

INSPECTION REPORT

ROBERT PIGGOTT
CHURCH OF ENGLAND JUNIOR SCHOOL

Wargrave

LEA area: Wokingham

Unique reference number: 109993

Headteacher: Mrs L Turville

Lead inspector: Jennie Willcock-Bates

Dates of inspection: 1st – 4th December 2003

Inspection number: 257334

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Robert Piggott C of E Junior School
School category: Junior
Age range of pupils: 7-11
Gender of pupils: Mixed
Number on roll; 167

School address: School Hill
Wargrave
Postcode: RG10 8DY

Telephone number: 0118 9402645
Fax number: 0118 9402645

Appropriate authority: Governing body
Name of chair of governors: Mr John Hunt

Date of previous inspection: 18 May 1998

CHARACTERISTICS OF THE SCHOOL

Robert Piggott is a small Church of England Controlled Junior School in the village of Wargrave in Berkshire. It caters for 167 pupils between the ages of seven and 11 years. Most pupils come from the village, but an increasing number are from villages nearby. The majority of pupils come from advantaged backgrounds and attainment on entry is above average. However, the school welcomes pupils with special educational needs, and a significant proportion are receiving support from the school. An above average number have statements for wide-ranging special needs that include autism, dyslexia, behavioural and emotional needs. Almost all pupils are from white British backgrounds. A small number come from Russia, Holland and France. No pupils are from other ethnic groups, although a very small number are from mixed heritage.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1967	Jennie Willcock-Bates	Lead inspector	English, history, art and design, music, religious education.
1329	Keverne Oliver	Lay inspector	
4099	Rod Braithwaite	Team inspector	Mathematics, science, information and communication technology, design and technology, physical education, personal, social and health education.

The inspection contractor was:

ALTECQ Education Limited
102 Bath Road
Cheltenham
Gloucester
GL53 7JX

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** school. It provides a good quality of education for its pupils and gives good value for money. The school is led and managed well. Pupils enjoy school and behave well, which enables them to make the most of good teaching. Throughout the school, pupils' achievement is good.

The school's main strengths and weaknesses are:

- Leadership motivates staff, and management ensures that the school improves;
- Achievement is good in English, mathematics and science, and standards are high;
- The provision for special educational needs is very good and the different groups of pupils achieve very well because they benefit from what the school provides;
- Good teaching, underpinned by very effective planning, means that activities meet the different needs of the pupils well;
- Pupils are fully involved in making decisions about the school and their views are valued;
- Links with parents are very good and they support the school very well;
- While the highest attaining pupils make appropriate achievement, provision does not always enable them to extend their talents in a range of stimulating ways;
- Standards and achievement in information and communication technology, while satisfactory, are not as high as in English, mathematics and science.

Improvement is **good**. The school has responded very well to the changes in the curriculum and successfully maintained the high standards in English, mathematics and science previously reported. All the key issues previously identified have been addressed, but further improvements to information and communication technology are required.

STANDARDS ACHIEVED

Children start school in Year 3 with above average standards overall. A significant proportion of pupils have special educational needs and because of the very good provision they often attain average or expected standards by the end of the key stage. Pupils **achieve well**, and by the end of Year 6, standards are **high**.

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

The table shows that pupils perform well in national tests. The results of the tests in mathematics in 2003 for pupils in Year 6 were very high. They were in the top 5 per cent of schools nationally and well above the average of similar schools. Results were well above the national average in English and science, and English was above the average of similar schools. Science results were about the same as in other similar schools. Standards are high in speaking and listening, reading, writing, number, science and in the observed aspects of art and design. Standards in all other subjects inspected are above average, except in information and communication technology where standards are as expected. It was not possible to make a secure judgement about standards in music and physical education, although pupils exceed expectations in swimming.

Achievement is **good** from Year 3 to Year 6. Boys and girls, and pupils of different ability, make the same sort of progress. Pupils with wide-ranging special educational needs achieve very well, and make particularly good progress throughout the school. All pupils are fully included in all the school's work, are very well supported and are given work that is just right to help them learn. However in some subjects work for the highest attaining pupils is not always as stimulating as it should be to extend their learning.

Pupils' **personal qualities**, including their **spiritual, moral and social development**, are **good**. They have good attitudes to school and behave well, although a very small number argue, become fractious and have to be managed. This sometimes distracts teachers and slows some lessons. Attendance is very good and pupils are punctual.

QUALITY OF EDUCATION

The **quality of education provided is good**. **Teaching is good** and this helps pupils to learn effectively. Teaching assistants support pupils and teachers very well. Basic skills in literacy and numeracy are taught very well. Planning is very good and **teachers assess work thoroughly**, which means they know what the next steps in learning are for all the pupils.

The **curriculum is good** and there is a very good range of activities outside lessons. Accommodation and resources are satisfactory. Links with parents are very effective and links with the community and other schools are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The very good leadership of the headteacher exemplifies the determination of the school to continue to improve and be innovative. Management is good and morale is high. The governing body runs the school well with the headteacher. They know the strengths and weaknesses of the school because they are fully involved.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The majority of parents think highly of the school. Parents state that the school provides a very good education, and they value very good links with staff and governors. They think that the teachers work hard and know their children well. They feel well informed about what is happening in school, but not so well informed about their children's progress. Inspectors find that the information provided is good. They feel that the school is responsive and continually seeks to improve through consulting with parents.

The pupils enjoy being at school. They feel the teachers are fair and helpful, and that they listen to their views and ideas. Pupils are confident that there is always an adult, who will help them if they are unhappy or have problems. They like the 'buddy system', where pupils are supported by children in the playground, and think that the school values their contributions. Pupils state that some children do not always behave as well as they should, but that teachers punish them quickly and effectively.

IMPROVEMENTS NEEDED

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

- Raise standards in information and communication technology to the same levels as those in English, mathematics and science;
- Ensure that the highest attaining pupils are provided with stimulating ways to extend their talents.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is a measure of how well pupils are doing, taking their progress and capability into account.

Overall, pupils' **achievement is good and standards are high** by the time the pupils leave the school. Achievement is good throughout the school. Pupils with special educational needs achieve very well, often reaching average standards in reading. Pupils' achievement has been maintained since the time of the previous inspection.

Main strengths and weaknesses

- Standards are high in English and mathematics and pupils perform well in national tests because of challenging teaching.
- Standards in reading and speaking and listening are high by the end of Year 6.
- Pupils achieve well in science and standards are high by the time they leave the school because pupils' skills in investigation are systematically developed.
- In each year group, pupils with special educational needs achieve very well.
- Pupils' work in art and design shows good achievement over a broad range of skills and techniques, and standards are high in Years 5 and 6.

Commentary

1. Most pupils enter the school from the local infant school with standards that are above the national average, although school records show a dip in attainment in Year 3 in writing. A significant proportion have special educational needs and receive support for their learning. Pupils achieve well and, by the end of Year 6, they perform well in the national tests. The results in 2003 were well above the national average and the average of similar schools overall. Pupils performed particularly well in mathematics and results were very high and in the top 5 per cent of schools nationally. Results in English and science were high in relation to the national average and above the average of similar schools. Results showed improvement on the previous year. Careful records of pupils' achievement show that they achieve well as they progress through the school.

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

Standards in:	School results	National results
English	29.1 (27.0)	27.5 (26.8)
Mathematics	30.1 (29.2)	27.5 (26.8)
Science	29.8 (29.9)	29.3 (28.6)

There were 55 pupils in the year group. Figures in brackets are for the previous year.

2. Standards in all subjects inspected are at least average and meet the expected levels. It was not possible to make a secure judgement about standards in music, geography and physical education. In the work seen, pupils achieve well in English. They attain high standards in speaking and listening. By the end of Year 6, pupils are articulate and develop ideas well through discussion. The high standards in reading are the result of a period of improvement that emphasised the importance of raising standards in boys' reading. Systematic teaching of skills and the introduction of interesting texts has given all groups of pupils more confidence to use a range of strategies to help them read. Writing has been the focus of development,

especially for the girls, who did not perform well in the writing tests in 2002. Teachers analysed the problems and adapted the curriculum to provide better-quality opportunities for all pupils, especially girls, to extend their writing skills. The writing observed was well above average with good achievement in imaginative writing. Pupils are developing a fluent style of handwriting, which is usually neat in English, but they do not always transfer their handwriting skills and accuracy in spelling to other subjects, such as science or mathematics. Recorded work in these subjects is sometimes careless. Pupils are given very effective opportunities to write reports, take notes and present their research in other subjects, such as design and technology, history and geography.

3. Achievement is good in mathematics in each year group. High standards are attained by the end of Year 6, where pupils undertake complex mathematical problem solving. Teaching is good. Because pupils are taught in ability groups, they are challenged at an appropriate level, enabling them to extend their skills of calculation and measurement well. Pupils' competence is further extended in other subjects, such as data handling in ICT, measurement in design and technology, and complex calculations in science.
4. In science, pupils also achieve well because of good teaching and good-quality opportunities to apply their skills and knowledge in practical investigations. They attain high standards by the time they leave school, although standards were not quite so high in the 2003 tests. Teaching is good and helps the pupils learn effectively. Skills and knowledge are systematically developed to enhance the pupils' understanding of all the elements of science. The school continually looks to improve and successful developments to teaching and learning in science mean that lessons are hard work, but fun. The only weakness is that in some of their work, pupils have made mistakes because records of investigations have been untidy. Standards in science are strengths of the school.
5. Although pupils' achievement in ICT is satisfactory and they reach expected standards, they do not always attain the levels of which they are capable. One of the reasons for this is that teaching is not as consistently good as in other subjects. Occasionally, pupils' achievement is limited by unreliable equipment but examples of good work were observed. Opportunities for pupils to develop their competence and enhance their skills by using ICT to support learning in other subjects are increasing, and improving in quality and challenge. However, these opportunities are not a feature of the work in all classes.
6. Pupils' work in art and design is of a high standard. Pupils achieve well in all other subjects inspected. The achievement of pupils with special educational needs is very good. The main reason for this is that work is very carefully planned to meet their needs, as identified in the targets in the individual education plans. In addition, they are very well supported by a very effective team of teaching assistants, who work closely and sensitively with individual pupils and groups. This ensures that these pupils' needs are fully met in imaginative ways and they are fully included in lessons in all subjects.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils' **attitudes, values and their personal qualities are good**. Provision for pupils' spiritual, moral, social and cultural development is **good**. **Attendance** and punctuality are **very good**.

Main strengths and weaknesses

- Almost all pupils are enthusiastic and enjoy coming to school.
- Their attitudes to their lessons are good and they are keen to learn.
- Pupils enjoy responsibility and many show high confidence and self-esteem.
- Attendance and punctuality are very good.
- The very good ways in which the school encourages good attendance.
- The school successfully promotes pupils' spiritual, moral, social and cultural education.

Commentary

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.9%	School data	0.17%
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 well above the national average. The school has very effective systems for encouraging pupils to come to school every day and has very successfully campaigned to reduce the number of holidays taken during term-time. Parents ensure that their children arrive on time for the start of the school day.
- Pupils' attitudes to school are good overall. Almost all pupils like coming to school. The vast majority enjoy their lessons, but a few find some lessons 'boring'. Pupils are generally keen and enthusiastic learners. They want to do their best, which means that they make the best of the good teaching. All groups of pupils show the same enthusiasm for their work. However, a small number who are either over-confident or have challenging behaviour, begin to coast in some lessons when the pace slows or lessons are not as interesting as they would like them to be. The strong and positive ethos in the school successfully helps pupils to become confident and raises their self-esteem. This is a particular feature of the very good provision for pupils with special educational needs. Relationships between pupils and staff are very good overall. Pupils take on responsibilities confidently in everyday classroom jobs, in the School Council, and in helping to care for others during breaks and lunchtimes.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	141	0	1
White – any other White background	9	0	0
Mixed- White and Black African	1	0	0
Mixed – any other mixed background	3	0	0
No ethnic group recorded	13	0	0

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

- Behaviour in the school is good, but not as good as that reported in the last inspection. This is because there is a very small number of boys in Years 5 and 6, who occasionally disrupt lessons or play by arguing, interrupting or generally being fractious. Teachers and teaching assistants deal well with these situations, and other pupils usually ignore them so learning is only marginally affected. One pupil was permanently excluded in the last year for unacceptably violent behaviour towards children and teachers. Teachers have effective strategies for behaviour management. Bullying is rare and pupils are very confident that teachers deal with this rapidly. There is no evidence of harassment or racial disharmony.
- Pupils' personal development is good as a result of effective provision for spiritual, moral, social and cultural development. It helps them mature during their time in school. The school

actively promotes respect. Pupils show respect for each other in many activities, especially in personal, social and health education lessons. Pupils' spiritual understanding is developed well in group discussions, in some assemblies, in investigative work, in art and design, and in science, where pupils express an appreciation of the talents of others. However, opportunities to promote and plan for pupils' spiritual development are sometimes missed in other subjects. Pupils' social and moral responsibilities are promoted consistently through school rules and different responsibilities. The school actively promotes cultural awareness in a wide range of activities such as religious education, art and design, music, visits to towns where a range of cultures are represented, visitors and contacts with other countries, like Kenya.

11. Relationships are very good overall and are reinforced consistently by the way the pupils' personal skills are developed in lessons, the playground and assemblies. Pupils are strongly influenced by the role-models of the adults, who work with them. All adults are kind, considerate and caring, showing respect to the pupils and to each other. Pupils feel teachers are fair, and both pupils and staff are proud to be part of the school community, which ensures that all its members are respected, supported and fully included in all its activities.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The **good quality of education** has a strong impact on pupils' achievement. **Teaching and learning are good** and are underpinned by effective assessment. The provision for special educational needs is **very good**. There is a **very good** range of opportunities for enriching the curriculum. **Good-quality care, high-quality guidance and support and links with the parents are very good.**

Teaching and learning

Teaching and learning are **good**. Assessment procedures are **effective**. This is a positive picture because some teachers are temporary supply teachers, who are not regular members of the school staff.

Main strengths and weaknesses

- Planning is of a very good quality and work is well matched to the needs of all pupils because it is based on effective evaluation of pupils' achievement.
- Basic skills in English and mathematics are taught very well because teachers have very good subject knowledge.
- Teaching assistants are used well to support individuals and groups of pupils, which means that pupils of all abilities are fully included in lessons.
- Very good relationships with pupils mean that they are willing to have a go at the activities provided for them.
- Implementation of the new marking policy is inconsistent in some subjects, where mistakes and poor presentation are not always identified.
- In a few lessons, the challenging behaviour of some of the boys distracts the teachers.
- Teachers assess the pupils' learning and achievement very carefully and use the information effectively to plan the next stages of learning.

Commentary

Summary of teaching observed during the inspection in lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	14	8	0	0	0

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

12. Teaching has a strong impact on pupils' learning and achievement. Both parents and pupils feel that teaching is good and most lessons are interesting. One of the reasons for this is that teachers use their very good subject knowledge, particularly in English, mathematics and science, very effectively. This means that basic skills of speaking and listening, reading, writing and number are taught very well through innovative activities that capture the interest of pupils of all abilities. Teachers ask skilful questions to help pupils sort out their ideas and talk about what they have learned. Numeracy skills are successfully taught in other subjects such as science and design and technology.
13. Resources are used very well to support pupils' learning. For example, pupils in Years 3 and 4 provided resources for a history lesson and an innovative approach to teaching about the evacuees in the Second World War captured pupils' interest. This promoted a buzz of excitement and animated discussion as pupils talked about what they had packed to take away with them. ICT is used increasingly to support pupils' learning in other subjects and good examples were seen in art and design and music. However, although always at least satisfactory, teaching and learning in ICT are more uneven in quality than other subjects. Teachers' subject knowledge is not so secure and the equipment is unreliable, and this puts teachers under unnecessary pressure.
14. Very good-quality planning is based on careful assessments of pupils' achievements and evaluations of the effectiveness of previous lessons. This helps teachers to plan work that is just right for the different abilities in each class. High-attaining pupils are challenged to extend their thinking, as, for example, in work about ambiguous sentences in English and the solving of very complex problems in mathematics. Teachers use innovative strategies to motivate pupils. A good example of this is in science lessons in Years 5 and 6, where teachers were assessing what pupils had learned at the end of a programme of study. Pupils were given the roles of forensic scientists. Very good teaching was observed in Years 3 and 4 in history and art and design, and in science in Year 5. Because of the headteacher's very good leadership and effective support from senior staff, teachers are motivated to try out new ideas. The highest attaining pupils in science and ICT are not always given stimulating work.
15. Teachers and pupils are supported well by a very effective team of teaching assistants. Their work is well planned to enable their skills and talents to be used to the full to support pupils with special educational needs and other low-attaining pupils in each class. This means that pupils with wide-ranging needs are fully included in lessons and their achievement is very good.
16. In the vast majority of lessons, teachers manage the pupils well and understand the extremes of behaviour exhibited by those pupils with challenging behaviour. A calm and positive approach inspires confidence, and pupils know exactly what is expected of them. However, in a few lessons, the challenging behaviour of some boys interrupts the lesson too much. This slows lessons and distracts the teachers' attention. Relationships are very good and this helps to give pupils confidence. Teachers value the contributions pupils make and they listen carefully to what they are saying. This means that pupils are becoming increasingly confident as they progress through the school and are willing to have a go at tricky tasks.
17. Assessment procedures are thorough and reliable. Core subjects are carefully assessed through formal tests and informal assessments. A great deal of information is used to plan the next stages of learning, set individual and class targets and write reports on pupils' achievement for parents. Good examples of marking that helps pupils to improve their work were observed, but the quality of marking overall is uneven in some subjects, and mistakes and untidy presentation are not always identified. A strong feature of the school's

assessment is the many opportunities provided for pupils to assess their own learning in lessons such as art and science.

The curriculum

The **curricular opportunities** that cater for the interests and needs of the pupils are **good** and meet statutory requirements. The curriculum is well planned. It is very effectively enriched by activities outside lessons. **Accommodation and resources** are adequate.

Main strengths and weaknesses

- The school provides a very good range of visits, visitors and after-school activities to enrich the curriculum.
- The school is very successful at ensuring that all pupils have equal access to the whole curriculum and good opportunities to develop their learning.
- There is good provision of effective support staff to enhance pupils' opportunities across the curriculum.
- Activities for the highest attaining pupils are not always as stimulating as they could be.
- Resources for ICT are sometimes unreliable and could be improved to support the curriculum.
- The lack of a caretaker means that the headteacher and staff have to open and lock the school.

Commentary

18. The school provides a very good and varied range of extra-curricular sporting and creative activities. A number of sports clubs are well supported by pupils. Their importance is shown by the many successes pupils achieve against other schools in competitive sporting events. A number of residential visits and visiting experts provide pupils with new and exciting learning experiences, particularly in history. Extra music provision is a particular strength, with a number of pupils having good opportunities to develop their instrumental skills. Drama is enhanced by visiting theatre groups, and frequent opportunities for pupils to perform for both school and public functions. Enrichment is further promoted through special study weeks, for example, in art and design and design and technology. Pupils' learning moves ahead rapidly because they participate in challenging activities in one subject for a sustained period of time rather than an individual lesson. A visiting high school teacher is teaching French to pupils in Year 6, and a parent runs a Latin club, which contribute to the pupils' cultural development. These activities give pupils a wide range of enjoyable learning experiences, which substantially benefit their achievement.
19. All subjects are given sufficient time in the curriculum, but the timetable is rather complicated and involves pupils in moving between classes for some lessons. Although most pupils cope well with this, lessons are sometimes disrupted and time lost. Consequently, some pupils have to catch up what they miss.
20. Effective planning ensures that the curriculum is broad and is carefully adapted to meet the needs of the pupils. This means that all groups of pupils have equal access to enable them to make the best of what the school offers. Pupils with special educational needs are very well supported and work is carefully planned to help them learn. In addition, specialist teaching of basic literacy skills is currently having a significant impact on their confidence and achievement in reading and writing. Higher-attaining pupils have work planned to extend their thinking, but sometimes these activities are not as stimulating as they could be, particularly in science. The school has recently identified gifted and able pupils, and appropriate plans are in place to enhance their skills and knowledge in a range of ways. This forms an important part of the school development plan.

21. The accommodation has been improved since the last inspection by the addition of new classrooms and is now satisfactory. The school has a suitable ICT suite and a rather cramped library area, but all work areas are used wherever possible. This includes part of the hall for lessons, involving much movement of furniture. The hall is sometimes cramped for classes of older pupils in physical education. The site is well maintained. However, because the school does not have a caretaker, teachers, and frequently the headteacher, are involved in maintenance activities or 'locking up', which impinges on their time.
22. Resources for learning are generally satisfactory, although those for ICT could be further improved to support learning in other subjects. There is a higher than average provision of teaching assistants. They make a very effective contribution to pupils' learning.

Care, guidance and support

The school has **good** arrangements for looking after pupils' care, welfare and health and safety. Its monitoring of pupils' achievements and personal development is **very good**. There are **very good** arrangements for involving pupils through seeking, valuing and acting on their views.

Main strengths and weaknesses

- Arrangements for ensuring that pupils spend their days in a safe, secure and healthy environment are good.
- The school monitors pupils' achievements very effectively and then acts to ensure that they make the best possible progress.
- A variety of very successful ways are used to gather and respond to pupils' ideas and views.
- Relationships between pupils and staff are very good.
- Procedures for helping new pupils settle into school are good.

Commentary

23. Procedures for maintaining health, security and safety are good. An appropriate risk assessment system, which covers all trips as well as in-school activities, is in place. Good attention to safety and making pupils aware of risks were observed in science. First aid arrangements, which include a well-equipped medical room, are good. Pupils are well supervised at break times, and at the beginning and end of the school day. The school holds the silver Healthy School Award. Arrangements for child protection are satisfactory.
24. Teachers and their assistants pay great attention to their pupils' personal and learning needs. Pupils' achievement is carefully tracked and predictions about future performance inform the work planned for them. The progress of every pupil, including those with special educational needs, is closely monitored, using an innovative combination of formal and informal tests, and observations carried out by staff. Information from monitoring is analysed and used well to set targets and improve teaching and learning. An example of this is the recent concern that boys were not performing as well in reading as girls. Special attention was given to improving how reading was taught, with a specific focus on developing boys' confidence. As a consequence, test results in reading in Year 6 were improved.
25. Pupils feel that their views and ideas on how to get the best out of school are important to the headteacher and other staff. They think that adults are fair and that they listen to them. Pupils are confident that there is always an adult to whom they can go if they are upset or worried about anything. The 'buddy system', the school council and the suggestion box are considered to be important to staff and pupils, and make a positive contribution to school life. Teachers and teaching assistants work hard to listen to the pupils' responses and they value their contributions. Relationships at all levels are very good. The way pupils are included in decision making is one of the school's strengths.

26. The school's systems for welcoming new pupils and parents into school are good. There are ongoing links with the local infant school. Visits and a good range of activities in the term, which precedes the move into Year 3, and a special evening for new parents, contribute to the pupils' confidence as they start their new school.

Partnership with parents, other schools and the community

The school's links with parents are **very effective**, and are one of the school's strengths. Almost all parents think highly of the school. Links with the community and other schools and colleges are **good**.

Main strengths and weaknesses

- The range of information provided for parents about what is going on in the school is good.
- Parents did not feel that they received enough information about their children's progress.
- Very good arrangements are made for dealing with parents' concerns, and seeking out their ideas and views about school.
- Parents are very active in their support of their children's learning and all aspects of school life.

Commentary

27. The majority of parents think highly of the school, and have confidence in the new headteacher. Talking to parents at the meeting, during the inspection and from the views on the questionnaires, it is clear that links with parents remain very good. Parents feel that the school has improved since the previous inspection and that the good standards identified have been successfully maintained. The vast majority feel that the school is providing a very good education. They feel that there are very good links between them, all the staff and governors. Parents feel that they are informed about what is happening in the school, but that they are not so well informed about how well their children are doing. Inspectors found that the school provides a broad range of regular newsletters and meetings informing parents about school life and the curriculum. End-of-year reports are good. They include targets for improvement and a contribution from pupils themselves. However, parents indicated to inspectors that they would like more regular information about their children's progress. The school responds quickly and positively to parents' concerns, for example, a working group to seek from parents how information about progress could be improved has already been established. Parents value the time the headteacher and staff give to formal meetings about their children.
28. Parents make a very good contribution to school life. Volunteers regularly help in classes, on trips, at major events and with looking after the fabric of the school. Their attendance at school productions and events, such as the Christmas fair, is excellent. The Parent Teacher Association raises large sums of money and organises social events throughout the school year. They have made a significant contribution to the school's gardens, for example.
29. Links with the local community are good and include charitable work, such as the collection and distribution of harvest produce, and successful participation in local sporting events. Individual members of the local community, such as artists, share their skills with the pupils and individuals spend time with children, providing a 'listening ear' as part of the school's personal, social and health education programme. Links with other schools are developing effectively and are particularly strong with the local infant and secondary school. The arrangements for helping pupils in Year 6 move on to the local secondary school are good. For example, a specialist from the French department teaches French to pupils in Year 6. Preparatory visits help pupils become familiar with their new school, and class teachers liaise very closely, which ensures that pupils settle quickly into their senior school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. The leadership of the new headteacher is **very good**. Management in the school is **good**, and the governors fulfil their responsibilities **well**.

Main strengths and weaknesses

- The leadership of the new headteacher is very good and makes a significant impact on school improvement.
- The governing body makes a good contribution to the management of the school, especially in strategic financial planning.
- The leadership of key staff is good, and there are particular strengths in the leadership and management of special educational needs.
- Management is good and is effective in promoting good teamwork.
- Occasionally, a large number of adults are working with the pupils and this disrupts lessons.

Commentary

30. The newly appointed headteacher, having served a successful apprenticeship as the deputy head, is already providing very good leadership. She is held in high regard and has successfully gained the confidence of pupils, staff and parents. This means that there is a determination that the school will maintain the highest possible standards in all areas of its work. This very clear leadership is reflective and analytical, providing innovative strategies to help maintain high staff morale during the current period of significant change. All teachers carry several responsibilities, and they are empowered to use their initiative in order to evaluate, be innovative and lead the school to high standards of attainment across the curriculum. Co-ordinators provide consistently good leadership and there are particular strengths in the innovative leadership of the provision for pupils with special educational needs. This means that all staff understand the needs of the pupils, and the teaching assistants are well trained, informed and very effectively deployed.
31. Management is good. This is substantiated by the recent report from the Investors in People Award Scheme. The headteacher is developing the teaching and non-teaching staff into a very effective team, and provides them with good support. All members of staff share her high aspirations. Governance is good. Under the guidance of the effective chair of governors, the governing body works in close partnership with the headteacher and senior management team. They are fully involved in decision-making. They know the strengths and weaknesses of the school well through careful review, monitoring and evaluation and discussion with co-ordinators.
32. Co-ordinators use the small amount of release time they have to good effect. This leads to a good ethos of learning, where the needs of every pupil are known and well provided for. Within these considerable efforts, however, there is evidence that the timetable and provision of individual support is becoming over complex. At times, over 20 adults are involved with pupils, who are sometimes withdrawn from lessons for personal tuition. This leads to considerable movement around the school, some disruption to lessons and staff frequently involved in moving or erecting furniture. The headteacher is particularly involved in a huge number of duties and, although some are minor, they put pressure on her management role. Simplification of the timetable, and a scrutiny of delegated duties, would help management to be even more effective.
33. The school has a detailed and specific improvement plan, which is based upon a realistic self-evaluation and is under constant review. This ensures that the school is effectively monitoring its performance, teaching, learning and pupils' achievement. The governors continually seek ways of getting best value out of the resources available to them. A self-critical approach is fundamental to the culture of the school, and is evident from the strategic decisions taken by the headteacher and the senior management team. Data is used well to

identify areas for improvement and strategies are put in place to improve areas of weakness. Professional development and performance management are well embedded in the school. A coherent programme of training for all staff, including teaching assistants, is extremely effective and uses the skills of teachers and highly qualified teaching assistants very well. Good induction procedures for teachers and teaching assistants progress to an effective structure of ongoing target setting for all.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	455,091	Balance from previous year	25,259
Total expenditure	441,926	Balance carried forward to the next	34,269
Expenditure per pupil	2,646		

34. The school makes very good use of its financial and other resources. The governors finance committee is very well organised to use relevant information to support the school development plan. The contingency is slightly high and is due to additional funds from the local authority and savings on salaries of senior staff following the change of headteacher. It will be significantly reduced over the next financial year. Specific funding for areas such as special educational needs is used very effectively. Because the school has had limited success in gaining funds to improve resources for ICT, it has relied heavily on significant contributions from the Parent Teacher Association.
35. There are no significant barriers to raising achievement other than, after a period of several years of stability on the staff, there have been significant changes. The headteacher left and the deputy headteacher became the substantive headteacher. Key staff have moved to other posts and classes are covered by temporary supply teachers until a new teacher joins the staff in January. These changes have been very well managed by the headteacher and staff to ensure that pupils' work is not affected and that the school continues to improve and develop.

OTHER SPECIFIED FEATURES

What is the effectiveness of special educational needs assessment?

The provision for special educational needs is **very good** because pupils' achievement is rigorously monitored and **very carefully** assessed.

Main strengths and weaknesses

- Excellent records of pupils' progress through their targets, annual reviews of statements and pupils' assessments are maintained.
- Pupils' achievement is very thoroughly assessed, and the information provided is used very effectively to plan work from the well-constructed individual education plans.
- The special educational needs co-ordinator is highly effective and uses her knowledge intelligently to provide just the right work and support that helps pupils achieve very well.
- Teaching assistants are very well trained and managed to provide very effective support for pupils.

Commentary

36. Provision for the above average number of pupils with wide-ranging special educational needs is very good and a significant strength of the school. The main reasons for this are the

use of information from the very effective assessments and the outstanding records of pupils' achievements, reviews of statements of need and targets. Assessment is well focussed and diagnostic. Pupils are identified early and regularly assessed, which enables work to be planned to meet the requirements of the very carefully crafted individual education plans. A team of skilled teaching assistants is effectively managed by the highly qualified special educational needs co-ordinator. With the teachers, she is continually seeking ways of improving the provision to ensure that pupils are fully included in all the activities the school offers. Information about pupils' needs is regularly shared with parents, and very good measures are in place to inform parents, who do not attend review meetings. All pupils, including those with statements of need, achieve very well, often reaching average standards in reading, writing, mathematics and science. The provision has improved since the previous inspection.

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

SUBJECTS IN KEY STAGE 2

ENGLISH AND MODERN FOREIGN LANGUAGE

English

Provision in English is **very good**.

Main strengths and weaknesses

- Standards in speaking and listening are high.
- Standards in reading are well above average, and pupils achieve well in writing throughout the school.
- Pupils with special educational needs receive very good support in English to help them achieve very well.
- Teaching is good and innovative, and challenging activities successfully extend the pupils' skills and knowledge.
- Management and leadership are very effective, and provide a very good understanding of the priorities for development.
- Pupils' handwriting is usually neat and tidy in English, but they do not always transfer what they have learned to the presentation of their work in other subjects.

Commentary

37. Standards are high in English. Pupils achieve well throughout the school because work is carefully planned to meet their individual needs. By the end of Year 6, standards in English are high and most pupils perform very well in the national tests. The results of the tests in 2003 for pupils in Year 6 were well above the national average and above the average of similar schools. Pupils' performance in national tests is carefully analysed, which provides relevant information for the school to use to set targets for improvement. For example, concern about boys' results in reading led to improved teaching of reading that targeted books to attract the interest of boys. Pupils were taught skills and strategies that raised their self-esteem and confidence, and this was reflected in improved results in tests and assessments. Over the last year, improving girls' writing has been a priority and the school exceeded its challenging targets for English as a result. The school has maintained the high standards reported by the previous inspection.
38. Teaching and learning are good in all aspects of English. Teachers provide many opportunities for pupils to practise their speaking and listening skills. This results in good achievement throughout the school. Pupils are articulate and can develop ideas through discussion. Almost all listen carefully to their teachers and are interested in what other pupils are saying. By the end of Year 6, pupils listen attentively, developing ideas and asking questions for clarification. The very good support for pupils with special needs means that, through sensitive questioning, they are able to organise their ideas well and articulate their views clearly. From Year 3, pupils are taught a very good range of strategies to help them read confidently. This means that almost all pupils have the skills to read unknown words. Good teaching, based on very careful analysis of pupils' needs, means that pupils with special educational needs learn the sounds letters make when they link together, which builds their confidence to have a go at reading a broad range of texts. Their progress is very good. Good teaching, which builds upon very good subject knowledge, systematically develops and extends pupils' literacy skills and knowledge of books. All groups of pupils achieve well. By the end of Year 6, pupils have a great enthusiasm for reading for information

and for enjoyment. They read accurately, with confidence, and can explain the important features and the impact of characters in the books they are reading.

39. Achievement in writing is good and standards are well above average. The reasons for this are the good teaching and challenging activities provided for pupils to stimulate ideas for writing. For example, in classes in Years 3 and 4, pupils thoroughly enjoyed creating unusual animals as part of a series of lessons on note-taking. They skilfully labelled and wrote notes to describe the key features of their creatures. Pupils find enjoyment in the words they use and by the end of Year 6, they are developing a good structure to their writing. Spelling of complex words is usually accurate. As pupils progress through the school, they develop a neat, joined style of handwriting. However, while they present their work neatly in English, they do not always transfer their skills to writing in other subjects, such as science or mathematics.
40. The school has invested a significant amount of time in English and the curriculum is successfully adapted to meet the needs of all the different groups of pupils. Because of very effective assessment and target setting, pupils know exactly what they have to do to improve their work. Leadership and management are very good. The English co-ordinator is highly effective in monitoring and evaluating teaching and learning, and setting just the right priorities to continue to improve the provision. The school is continually looking for areas to improve, working very closely with the very effective co-ordinator for special educational needs to ensure that the needs of all pupils are met and that the curriculum remains innovative and interesting.

Language and literacy across the curriculum

41. Pupils are provided with a very good range of opportunities in other subjects that help them practise their language and literacy skills. However, teachers do not always correct careless mistakes or weak presentation in subjects such as science and mathematics. Good examples of writing in history and geography demonstrate how well pupils have read different sources of information carefully before recording the relevant information. Pupils are skilled at taking notes. They listen carefully to the views of others in art and design and science, making helpful suggestions about how their work could be improved.

French

42. Pupils in Year 6 are taught French by a specialist teacher from the local high school. Lessons began at the beginning of term and one lesson was observed briefly. Pupils benefit from very successful language teaching. This provides an effective link with the next stages of pupils' education, and prepares them for learning a modern foreign language. It makes a positive contribution to their cultural development.

MATHEMATICS

Provision in mathematics is very good.

Main strengths and weaknesses

- Standards by the end of Year 6 are high.
- Pupils' achievement is good across the school and lower-attaining pupils and pupils with special educational needs achieve very well.
- Teaching and learning are consistently good across the school.
- Mathematics is used effectively in other subjects.
- Leadership and management are very good.

Commentary

43. Standards of attainment by pupils in mathematics have improved from above average, as reported at the last inspection, to well above average. The results of the national tests in 2003 were in the top 5 per cent in the country and well above the average of similar schools. The school has achieved this level of consistency over several years and is doing better than similar schools. There is good achievement by all pupils of whatever ability, with some lower attainers and pupils with special educational needs doing especially well.
44. These impressive standards have been maintained primarily by good teaching and the support of very effective teaching assistants. Planning for the individual needs of pupils is good, and data gained from assessment of pupils' work is used very regularly to monitor progress and address problems as soon as they occur. Pupils are organised in ability sets and the work is set at their appropriate level of challenge. An example of this is the higher group in Year 6, who are taught by a highly competent semi-retired experienced teacher, who plans at a national level up to two years ahead of the pupils' chronological age. This ensures that when they are involved in problem solving, or learning about the properties of parallelograms, they are working at levels, which challenge their thinking. Likewise, most of the lower group is still working at a level equivalent to the national expectation on problems concerning percentages, discounts and fractions. Pupils in a Year 3 set, where over half have special educational needs, are able to make tally charts and then construct bar charts and explain what they mean. The combination of teachers' confidence in teaching mathematics and pupils' enthusiasm to learn is a major contribution to their achievement. There are clearly some very high attainers in mathematics in the school. Senior management is now studying ways of creating additional challenge and extension work for them through its newly introduced policy for gifted and talented pupils.
45. Pupils' presentation of work in maths is generally satisfactory. Marking is accurate and several teachers, although not all, make good developmental points in pupils' work books. At times, untidy work is not noted, and pupils could make mistakes as a result. Pupils are set clear individual targets, which they find helpful. This motivates them to learn and has a positive impact on pupils' achievement.
46. The consistency of high attainment in mathematics in the school also results from very good leadership and management. The school has a strong team of determined staff, who are bent upon maintaining the high reputation for achievement in maths, and they are very well led.

Mathematics across the curriculum

47. The basic skills of numeracy are taught well in all years. Pupils are encouraged to develop mathematical skills through projects in design and technology, the extensive use of data handling in ICT and science, and the development of mapping skills in geography. This is positive reinforcement of pupils' developing mathematical skills.

SCIENCE

Provision for science is **very good**, and has a very positive effect on standards.

Main strengths and weaknesses

- Standards in science are high by the time pupils leave the school.
- Achievement by all pupils is good and lower attainers and pupils with special educational needs are achieving particularly well.
- Teaching and learning are good, especially in the development of investigative skills.
- Some recording of investigations is careless and badly presented.

- Leadership and management of science are very good.

Commentary

48. Although standards in the national tests in 2003 were not quite so high as in 2002, all evidence during the inspection indicates that well above average standards are once again being attained throughout most of the school. Standards when pupils enter the school in Year 3 are slightly above average, and pupils then progress well through all years. All abilities achieve well, especially pupils with special educational needs. The highest attaining pupils also achieve well, but there is evidence that a few, if they were sufficiently motivated, could move to an even higher level of achievement.
49. Pupils are generally doing better in science than pupils in similar schools. There are several reasons for this. Firstly, teaching and learning are good throughout the school and, on occasions, are very good. Teachers have high expectations, teach the basics well and guide their pupils progressively to high skills in investigation. This was shown clearly in the lessons seen, in their work on the use of their senses in Year 3 to identify tastes, and in experiments to decide which type of materials would be best to use to line a swimming pool in Year 5. Pupils in Year 6 became forensic experts for the local police and because they fully understood how to make the tests fair, their investigation into the properties of six white powders was highly successful. A good range of original and appropriate resources is provided by teachers for experiments, which stimulate the pupils' interest and helps them become self-reliant.
50. The second reason for high standards is that the leadership and management of the subject are very good. Pupils' information and communication technology skills are sometimes used well in science, such as in the measurement of the cooling properties of different metals. Pupils enjoy the 'hands-on' nature of much of their learning and the challenge to make their own conclusions based on evidence. Pupils' mathematical skills are frequently used to good effect in science. They have a good knowledge of health and safety procedures when investigating, show care for the security of each other, and are provided with good-quality safety resources. Recording of work, especially in science books, is careless and untidy, and leads to some inaccuracy. However, the quality of discussion about work is often of a high standard.
51. Standards and achievement in science remain one of the school's strengths because the school continually seeks ways of improving the provision.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Standards in ICT are as expected by the end of Year 6, but are not as high as in English, mathematics and science.
- Provision of resources has improved since the last inspection, but still requires further improvement.
- Teaching and learning are satisfactory, but the quality is uneven throughout the school.
- Pupils are enthusiastic about information and communication technology, and produce their own colourful school magazine.

Commentary

52. Although standards are still basically in line with expectations, as reported at the last inspection, there is ample evidence that there has been improvement in both provision and achievement since then. Hardware and software resources are considerably better, with the new computer suite being utilised by all classes on a regular basis. However, there are

deficiencies in equipment and its reliability, with two observed lessons in this inspection being affected by machinery failure. Additionally, classroom computers are outdated and incompatible with the provision in the suite. In spite of this, the achievement of all pupils is satisfactory. A small number of higher-attaining pupils could achieve better with more extensive opportunities.

53. The curriculum is well balanced and pupils have opportunities to model plans for a school, use sensors to measure the temperatures of metal in scientific investigations, and capture and record sound in music. Younger pupils are also learning how to produce and send accurately written e-mails. In discussion, older pupils can describe in detail the methods and processes they use in activities on computers, especially their production of a visually striking 'Piggott Paper' on a regular basis. Produced entirely by pupils themselves, it includes interviews with staff, photographs, puzzles and comments, and is eagerly awaited by other pupils and adults.
54. Teaching and learning are satisfactory overall, but more uneven in quality throughout the school than in other subjects. Not all teachers are confident in their subject knowledge, but this is overcome to an extent by the help of teaching assistants. One in particular has a high level of specialist information and communication technology skills. This makes a significant contribution to pupils' learning and achievement. Effective ongoing training for teachers is a school priority.
55. Leadership of the subject is good, and management is satisfactory. The subject co-ordinator has considerable vision for the development of the ICT curriculum and raising standards. Management has been frustrated, firstly by a lack of funding for the improvements needed, which she has identified, and secondly, by the difficulties in ensuring that all teachers have sufficient expertise in order to ensure standards and achievement improve. The school has rightly identified ICT as a continued area for development, in order that standards similar to those in other subjects can be achieved.

Information and communication technology across the curriculum

Opportunities for using ICT across the curriculum are satisfactory, and planning for these is good. Evidence of ICT being used increasingly effectively was seen in English, mathematics, science and music, and evidence was also seen in history and geography books. This is an area of the curriculum, which is beginning to develop well.

HUMANITIES

56. History and religious education were inspected individually and are reported on below. Geography was not taught during the inspection. Pupils' work was examined and the standard of this was average.
57. It is not possible to make a secure judgment about overall provision in **geography**, but the standard of pupils' recorded work analysed was average and it appears that pupils make appropriate progress in their geographical knowledge, understanding and skills. Pupils' work and discussion with them show that an appropriately broad curriculum is being taught and that work is planned to meet the needs of different groups of pupils. ICT is used appropriately and the curriculum is enhanced by study trips within the locality and communication with countries such as Kenya. This enhances the pupils' cultural development.

History

Provision in history is **good**.

Main strengths and weaknesses

- Standards in history are above average.
- Teaching and learning are good.
- Pupils have a good understanding of the periods of history they study.

Commentary

58. The achievement of the majority of pupils is good and they attain above average standards by the end of Year 6. They have a good understanding of the impact that periods of history have on our society today. Pupils thoroughly enjoy their history lessons, and the standards reported in the previous inspection have been successfully maintained.
59. One of the main reasons for the good achievement is that teaching is good and pupils learn effectively. Lessons are exciting and capture pupils' interest and imagination. For instance, in the lessons about the evacuees during World War Two, pupils animatedly discussed what they had put in their cases ready for being evacuated to the country. They demonstrated a good understanding of why children had to be evacuated. At the end of Year 6, pupils have a good understanding of the life in Tudor England.
60. The history curriculum is broad and is brought alive for pupils through well-chosen fieldtrips, visits and visitors. Effective links are made between history and geography, for example, in a study of changes in the local area, and these consolidate pupils' learning well. Pupils successfully research historical information using the computers and the Internet, although this could be exploited in more depth. Leadership and management are good and there are appropriate priorities for development.

Religious education

The provision for religious education is **satisfactory** overall.

Main strengths and weaknesses

- Teaching and learning are satisfactory overall, but with some good features.
- Pupils have a good understanding of a range of world religions, and the differences and similarities with Christianity.

Commentary

61. Standards at the end of Year 6 are above those expected by the locally agreed syllabus, and pupils' achievement is good throughout the school. The standards identified by the previous inspection have been maintained.
62. Teaching and learning are satisfactory overall, but there are strengths in the way that personal, social and health education enhances the religious education curriculum. Teaching is at its best when pupils are challenged to think hard about what they are learning. For example, in a lesson in Year 5 and 6 about Sikhism, pupils had to think hard about what Divali meant to the Hindus. This made them recall what they had learned and set the scene effectively for their work on Guru Har Gobind and how the Sikhs began to celebrate their own form of Divali. Pupils listened carefully to each other, asking questions for clarification. Pupils' recorded work and teachers' planning demonstrate that the curriculum is broad and covers all the elements required by the agreed syllabus. Work of good quality was observed in Year

6 on signs and symbols in the Christian Church and other religions, such as the cross and holy shrines. Pupils' work on the Jewish faith is of a good quality, indicating an understanding of the work of a Rabbi and how the Jews celebrate Passover. Work in pupils' books shows that all aspects of the agreed syllabus are effectively covered, and work on Christian symbols and the Jewish Faith, for example, was of good quality.

63. Management and leadership are satisfactory and there are appropriate priorities for development. A good range of resources supports the pupils' learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

64. No lessons were observed in design and technology, only one lesson in music and two in art and design and physical education. Consequently, it is not possible to reach a firm judgement about provision. In addition, inspectors spoke to pupils about their work in design and technology and looked at pupils' work. Discussions were held with pupils about music, including instrumental tuition, and inspectors evaluated singing in assembly and hymn practice.
65. In **design and technology**, discussion with pupils showed that they are gaining suitable experience of a range of materials and techniques. Pupils had detailed recall of their work and showed great enthusiasm for the subject. All the elements of the design process, such as planning, making and evaluating, are included in pupils' recorded work. Models of powered vehicles made during a design and technology week just prior to the inspection were of good quality, and showed many thoughtful and imaginative design features. It is evident from pupils' work that the use of ICT to support pupils' learning through planning, modelling or control is at an early stage of development.
66. In **music**, pupils were only observed in Years 5 and 6, although the whole school was heard singing in assembly and hymn practice. Pupils sing tunefully and with enjoyment, paying good attention to diction and dynamics. In the lessons observed, it was clear that good teaching has a significant impact on pupils' skills of composition and singing. Good subject expertise was used well to move pupils' learning forward, contributing greatly to their enjoyment and musical achievement. In the one lesson observed, the pupils found great enjoyment and challenge in creating and modifying sounds using the computer. Following a period of intense rehearsal and experimentation, which excited the class, the teacher skilfully guided their learning and enthusiasm to create compositions by recording and modifying sounds of their voices and instruments. Their evaluations showed sheer delight in the musical experience and sensible evaluations of how their own music and the compositions of others could be modified and improved. A good range of instrumental tuition is well supported by pupils. Leadership and management are good. The music co-ordinator has a clear plan for improvement and continually seeks ways of extending the provision.
67. High standards of work were seen in the two **art and design** lessons observed and in the displays around the school. Work shows good achievement in a broad range of skills and techniques. In Years 3 and 4, pupils are beginning to understand the properties of clay that can be used to create leaf bowls of interesting shapes. Pupils are familiar with the work of a range of artists and imaginative work of very good quality was observed in Years 5 and 6, following the study of the techniques used by Paul Klee and Matisse. Leadership and management are good and there is evidence that the recent development of art and design as part of school improvement has enhanced the teachers' skills and ideas. Information and communication technology is used increasingly frequently as a tool for supporting pupils' learning, for example, when using a graphical modelling program for repeating patterns.
68. Two lessons were observed in **physical education** in Years 5 and 6. A discussion was held with pupils and documentation and records of the school's achievement in games and sport were examined. In both lessons, teaching was at least satisfactory, and in one lesson, teaching was good. Teachers showed good subject knowledge and planned a variety of

challenging activities. Learning and achievement were satisfactory in one lesson and good in the other. Teachers generally managed the pupils well to get the best out of them, but sometimes the silly behaviour of a few boys distracted the teacher and slowed the lesson. Pupils benefit from regular swimming lessons and almost all have exceeded the expected standard. Pupils stated that they enjoy games and are proud of their successes in sporting events.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education is **good**.

Main strengths and weaknesses

- The school is a caring community where all pupils have equal status.
- Pupils make good gains in their knowledge about how to keep safe and healthy and become responsible citizens.

Commentary

69. The school promotes personal, social and health education well, both across the curriculum and in regular lessons, which often include group work called 'Circle Time'. Pupils throughout the school have developed a good knowledge of healthy lifestyles through frequent opportunities provided in physical education and science, and in 'health weeks', when many aspects of personal, health and social education are studied. Pupils are very familiar with 'Circle Time' when they express their personal feelings in a sympathetic and caring environment. Teaching and learning are good because teachers are sensitive to the needs and personal development of the pupils.
70. Pupils respond positively to the decisions made by the very active school council. They feel that their views are listened to and that they have a say about what goes on in the school. Pupils devise class rules and act as playground 'buddies' at breaks and lunchtimes. This creates a strong and positive ethos and pupils feel that there is always someone, either an adult or a child, that they could go to if they are unhappy. Good attention is paid to sex and drugs education. Effective leadership and management ensures that the pupils are learning well what personal knowledge and qualities they will need as they mature.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	2
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
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	3
The leadership of the headteacher	2
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).

