- Cross-faith themes contribute well to pupils' learning.
- Pupils are learning to apply what they learn to their own lives.

### Commentary

52. Leadership and management of the subject are good and this has led to good improvement since the previous inspection. Religious education makes a strong contribution to pupils' personal development, but more able pupils are not always challenged in some lessons.
53. Standards by the end of Year 6 have risen since the last inspection and are now in line with those expected in the locally agreed scheme of work. Pupils now learn about a wider range of religions and, as a result, are developing a sound understanding of, and empathy with, different faith groups that make up wider British society. They continue to have a good knowledge and understanding of Christianity. Good leadership and management have brought about this improvement. Careful evaluation of the subject has led to a broader curriculum. A new scheme of work, training for teachers to improve the way the subject is taught and purchase of artefacts has made learning more relevant. Planned opportunities to visit local places of worship and handle books and other items from different religions bring learning to life and this helps pupils to remember significant facts about each faith. It has led to pupils' greater understanding of the purpose and meaning of worship and religious practices from a range of beliefs.
54. Cross-faith themes are planned thoroughly and this makes a good contribution to pupils' personal development. During Arts Week, pupils considered a wide range of stories from different countries telling the range of beliefs about The Creation and compared it with their own. Links were made with the major religions studied in each Year group so that Year 3 studied Christianity, Year 4 Judaism, Year 5 Hinduism and Year 6 Islam. Links with other subjects added interest and relevance, such as through the study of purpose and meaning of Islamic art and Hindu Mehndi patterns. Pupils went on to write their own carefully considered creation stories in English.
55. Pupils now learn from religion and not just the facts about them. As a result, pupils consider carefully what various aspects of a particular religion mean to its followers and also to themselves. The story of Mary Jones of Bala was told to a class of Year 5 pupils in such a way that they developed a good understanding of how special the Bible must have been to her. They considered their own special books and the following discussions reflected a profound insight into their personal thoughts and feelings. While some teachers expect more of more able pupils in such a way, by asking them to empathise with the feelings of others, the use of worksheets that provide low levels of learning that do not make pupils think deeply are still used too much in some lessons.

## GEOGRAPHY

Provision in geography is **poor**.

### Main strengths and weaknesses

- Standards are well below expected levels at the end of Year 6 and achievement is poor.
- Too little time is given to the subject over the year.

- The curriculum is unsatisfactory. The timetable is organised so that there is too big a gap between lessons in different aspects of the subject in Years 4 and 5.
- Assessment information is not used well enough to track progress and plan work to match the specific needs of different ability groups.
- Leadership and management are unsatisfactory because the subject has not been monitored closely enough.
- When taught, the curriculum is relevant and interesting.

### Commentary

56. Improvement since the previous inspection is poor. This is because the subject has not received the time and focus it needs to make sure that standards and pupils' achievements are high enough. Standards are well below average at the end of Year 6 and achievement is poor.
57. Although the quality of teaching seen during the inspection was satisfactory, and talking to pupils indicates that they remember what they have been taught, learning is poor. The time given between sessions is too great and some pupils forget what they have been taught over the year and pupils do not learn the full range of geographical skills they should. Consequently their knowledge of different places around the world is limited. The geography that is taught is interesting because pupils undertake a lot of practical investigations and this helps them remember what they have been taught. Pupils talked knowledgeably about their study of the local river and were able to explain the range of measurements they took and what they had learned from this task. They have a good understanding of geographical terms associated with the river study such as tributary, meander and estuary, and know, when prompted, that rivers nearly always flow into a sea. Their knowledge of other rivers is limited. Although they had researched the River Tay as a class and recall some of the features and uses of this river, pupils could not recall the names of any rivers in the world except the Thames. This is clearly not good enough as, by the end of Year 6, they should have a secure knowledge and understanding of a wider range of geographical places, features, people and processes such as climate and land use.
58. The co-ordinator has been given only a little time to monitor the subject closely for several years. The headteacher is aware of this weakness and has yet to take the steps necessary to make improvements in provision. The decision to organise the curriculum into blocks of time so that pupils can focus their studies is perfectly acceptable. However, the amount of time devoted to the subject is too little to study themes in the depth required to gain even average standards. Assessment procedures are satisfactory. They are relatively new and the information is not yet used effectively to plan work for different ability groups. As a result, all pupils in the class do the same work in lessons regardless of their capabilities. While pupils with special educational needs receive the support they need to make satisfactory progress, more able pupils are not provided with the level of challenge required to gain the above average standards of which they are capable. In addition, pupils do not do geography for a two terms between Years 4 and 5 and this means there is too big a gap for skills to be practised regularly.

### HISTORY

History was not a focus for inspection, but observation of pupils' work indicates that provision in the subject is **satisfactory**.

### Commentary

59. Standards are in line with those expected by the end of Year 6. History is used satisfactorily as a vehicle for literacy, and often for information and communication technology. This enables good cross-curricular approaches and helps to develop pupils' research and enquiry skills. History makes a valuable contribution to pupils' personal development, and some exciting

extra-curricular visits and activities provide good cultural and social development. Although time allocations to the subject are low, the additional opportunities and use of history topics within literacy lead to appropriate achievement across the school.

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

### **ART AND DESIGN**

Although art and design was not a focus of inspection, observation of pupils' work on display and in their books, discussion with pupils and the effectively planned curriculum, particularly for the arts week, indicates that provision in the subject is **good**. Insufficient evidence was available to make a judgement on teaching and learning.

#### **Commentary**

60. Pupils have some exciting experiences for art and design and some good quality work is on display around the school. The Arts Week provides effective social and cultural experiences that enable pupils to work collaboratively with each other, and with artists and craftspeople. It also helps them to develop their understanding of art from many other countries. For example, pupils have made clay masks based on an African theme, created three-dimensional models, using Indian patterns, and made pots in the style of the Ancient Greeks. Some good clay tiles in the style of Henry Moore provide evidence of good observation skills, whilst work with the Polka Theatre Group enabled pupils to make their own shadow puppets and present puppet plays to their own class.

### **DESIGN AND TECHNOLOGY**

61. Standards in design and technology from the one lesson observed and observation of pupils' work indicate that standards are **satisfactory** and are in line with that expected for pupils of this age. Insufficient evidence was available to arrive at a judgement for teaching and learning. Resources are sufficient to deliver the subject appropriately.

### **MUSIC**

Provision in music is **satisfactory**.

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

- Extra-curricular activities continue to make a very good contribution to pupils' musical appreciation.

#### **Commentary**

62. Improvement since the previous inspection is satisfactory. Standards remain in line with those expected for pupils of this age and achievement is satisfactory. The school has introduced a new scheme of work and covers a range of musical styles from a range of cultures. This supports teaching well and adds interest in lessons. Specific training and support for those teachers with little musical expertise means that lessons are structured and focus appropriately on the skills pupils need to develop.
63. The very wide range of extra-curricular activities has been maintained and the opportunity to learn to play a musical instrument remains as at the time of the last inspection. All pupils are encouraged to take part in choir and orchestra, and this makes a good contribution to their personal development as well as developing their musical performance skills. Leadership and management of the subject are satisfactory. The new co-ordinator is already very knowledgeable about standards and achievement, and is clear about what to do to make



further improvements. Insufficient evidence was available to arrive at a judgement for teaching and learning.

## PHYSICAL EDUCATION

Provision in physical education is **satisfactory**. Standards and are in line with those expected for pupils of this age and teaching and learning are **satisfactory**. Pupils' attitudes are good overall.

### Main strengths and weaknesses

- The curriculum is good.
- Opportunities for pupils to participate in competitive activities are good.
- Residential opportunities for Year 4 are good and effectively extend the range of physical activities.
- The monitoring of teachers' planning, teaching, pupils' learning and standards are not consistently undertaken.
- A high percentage of pupils participate in extra-curricular activities, which complement school-based activities.

### Commentary

64. The curriculum is well planned and encourages pupils to be physically active and self-confident. Pupils are given a wide range of experiences that focus on developing skills and positive attitudes to develop healthy life styles. Time allocation is appropriate and this subject is particularly well supported with extra-curricular activities. Pupils are developing an awareness of the importance of playing as a team in competitive team games. The school has achieved considerable success in this area and this is a strength of the school. Pupils in Year 4 attend a residential week where they experience outdoor and adventurous activities. Pupils in Year 5 attend the local swimming baths and most are able to swim 25 metres by Year 6.
65. Standards and achievement are in line with those expected for pupils of this age. Achievement is mostly satisfactory and occasionally better. From the few lesson observations and other data, indications are that pupils make satisfactory progress throughout the school in gymnastics, dance, games and swimming.
66. The quality of teaching and learning are satisfactory overall and range from satisfactory to good. In the good lesson, the teacher showed an awareness of pupils' needs, her expectations were high, and the tasks provided a challenge appropriate to pupils' capabilities. Pupils enjoy their lessons.
67. Accommodation is good and allows physical education to be taught effectively. Pupils are able to play different team games effectively where they develop a sense of competition and fair play, which contributes effectively to their social and moral development.
68. There are good links with other schools in the local community that enrich the curriculum opportunities. The school is involved in competitive activities with other schools within the authority. This supports, extends and widens their horizons and helps promote self-confidence, self-esteem and interdependence.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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