

INSPECTION REPORT

PITSEA JUNIOR SCHOOL

Basildon

LEA area: Essex

Unique reference number: 114807

Headteacher: Mrs A Blant

Lead inspector: Mr N Hardy

Dates of inspection: 22-25 September 2003

Inspection number: 257200

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

School category: Community

Age range of pupils: 7-11

Gender of pupils: Mixed

Number on roll: 202

School address: High Road,
Pitsea,
Basildon,
Essex,

Postcode: SS13 3AB

Telephone number: 01268 553174

Fax number: 01268 559424

Appropriate authority: Governing Body

Name of chair of governors: Mr A Woodward

Date of previous inspection: 5 November 2001

CHARACTERISTICS OF THE SCHOOL

Pitsea Junior School has 202 pupils on roll. Almost all pupils attending the school are from a white British heritage. One Traveller pupil is on the schools roll but no refugee pupils currently attend the school. None of the limited number of pupils from different ethnic groups is at an early stage of learning English as an additional language. The school serves an area of social and economic disadvantage on the outskirts of Basildon and is part of a local Education Action Zone. It received a national Achievement Award for improvements in standards in 2003 and an 'Investors in People' certificate for its emphasis on staff training and development. A well above average number of pupils are eligible for free school meals. On entry to the school pupils attainment for those currently in Year 6 was well below average. A well above average number of pupils are on the special educational needs list and require additional help; more than half on the list have significant emotional and behavioural difficulties. Pupils from this year group have regularly moved from one school to another, which disrupts their education, with a high percentage of pupils not completing the full four years in the school. Year groups currently entering the school contain a higher percentage of more able pupils, levels of mobility are lower and there are fewer pupils requiring special educational needs provision.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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PART A: SUMMARY OF THE REPORT

The school was previously inspected 5-6 November 2001 and removed from special measures.

OVERALL EVALUATION

The school provides **satisfactorily** for the education of its pupils, has continued to improve since being removed from special measures, and provides satisfactory value for money. From very low standards on entry, the teachers raise attainment of the substantial majority of pupils to expected levels. The large majority of pupils make the nationally expected progress and many do better. Pupils are generally working to their potential and achievement overall is good. The teaching and the quality of education are satisfactory. The management of the headteacher is strong and effective and the leadership and management of the school are good.

The school's main strengths and weaknesses are:

- Achievement is good overall; many pupils make good progress over their time in the school, particularly in Year 6 and particularly pupils with special educational needs.
- Standards in English, mathematics and science are below average but the number of pupils attaining expected levels has risen each year since the previous inspection.
- The behaviour of a small minority of pupils is unsatisfactory and this occasionally disrupts lessons.
- The quality of the assessment procedures and their use is good especially for those pupils who need additional help with their learning.
- The provision of activities, such as clubs and holiday activities, outside the school day is excellent.
- The schools provision for pupils care and welfare is good overall with some aspects, such as child protection, that are very good.
- The leadership and management of the school by the headteacher are good and, despite the problems of staff recruitment, have ensured that the school continues to improve.
- The understanding pupils have of different faiths and cultures is limited.
- Key policies such as marking and presentation are implemented inconsistently.

The school has continued to improve since the last inspection. Results in national tests have risen, especially in mathematics and science, though still below average, and more pupils attain the nationally expected level currently than did so at the time of the previous inspection. The school received a national achievement award in 2003 for its continued improvement. The behaviour of pupils is satisfactory. The provision of activities outside school day has significantly improved and is excellent. It includes clubs in academic, sporting and practical activities such as gardening. There has been a satisfactory response to the issues raised in the last report. The standard of teaching has improved through the identification of training needs, although hampered by the schools difficulty in recruiting teachers. Checks on the quality of teaching are now regularly and rigorously completed. Steady progress has been made in developing pupils understanding of different cultures and faiths but more needs to be done.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			similar schools
	2000	2001	2002	2002
English	E	E	E	D
Mathematics	E	E	E	D
Science	E*	E	E	D

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

Inspection evidence indicates that results will continue to improve in the current year. Many pupils achieve well, especially in the current Year 6 where teaching is particularly effective. The results of the national tests in the recent past have been well below average; in the lowest five per cent in science in 2002. However, the table showing this hides the satisfactory improvements that have taken place in the numbers of pupils attaining the expected national level. Current standards in mathematics and science are only a little below the national average. Standards in English have improved, but not so quickly because of the many pupils who have limited speaking and listening skills. The development of writing skills has been a particular focus of the schools recent work and this area is showing clear signs of improvement, especially in classes containing younger pupils. Most pupils are thoughtful and demonstrate satisfactory moral development. A few pupils, mainly boys, are less considerate of others, sometimes inattentive in lessons, and this causes a small amount disruption. Pupils' social development is very good through the opportunities provided in clubs and activities. Many pupils, especially those in older year groups, do not show sufficient knowledge and understanding of different faiths and cultures. The attitudes of pupils are satisfactory overall. Attendance levels are below national average levels; the school is making considerable efforts to improve these.

QUALITY OF EDUCATION

The quality of education is satisfactory, with some areas, such as personal and social education, that are good. Teaching, especially that in English, mathematics and science, is good in Year 6 and of satisfactory quality elsewhere but progress in some other subjects has been hampered by difficulties in staff recruitment. Most pupils, especially those in the current Year 6, make good progress because teaching appropriately meets the needs of all these pupils, including high and low attaining pupils, especially in English, mathematics and science. The teaching provides a good balance between the different subjects. The care, guidance and support for pupils are good and links with parents, with other schools and the community have improved significantly over the last three years.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management of the school are good. The headteacher is providing strong leadership and has a very clear idea of the direction the school should take to improve. Very correctly, the main focus is on the raising of standards. The curriculum has been reviewed and revised to ensure that pupils are taught what they need to learn, especially in English, mathematics and science. Teaching is now regularly checked for quality and training is provided where required. Considerable attention has been paid to improving behaviour and despite some continuing problems parents agree that it has improved considerably. A rigorous and continuous analysis of the schools results has been undertaken and the progress that pupils make is carefully checked. The headteacher and staff are very self critical and this ensures that they are never complacent. The day to day running of the school is efficient, teachers know clearly what their duties are and the schools budget is spent wisely. The governing body is very supportive of the work of the school and the improvements that have been made. Appropriate committees are in place to help with the running of the school, but currently, too few governors are fully aware of the strengths and weaknesses of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents believe that the school has improved since the last inspection. They have considerable respect for the headteacher and the work she has done, finding her approachable and efficient. Most pupils enjoy school, find their work interesting, have to work hard and enjoy the out of school activities. Some pupils believe that there is too much disruptive behaviour and not enough is done about it.

IMPROVEMENTS NEEDED

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

- Raise standards in English, mathematics and science.
- Develop strategies to ensure that the small minority of pupils who disrupt a few lessons conform to the agreed behaviour policies of the school.
- Ensure that the agreed policies on marking, presentation, target setting and correcting work are consistently applied across all classes by raising the expectation of the quality of work pupils should produce.
- Improve pupils' knowledge and understanding of different faiths and cultures.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards in English, mathematics and science for pupils currently in Year 6 are below average. Nevertheless, pupils' progress is good and they are generally working to potential. Most pupils progress well, having started from levels considerably below average on entry to the school. The substantial majority of pupils in Years 3, 4 and 5 attain levels consistent with national expectations, a further sign of rising standards. There are no significant differences between the achievement of girls and boys.

Main strengths and weaknesses

- Standards in English, mathematics and science are rising across the school.
- Pupils with special educational needs achieve well because of the good quality support they receive, particularly in the three core subjects of English, mathematics and science.
- Standards in the current Year 6 remain below average levels in English, mathematics and science, though not by very much, and is largely because of well below average standards on entry to the school and also because of the high proportion of pupils who have regularly changed schools.
- Standards in history, geography and religious education are below average in Year 6 because insufficient time was spent on aspects of these subjects during the previous year particularly for the oldest pupils.

Commentary

1. Standards in English, mathematics and science have been at well below average levels since 2000 compared to the national picture. Even so, the numbers of pupils attaining nationally expected levels has increased since then in all of the core subjects. In English, they have increased from 60 per cent in 2002 to 63 per cent in 2003; 52 per cent to 60 per cent in mathematics; and 72 per cent to 79 per cent in science. Current pupils in Year 6 are well motivated, working hard and generally attaining levels consistent with their capability. English results have improved despite the pupils' very low attainment on entry, particularly limited speaking and listening skills. The results for 2002 show that although standards remain well below average against all schools, when compared with schools taking pupils from similar backgrounds, results are below average rather than well below average. Results for 2003 continue to show improvements, despite a third of pupils having special educational needs and over 40 per cent of pupils in the year group having moved to the school over the last three years. Currently, about 70 per cent of the pupils in English and mathematics and more than 80 per cent in science are on course to attain or exceed national expectations by the end of the school year and this is close to the national average.
2. Past results in Year 6, in all three of the subjects, show that very few pupils exceeded the expected level, reflecting the very small numbers with high attainment on entry. The school is taking action to rectify this through additional support, holiday clubs focusing on skills in core subjects and providing greater levels of specialist teaching in English and mathematics. In addition, the pupils are now organised into attainment groups, called sets, for the teaching of English and mathematics. This organisation is effectively helping teachers to provide challenging work for high attaining pupils in these subjects. In recent years girls have attained higher results than boys in English, but there are no significant differences in attainment between girls and boys in either mathematics or science.

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

Standards in:	School results	National results
English	24.4 (25.1)	27.0 (27.0)
Mathematics	24.5 (24.5)	26.7 (26.6)
Science	26.2 (25.5)	28.3 (28.3)

There were 60 pupils in the year group. Figures in brackets are for the previous year

3. Despite the well below average results in recent years, by Year 6 pupils have usually progressed well in relation to their attainment on entry to the school, particularly the low and average attaining pupils in English, mathematics and science. Recent year groups have contained in excess of one third of pupils who have special educational needs. Many of these pupils moved to the school after the age of seven, adding to the disruption of their education. Pupils who move to the school are well supported. The continued improvement in standards in Year 6 in recent years is evidence that pupils are generally making good progress, especially in mathematics and science. The inspection found pupils working hard and achieving to their potential. The curriculum has been revised and reorganised so that there is a greater focus on what pupils need to learn and on the measurement of the progress they make, especially in the core subjects of English, mathematics and science. Consideration needs to be given to increasing pupils' knowledge and understanding in history, geography and religious education because in some classes insufficient attention is given to curricular coverage and depth of teaching in these subjects. This has also limited the opportunities for pupils to increase their writing skills and to experience writing in different styles and for different reasons. However, discussions with pupils reveal that they understand more than appears in their written work. In Years 3, 4 and 5 the picture is a little different because there are many more pupils with high attainment within each year group. The school's targets for these pupils are challenging with the clear aim of attaining national average levels in the core subjects in the near future. Evidence from teachers planning clearly shows an increase in the coverage and quality of work expected in these year groups and there is considerable evidence through the teachers' records and the schools progress monitoring that the quality and standards of pupils' reading and writing are being improved.

Pupils' attitudes, values and other personal qualities

Overall, the attitudes and behaviour of the pupils are **satisfactory**. The substantial majority enjoy school and behave well. There have been no exclusions in the last year. A small minority of boys amongst the older age groups are easily distracted and sometimes disrupt lessons. This unsatisfactory behaviour is the exception rather than the rule and occurs mainly in the afternoons in a few classes where learning support assistants are not present. Pupils' spiritual and social development is good though some aspects of moral and cultural development are in need of further development.

Main strengths and weaknesses

- The substantial majority of pupils are keen and have a good attitude to work. Behaviour around the school is good and the majority of pupils work very well in together in lessons.
- The great majority of pupils have a good understanding of right and wrong.
- Assemblies are used well as an opportunity to promote high expectations of behaviour, consideration for others and attitudes to work.
- A small minority of boys, mostly with special educational needs, occasionally disrupt lessons in the afternoon. This is well managed by teachers in the main.
- Some of the checks the school has on pupils' classroom behaviour are not as effective as they should be.

- Some pupils do not have sufficient awareness of different cultures and faiths.

Commentary

- The behaviour and attitude of most of the girls throughout the school is good. Similarly, the attitudes and behaviour of the majority of the boys are good. They are keen and find their work challenging. However, a small minority of boys with emotional and behaviour difficulties and short concentration spans occasionally disrupt lessons. Nearly all teachers manage these situations well and prevent the disruption getting out of hand. This disruptive behaviour is more noticeable in the afternoons when many of the practical activities take place and when there are fewer classroom assistants to provide support. The strategies to control pupils' behaviour are applied consistently across the school and are effective. In assemblies and as pupils walk along the corridors and have their lunch, behaviour is good, due to the school's high expectations. Pupils report that there is little bullying within the school and that when reported it is dealt with quickly. The great majority of pupils have a good understanding of right and wrong and their ability to work with others co-operatively when given the opportunity, is very good. Pupils, especially those in older classes, have a limited knowledge of western culture or of different faiths from around the world.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Asian
Mixed – any other mixed background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
186	0	0
9	0	0
1	0	0
2	0	0
1	0	0
1	0	0
2	0	0
1	0	0

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

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	7.3	School data	0.3
National data	5.4	National data	0.5

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

- Attendance is below the national average but has improved since the last inspection. A few pupils are late each morning and punctuality could be better. The school monitors attendance rigorously and encourages parents to send their children. Many of the absences are due to sickness in an area of social deprivation and many families take holidays in term-time to take advantage of low costs. The school is assiduous in monitoring these and not authorising them

when too many are taken. The school has good systems in place to reward and encourage pupils who have good attendance and the school utilises the education welfare service well to find out why pupils are absent and to support parents in improving attendance.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education provided is **satisfactory** with several strengths and a few areas that require improvement. Strengths include good opportunities to develop socially through the excellent provision of extra-curricular and holiday clubs, the educational visits undertaken by pupils and the visitors who enrich the schools curriculum. Pupils benefit from good care, guidance and support provision and the increased involvement and interest of parents in their children's education. Areas for improvement include the development of greater teaching skills in science and music for a few teachers and the improvement in the behaviour of a small minority of pupils who detract from the quality and pace of learning in some classes. In a small number of lessons taught by temporary teachers, there is a need to raise the levels of expectation of what pupils could and should be able to do and provide a greater level of challenge in the work they provide. The headteacher is very aware of this and has developed good briefing procedures for new staff and carefully checks on the quality of teaching of teachers new to the school.

Teaching and learning

The quality of teaching and learning in most lessons is satisfactory, and regularly good in the core subjects of English and mathematics, but with areas for improvement in science and music. These are linked to limited teaching experience and to limitations in teachers' subject knowledge in a small number of subjects which results in teaching that is occasionally not sufficiently rigorous and challenging.

Main strengths and weaknesses

- Good use of teaching assistants to ensure that less able and difficult pupils focus on their tasks.
- Good use of homework to extend pupils learning, especially that of the more able pupils.
- Very thorough and rigorous analysis of assessment results to help teachers in their planning and the setting of targets for the improvement of pupils' work.
- Good quality and detailed individual education plans that result in pupils on the special education needs list receiving good support and a suitable curriculum, especially in English, mathematics and science.
- Some teachers have limited knowledge and understanding of science and music. The headteacher has identified this as an area for improvement and is ensuring that additional training is provided.
- Teachers' expectations of standards of presentation are not sufficiently high in some classes.
- Because of some limitations in the coverage of subjects such as history, geography and religious education, especially for older pupils there are insufficient opportunities for pupils to write in a variety of styles and for different reasons.

Commentary

6. The quality of teaching is satisfactory overall. There are however, some areas that still require development despite the many improvements made in the last three years through additional training for teachers and support staff and the re-organisation of the curriculum and the improvements to pupils' behaviour. Observations of lessons reveal that more than one third of lessons are good, a similar proportion to that seen at the time of the previous inspection.

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	9	14	3	0	0

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

7. The quality of planning and organisation, the motivation of pupils and the challenge provided in the tasks set, results in learning that is good in some lessons. Many of the good lessons are in English, mathematics and science and result from the improved levels of planning, the interest generated by the content of the lessons and the level of challenge provided by the tasks set. These combine to ensure that pupils are focused on their tasks and work well together. Teachers questioning is often good in these lessons and they not only expect answers for pupils eager to answer but also from those less responsive. Teaching assistants are used well across lessons where they are available. They provide strong support and guidance to lower achieving pupils and those who find concentration difficult. It is noticeable that the occasional problems with behaviour occur during the afternoon sessions when support is less likely to be available.
8. The quality of the assessment procedures used by the school is good. Rigorous assessment and recording procedures have been introduced in the last three years by the headteacher. These enable the school to identify their strengths and areas for development within the curriculum, to measure the progress pupils are making and to focus on the needs of some teachers to improve their subject knowledge. This work is undertaken rigorously and provides good quality information upon which to base support for pupils and additional training for teachers. The system is particularly effective in the identification of pupils with special educational needs and in targeting support to these pupils and measuring the progress these pupils have made.
9. The school faces difficulties in finding permanent teaching staff to fill vacancies and often has to resort to temporary staff. Many of these are well-qualified, experienced teachers, but need time to become accustomed to the school systems and ways of working. Some teachers have limited skills in teaching science and music, either through inexperience or not teaching the subject for some time. This is particularly so in music where the school no longer employs a specialist music teacher. The school is aware of this and is taking action to remedy the situation through additional training. Most teachers have appropriate expectations of what pupils should achieve in lessons. There are some inconsistencies in the quality of marking between classes. Where it is good, clear guidance is given so that pupils know how to improve their work. In a small number of cases however, work is left unmarked with little useful comment made. This has been identified by the headteacher and senior management team for improvement. In some lessons, particularly those that take place in the afternoons and when teaching assistants are not available, a minority of boys become easily distracted and interrupt the learning of pupils in their vicinity. Teachers deal with this well in the main but spend too much time on behaviour management of the few at the expense of the majority. This is unsatisfactory and slows learning of the majority of pupils.

The curriculum

The school provides a **satisfactory** curriculum. The curriculum in the core subjects of English, mathematics and science is generally relevant to learning needs and motivating but there is a lack of depth to the provision in history, geography and music, especially in Year 6. The school provides a very extensive range of out of school activities that provide excellent enrichment opportunities. The accommodation and range of resources to meet the needs of the curriculum are satisfactory.

Main strengths and weaknesses

- The curriculum is suitably broad and balanced; it meets the requirements of the National Curriculum and is relevant to pupils' interests and needs, especially in the core subjects.
 - Information and communication technology is used well to support English, mathematics and science.
 - The personal, social and health education provided is good and appropriately incorporates sex education and attention to drugs misuse.
 - The very wide range of clubs includes sport, the arts and many other activities.
 - A breakfast club and holiday learning opportunities are very effective in involving pupils and raising their levels of interest in school.
 - There is a good number of trained support staff for teaching literacy and numeracy.
 - Not all subjects are covered as fully as they should be.
10. The planned curriculum is constantly being reviewed and developed. History, geography and science are taught systematically to give pupils an improved learning experience. Limited provision in history, geography and music has been identified by the headteacher through the checking of teachers planning and an inspection of pupils work and is a current area for development identified in the schools improvement plan. Good quality educational visits such as a recent science based visit to help pupils learn about forces and a visit from an Indian dancer extend pupils understanding well. Pupils gain a great deal from these experiences. Information and communication technology is used well to consolidate pupils' subject learning, such as a Year 4 class drawing a range of quadrilaterals and identifying their properties. The personal social and emotional education programme is well planned into the curriculum for all year groups and this appropriately incorporates behaviour management strategies for the pupils. Recent improvements include support groups for the more advanced learners and for those requiring additional help are provided in English and maths. More able pupils state that they feel challenged by their work. Usually there are two classroom assistants to support the lower and the middle ability pupils in literacy and numeracy lessons, ensuring equality of opportunity for all.
11. Enrichment activities are an outstanding feature of the provision that is helping to motivate pupils and generate enthusiasm for school. There are 13 after school clubs that include a wide range of sports, recorder playing, art and crafts, French and gardening. The school also provides a breakfast club and holiday learning opportunities that take place in every school holiday except Christmas. This provision is effectively helping to generate positive attitudes to school. Around 200 pupils attend these enrichment activities, which is almost all of the number on roll. The gardening club cultivates an attractive quadrangle that is used as a resource for teaching aspects of science.

Care, guidance and support

The care and support provided for pupils are **good** and strengths of the school.

Main strengths and weaknesses

- The school has very good procedures for ensuring care, welfare, health and safety. Procedures for monitoring and promoting health and safety are good.
- The school gives good support and guidance for pupils based on the monitoring of their achievements and personal development. Child protection procedures are rigorous and the personal histories of those pupils giving concern are very well documented.
- The school involves pupils well in its work and development.
- Individual pupils are well cared for and most feel they can turn to someone they trust for advice and support. The arrangements to welcome new pupils to the school are good.
- Some pupils are concerned about the level of misbehaviour by a small minority of pupils.

Commentary

12. All members of staff have recently been trained in child protection procedures, which conform to local guidelines. New staff members are talked through these procedures by the headteacher when they start and are able to demonstrate a good knowledge of the procedures to follow. The premises are regularly assessed for risks and remedial action is promptly taken. When pupils are taken off the premises, appropriate written assessments are made.
13. Staff members know the pupils very well and support them individually. Each pupil has a personal development file in which staff record pupils' successes so that they monitor progress. A breakfast club is used regularly by 30 pupils and members of staff have noticed the improvement in attention and behaviour of those who attend. Most pupils feel secure although a minority of those completing the pupil questionnaire did not feel that they could approach an adult in the school with problems. The school has sought to help this situation by providing a 'worry box' where pupils can post notes if they have concerns. Some pupils are also concerned about the behaviour of the small minority who are rough or who disrupt learning.
14. Almost all pupils know and accept the rules and most understand their importance and recognise that they can bring order to school life. Pupils are rewarded for consistently good behaviour and good attendance.
15. The school gives parents and pupils a good introduction to the school when they start, so that pupils can quickly and happily settle into the routines of school life. Those who come from the infant school on the same site have many opportunities to visit their new school and teachers. Those who start at other times are helped by the effective classroom 'buddy' system to find their way around and become familiar with routines.
16. Pupils are consulted well about how their school should improve. For example, pupils were asked about the quality of school meals and their suggestions acted on. Each class elects two councillors to the school council. They raise issues brought to them by their class and report back on the outcome.

Partnership with parents, other schools and the community

The partnership with parents has improved considerably since the last inspection and is now **good**. The school enjoys increasingly positive relationships with local schools, especially the secondary schools, and with the wider community.

Main strengths and weaknesses

- The school now has good links with parents. Links with the community contribute well to school life. Links with other schools are good.
- The school provides good quality information to parents.
- The school regularly seeks the views of parents about improving the quality of education and the facilities in the school and uses that information well.
- Although many parents give their child regular help at home, insufficient are involved in their child's education.
- Very good links with local businesses extend the experience of pupils through visits and provide important financial aid to the school.
- Pupils transferring to secondary school, and their parents, are given good support.

Commentary

17. The school has worked hard to involve parents in the life of the school and they hold the school in high regard, a situation which is much improved compared to three years ago. Parents are

given good information, both when their child begins school, and throughout their time there, about what is taught, and how it is taught. The annual pupil reports are thorough and describe what each child can do, and how it needs to improve. There are opportunities for both parents and pupils to comment on the content of the report which provided a useful additional area of contact between parents, pupils and teachers. The reports describe pupils' personal development well. Parents have good access to the staff and can discuss their child's progress, either on the formal open evenings or by appointment. Links between the special needs co-ordinator and parents are particularly good.

18. Many parents hear their child read at home and give appropriate support with homework. A few parents give much valued support in school and many more can be relied on to volunteer for school activities such as hearing readers and undertaking coaching activities, for example, netball. However, attempts by the school to involve them more formally, as in a school association, have foundered for lack of support. On the more positive side, parents help to run after-school clubs and improve the environment with help with gardening and redecoration.
19. The school has well-established links within the 27 schools of the Education Action Zone which give good support in many areas of school life. Visitors from local churches contribute towards assemblies and some musicians and artists come to school to help pupils. In return the pupils contribute to the community by raising money for charity, providing food for the needy at harvest festival. There are many very positive links with local businesses, for example, the school received substantially financial contributions towards the new car park, and through the provision of places for pupils to visit to extend their experience of the world of work.
20. Most pupils transfer to a single local secondary school and links are very good. Information for the parents is very well presented and parents and pupils have the opportunity to visit and experience the school before they start. There are curriculum links such as the 'Young Einstein' project for budding scientists. For example, Year 12 and 13 pupils studying art and design come and do project work in school. The special educational needs co-ordinator has good links both with the secondary school and the feeder infant school, which aids the smooth transfer of the pupils.

LEADERSHIP AND MANAGEMENT

The leadership and vision of the headteacher are **good** and are ensuring that the school is moving forward strongly to improve standards, especially in English, mathematics and science and in the quality of teaching. Parents, pupils and staff have considerable respect for the headteacher and the improvements that she has overseen. The management of the school is effective with well-established routines ensuring that the day to day management is efficient. The governing body plays an appropriate part in the leadership of the school but more governors need to be better informed about the strengths and weaknesses of the school to be able to play their full part in their monitoring and supportive role.

Main strengths and weaknesses

- The headteacher has a very clear idea of the direction she wants the school to develop in with the main focus being on raising standards in all subjects.
- The schools senior management team is effective; all of its members have clear roles, responsibilities and tasks to bring about improvements in their subjects.
- Despite some difficulties in the recruitment of staff the headteacher is building a strong team approach to solving the schools problems.
- To improve standards a significant focus has been on the improvement of teaching and the provision of training for all staff.
- A major improvement is the development of rigorous assessment, analysis and evaluation systems that have enabled the school to highlight areas for development.
- A relatively small number of governors have sufficient knowledge and understanding of the strengths and weaknesses of the school.

Commentary

21. The headteacher is a good leader. She sets out very clearly what the priorities are for improving the school and demonstrates a strong sense of purpose towards achieving these goals. To achieve this she has, along with teaching staff, developed a rigorous improvement plan that sets out, in detail, the next steps on the road to improvement, with clear deadlines to ensure a sense of purpose. Her expectations are high and she has established a good role model through her enthusiasm and the standards she expects from both staff and pupils throughout the school. Despite some difficulties in the recruitment of teaching staff, the headteacher has managed change well and has begun to develop a strong team with a common sense of purpose. Less progress has been made in some curriculum areas such as history, geography and music. This is largely due to the movement of teaching staff that has resulted in some subjects being underdeveloped, for example, in music where a specialist teacher taught all the lessons. This has resulted in some staff not having the full range of skills to teach the subject. These deficiencies have been identified and action is being taken to improve teachers' skills and knowledge. Since her appointment the headteacher has shown great commitment to the welfare and development of pupils' personal development. This shows itself in the excellent range of extra-curricular activities, holiday clubs and the breakfast club, which interest and motivates pupils outside the school day. Parents and pupils are very appreciative of this provision.
22. The headteacher is a good manager. Daily routines are efficient and administration runs smoothly. There are now in place effective systems to enable the headteacher and staff to check on the progress being made by all pupils. This not only helps teachers to identify areas where learning may not be good enough and where additional help may be needed but also where teachers may be in need of additional training. Lessons are regularly checked for quality and the results fed back to the teacher. All this information is used to develop training needs and targets for improvement across the school. The head ensures that these needs are met and this has resulted in improved teaching and learning and rising standards. The schools management of its budget is effective and has enabled the school to improve its environment and to increase the level of learning resources. This shows itself in the improved facilities in library provision and in the computer suite, both of which are well used and available for pupils to use independently to improve their learning and skills in the different subjects.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	509,134	Balance from previous year	50,877
Total expenditure	514,063	Balance carried forward to the next	45,948
Expenditure per pupil	2,424		

23. Additional funding has been used wisely to support learning with extra support staff being employed to work in classrooms and to provide more learning resources.
24. Governors are very supportive of the school and the improvements that have resulted over the last three years. There is an appropriate committee structure and individual governors are appointed to oversee the progress being made in English, mathematics and science and for pupils with special educational needs. However not all governors have a sufficiently clear idea about the strengths and weaknesses of the school, how well the school is performing against all schools and how well pupils are learning. This reduces their effectiveness.

OTHER SPECIFIED FEATURES

What is the effectiveness of Special Educational Needs assessment?

Assessment procedures for pupils with special educational needs are **very good**. The special educational needs co-ordinator (SENCO) along with the headteacher has organised an effective and efficient system to collect and analyse the data on the progress made by pupils on the schools special needs list. Continuing improvements in the standards achieved in pupils learning provide evidence of the success of special educational needs provision.

Main strengths and weaknesses

- Data is collected systematically and organised efficiently so that information is readily to hand.
- Information on the progress of these pupils is made available to teachers and teaching assistants to help with their planning and the development of pupils' individual education plans.
- The SENCO regularly checks on pupils' progress through lesson observations, making useful judgements on how learning could be benefited further.
- Weekly meetings with teaching assistants to discuss concerns and share successes add effectively to the schools information on pupils' progress.

Commentary

25. Pupils with special educational needs are very well provided for. This support is well directed towards the improvement of what they learn and can do, with a specific focus on English, mathematics and science. As a result most support takes place in the mornings and it is noticeable that many of these pupils become less productive in afternoon lessons. Targets for improvement in what they know and can do are based on the assessment data that is carefully collected and analysed. Teachers and teaching assistants are regularly involved in discussions on how these pupils can improve and results in lesson plans that closely match the learning needs of pupils.

What is the effectiveness of the schools community links?

The schools links with the community are **good** overall because of the links with the business community, local schools, the visitors that help to develop additional skills in the curriculum, and most importantly the parents of pupils. The involvement of members of different faiths is underdeveloped.

Main strengths and weaknesses

- Local firms sponsor learning opportunities for pupils, both in school and in the work place.
- Good links with local companies who provide mentors for the schools holiday clubs.
- The school benefits from good links with local secondary schools; this provides additional support in English, mathematics, science, art and design and physical education.
- Parents and supporters of the school provide coaching for pupils in extra-curricular activities.
- Pupils undertake a wide range of educational visits into the surrounding community.
- Limited contact with members and organisations from different cultures and faiths.

Commentary

26. The school is very active in seeking additional help and support from the local community. These links benefit pupils by increasing their confidence and self-esteem through contact with knowledgeable and interested adults, for example, in their contacts with the local council to discuss improvements to the local environment. Links with the local secondary schools not only help to ease the transfer of pupils to the next stage of education but also results in benefits to the school through projects to improve the school environment. The schools participation with the local Education Action Zone has helped to increase levels of teacher training, provided additional staff to help pupils learn and increased the schools access to help and advice. Visitors to the school enrich the curriculum well, for example, through the provision of live music, an artist working with classes and groups of pupils learning about dance from India. Links with parents are very important for the school and have, according to parents, improved significantly over the last three years. Opportunities to increase computer skills, to learn more about the schools curriculum, and the development of behaviour management skills have been recent school initiatives.

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

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- A good amount of time is given to the teaching of the subject.
- Standards in reading are close to average levels. This represents good improvement on their previous attainment.
- There are consistent approaches to the teaching of the subject.
- The subject is well led and the subject co-ordinator is very aware of the improvement that must be made.
- The quality of teaching is at least satisfactory with some good lessons where pupils increase their learning well.
- The library is used well so that pupils can find information on a wide range of subjects.
- Writing skills are not emphasised sufficiently in some subjects such as history and geography.
- In a minority of lessons the work is not precisely matched to pupils needs, especially for more able pupils.
- Opportunities to develop pupils speaking and listening skills are not consistently planned as part of the curriculum and are missed in some lessons.
- Although there is evidence of very good practice, all teachers are not yet consistently applying the agreed procedures in marking pupils' work to help to raise standards.
- The presentation of pupils' work and the quality of handwriting are not appropriate in some classes.

Commentary

27. Current standards are below average but not by very much. In Year 6, about 70 per cent of the pupils are on course to attain or exceed the nationally expected level by the end of the school year. A substantial majority of these pupils are working hard and making good progress compared to their attainment on entry. Most pupils are working to capacity and achieving as well as they can. The majority of those with special educational needs made more than expected progress and are catching up with national expectations. The proportion of pupils with high attainment is much smaller than typically found and largely reflects the lack of high attainment on entry. Pupils with high attainment are suitably challenged by the teaching and make at least the nationally expected amount of progress over the course of the school year. Teaching pupils in attainment groups, called sets, is effective and helping to achieve appropriate challenge for the more able pupils.
28. The quality of teaching of English is satisfactory overall but with strengths in the teaching of reading. This has resulted in standards rising to broadly average levels by the time pupils enter Year 6. Standards in Years 3, 4 and 5 are at least at average levels and in many cases above average, reflecting higher attainment on entry as well as effective teaching. The focus placed on reading by the school that has shown considerable success and has raised standards. Although the school is well aware of the need to improve the quality and variety of pupils writing, the actions they have taken have yet to show real signs of success. Although there are examples of pupils writing at some length in English lessons, this has not transferred to sufficient other subjects in the curriculum. This is limiting pupils' opportunities for pupils to write and restricting their progress and is one reason why standards are not as high as in reading.

Information and communication technology is used in English lessons, but there are few examples of this work in pupils' books and pupils' report limited opportunities to use computers in English lessons. While the care and attention paid to the presentation of work are appropriate in many classes, there are too many inconsistencies in quality, and some teachers have expectations in this area that are too low.

Language and literacy across the curriculum

29. Although standards are rising steadily, barriers to continued improvement still remain. On entry to the school, pupils speaking and listening skills remain very low despite the increasing number of more able pupils now seen in Years 3 and 4. The school is acutely aware of this and ensures that pupils learn appropriate technical language in lessons. However there are insufficient planned sessions for pupils to develop their speaking skills, for example, to develop their understanding of how to construct an argument. Some opportunities are missed in lessons to encourage pupils to comment constructively on the work of others. Evidence from pupils work produced in 2002/2003 shows that there are too few opportunities for pupils to write at length in subjects such as history or geography or to independently write up investigations they have done in science. The school provides good opportunities for pupils to extend their reading skills through regular daily reading sessions and opportunities to use the school library to carry out research.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils receive a balanced mathematics curriculum with all the required elements represented.
- Good attention is paid to problem solving where pupils can use their mathematical skills.
- The mental and oral sessions that start each lesson are generally well planned and help pupils to improve their mental calculation skills.
- Lower attaining pupils are well supported by well-briefed and knowledgeable teaching assistants. This helps most pupils to make good progress.
- Homework is provided regularly to extend pupils learning.
- There is sometimes not enough challenge for the more able pupils in lessons and this results in a below expected number of pupils achieving the higher Level 5.
- The quality of presentation in some classes is not up to an acceptable standard.
- The quality of comments and the regularity of marking do not always help pupils to improve their work.
- Insufficient opportunities are given in some classes to explain the methods pupils use to calculate their answers.

Commentary

30. Currently, about 70 per cent of the pupils are on course to attain or exceed the nationally expected level by the end of the school year and this is only just below the average. The majority of pupils are achieving to their potential, particularly the average and less able pupils. The few with high attainment on entry are achieving satisfactorily though one or two could do better.
31. The quality of teaching of mathematics is satisfactory across the school and teachers follow the guidance provided by the National Numeracy Strategy carefully. In most lessons appropriate attention is given to developing pupils' mental skills so that they can complete their calculations quickly. Most of these sessions are conducted with a good pace that motivates the pupils and ensures that most are interested. In a small number of the lessons, teachers

used this session for extra teaching time rather than to check on what pupils had learned previously. Lessons are usually well planned and teachers use the extensive monitoring and assessment information to ensure that the work provided is a suitable challenge for most pupils. In a small number of lessons the challenge for more able pupils is more limited and this slows their progress. Pupils with special educational needs are supported well, with additional help in the classrooms on most occasions when mathematics is being taught. This enables many of them to make good progress and to achieve results. Where mathematics teaching is good, pupils are asked to explain how they reach an answer and the methods they have used. Many pupils find this difficult because of a limited mathematical vocabulary and in some lessons are not given sufficient opportunity to give explanations. Good attention is given to pupils solving mathematical problems using the skills they have learned previously and this is a significant strength in the teaching of mathematics in several classes.

Mathematics across the curriculum

32. Pupils make satisfactory use of their mathematical skills in other subjects of the curriculum. For example, pupils use timelines in history to place events in order and co-ordinates are used in geography to find locations. Pupils also develop information and communication technology skills through mathematics.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Good use of technical terms to extend pupils scientific vocabulary.
- Good use of information and communication technology to expand pupils' knowledge.
- Too little focus on investigative and enquiry skills in science lessons. Insufficient attention is paid to pupils recording findings in their own words and to the presentation of pupils work.
- Teachers do not provide sufficient guidance on the way to improve attainment when marking work.

Commentary

33. About 80 per cent of the pupils are on course to attain or exceed the nationally expected level by the end of the school year. This is below average but not by much. The majority of pupils make good progress compared to attainment on entry and are mostly achieving to their potential though a few of the more able could do better. Standards are inconsistent across the three areas of study in the curriculum. Standards in 'Life processes and living things' and in electrical circuits within 'Physical processes' are around those expected nationally and are higher than the standards in 'Materials and their properties.' The school uses visits well to support the science work in the school and this stimulates pupils' interest and their desire to learn.
34. Although the quality of teaching overall is satisfactory and enables pupils to increase their scientific knowledge, there are some specific weaknesses. Much of the teaching of scientific fact and knowledge is appropriate and enables pupils to achieve at levels that are close to those expected nationally. However the teaching of scientific enquiry skills lack rigour and the basic investigative processes were not developed sufficiently. Teaching these skills was hindered by basic resources, such as stop watches not being available in sufficient numbers. Teachers use scientific terminology well to discuss forces, but they do not use the same precision when discussing investigative processes.
35. In some classes insufficient time is spent on teaching pupils to present their work neatly and to develop the skill of writing in a scientific style. Not all pupils' work is marked and there are

sometimes too few comments that tell pupils how to improve their work or to help them understand which aspects of their work are good. Many of these areas in need of improvement are the result of the recruitment problems faced by the school and the regular turnover of teaching staffs. Information and communication technology is used well to support aspects of the curriculum, such as the electronic microscope for looking at the organs of a flower or for classification purposes. Computers are less frequently used to record findings as pupils conduct investigations in the classroom. In some classes, pupils do not use their numeracy skills sufficiently to record graphs of their findings. Teachers make good use of the garden and the school grounds to stimulate pupils' interest in science.

36. The subject is well managed and the curriculum has been reviewed and developed. Assessment systems are satisfactory and are being developed further. At present, pupils do not have targets for their attainment in science. There has been steady improvement in standards from a low starting point since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for Information and communication technology is **satisfactory**.

Main strengths and weaknesses

- By Year 6 pupils have experienced all the required elements of the Information and communication technology curriculum.
- Information and communication technology is used extensively across the curriculum.
- The teaching of computer skills is good.
- There are, as yet, no assessment procedures in place to assess pupils progress or the standards they have achieved.

Commentary

37. Throughout the school computers are used well to support learning in other subjects such as in Year 4 when pupils drew a range of quadrilaterals to help them learn the properties of these shapes. On special occasions pupils use other aspects of technology, such as using a video camera to record the school production or using electronic drums for the school Harvest Festival celebrations.
38. The teaching of computer skills is good. Teachers' subject knowledge is sufficient to deliver what pupils should learn and teachers who are new to the school system have support to help them develop the necessary skills. Teachers use the demonstration white board well, to ensure that all pupils understand their tasks. Teachers manage the behaviour of pupils satisfactorily and provide clear explanations of what they want pupils to learn. Pupils work well in pairs although sometimes not enough care is taken to ensure that all pupils have an equal chance to operate the computer in each lesson.
39. Management of the subject is good. The curriculum is well planned using nationally produced guidelines that teachers adapt for the needs of the pupils appropriately. No systems are currently in use to check what pupils know and can do in information and communication technology and pupils do not have specific learning targets. Teaching is monitored conscientiously and is helping to raise standards, both in the quality of pupils work and in the skills of teachers. Training is provided where needed.

Information and communication technology across the curriculum

Throughout the school computers are used well to support learning in other subjects such as when Year 4 pupils drawing a series of quadrilaterals to help them to learn the properties of the shapes. On special occasions pupils use other aspects of technology such as using a video camera to record a school production or using electronic drums in the harvest festival celebrations. During the

inspection computers were regularly used in classrooms for pupils to record their ideas in English and to complete calculations in mathematics.

HUMANITIES

Provision in history and geography was **unsatisfactory** for pupils in the last Year 6. The work of pupils in Years 3, 4 and 5 is **satisfactory**.

Main strengths and weaknesses

- The coverage of the curriculum in Years 3, 4 and 5 is satisfactory in all three subjects.
- In these age groups pupils are able to compare and contrast their lives with others in different countries and at other times.
- Pupils in Year 6 produce little written evidence of a significant understanding of different places, lives, times, or cultures in their studies in history and geography.
- Older pupils have little opportunity to develop their independent writing skills in these subjects with many examples of copied work.

Commentary

40. The quality and depth with which history, geography and religious education are taught in Year 6 based on the evidence provided from the school year 2002/2003 is unsatisfactory. The subjects are not taught consistently throughout the year in this age group. In Years 3,4 and 5 the coverage of the curriculum is much better. For example, in geography pupils compare their own lives and those of their parents with those of villagers in India. Pupils in this age group use and extend their vocabularies by writing about an attack on a Roman town. They understand that other peoples used different ways of writing and use the runic alphabet to write their own messages. Other cultures and religions also form part of their studies with Year 5 pupils studying Ancient Greece and experiencing Greek food. These they classify using their scientific skills. For these age groups the coverage of different faiths is satisfactory. They not only learn about Christianity through stories from the Bible but also about Judaism and the festivals of that faith. Learning in these year groups is satisfactory because it stimulates pupils' interest and motivates them to learn more. Some of this additional information is discovered through the use of information and communication technology, and homework is used well to encourage pupils to find out more. In Year 6 there are very limited opportunities for pupils to learn and write about different faiths and cultures. There is no evidence of faiths other than Christianity and very few opportunities to write at length in religious education, history or geography. This is a weakness that the school needs to address through its monitoring systems. Currently there are no assessment procedures to determine the standards of pupils' work or the progress they are making. However there is evidence that the school has identified these weaknesses as they appear in the schools development plan as areas for improvement.

RELIGIOUS EDUCATION

Provision for religious education for pupils in Year 6 in 2002/2003 was **unsatisfactory**. Provision for pupils in Years 3, 4 and 5 was **satisfactory**.

Main strengths and weaknesses

- Pupils in Years 3, 4 and 5 examine a range of different faiths and cultures.
- There is little recorded evidence that pupils in the previous Year 6 experienced sufficient teaching of differing faiths.
- Assemblies add well to pupils understanding of the spiritual dimension of their learning and to ensure that pupils experience different forms of music.

Commentary

41. Although there are a limited number of examples of pupils in the previous Year 6 experiencing stories from the Christian heritage much of the content of the pupils work lacks any depth or deeper understanding and importance of religion. Pupils writing skills are not well developed in the samples of work provided. Indeed in one of the classes much of the work was copied, rather than enabling pupils to express their views and ideas in their own words. However, pupils in other year groups receive a wider experience of the religious education curriculum, for example pupils in Year 5 not only record versions of stories such as David and Goliath in their own words, but also show an understanding of aspects of the Jewish faith. In Years 3 and 4 pupils use religious education to explore different reasons for writing, for example, when writing the story of the baptism of Jesus by John the Baptist as a play script. Pupils also explore ideas like friendship, before moving on to learn about the Good Samaritan. There is again some exploration of the Jewish faith but pupils' awareness of other different faiths such as Islam and Hinduism is more limited.
42. Discussions with pupils reveal that although they recall the outline of stories from the Christian religion they become confused about the detail of different faiths and are unable to recall stories such as Rama and Sita from the Hindu religion or about Mohammed when talking about Islam. The school has plans to expand pupils experience and understanding of different religions through greater contact with members of other faiths.
43. Assemblies add well to pupils understanding of living together in harmony. Pupils focus on their responsibilities of living in the school community and how they can all contribute to improving the lives of others. There are suitable times for reflection and prayer and these encourage pupils to work more closely together.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

There is insufficient evidence to make a judgement in design and technology. Provision in physical education is **satisfactory**. Provision in music is currently **unsatisfactory** but is **satisfactory** in art and design.

Main strengths and weaknesses

- All the required areas of the physical education curriculum, including dance and outdoor adventurous activities are covered.
- The quality of singing and its contribution to pupils' cultural development are good.
- Currently there are no assessment procedures in physical education, art and design, design and technology and in music.
- Pupils do not have sufficient opportunities to develop their speaking skills through being able to comment on the quality of others work.
- Teachers need to develop greater skills in the teaching of music through extending their own skills and knowledge.
- Improved resources to support non-specialist teachers are needed in music.

Commentary

44. The teaching of physical education is satisfactory. Teachers appropriately reinforce the impact of exercise on heart rate and health. In dance lessons they teach pupils to perform to each other but they do not focus sufficiently on the quality of movement or teach pupils to evaluate their own work or the work of others.
45. The teaching of music is currently unsatisfactory because teachers are not familiar with teaching this subject, as the school had a specialist teacher until last year. Presently teachers do not use technical terminology sufficiently well and they do not always develop pupils'

technical competencies in composition and in evaluation. The singing assemblies are well led because they ensure that pupils improve the quality of their phrasing and diction. In these sessions pupils work with obvious enjoyment and enthusiasm. Cultural understanding was improved in the session seen when the teachers skilfully use songs from other lands and in different languages to raise pupils cultural awareness.

46. The curriculum in all subjects is appropriately planned. The full curriculum is provided in physical education and talented pupils have opportunities to develop their skills through the support of the secondary sports college. Appropriate attention is paid to the teaching of skills in art, with pupils being very aware of the need to observe carefully when drawing and developing a satisfactory range of skills in applying different media, such as charcoal, pastel and crayon.
47. There is a co-ordinator for each subject who checks the quality of teachers planning. Currently there are no assessment procedures for any of these subjects. There are sufficient musical instruments but a lack of teaching resources to support the non-specialist when teaching music. Resources in the other subjects are adequate.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	4
Attendance	5
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	5
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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

