

# INSPECTION REPORT

## **REINWOOD JUNIOR SCHOOL**

Oakes, Huddersfield

LEA area: Kirklees

Unique reference number: 107621

Headteacher: Mr G J Altoft

Lead inspector: Geof Timms

Dates of inspection: 28 – 30 June 2004

Inspection number: 257303

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
Number on roll:	353
School address:	Burfitts Road Oakes Huddersfield West Yorkshire
Postcode:	HD3 4YL
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Appropriate authority:	The governing body
Name of chair of governors:	Mr H Lockwood
Date of previous inspection:	26 April 1999

## CHARACTERISTICS OF THE SCHOOL

Reinwood Junior School has 353 pupils on roll organised into 12 classes. The school is of above average size. Overall the attainment of most children when they enter the school is above that expected for their ages, although their overall backgrounds are less favourable than average. There are 87 pupils on the register of special educational need and this is a broadly average proportion of the pupils. Nine of the pupils have a statement of special need entitling them to extra support. This is above average when compared with schools nationally. The main needs are moderate learning difficulties, emotional, social and behavioural difficulties and a small number with profound and multiple learning difficulties. The great majority of the pupils are from a white British background, but there is a wide range of children from different minority ethnic backgrounds and a high proportion with a mother tongue other than English. The highest numbers are from Pakistani, Indian and mixed white and Caribbean backgrounds. The main languages spoken other than English are Panjabi, Urdu and Hindi. Fifteen pupils are at an early stage of learning English and receive extra support through ethnic minority grant funding. The proportion of parents who claim their entitlement to free school meals is broadly average. The proportion of pupils leaving or joining the school at times other than normal is below that often found nationally.

The school was awarded the silver ECO Schools award in 2003, and an FA Charter Mark for football coaching, also in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21038	Geof Timms	Lead inspector	English as an additional language Science Information and communication technology
19343	Marion Howel	Lay inspector	
18447	Ron Cohen	Team inspector	Religious education Geography History
25890	Philip Eaton	Team inspector	Mathematics Design and technology Personal, social and health education Physical education
22421	Val McGrath	Team inspector	Special educational needs English Art and design Music

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an effective and improving school**, with growing skills in self evaluation. The quality of teaching is satisfactory overall, with a good proportion that is very good. Achievement is satisfactory, and standards are often above average. The governance of the school is good; leadership is satisfactory and management is good. Overall, the school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The school consistently adds value to the pupils' learning at a level in line with or above that expected.
- Standards in information and communication technology, and design and technology, are above those expected.
- Standards in writing, particularly of extended and creative writing are unsatisfactory.
- Pupils with special educational needs, and those at an early stage of learning English, achieve well.
- There is a significant proportion of good and very good teaching in the school, especially in Year 5; support staff have a very positive impact on pupils' learning.
- Where the teaching is weaker, pupils are not given sufficient opportunities to be active and independent learners, and activities are not always well matched to the needs of the pupils.
- The school is free from racial harassment, there is no evidence of bullying, and the pupils' social and moral development is good.
- The governing body gives a very good level of support and challenge for the headteacher and senior staff.

The level of improvement since the last inspection has been good. The key issues raised then have been fully addressed. Standards in information and communication technology are now good while those in design and technology have improved. The school now has good assessment procedures providing staff with a lot of detailed information. The governing body and subject co-ordinators have improved their monitoring and evaluation work and now have a better understanding of how well the school functions. The act of worship meets statutory requirements.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	E	B	D
Mathematics	C	E	B	D
Science	B	D	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.*

**Achievement is satisfactory**, overall. The above table shows that in 2003 the standards in the national tests at the end of Year 6 in all three core subjects were above average when compared to all schools nationally. Although there was a dip in 2002 due to a below average cohort of pupils, this represents a consistent picture of improvement over time in line with that found nationally. When the results are compared with schools that take pupils from similar backgrounds, standards were above average in English and mathematics and well above average in science. This picture is consistent over time, with the exception of 2002. However, when the results are compared with schools with pupils who scored similar results at the end of Year 2, standards in English and mathematics were below average, and in science, they were in line with the average.

The present Year 6 pupils are unlikely to achieve as well as this as their attainment when they entered the school was lower and there has been a lot of pupil mobility, as well as some significant special educational needs. This is reflected in the current standards in Year 6 which show that standards in English are average overall. Pupils' reading skills are above average but their writing skills are less well developed. In mathematics and science standards are broadly in line with those expected. Standards in information and communication technology, and in design and technology, are above those expected. In religious education, geography and history standards are broadly in line with those expected. It was not possible to judge standards in other subjects as they were not foci for inspection. Pupils with special educational needs are well provided for and they make good progress towards their targets. Pupils from minority ethnic backgrounds and who have English as an additional language also make good progress, due to the good support provided for them. Pupils' attitudes and behaviour are good, and attendance is satisfactory. **Their personal development, including their spiritual and cultural development, is satisfactory overall, though their social and moral development is good.**

### **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory**, with many good aspects. **Teaching and learning are satisfactory** overall, but there is a high proportion of very good teaching, especially in Year 5. In the best lessons, relationships between teachers and pupils are very good. The learning objectives are clear and shared with pupils so they understand what they are learning and there is very effective use by pupils of self-assessment. The teaching assistants provide teachers with very good support and have a very positive impact on pupils' learning. Where the teaching is weaker, the work is not well matched to pupils' prior attainment or sufficiently challenging, and in too many lessons pupils are passive and teaching methods used do not provide sufficient opportunities for active and independent learning. The school provides a safe and secure environment and provides well for pupils' welfare. The links with parents, the community and other schools are good.

### **LEADERSHIP AND MANAGEMENT**

**Overall leadership and management are satisfactory.** Governance is good; the governing body is effective and strong, and they provide the school with a very good level of support and challenge. They have a clear strategic view and a sound understanding of the strengths and weaknesses. The leadership of the headteacher and other senior staff is satisfactory. The headteacher provides the governors with a good analysis of performance. Management is effective and the finances are efficiently monitored.

### **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Overall, the parents' views of the work of the school are positive. They say their children are happy at school. Parents are supportive of the school and they feel that it is very inclusive and that all children from a range of backgrounds are made to feel welcome. A recent survey of parents raised a concern from a few about their lack of involvement in school life, and the governors will be reviewing this in the near future. The pupils are largely positive about the school. They say they have to work hard, the teachers help them to do better and they are trusted to do things on their own. They do not like it when other children misbehave.

### **IMPROVEMENTS NEEDED**

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

- Raise the quality of teaching and learning by ensuring teachers provide sufficient opportunities for pupils to become active and independent learners and by spreading the best practice that exists in the school.
- Ensure the better use of the available assessment information to provide consistently and appropriately matched activities for the needs of particular groups of pupils, especially in mathematics and science.
- Improve standards in writing by increasing opportunities for pupils to compose, review and revise their writing for a range of purposes across the curriculum.

and, to meet statutory requirements:

- ensure the governors' annual report to parents fulfils all statutory requirements.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Achievement is at least satisfactory in all year groups. Standards by Year 6 are broadly average in English, mathematics, science and religious education. They are above average in information and communication technology, and design and technology.

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

- The school ensures that most pupils make at least the expected progress each year.
- The achievement of pupils with special educational needs and those at an early stage of learning English is good.
- The achievement of some higher attaining pupils is below that expected in mathematics and reading.
- Standards have risen since the last inspection, in line with the rising standards evident among pupils starting in Year 3.
- Standards in writing are too low.

#### **Commentary**

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

Standards in:	School results	National results
English	28.0 (25.3)	26.8 (27.0)
Mathematics	27.7 (24.8)	26.8 (26.7)
Science	29.9 (27.6)	28.6 (28.3)

*There were 83 pupils in the year group. Figures in brackets are for the previous year.*

1. The table above shows clearly how standards improved in 2003 when compared to 2002. The poor result in 2002 was because the cohort contained a high proportion of pupils with learning difficulties and poor attitudes. The school consistently ensures that the majority of the pupils make the expected or better progress throughout the school. Achievement is better where the teaching is strongest and this is evident from the tracking of pupils' progress in those classes, especially in Year 5. However, there is some underachievement, largely, but not exclusively, by some of the higher attaining pupils. Over time, the standards in the school have risen at broadly the same rate as standards nationally. In science, standards have risen at a better than average rate and, from a below average picture in 1999, they rose to be above average in 2003.
2. Analysis of the progress made by individual pupils shows that the good support given the pupils with special educational needs and the steady progress of the middle attaining pupils. However, it reinforces the need to ensure that the teaching is sufficiently targeted at the lower and higher attainers. The pupils with special educational needs make good progress overall and achieve well, especially where they receive targeted support. Where teachers do not plan lessons appropriate to pupils' individual education plans, however, their progress is hindered and achievement is unsatisfactory.
3. Pupils with English as an additional language, especially those at an early stage of learning English, benefit from the good, well-planned and focused support, and they make good

progress and achieve well. There are no regularly significant gender differences in standards of achievement that differ from those found nationally.

4. Current standards indicate that the present Year 6 are unlikely to achieve as well as last year. The school knows this and has set appropriate targets to reflect it. The cohort entered the school with lower than usual standards. Even so, the progress made is in line with that expected. Recent staff changes have also affected the provision and this is likely to be reflected in the test results. In other year groups, standards are largely above those expected, particularly where the teaching and learning are strongest. Standards in reading in Year 6 are above average, while in speaking and listening they are in line with those expected. In writing, however, standards are below average, due to a lack of opportunities for pupils to write at length for a range of purposes and audiences. In mathematics and science, standards are broadly in line with those expected in Year 6.
5. Standards in religious education, history and geography are broadly in line with those expected. However, standards in information and communication technology, and in design and technology are above those expected. This represents a major improvement since the last inspection in both subjects. In information and communication technology, the provision has improved, teachers have been better trained and the teaching is now good and this has resulted in the current good standards. In design and technology, the provision has also improved through better planning and this has resulted in higher standards. It was not possible to judge standards in other subjects as insufficient evidence was gathered.

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

The attitudes and behaviour of the pupils are good. Attendance is satisfactory. Pupils' personal development, including their spiritual and cultural development is satisfactory overall. Their social and moral development is good.

### **Main strengths and weaknesses**

- The school very effectively promotes racial harmony.
- There are good relationships throughout the school.
- The school and parents work well together to promote the regular attendance of the pupils.
- There are few opportunities for pupils to be enterprising and take responsibility.

### **Commentary**

6. The behaviour of the pupils, both in and out of the classroom, is good. They listen attentively to their teachers and take an active part in their lessons. They work well together in pairs and groups, and are ready to respect the views of their fellow pupils. The very few instances of inappropriate behaviour seen occurred when the lessons failed to hold the pupils' interest, or they were not fully occupied. In the dining hall and playground the pupils mix and play well together. They make good use of the extensive school grounds and clearly enjoy their breaks.
7. The school is very effective in promoting good racial harmony, and works closely with ethnic minority families. Care is taken to ensure that all parents feel comfortable when coming into the school, and extra meetings are arranged to help parents to understand the teaching methods currently being used. The good relationships within the school demonstrate how successful the school's policy is. Pupils play and work in an environment free from racial tension, and they are confident that their teachers will deal very firmly with any incidents that may cause concern or distress.
8. There are still few opportunities for pupils to show initiative, undertake personal study or to organise their own learning. This was mentioned in the previous report. They have limited access to the library and computer suite other than during specific lessons, and there is no homework club at the school.

9. Pupils' spiritual development is satisfactory. It is promoted through assemblies, class discussions and through religious education, although opportunities to enhance pupils' spiritual development in many subject areas are not developed sufficiently. Assemblies take place each day in the mid-afternoon and this has a calming effect on the school community. Singing at the beginning of assemblies is good and lifts pupils' spirits. However, other aspects of assembly do not always maintain these standards of spiritual development.
10. Pupils' moral development is good. They have a good understanding of right and wrong. Teachers and support staff consistently reinforce the school's values, pupils know what is expected of them and the vast majority try to meet those expectations. Social development is good. Relationships between pupils and staff are very positive and this is evident in all aspects of school life. The range of enrichment and extra-curricular activities enable pupils to work together. The personal, health and social education curriculum, under the leadership of the new co-ordinator, is beginning to extend pupils' understanding of their role in school life, and the wider society beyond school. The occasional visits out of school encourage social development, but there are few opportunities for extending this development through residential visits.
11. Cultural development is satisfactory. Through a range of experiences in subjects across the curriculum, pupils have an opportunity to develop a sense of a range of cultural traditions. These include working with artists in residence, the reading, in one assembly, of a section of the Qu'ran in Arabic by a pupil, and the sharing in a traditional meal. However, opportunities to engage in a deeper understanding of culture by visits to theatres or art galleries is limited.

## Attendance

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

Authorised absence	
School data	5.4
National data	5.4

Unauthorised absence	
School data	0.2
National data	0.4

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

12. The attendance rate is slightly above the national average, with unauthorised absences slightly below. The school has worked closely with parents to help them understand the importance of the regular attendance of their children. The taking of holidays during term time is discouraged, and the school has been particularly successful in persuading parents not to take extended holidays, other than during the long summer break. As a result, there is less disruption to the pupils' learning during the year.

## Exclusions

### ***Ethnic background of pupils***

### ***Exclusions in the last school year***

Categories used in the Annual School Census
White – British
White – Irish

No of pupils on roll
240
1

Number of fixed period exclusions	Number of permanent exclusions
5	0
0	0

White – any other White background	4	0	0
Mixed – White and Black Caribbean	25	2	0
Mixed – White and Asian	7	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	7	0	0
Asian or Asian British – Pakistani	32	0	0
Black or Black British – Caribbean	3	0	0
Black or Black British – any other Black background	2	0	0
Chinese	1	0	0
No ethnic group recorded	28	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory. The teaching is satisfactory overall, but with a significant proportion that is very good. The curriculum provided is good. The pupils' welfare, and the links with parents, the community and other schools, are good.

### Teaching and learning

Overall teaching and learning are satisfactory. There are examples of good and very good teaching and learning throughout the school. The teaching in Year 5 is consistently good and often very good. The teaching in information and communication technology is good. Assessment is satisfactory.

### Main strengths and weaknesses

- There is very little unsatisfactory teaching and a good proportion that is very good.
- In the best lessons, relationships between adults and pupils are very good.
- The deployment of support staff is very effective.
- Teaching methods are not always appropriate and some lessons do not offer sufficiently challenging work for all pupils.
- The quality of the marking of pupils' work is inconsistent.

### Commentary

#### *Summary of teaching observed during the inspection in 47 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9 (19%)	20 (43%)	16 (34%)	2 (4%)	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.*

- Overall, the satisfactory teaching results in satisfactory levels of achievement. However, the staffing has been disrupted over the past twelve months by the promotion to other schools of some important senior staff. This has particularly affected Year 6, but has provided the school with the opportunity to introduce some talented and skilled new young teachers. Alongside the experienced older teachers, the present staff have the ability to continue the improvements

made since the last inspection. Over 60 per cent of the teaching is good or better and almost one in five lessons is very good.

14. Although good and very good lessons are found across the school, the teaching is particularly and consistently strong in Year 5. Where the teaching is strongest, the planning is effective and makes clear what is to be taught and how it will be assessed. Learning objectives are shared with pupils so that they are clear about what is expected of them. Objectives are referred to during and at the end of lessons, enabling teachers to assess progress and pupils themselves to assess how well they have done and how well they understand what they have learned. In one very good lesson, a pupil's self-assessment showed a lack of confidence in his understanding and the teacher followed this up with a brief one-to-one session that resulted in his developing a more solid understanding of the work in hand.
15. Where the best teaching was observed, relationships between adults and pupils are very good. This gives the pupils the confidence to answer questions and try out ideas without any fear of failure. Teachers use humour very effectively to keep pupils interested and enthusiastic, and the best lessons have a fast pace and a strong, well-planned development from the introduction to the plenary session at the end.
16. The school has invested heavily in support staff and teaching assistants, to provide teachers with a good level of support in classrooms. These adults are very able and their work has a very positive impact on the pupils' learning. The teachers and support staff plan together and in all lessons observed, teaching assistants were fully aware of what was expected of them. They are always deployed well and their time is used very efficiently, providing very good value for money. The support staff build very good relationships with the pupils.
17. Where the teaching is weak, the methods used mean that pupils are insufficiently involved in the lessons; there is little opportunity for them to be active learners and little chance for them to develop their skills of independent learning. This results in some under-achievement, especially among the more able pupils who are more than capable of learning that requires research skills, and more problem solving and investigative skills. In some lessons, the work provided is insufficiently matched to the pupils' prior learning, or their individual needs. This occurred where more able pupils were not provided with sufficiently challenging work, where less able pupils had work that was too difficult for them, and where too little attention was paid to the needs of pupils with special educational needs and the targets in their individual education plans.
18. Good use is made of teachers' knowledge and skills in some subjects. For example, specialist teaching occurs in music, and design and technology. A lot of work has been carried out to improve the provision in information and communication technology through training for staff, and this has resulted in higher standards and teaching that is more confident.
19. The assessment of pupils' progress is satisfactory. The good practice observed in one year group during the last inspection has been spread throughout the school and detailed records are now kept. Test results, assessments at the end of units of work and levels given by teachers are collated and provide a good level of information about pupils' progress. However, this information is not used sufficiently when teachers plan lessons to ensure that all groups of pupils receive appropriately matched work. This is particularly the case with the higher attaining pupils. Teachers' marking is inconsistent and does not always make clear what has been done well, or what the pupil needs to do to improve.
20. The teaching of pupils with special educational needs is good, overall. The majority of individual plans for pupils are of good quality, providing specific targets for improvement. The clear criteria for judging these targets enable pupils to understand what they need to do to improve. Individual targets are not always taken into account in lesson planning, however, where some tasks proved to be too challenging for some pupils.

21. Pupils from minority ethnic backgrounds are fully included in all lessons and they make a good contribution through answering questions. The teaching of those who are at the early stage of learning English is good. The available support from the local authority funding is used efficiently and effectively both to include these pupils in lessons and, where appropriate, to withdraw them for specific small group or individual work. This helps them make good

progress in their learning in a range of subjects. The teaching is sensitive to their home cultures and languages, and parents are encouraged to become more involved in their children's learning.

### **The curriculum**

The overall breadth of curriculum opportunities is good. Opportunities for enrichment are satisfactory. The accommodation and resources are satisfactory.

### **Main strengths and weaknesses**

- The curriculum provides good equality of opportunity and all pupils benefit equally well from what the school offers.
- A range of interesting activities enriches the curriculum and supports learning.
- The provision for pupils with special educational needs is good.
- Preparation for pupils' later stage of education is good.
- The number of support staff throughout the school is good.

### **Commentary**

22. The curriculum is broad and balanced and provides good opportunities for all pupils. It is well organised and ensures that all the subjects of the National Curriculum, including religious education, are covered and that all statutory requirements are met. A particular strength of the curriculum is the use of cross-curricular links with information and communication technology, to strengthen and support other subjects in the school, particularly in art and design.
23. The school has a strong commitment to inclusion of all pupils. The provision for pupils who speak English as an additional language and those with special educational needs is good. Most pupils' individual education plans are well written with relevant and manageable targets, which are reviewed regularly. There are good systems in place for identifying pupils and providing additional support. Good quality guidance from learning assistants and the special needs teaching staff is exemplified by good relationships and good individual teaching and guidance. The school has identified pupils who are gifted and talented and makes satisfactory provision to meet their learning needs.
24. The strong ethos of the school supports pupils' personal, social and health education well. Pupils follow a curriculum that includes special class times; teaches drugs and sex education and gives pupils opportunities to participate in a school council. Opportunities for enrichment are satisfactory. They are good in sports and other clubs and broadly typical for music. Visitors into school, however, are varied and plentiful and include a range of artists and theatre groups. The school's use of subject specialist transition programmes, such as the "bubbles" science project, together with general transition programmes, including appropriate visits, ensures that the preparation for pupils' later stage of education is good.
25. Accommodation and resources are both satisfactory. The school copes well with the limitations set by its physical position and shape. Good use is made of the secure but extensive and well-kept fields and outside play areas. Teachers are suitably qualified and experienced to teach the curriculum, and the effectiveness of the large number of support staff is good.

## **Care, guidance and support**

The school makes good provision for the pupils' care, welfare and health and safety. There are good induction arrangements for new pupils. Pupils are able to develop a trusting relationship with their teachers.

## **Main strengths and weaknesses**

- Pupils know they can trust their teachers, and readily turn to them for help.
- The induction and transfer procedures within the school help pupils to settle quickly into their new classes.
- There are few opportunities for pupils to offer their views and opinions.

### **Commentary**

26. There is a caring and secure environment within the school. There are established systems to ensure that all necessary records are kept and procedures followed. Particular care is taken that all staff are aware of specific medical problems, such as peanut allergies. The pupils have confidence in their teachers and know that their concerns will be taken seriously. They would not hesitate to tell a teacher if they were being bullied, and they know the problem would be dealt with quickly and fairly. The teachers know the pupils and their families well, and are able to react sensitively to any problems the pupils may be having at home. The personal development of the pupils is monitored in an informal but effective way.
27. The close links with the infant school ensure that pupils settle quickly into their new junior classes. They are given the opportunity to visit their new teacher and see their classrooms. The sharing of information helps the teachers to decide on the class groups, and the curriculum links mean the pupils do not duplicate topics. The same good practices continue as the pupils move through the school. There is good liaison between teachers when year groups move, and the teachers share both academic and personal information. The size of the school means that teachers know all of the pupils, and this gives pupils confidence that they are known and valued as an individual.
28. A school council has been in existence for a number of years. However the system used to select the class representatives does not provide pupils with the opportunity to develop their understanding of how group decisions are made. Different pupils attend each council meeting and this means there will be a lack of continuity in any discussions that take place. The questionnaire completed by the pupils prior to the inspection was the first time the school had sought the views of all the pupils. There are some opportunities for pupils to express their opinions about school matters during class discussions, but these chances are few and may not suit all.

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

The links with the parents, other schools and the community are good. Parents are supportive of the school.

## **Main strengths and weaknesses**

- There is a close partnership between the school and the parents.
- There are good links with the other schools in the area.
- The governors' annual report to parents is very well produced and informative but does not fully meet statutory requirements.

### **Commentary**

29. The parents are very supportive of the school. A recent survey of parents' views was undertaken by an outside agency, and this also resulted in indications of very satisfied parents. They feel their children are happy being at school, and that they are well cared for whilst they are there. The parents appreciate how easy it is to talk to the headteacher and teachers, and are very satisfied with the quality of teaching. However, a number of parents said they would like opportunities to attend school assemblies, and to be more involved in the life of the school.

30. The school is part of a cluster group of local primary schools and this results in good sharing of facilities and resources. The very close proximity of the infants' school results in very good curriculum links and in very effective arrangements for the transfer of pupils. The school acts as host for a number of sporting events, and the pupils take part in local netball and swimming tournaments, and in cross country races. There are well-established links with the local high school. These include exchange visits of teachers and pupils, curriculum links and a transitional project for pupils to complete. Pupils from the high school are given opportunities to help pupils with their reading, and to produce reading books for them to use. These effective links help pupils to feel confident about their move to the high school.
31. The governors' annual report to parents is a very well produced document. It is a very 'user friendly' booklet with a most attractive layout and format, and much time and care has obviously gone into its production. However, it does not contain all the statutory requirements, although this is being remedied in time for the production of the next report.

## **LEADERSHIP AND MANAGEMENT**

Overall leadership and management are satisfactory. The school's governance is good. The leadership of the headteacher and other key staff is satisfactory. The overall effectiveness of management is good.

### **Main strengths and weaknesses**

- The headteacher recognises the need for continual improvement and uses a range of data well to track how well the school is doing.
- The school development plan provides a good basis for school improvement.
- The governing body offer the school a very good level of support and challenge.
- Newly qualified teachers are well mentored and supported.
- Finances are well managed and efficiently delegated.

### **Commentary**

32. The headteacher provides caring leadership that is very supportive of the staff and ensures the school is a safe and secure environment for all pupils. Inclusion is high on his agenda and the parents and pupils support this through praise for the multi-cultural aspects of the school population. Test results and pupils' performance tracking information is detailed and used to show where there are strengths and weaknesses in the provision. Weaknesses are addressed and the inconsistent quality of the teaching has improved since the last inspection.
33. Subject co-ordinators have played an important role in the improvements made over recent years. This is particularly the case in information and communication technology, and in design and technology. The co-ordinators have a useful set of guidelines to follow and have developed their own skills in analysing pupils' progress. Most core subject co-ordinators have had some time to monitor pupils' work and teachers' planning, and to observe teaching. The non-core subject co-ordinators have had less time but this is due to be remedied as the school is introducing a system of improved staffing to ensure that teachers get time out of their classrooms as agreed under the national workforce remodelling agreement. Performance management systems are in place, and headteacher and teachers have appropriate objectives set, some of which are intended to drive whole-school improvement, while others are more appropriate for individual staff.
34. The school development plan is a good, detailed document and it provides the school with an important strategic view and a good basis for the improvements needed. There is an appropriate set of school aims and priorities for the future. These have been affected by staff changes over the past year but the planning priorities remain important. The development plans recognise the importance of the non-core subjects and the performance of gifted and

talented pupils. The co-ordinator for this has a very good action plan and the school keeps a good register of such pupils. However, there is little recognition of these pupils' needs in the lesson planning.

35. Recent staff changes have resulted in an increase in the number of newly qualified and younger teachers in the school, and more have been appointed for the next term. This has been managed very successfully by their mentor, who has overseen the provision for them to ensure they have more than enough opportunities to observe others, to visit other schools and to participate in appropriate in-service training. This good management is also extended towards trainee teachers who are placed in the school.
36. The governing body are very effective in supporting the school. They have a good knowledge of the strengths and weaknesses and are aware of the importance of maintaining and improving test results. They offer a very good level of challenge through good questioning and evaluation systems. Governors regularly visit the school, meet with subject co-ordinators and review the provision. This ensures they are familiar with what is happening in school and enables them to take informed decisions in their meetings. There is a good committee structure and this helps the governors to carry out their role efficiently. Although they monitor the school development plan, the work of the governing body does not have a sufficiently high profile within it. The chair provides the school with knowledgeable and strong leadership. He has been central in producing a very colourful and well-presented annual report to parents. Although this has a few statutory items missing, it gives parents an easy understanding of important aspects of the school's and the governors' work. The governing body has undertaken a good self-evaluation exercise and this supports their recognition of the need for continual improvement. The governing body also have a good strategic view, recognising, for example, that pupil numbers in future could be affected by changes to another school's entrance policy and acting to address this issue.
37. The management of the provision for pupils with special educational needs is good, even though the school has recently undergone significant staff changes requiring alterations to staff responsibilities. The management of the provision for pupils with English as an additional language is good. Staff are used well, and targeted at specific children appropriately, and this results in good progress.

## Financial information

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)		Balances (£)	
Total income	820,582	Balance from previous year	11,700
Total expenditure	796,492	Balance carried forward to the next	24,090
Expenditure per pupil	2,256		

38. Spending decisions are largely focused on raising standards further, as well as making improvements to the building. The budget is efficiently managed, well planned and monitored regularly as the year progresses. Staff are aware of the budget they have for their subject responsibilities, although there are shortages in some subjects. The administration is efficient and the decisions taken, such as those on staffing, are made with good knowledge and with a good understanding of the success criteria. The school works to ensure best value in all of its provision.

## PART C: THE QUALITY OF EDUCATION IN SUBJECTS

### SUBJECTS IN KEY STAGE 2

#### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Pupils reach above average standards at the age of 11 years in reading but standards are below average in writing.
- At the point of transfer to secondary education, higher attaining pupils enjoy English and achieve well.
- Teaching in Year 5 is consistently good or better, and all ability groups achieve well.
- Teaching assistants help pupils with learning difficulties to achieve well.
- There is unevenness in the pace and quality of teaching in Years 3, 4 and 6.

#### Commentary

39. Overall, achievement in English is satisfactory. The pupils' performance in tests shows that reading is stronger than writing. Inspection findings confirm this and show that by eleven most pupils do not achieve well enough in writing, although they achieve well in reading. The inspection findings indicate that current pupils in Year 6 are achieving below average standards in writing, above average standards in reading, leading to average standards in English overall.
40. The quality of teaching overall is satisfactory, and ranges from satisfactory to very good. In the best lessons teachers are explicit and demonstrate key features of language clearly. For example, they use snappy slogans, questions and key facts to illustrate the features of persuasive writing. Clear expectations are set for pupils, so they understand what they must include in their writing, and how much should be completed in given timescales. Where lessons are ordinary, there is a lack of pace to learning because teachers talk too much, and there is not enough challenge for those pupils who have the capacity to do more independent work. The school's policy of pupils regularly undertaking extended writing is inconsistently implemented. It is well implemented in Year 5, however, where good teamwork, rigorous planning and consistently good or better teaching leads to good achievement. The slower pace of learning in some other classes is evident in the uneven progress in pupils' writing, leading to unsatisfactory achievement.
41. Pupils listen well in most lessons. However, there were few observed opportunities for pupils to offer extended answers to questions or to participate in discussions in lessons. In Year 6, pupils lack confidence when they are asked to give their views. On entry to Year 3, most pupils have communication skills which are in line with those expected for their age, and they show good levels of self-esteem when speaking. The intention to implement more opportunities for talk from September 2004 indicates the school's acknowledgement of the need to improve the quality of language used by pupils for learning as they move through the school. Pupils with English as an additional language show good achievement. They receive good quality support, leading to rapid and good English acquisition.
42. Since the last inspection, there has been good improvement in the implementation of the National Literacy Strategy, which is now in place in all year groups. Other initiatives include the use of targets for individual pupils, guidance for assessing pupils' work, a common marking scheme, and prompts to remind pupils of the features of different forms of writing. However, these have not been consistently implemented in all classes. The subject leader has insufficient opportunities to monitor teaching, or to deal with the inconsistencies that have been identified in assessments. The subject leader knows that there is some way to go to ensure

that all pupils achieve consistently well. There has been good improvement since the last inspection in the systems for assessing pupils' attainment, and tracking their progress in each year. This is used effectively to identify lack of progress in reading, leading to additional support for pupils who need it in Year 4 and Year 5. However, assessments are not consistently used to identify and address the needs of pupils who are underachieving in writing. English is not a priority in the schools' development plan, and therefore there is currently insufficient strategic planning for improving areas of weakness. Leadership and management are satisfactory.

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

43. There are no planned opportunities for applying literacy skills in other subjects. The scrutiny of work shows there are insufficient examples of extended writing in other subjects. Discussions with pupils show that there are few opportunities for pupils to use the library for researching other subjects. This means there are missed opportunities for pupils to engage in discussion, research, report and other forms of writing which are concurrent with learning in the English curriculum.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Good leadership is helping to bring about an improvement in standards through an increasingly effective use of assessment data.
- Pupils behave well in numeracy lessons and show an interest in the subject.
- There is some good provision for children with special educational needs although work is not always well matched to the ability of the pupils.
- Teachers' marking does not inform the pupils what they need to do in order to improve.

### **Commentary**

44. Results in the national tests for 2003 show that by the end of Year 6 standards were above average when compared with similar schools. This represented an improvement on the previous year where standards were well below average. The inspection showed that standards for the current Year 6 are likely to be broadly average. Pupils enter the school with standards that are well above average. The lack of challenge for the more able pupils and the poor match of work to the needs of lower attaining pupils means that some do not achieve as well as they should. However, overall achievement is satisfactory.
45. Teaching is satisfactory. This represents little improvement since the last inspection. Throughout the school, pupils in each year group are taught in three ability sets. Planning for each of the ability sets is detailed and clearly shows what pupils are expected to learn. Teachers demonstrate good subject knowledge and explain learning intentions well to pupils. Consequently, pupils listen carefully and respond well. In lessons that are good or better, teachers engage the pupils' interest, provide good opportunities for them to apply their mathematical knowledge and encourage them to use a good range of mathematical language. In a Year 5 lesson, following the good example set by the teacher, pupils confidently used vocabulary such as 'congruent', 'parallel' and 'perpendicular'.
46. In lessons that are less effective, teachers do not match the work to the needs of the pupils and, consequently, some do not achieve as well as they should. This tends to occur with the sets for lower ability pupils, where the content is not always appropriate to their learning needs. For pupils who are in the high ability sets, teachers do not always provide activities that challenge sufficiently or encourage them to work together and discuss ideas. In a Year 6 lesson for a more able set of pupils learning about parallel lines, the teacher explained the work

clearly and the lesson moved at a good pace. However, the more able children in the set, working independently, easily identified the parallel and perpendicular lines and required more challenging work to extend their knowledge and understanding.

47. Overall, there is satisfactory provision for pupils' learning English as an additional language and children with special educational needs. Pupils benefit from occasional small group work with teachers and, working in this way, generally achieve well. In a good lesson, a teacher working with a group of six pupils on multiplication and division explained the content clearly and a good range of questions ensured all pupils were involved in the activity. The pupils were keen to participate and responded well. However, when pupils with special educational needs are not withdrawn for small group work, staff do not always acknowledge the pupils' needs when planning or teaching their lessons. Consequently, not all pupils with special educational needs make as much progress as they could in this subject. In a Year 4 lesson, for example, the teacher explained multiplication clearly to the class and some pupils were able to follow the lesson. However, a number of pupils had individual education plans detailing their very little understanding of multiplication. As this information was not used by the teacher, the activity was too difficult for these pupils and they made little progress.
48. The school has recently installed a new computer suite and, during the inspection, there were good examples of pupils using information and communication technology effectively to help them with their mathematics. Although classrooms have few computers in them, where they do exist staff make effective use of them and provide good opportunities for pupils to practise their mathematical skills. During the inspection, in an effective Year 6 lesson, pupils were confidently using the computer to help them arrange decimal numbers in order from the smallest to the largest.
49. Pupils are assessed each half term and the data produced gives a clear indication of the progress made. The subject co-ordinator keeps clear and detailed records, which are then shared with other members of staff. Discussion takes place between the co-ordinator and teachers if any pupils are not making sufficient progress. Teachers are then expected to use this information to inform their planning. Teachers mark the pupils' books regularly. However, a scrutiny of the books showed that there is too much emphasis on pupils marking their own work and, overall, books contain too few comments for pupils that can help them to improve.
50. The leadership and management are good and improving. The co-ordinator provides a good role model for others. She has a very good understanding of the standards achieved by pupils in each year group and has identified areas for improvement. Good documentation contains details of initiatives that have been introduced and a variety of training course have been provided for the staff. A clearly written action plan details how standards in the subject are to improve. However, although the plan identifies the need to raise the attainment of pupils in the lower ability sets, it does not identify the need to establish why these pupils do not make progress.

### **Mathematics across the curriculum**

51. The use of mathematics across the curriculum is satisfactory. Pupils sometimes use mathematics as part of their work in other subjects and consequently develop an appreciation of the practical uses of these skills. Teachers' plans refer to using mathematical skills in lessons incorporating information and communication technology. In a Year 4 science lesson, pupils were accurately measuring the amount of liquid in containers using millilitres and decimal notation. In Year 5, the pupils made line graphs to show how the pulse rate changes after exercise.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- There is good provision for investigative and experimental work.
- Less able pupils make good progress in the subject.
- In some lessons, learning is hindered by a lack of resources.
- There are good links with other schools, especially the local secondary school.

### Commentary

52. Current standards are at least in line with those expected and occasionally better than this. This is particularly true where the resources are sufficient and the teaching is strongest. The curriculum is well planned and covers the full range of expected activities. Teachers ensure that pupils learn about life and living processes, materials and physical processes. The subject is used to teach about drug misuse and sex education as appropriate. There is good use of information and communication technology in the subject, as, for example, when producing bar graphs to show the results of experiments.
53. The quality of teaching is satisfactory overall, but with a good proportion that is good. Teachers have increased the amount of investigative and experimental work covered in response to the demands of the national tests. However, this requires better resourcing than is evident at present. For example, in one good lesson, Year 3 pupils did not have enough rock samples to enable them to learn about the different hardness and smoothness, as required by the planning. In Year 6, pupils worked at producing keys to classify a range of minibeads using some basic black and white illustrations. Teachers produce some very good home made resources, using worksheets, cards, laminated pictures and resources from the Internet.
54. In the best lessons, the activities set by teachers required a very good level of group work, with pupils using skills of negotiation, collaboration and co-operation to complete the given tasks. For example, in Year 3 pupils worked in groups to sort rocks using a range of characteristics. In Year 5, pupils worked in groups to list what they knew about seed dispersal. The papers were then passed from group to group and each group added to the others' ideas. This helped pupils to learn from each other and also to provide the teacher with a good assessment of what the pupils already knew. Although not used during the inspection, the school has a very good environmental area which provides a range of habitats and a variety of living things.
55. Overall, achievement is satisfactory. Particularly good progress is made by less able pupils, in both content and in the presentation of their work. The quality of their writing and the way they set work out matures and improves over a year. Good use is made of support staff to help these pupils to take a full part in lessons. This is also true for the pupils who are at an early stage of learning English.
56. Leadership and management are good. The co-ordinator meets regularly with other science specialists from the local group of schools, to share ideas and suggestions. The link with the local secondary school is particularly good, with a joint project enabling pupils to experience science teaching and learning at the secondary school with their more extensive facilities. For example, in a recent project on bubbles, they experimented with making and testing bubble mixtures to see how long the bubbles would last, and how strong they could be made.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The provision, standards and achievement have improved since the last inspection.
- The quality of much of the teaching is good.
- The new computer suite is used effectively for whole class teaching.
- The subject is well led and managed.

### **Commentary**

57. At the last inspection, there were weaknesses in the standards achieved by pupils. This was so because recent new curriculum changes and other improvements had yet to have an impact on standards. This has now happened and the current standards are overall above those expected given the ages of the pupils.
58. Further improvements have been made by creating a larger and better-resourced computer suite, which enables a whole class to have hands-on experience of a computer at one time. In addition, the projector and screen enable the teachers to demonstrate and model work very clearly so all pupils can see what they are expected to do. In addition, the classrooms have been rewired to prepare for the installation of interactive whiteboards and projectors through a carefully planned rolling programme when funds allow.
59. The quality of the teaching is good. All of the teaching observed was at least satisfactory and in 40 per cent of lessons, it was very good. The teachers have increased their knowledge and confidence of the curriculum through training, and due to the good level of support and advice offered by the subject co-ordinator. Lessons are well planned and the teachers share the learning objectives with pupils so that they are aware of what is expected of them. The support staff are well-briefed and offer a good level of support, particularly to the less able or to those at an early stage of learning English.
60. Pupils experience a good range of curricular opportunities. They learn to use a range of software including word processing and spreadsheets. They use art software with confidence and imagination to create some very effective work, often based on artists such as Kandinsky or Van Gogh. In Year 5, pupils learn to program events so that they can control traffic lights or cause numbers to light in sequence. Year 3 pupils can merge text and pictures effectively - for example, to design posters. Pupils learn to create an address book and to send e-mails, and the use of the Internet as a resource adds value to learning in other subjects such as history or science.
61. The subject co-ordinator is experienced, knowledgeable and effective in providing the school with good support and advice. Good value for money is provided via the arrangement made with a local company to provide and maintain the computers. The co-ordinator has a good action plan for future developments and is aware of the need to extend her role to observing and evaluating the teaching and learning in lessons. Other priorities include the further cross-curricular use of computers to enhance and support the learning in different subjects.

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

62. The use of computers and Internet resources is growing and now enables a range of curriculum links. In history, for example, pupils search the website of the Cairo Museum for information and pictures about relics from Tutankhamen's tomb. In science and mathematics, they extend their data handling work to use spreadsheets and data handling software to produce a range of graphs and charts to present information in different forms.

## HUMANITIES

63. Work was sampled in **geography** and in **history**, but insufficient lessons were seen to form an overall judgement about provision or teaching. The scrutiny of pupils' work, and other evidence gathered from displays of pupils' work around the school, indicates that all units of geography are taught as required and that all key elements of history are covered effectively. From this evidence, it would appear that standards in both subjects are at least in line with that expected nationally.

### Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- All pupils make good progress.
- The recently appointed co-ordinator has a clear vision for the future of the subject.
- There is a lack of vigorous monitoring of teaching and learning.
- Newly acquired resources make a good contribution to teaching.
- The curriculum is well planned across the school based on the local agreed syllabus.

### Commentary

64. Current standards at the end of Year 6 are broadly in line with the expectations of the local agreed syllabus. In some aspects of the syllabus, the standards attained are higher than expectations. For example, in learning from religions, pupils, especially the older ones, apply a range of religious ideas effectively to their own lives to answer fundamental questions such as why there are pain and suffering. All pupils, including pupils with learning difficulties, make good progress. They achieve well, because their teachers know them and support them well in class. Boys achieve as well as girls.
65. Teaching is satisfactory. Teachers use a range of strategies well to enhance teaching and learning. These include the good use of newly acquired artefacts. Teaching is best when it encourages independent learning. Pupils' learning reflects this, and where this happens, pupils work with interest and enthusiasm and learn effectively. However, in too many lessons, there is a lack of opportunities for active and independent learning.
66. Leadership is good. The recently appointed co-ordinator has a clear vision for the future of the subject, and has created good schemes of work. She has, however, not yet established a rigorous monitoring and evaluating regime for teaching and learning in the subject, and therefore, overall management is only satisfactory. The curriculum is well planned across the school based on the local agreed syllabus and religious education makes an important contribution to pupils' personal development. There has been good improvement since the time of the previous report.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

67. **Art and design** was sampled during the inspection, but not in sufficient detail to provide a judgement on provision or standards. There has been good improvement in the use of computers to promote learning in art. In one lesson observed, pupils explored the use of photography and pattern in the computer suite. They used digital photographs of themselves to reflect and flip images. The opportunity to review and select preferred designs generated good motivation and attitudes to art and information and communication technology. The work on display indicates pupils use a good range of materials. They create their work, sometimes alongside visiting artists, using paint, clay, fabric and pastels to good effect.

68. Only two short lessons were observed in **music** and therefore there is insufficient evidence to make a secure judgement on standards or provision. The school has recently introduced a new commercially produced scheme, which has given teachers access to some good teaching resources. For example, a silent film was used as a starting point for composing a musical accompaniment in Year 6. Pupils are also given the opportunity to undertake music tuition, provided by visiting music teachers. A choir is offered as a lunchtime club, and is enjoyed primarily by girls in the school. Music is an area being addressed in the current school development plan. This includes improving teachers' subject knowledge through training, which is necessary for the new scheme to be effectively implemented.
69. Only two lessons were observed in **physical education**. It is not therefore possible to make a firm judgement about provision, standards and progress. However, inspectors spoke to the temporary subject co-ordinator and children were also asked about the range of sporting provision available both in school time and after school. The recent changes in staff mean that planned development in this subject, identified in the school improvement plan, has been put on hold until the new co-ordinator is established. Proposed plans for the development of this subject are ambitious and will begin with a complete review of current practice.
70. In Year 4, pupils were able to assemble and prepare equipment for the task of working as a team to devise a physical challenge. However, some pupils found it difficult to co-operate effectively with the teacher and with each other and, therefore, their ability to work as a team was limited. Clear explanations and instructions were given but a number of pupils were too eager to undertake the challenge and the teacher needed to give further reminders about what to do. After-school activities support pupils' learning in physical education. Pupils can join a range of extra-curricular activities that include girls' and boys' football coaching, gymnastic training and outdoor pursuits.

## **Design and technology**

Provision in design and technology is **good**.

### **Main strengths and weaknesses**

- Pupils have good opportunities to plan, design and make a variety of models and artefacts.
- Pupils are developing a good range of practical skills to help them construct models and artefacts.
- Lessons provide good opportunities for pupils to work together co-operatively and share ideas.
- Pupils' practical skills are not always at the level appropriate for their age.

### **Commentary**

71. By the end of Year 6, the pupils have experienced and developed a good range of skills relevant to this subject and, overall, standards are above those expected nationally. Observations of lessons, scrutiny of work undertaken and discussion with the subject coordinator all confirm that achievement is good. Consistent teaching throughout the school and good opportunities to research, design and plan are all reasons for this. This represents good improvement since the last inspection.
72. Teaching of this subject is good. Planning is detailed and pupils are given good opportunities to research, plan and make various artefact and models. In Year 6, the pupils have made fairground models using electric motors to turn various parts. In a good Year 5 lesson, the pupils used their own designs for pop-up books to begin to create their own books. Prior to this, pupils had carefully researched pop-up books and identified the different ways of getting the pop-up feature to move. Lessons are well organised and children have good opportunities to work together. The children share ideas and use a variety of tools. In a good, well-planned Year 4 lesson, the pupils worked enthusiastically together to prepare their own fruit drinks from a selection of fruits available. Older pupils work collaboratively and become engrossed in their

work. However, they do not always work accurately using skills that are more refined. For example, in an otherwise good Year 5 lesson, the pupils cut out shapes without drawing them beforehand with a ruler or measuring accurately the size of the material they needed.

73. Leadership and management of this subject are satisfactory. The co-ordinator has worked hard to improve provision since the last inspection. A scheme of work has been implemented, evaluated and modified. Training has been provided for staff and the subject fully resourced. However, the co-ordinator has had no opportunities to monitor teaching and learning throughout the school to enable him to get a clear picture of standards across the school. Assessment procedures are poor.

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

74. Only one lesson was observed and, as a result, it is not possible to make overall judgements about provision, standards and progress. However, in addition to observing the lesson, inspectors looked at displays throughout the school and spoke to pupils. The caring ethos supports pupils' personal development very well and the teachers' use of circle time provides good opportunities to share feelings and discuss different topics. In the good lesson observed the pupils expressed their anxieties about moving on to their new class in September and the teacher was able to re-assure the pupils that they would settle quickly. Displays throughout the school show a commitment to developing the pupils' understanding of relationships. There are also examples of work being undertaken to raise the pupils' awareness of drug taking and substance abuses.

## 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	3
How the school's effectiveness has changed since its last inspection	3
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	4
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	4
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
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	3
The leadership of the headteacher	4
The leadership of other key staff	4

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