

INSPECTION REPORT

RUCSTALL PRIMARY SCHOOL

Basingstoke

LEA area: Hampshire

Unique reference number: 116040

Headteacher: Mr T. Arnold

Lead inspector: Mrs L. Woods

Dates of inspection: 15 – 18 September 2003

Inspection number: 257370

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary school
School category:	Community school
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	251
School address:	Holbein Close Black Dam Basingstoke Hampshire
Postcode:	RG21 3EX
Telephone number:	01256 466 524
Fax number:	01256 475 108
Appropriate authority:	The governing body
Name of chair of governors:	Mr T. Tillman
Date of previous inspection:	July 1999

CHARACTERISTICS OF THE SCHOOL

Rucstall Primary School serves the local population of Black Dam to the east of Basingstoke and is a valued part of the community. Pupils come from a variety of social backgrounds, with about 5 per cent from homes where English is not the main language spoken. Very few of these pupils are learning English as an additional language, with almost all having no problem in taking a full part in lessons. Pupils' attainment on entry is below average and around 35 per cent are identified as having special educational needs. There is a 13 per cent turnover of pupils, with the majority of those joining the school coming into the Key Stage 2 classes and increasing the percentage of pupils with special educational needs.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21079	Mrs L. Woods	Lead inspector	Foundation Stage, science, information and communication technology, music
9614	Mrs C. Webb	Lay inspector	
21372	Mr K. Hobday	Team inspector	Mathematics, geography, history, physical education.
22942	Mrs J. Cousins	Team inspector	Special educational needs, English as an additional language, English, art and design, design and technology, religious education.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Rucstall is a good school, which provides good value for money. Pupils who spend all their time in the school make good progress and achieve well in relation to their abilities. The school is led and managed well, with energy and vision by the headteacher, with the invaluable assistance of the deputy headteacher. Teachers and learning support assistants are dedicated and work hard for the benefit of the pupils.

The school's main strengths and weaknesses are:

- Good standards are achieved in mathematics at the end of Key Stage 2 and in art and design and most aspects of physical education throughout the school.
- The warm, caring ethos in which each individual is valued and very good relationships between adults and pupils.
- Pupils' good attitudes and behaviour which make them eager to learn.
- The good overall provision for pupils' personal development, which enables pupils to become mature and responsible.
- The energetic leadership of the school by the headteacher and the good teamwork amongst all who work in it.
- The school could do more to improve attainment of more able pupils.
- Curriculum planning could be more detailed.
- The school could do more to improve pupils' awareness of life in Britain's multi-cultural society.

The school has maintained its strengths and improved its position since its last inspection, particularly in relation to provision for, and standards in, information and communication technology. Subject managers now play a more active role in managing their areas of responsibility, although there is still room for improvement in this.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	C	B	C	B
Mathematics	B	A	A	A
Science	B	B	C	D

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

Pupils' attainment on entry is below average overall and those who remain at the school make **good progress** and **achieve well** in relation to their abilities. The school has a high proportion of pupils identified as having special educational needs compared with the national average, which affects its performance year-on-year in national tests according to the proportion of these pupils in each year group. Although national comparisons are not yet published, standards in the 2003 tests in English are lower than in previous years, because nearly half of pupils taking these tests had special educational needs. Additionally, a quarter of pupils in the year group joined the school in Years 5 and 6. Overall standards by the end of Year 6 are **average**, and are **above average** in mathematics. Standards in reading, writing and mathematics in Years 1 and 2 are **average**. There is no significant difference between the performance of boys and girls, or in the achievement of pupils learning English as an additional language. In the Foundation Stage, the majority of children **reach the expected goals** in communication, language and literacy and in their mathematical development.

Pupils' personal, spiritual, moral, social and cultural development is good overall, and very good for their moral and social development. Pupils really enjoy coming to, and are proud of, their school. They have good attitudes to school, behave well and arrive punctually in the morning. Their attendance is good.

QUALITY OF EDUCATION

The quality of education is good. The school makes **good** provision for pupils with special educational needs, the proportion of whom is well above the national average, and **cares well** for all pupils. At this early stage in the term, teaching was **satisfactory** overall, but it was **good** or better in almost half of the lessons seen. Teaching in the Foundation Stage is consistently **good**, as is that for the oldest pupils in Years 5 and 6. At this stage of the year, as teachers introduce new topics, the quality of learning is **satisfactory**, but planning shows exciting developments. Experienced teachers are adept at ensuring all pupils are given work which is challenging and interesting, so that the quality of learning is **good** in these lessons. Lesson planning, however, does not always give sufficient guidance on the different activities to be introduced to support less experienced and new teachers. Learning support assistants provide invaluable support, particularly for pupils with special educational needs and those learning English as an additional language, during the practical part of lessons, but they are not always usefully employed during the introductory and final whole class sessions.

The curriculum is broad and relevant and enriched by **good** provision for pupils' personal development and a **good** range of extra-curricular activities. Relationships between adults and pupils are **very good** and, as a result, pupils are confident to try their best without fear of failure. **Good** partnerships with parents, the community and other schools make an invaluable contribution to the good quality of the school's provision.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher leads with energy and vision, the latter of which is shared by all who work in the school. He receives invaluable support from the deputy headteacher. All staff with management responsibilities take these seriously and fulfil them well. Subject managers' roles are developing well. Governors take a keen interest in the work of the school and fulfil their responsibilities satisfactorily.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are supportive of the school and pleased with all it does for their children. A small minority expressed concern over bullying in their questionnaire returns, but there was no evidence of this during the inspection. Pupils are proud of their school and fiercely loyal. They feel their views and opinions are valued and acted upon.

IMPROVEMENTS NEEDED

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

- provide appropriate challenge for more able pupils to improve the percentage achieving Level 3 in Year 2 and Level 5 in Year 6 across all subjects, and particularly in English and mathematics;
- ensure lesson planning provides sufficient detail on the objectives for the session and the work to be given to pupils of different ages and abilities in the class;
- make better use of teaching assistants during the introductory and final parts of lessons;
- improve provision for pupils' multi-cultural education.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils **achieve** well in relation to their abilities, particularly in the Foundation Stage and in Years 3 to 6. Pupils attain **average** standards overall in the core subjects and **good** standards in art and design and physical education.

Main strengths and weaknesses

- Standards in mathematics at the end of Key Stage 2, in art and design and in physical education are good.
- Children in the Foundation Stage, pupils with special educational needs and those for whom English is not their mother tongue achieve well.
- Pupils who complete all their education in the school make good progress.
- More able pupils could achieve higher standards.

Commentary

1. When children join the school at the age of four, their attainment is below average overall. They make good progress as a result of good teaching. Although current children have not been in school long enough to judge their attainment, last year the majority met expectations for their age in communication, language and literacy and mathematical development. There was not enough evidence to judge standards in the other areas of learning. Throughout the school, there is a high percentage of pupils with special educational needs. These pupils are identified early and the school provides well for them, enabling them to achieve well in relation to their abilities.
2. In the national tests in reading, writing and mathematics at the end of Year 2, the percentage of pupils reaching the expected level of attainment for their age, Level 2, has been similar to the national percentage and to attainment in similar schools for the last two years. However, the similar schools comparison is based on known eligibility for free school meals and does not take account of the number of pupils identified as having special educational needs. The proportion of these pupils in the school means that there are more pupils only just reaching this level than is found in the other schools. This affects the point scores and results in standards being below average, and in writing well below average, compared with the national picture. Additionally, the proportion of pupils exceeding expectations for their age, to reach Level 3, is well below the national picture. The school acknowledges that it needs to do more to improve the achievement of more able pupils and has already set strategies in place.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	15.0 (14.8)	N/A (15.8)
writing	13.1 (14.0)	N/A (14.4)
mathematics	15.8 (15.7)	N/A (16.5)

There were 28 pupils in the year group. Figures in brackets are for the previous year

3. In the national tests for pupils in Year 6 in 2002, attainment in mathematics was well above average and was average in English and science. Comparing their results with attainment in the tests in Year 2 in 1998, pupils made very good progress to achieve these standards. Results in the 2003 tests are lower in mathematics, and much lower in English, and the school failed to meet the challenging targets set. However, 48 per cent of pupils taking the 2003 tests had special educational needs, and a quarter of the year group joined the school in either

Year 5 or Year 6. In English, 52 per cent of pupils reached the expected Level 4, which was what the school had predicted. Attainment in mathematics and science was higher, reflecting the nature of pupils' special educational needs, although in science, pupils' literacy skills adversely affected their ability to record their answers fully. Recently published statistics show that pupils who spent all their time in the school between 1999 and 2003 made good progress, but, as at Key Stage 1, the school agrees more could be done to improve the percentage of pupils reaching the higher Level 5 and thus improve its point score.

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

Standards in:	School results	National results
English	24.3 (27.5)	N/A (27.0)
Mathematics	27.0 (28.3)	N/A (26.7)
Science	28.3 (28.2)	N/A (28.3)

There were 27 pupils in the year group. Figures in brackets are for the previous year

- Statistics would appear to point to boys achieving better than girls, which is against the national trend. However, in most year groups, boys significantly outnumber girls, making these statistics unreliable. The school's own analysis and inspection evidence show that there is no significant gender difference. Standards in information and communication technology (ICT) are in line with expectations at both key stages, which represents a significant improvement since the last inspection, when they were below expectations. ICT skills are used appropriately to support work in other subjects, particularly in researching information and publishing work. In other inspected subjects standards meet expectations and in art and design are impressive and above expectations for pupils' ages. Standards in most aspects of physical education are also good.

Pupils' attitudes, values and other personal qualities

Pupils like school and are eager to learn. Almost all arrive on or before time in the mornings and their attendance is good. They are proud of their school and develop very good social skills and moral values. Their spiritual and personal development is good.

Main strengths and weaknesses

- Pupils' good attitudes and enthusiasm for learning, plus their care for others.
- Good attendance and behaviour.
- Good personal development, particularly very good social and moral development.
- The school is an inclusive community.
- Pupils' understanding and experience of multi-cultural aspects of Britain's multi-ethnic society are limited.

Commentary

- Effective systems are consistently implemented to monitor and promote good attendance and punctuality. Almost all pupils are ready and waiting before school starts. Children arrive at school keen to learn and settle comfortably into the welcoming atmosphere of the reception class. They soon understand what is expected of them, sharing equipment and achievements with real enjoyment, and very good social and moral skills soon develop.

Attendance in the latest complete reporting year – 2002 - 2003 (%)

Authorised absence	
School data	5.7
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.5

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

6. Pupils know school rules and understand what will follow if they transgress; few need the effective sanctions. They relish the merits they can earn and are genuinely surprised and pleased to be called to the front in the merit assembly, especially if their parents are present. When an individual's behaviour falls below the expected standard too frequently, the headteacher sets achievable targets and gives sympathetic and effective personal help. The lunchtime club gives good support to the few who need this extra attention. Bullying and racist behaviour are not tolerated and were not seen during the inspection. There have been no exclusions in the past 12 months.

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	226	0	0
Asian or Asian British – Indian	3	0	0
Asian or Asian British – Bangladeshi	2	0	0
Black or Black British – African	2	0	0
Chinese	3	0	0
Any other ethnic group	3	0	0
No ethnic group recorded	12	0	0

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

7. Behaviour in lessons is good overall. Pupils are enthusiastic and, when discussing their roles as Lord Capulet, Friar Lawrence and Nurse in a Year 6 English lesson, they showed imagination and mature understanding of the tragic events unfolding. A 'magical moment' occurred in the ICT suite when reception children watched the penguin 'row off' with the message in the bottle. Use of the five Ws (why, when, who, what, where) enabled Year 4 pupils to become effective Ancient Egyptian archaeologists.
8. Outside, behaviour is good. Both exuberant play and quiet conversation were observed during break times and no pupils went beyond the boundaries set by the cones. Many pupils use the school tuck shop, run efficiently before school starts by Year 6 pupils, and enjoy these purchases during break times: 20p is the limit any can spend. Dinner-time is a sociable occasion but friendly discussion can cause a rise in noise levels!
9. **Good opportunities to enhance pupils' spiritual awareness are now planned throughout the curriculum and their spiritual development is good. Very good social and moral understanding results from staff's high expectations and the positive, caring and supportive ethos evident throughout the school community at all times. Whilst their cultural development is satisfactory, promoted well through lessons and visits, pupils do not experience nor learn enough about multi-cultural aspects of life in Britain today.**
10. Year 6 pupils apply for different tasks and are then rota-ed for short periods to ensure all can take their turn. Some 'staff' the office very efficiently during the administration assistant's lunch

break, others conscientiously prepare the hall for assemblies or put out the cones at break times. They carry out their tasks well. Elected class representatives feel they can make a difference and improve others' enjoyment of their schooling. They are very proud they have been able to 'sort out' the playground. The school asks pupils for their views and acts upon these.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. The school makes **good** provision for pupils with special educational needs, the proportion of whom is well above the national average, and **cares well** for all pupils. It is **well** regarded by parents and pupils and is a valued, integral part of the community. The school provides a **good** range of opportunities to enrich the curriculum, but acknowledges that it could do more for its more able pupils.

Teaching and learning

The quality of teaching is **satisfactory** overall, with almost half of lessons seen being judged good or better. Teaching in the Foundation Stage is consistently **good**. At this early stage in the term, the quality of learning is **satisfactory** overall and again is **good** in nearly half of lessons seen and in the Foundation Stage. Teachers need to be clearer in their planning for and delivery of lessons about how they are going to provide different activities for pupils' abilities.

Main strengths and weaknesses

- Relationships between adults and pupils are very good and the inclusive ethos creates an effective learning environment.
- The partnership between the teacher and her assistants in the Foundation Stage is very good.
- Consistently good teaching for the youngest children leads to them making good progress.
- Teachers consistently expect high standards of behaviour from pupils and use effective methods to engage and sustain pupils' attention in lessons.
- Assessment is thorough, so that teachers have a clear understanding of the different abilities of all their pupils.
- Lesson planning does not always identify how work is to be matched to all pupils in order to provide appropriate challenge for their differing abilities.
- Learning support assistants are not always used to maximum effect at the start and end of lessons.

Commentary

11. The quality of teaching is all credit to the teachers, a significant number of whom are relatively new to teaching and to the school. The school, in particular, is grateful to the two teachers, one of whom is the co-ordinator for special educational needs, who are covering for maternity leave.

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	3 (9%)	14 (40%)	17 (48%)	1(3%)	0 (0%)	0 (0%)

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

12. Teaching for the youngest children is good as a result of the highly effective partnership between all adults working with this age group. Together, they provide a warm, caring and stimulating environment, in which children feel secure and consequently thrive. Adults have a clear understanding of how young children learn and are adept at engaging them in

conversation, encouraging them effectively to think and talk about what they are doing as they work.

13. Teaching in those subjects inspected in depth is explained fully in the relevant sections, but there are factors which are common to all lessons. Foremost amongst these are the very good relationships which permeate the school and result in pupils being interested in their work and keen to learn. The inclusive ethos is a strength of the school. Teachers work hard to make lessons relevant to pupils' experiences and include all pupils in discussions both in whole class sessions and during individual work. Despite this, in some lessons, whilst pupils listen attentively, they appear reluctant to volunteer answers or opinions without considerable encouragement. Learning support assistants play an important part during the practical part of lessons in supporting and encouraging groups and individuals, particularly those pupils with special educational needs and also those for whom English is not their first language. In one class, for example, the learning support assistant hears a pupil learning English as an additional language read aloud on a daily basis, making a positive contribution to their progress in reading and understanding English. Assistants could, however, be used to greater effect during whole class sessions, for example in noting those who do not contribute and in assessing the contributions of others. At all times, teachers and their assistants expect high standards of behaviour and they are rewarded for this consistent approach by an atmosphere of concentration and hard work in all lessons.
14. Teachers know their pupils well and have a clear understanding of their individual abilities. Thorough assessment in English and mathematics enables teachers to track pupils' progress effectively and set targets for individuals to achieve. Experienced teachers instinctively challenge pupils to work at a level appropriate to their abilities, but specific expectations for different ages and ability groups within each class are not consistently explicit within lesson planning. As a result, in too many lessons, all pupils are tackling the same work and there is inadequate challenge for the more able within the class. The school acknowledges that planning needs to be more detailed in this respect, to support new and less experienced teachers to ensure all pupils make as much progress as they can.
15. The school's assessment arrangements for pupils with special educational needs are good and mean that these pupils are quickly identified and ensure that targets in their individual education plan are specific and measurable. This in turn ensures that teachers are clear about what pupils need to learn to improve. Teachers carefully plan work that will interest pupils with special educational needs and help them to develop specific skills. Class teachers use classroom assistants well to work with these pupils to ensure that basic skills are suitably developed in the middle part of lessons. The teachers' positive approach and their effective organisational skills enable pupils with special educational needs to take a full part in lessons.
16. Pupils who are learning English as an additional language are assessed quickly and external agencies are notified and involved as required. Some pupils attend specific activity sessions as appropriate. These pupils achieve well in literacy, mathematics and science because of good teaching. Teachers' positive approach and their effective organisational skills enable pupils to take a full part in lessons. Teachers place high emphasis on explaining the meaning of special vocabulary which might not be easily understood.

The curriculum

The school provides a **satisfactory** curriculum, which meets requirements. It is enriched by a **good** range of additional activities, which make learning relevant and interesting. The school is **well** staffed both with teachers and learning support assistants. Accommodation and resources **satisfactorily** meet curriculum requirements.

Main strengths and weaknesses

- The curriculum in the Foundation Stage is good.

- Good extra-curricular activities, including homework club for the older pupils, cover sport, music and other areas of the curriculum well.
- Provision for pupils' personal, social and health education is good.
- Staffing and accommodation are good.
- Curriculum planning does not always clearly identify the lesson objectives or the activities to be provided for pupils of different ages and abilities in the class.

Commentary

17. Work for children in the Foundation Stage is planned in detail to cover fully the six areas of learning in the recommended curriculum for this year group. Teachers work hard to ensure that reception children in the class with Year 1 pupils have full access to activities appropriate for their age and at certain times during the week these children work with their peers in the 'pure' reception class.
18. For pupils in Years 1 to 6, the school's curriculum is broad and covers all statutory requirements, including religious education. The provision for pupils' personal, social, health and citizenship education is good, ensuring that they develop well as mature and sensible individuals. There is appropriate education about drugs misuse and sex. There does appear, however, to be some under-emphasis on geography. The curriculum is planned from detailed schemes of work in two- and three-year cycles to ensure appropriate coverage and avoid repetition or gaps for the school's fluctuating class composition. This fluctuation creates a considerable challenge, with all age groups apart from Year 3 being taught in mixed age classes this year and the mix varying year-on-year. Planning is checked regularly by teachers, subject managers and senior members of staff. English and mathematics planning follows the objectives and structure of the National Literacy and Numeracy Strategies reasonably closely, but does not always identify sufficiently the different activities for pupils of different ages and abilities in the class. Similarly, the format for planning lessons within a topic in other subjects lacks appropriate detail and clarity. Consequently, it does not support new or inexperienced teachers, or those taking over a class at short notice, in delivering a sufficiently challenging range of activities for all pupils.
19. The school provides a wide and interesting range of extra-curricular activities to enrich and enliven the curriculum. During the inspection, for example, pupils thoroughly enjoyed recorder, football and homework clubs, and the list of other activities is extensive. These include regular visits to places of interest, visitors and themed days and weeks. All of these make a positive contribution to pupils' personal, social and cultural development and all pupils are included in being able to take part.
20. The school has a good staffing level, of both teachers and dedicated and experienced learning support assistants. All adults work closely together as an effective team. The open-plan accommodation is bright, airy and considerably enhanced by extensive displays of pupils' work, which celebrate their achievements and encourage them to take pride in what they do. The grounds are extensive and provide ample hard and grassed play areas. They are very much appreciated by pupils and by the community at large, which values being able to use the school site in the evenings and at weekends.

Care, guidance and support

Pupils' care, welfare, health and safety are high priorities for the school and good procedures are in place to ensure these as far as possible. Staff are aware of child protection procedures and good guidelines are followed in the event of any concerns.

Main strengths and weaknesses

- Comprehensive and effective pastoral care is very good.
- Mutual respect and trust result in very good relationships between all staff and pupils.

- Comprehensive evaluation of health and safety risks.
- Very good induction arrangements mean children settle quickly.
- Provision for pupils with special educational needs is good.

Commentary

21. At the heart of the school's philosophy is the commitment to the health, welfare and safety of the whole school community. Comprehensive and effective risk assessments are carried out regularly and review of security arrangements is on-going. Good guidelines and procedures for child protection are followed and all staff are aware of what to do if they have any concerns. Liaison and links with local agencies are good and effective. All staff have received first aid training in the past 12 months and practice of first aid is good. However, inspectors noticed too many girls were wearing hooped earrings and other jewellery despite the school rules and that some of their footwear, for example mules and thick soled, high heeled shoes, were inappropriate for life at school.
22. Staff know pupils and their home circumstances very well and are trusted to deal with their concerns. Through careful and thorough monitoring of achievements, both academic and personal, and very good relationships with adults, pupils are encouraged to take responsibility and they develop high levels of self-confidence and self-esteem. Class representatives are proud of their positions and feel that their views, expressed on behalf of their peers, are listened to and acted upon. They are particularly proud of the alterations they have made in the playground. The views expressed through the pupil questionnaire were positive, although a minority of the youngest children did not feel that others always behaved well.
23. Provision for pupils with special educational needs is good. The school works effectively with a wide range of external agencies, including specialists, who support these pupils well. Pupils make good progress in relation to their individual education plan targets. Pupils with special educational needs are well integrated into all lessons due to effective support from learning support assistants in the main parts of lessons. Pupils who are learning English as an additional language are well provided for and benefit from the effective support planned for them.
24. **Long established and effective links with the local pre-school, situated on the adjacent site, and very good induction procedures ensure children benefit from their 'taste' of primary school before starting on their formal education and settle quickly to 'big' school. The very good, shared pastoral links, described as 'a working friendship', are valued by both institutions.**

Partnership with parents, other schools and the community

The school has established good and effective relationships with parents. Procedures for pupils' induction and transfer to the local secondary school are good. A focal point for the community, the school's building and grounds are well used by many local groups out of hours. Good and productive links with national companies and local businesses benefit the whole school community.

Main strengths and weaknesses

- Parents have very positive views of the school and support its aims and ambitions for their children fully.
- Relationships and communications between home and school via personal contact are good.
- Regular and useful information via newsletters and other publications.
- Good information for and liaison with parents of children with special educational and other needs and with those who speak English as an additional language.
- Transfer arrangements for the next stage in pupils' education are good.
- Links with the local community are good.

- Curriculum liaison and links with the secondary school, apart from physical education and drama, need to be strengthened, although this slippage is due to staff mobility at the secondary school over the last two years rather than lack of will from Rucstall staff.

Commentary

25. Parents value the school's 'open door' policy and enjoy good communication with all staff. They demonstrate their strong support through good attendance at termly consultation meetings and at any production or event to which they are invited. Parents enjoy the successful fund-raising events run by 'The Friends of Rucstall' although few are able to help with the organisation of these. 'Family Fun Night' is the main fund-raiser and monies raised have been spent on re-doing the library and purchasing computers in recent years.
26. Information for parents about curriculum and school events sent home via regular news and other letters, as and when necessary, is good. The well-produced school prospectus and governors' annual report to parents contain comprehensive and useful data. Home/school reading records are used well at the lower end of the school but less so when pupils reach Year 6. Parents value the annual reports on their children's progress, although some contain educational jargon and targets for improvement too vague to be of real use to their children. The good information and support for parents who speak English as an additional language and for those whose children have special educational or other needs is appreciated. Parents feel the school listens to them and, although a minority expressed concern through the parents' questionnaires about whether their children were bullied and/or harassed, inspectors did not find any evidence of this.
27. Very good pastoral links and liaison with the local secondary school have been established as a result of the long standing, mutually supportive relationship between senior staff at both schools. Information about individual pupils with special educational or other needs is shared well. However, many curriculum links and liaison with key staff need to be improved.
28. Relationships with the local community are good. The school and headteacher are held in very high regard. Local residents as well as parents volunteer their help. The building is regularly let to various groups and local businesses give good support. Members of the local community are invited to and enjoy the music and Christmas productions and they are protective of the school, alerting the caretaker to potential problems.

LEADERSHIP AND MANAGEMENT

The school is **well led and managed**. There are significant strengths in this area and comparatively few features requiring improvement. **Good** leadership, particularly by the headteacher and deputy headteacher, motivates staff and pupils to perform well within a caring ethos. The school is **well** managed, enabling it to run smoothly and to focus on raising pupils' standards, particularly in English, mathematics and science. Well-informed governors make a **satisfactory** contribution to leadership and management.

Main strengths and weaknesses

- The headteacher, ably supported by his deputy, provides inspirational and energetic leadership for both staff and pupils.
- Performance data is carefully analysed and used well to design long-term plans to raise standards.
- The chair of governors is very experienced and knowledgeable.
- A strong ethos values individual pupils and builds their self-esteem well.
- Governors are aware of most of the strengths and weaknesses of the school.
- Good induction procedures ensure that new staff are quickly integrated and aware of the school's expectations.
- There is insufficient time for subject managers to provide curriculum leadership.

- The governors' monitoring of provision for pupils with special educational needs is inadequate.

Commentary

29. The headteacher is approachable, enthusiastic and has a detailed knowledge of the workings of his school. He takes an active part in the school's teaching programme, enabling him to get to know all pupils well. Both he and the deputy headteacher provide very good role models for other staff by their positive attitudes and good teaching, and this has a positive impact on the quality of learning throughout the school. This open style of management emphasises the importance of teamwork as a prerequisite for improvement. New teachers are very well supported by more established staff and quickly feel part of the team.
30. The school has devised a good long-term development plan. Information about the school's performance in the national testing programme is analysed in detail. Suitable adjustments are made to the school's programme to address areas of comparative weakness. Teachers' own performance management targets support overall school priorities very well. As a result, the school enables pupils to achieve well in the basic subjects when compared to their levels on entry at the age of four.
31. There is a strong emphasis on meeting the needs of individual pupils and ensuring all are included. Those with special educational needs are welcomed, valued and helped to take part in all activities. Additional finances have been allocated to enable them to progress well. However, this, together with a generally restricted budget, has led to some shortages in areas such as resources and staff time. Leadership and management of provision for pupils with special educational needs are satisfactory. The co-ordinator works well with the staff to ensure that the school's policy is implemented effectively. Leadership and management of provision for pupils who speak English as an additional language are also satisfactory. The co-ordinator has a good understanding of the needs of these pupils.
32. The school has made commendable progress in developing the leadership role of subject managers since the last inspection. However, further development is inhibited because insufficient time is allocated for this role. Therefore, subject managers are unable to monitor teaching and pupils' work sufficiently to form a reliable picture of strengths and areas for development in their subjects. More effective monitoring of the balance of the curriculum is required to ensure that some subjects, such as geography, receive adequate emphasis to enable pupils to reach a satisfactory standard.
33. Governors make a positive contribution to the work of the school. A systematic programme of visits with a clear focus enables them to ascertain most of the strengths and weaknesses of the school. The chair of governors is especially effective by virtue of his long experience and good working partnership with the headteacher. Financial management is monitored carefully and the school is steadily implementing best value principles, such as the use of competitive tendering and comparison with costs in other schools. However, the governors do not sufficiently check on the effectiveness of the provision for pupils with special educational needs.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	579,803	Balance from previous year	12,000
Total expenditure	566,343	Balance carried forward to the next	-1,614
Expenditure per pupil	2,340		

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING

AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in all areas of learning in the Foundation Stage is **good**.

Main strengths and weaknesses

- The partnership between the teacher and her assistants is very good and teaching is good.
- Children quickly gain confidence and thoroughly enjoy their activities.
- Leadership and management of provision are good; planning and assessment are thorough.
- Progress and achievement by children last year was good.
- Resources could be improved.

Commentary

34. It is not possible to judge attainment for current children in the Foundation Stage because, for most of them, they have only been in school for six mornings. Initial assessments are still being undertaken, but first impressions indicate that, overall, their attainment is below what is expected for their age. Looking at the work completed by children last year, they made good progress in **communication, language and literacy** and in **mathematical development**. Their work in **communication, language and literacy** shows clear development from mark-making, through copy and trace-writing to creditable attempts at independent writing. In **mathematical development**, children had a sound understanding of number relationships through a wide range of activities and most formed their numbers correctly. More able children were competently completing addition and subtraction sums. There was little evidence of work covered in other areas of learning, so that it is not possible to comment on standards in these. From below average standards when they started school, assessment information shows that 70 per cent of children were meeting or exceeding the early learning goals by the end of the year. However, the remaining 30 per cent failed to meet these goals. This matches the picture found in the school as a whole.
35. All adults working with these young children have a clear understanding of their needs and how they learn. Teaching is good because of the skill and enthusiasm of both the teachers and their assistants at encouraging children to think and talk about their activities as they work. The warm relationships are clearly evident in the confident way children respond to adults and do their best. In a lesson in the ICT suite, for example, children listened with rapt attention as the teacher explained and showed them what they would be doing. As the characters appeared on screen, children exclaimed in delight 'that's my favourite bit', and the assistant agreed it was hers too! They gave total attention to their activities and managed the mouse with creditable competence.
36. Provision is led and managed well. Sessions are planned in detail to cover all areas of learning in a lively and relevant way, and delivered with humour and expertise. All adults make and record frequent assessments of children's progress, so that they have a clear understanding of each individual. Children causing concern are quickly identified and supported well, both if they have special educational needs and if English is not their first language. As a result, all children are fully included in all activities and make good progress. Resources are mainly satisfactory, but there are gaps, for example in games, to support children's recognition of letter sounds.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

The quality of provision in English is **good**.

Main strengths and weaknesses

- Standards of speaking and listening in Year 6 are above average.
- The quality of teaching is good throughout the school.
- The tracking of pupils' progress is effective in reading and writing.
- The leadership and management of English are good.
- Teachers' planning does not consistently set extension activities that will enable more able pupils to work at above average levels of attainment.
- The school has correctly identified the need to provide written copies of specific writing targets for pupils.

COMMENTARY

37. Most pupils in Year 6 listen carefully and speak with confidence. This maintains the good standards found at the last inspection. In one lesson Years 5 and 6 pupils talked at length about why they like reading Shakespeare's play 'Romeo and Juliet'. The majority of pupils in Year 6 use interesting and varied vocabulary. A group of more able Year 6 pupils were learning to take on the role of characters such as Lord Capulet, Friar Lawrence and the nurse. The teacher's high expectations mean that pupils learn how to put themselves in another person's position. For example, they explain particularly well, orally, how the nurse feels about the death of Juliet. Most Year 6 pupils acting as newspaper reporters listen intently and ask questions which explore characters' views. Pupils speak effectively in different accents to make the role they are playing come alive.
38. The teaching and learning are good. There are significant strengths seen throughout the school. Many teachers use open-ended questioning particularly effectively. For instance, one teacher asks, "Why is this part of the play written in italics?" which means that pupils in Year 6 learn to explain their thoughts clearly. Many teachers have a good knowledge of technical vocabulary to do with complex punctuation and this allows pupils to learn about literacy terms well. Teachers often use interesting teaching methods. For example, paired discussion times are used to give pupils opportunities to discuss their ideas before they speak to the class. Teachers' effective management skills mean that pupils behave well, concentrate on tasks and co-operate productively. Resources and time are used effectively. This is seen when pupils in Years 4 and 5 discuss bullying after they have read a story about the topic, which also develops pupils' social and moral awareness. Pupils from all backgrounds, including those from minority ethnic groups, are well integrated into lessons.
39. The school tracks pupils' standards effectively. Most pupils enter school with average or below average levels of knowledge in language and literacy. The data demonstrates that most pupils make good progress and achieve well. Regular assessments are carried out in reading, spelling and writing. The class teacher and headteacher then discuss pupils' levels of attainment. This means that the school is able to give extra support to pupils who are not making sufficient progress. Pupils with special educational needs are often identified through this system. These pupils receive good support and achieve well in relation to their individual targets. The school has identified more able pupils satisfactorily. In Years 5 and 6, a small group of these pupils are given extra tuition for one hour a week to extend their literacy and language skills. Pupils who are learning to speak English as an additional language are quickly assessed and given specialist support, which ensures that they make good progress. Standards of English are average in Year 6. This is the same as the school's test results in 2002. In tests, standards have improved satisfactorily since the last inspection. Standards vary from year to year depending upon the number of pupils with special educational needs,

which in most year groups is at an above average percentage. Standards of reading, writing and speaking and listening in Year 2 are satisfactory and meet national expectations. The majority of pupils achieve higher grades within Level 2. The 2002 National Curriculum tests for Year 2 in reading and writing do not compare well to all schools because fewer than expected numbers of pupils achieve the higher Level 3.

40. English is well led and managed by the manager. A regular monitoring and evaluation schedule of teaching has been established. The manager is responsible for effective improvements since the last inspection. For instance, the school has raised pupils' interest in reading by restocking the library with authors recommended partly by pupils. Writing weeks take place where storytellers and drama groups stimulate pupils to write for a variety of purposes. Teachers' marking is more specific and often explains to pupils how they can improve their work.
41. Teachers' planning sets clear learning objectives and often groups of pupils are given different tasks. However, the activities planned for more able pupils are not ensuring that they work at above average levels of attainment. This means that below average numbers of pupils achieve higher levels in National Curriculum tests in Years 2 and 6.
42. Specific targets are written for groups of pupils by the class teacher. This assists teachers to explain to pupils what their writing should contain. These targets are helping to raise standards in writing. However, they are not recorded in pupils' books so they cannot refer to them throughout the lesson and parents are not given a copy of them.

English across the curriculum

43. Literacy skills are used satisfactorily to support other subjects. Years 1 and 2 pupils, for example, write interestingly about old telephones and toys in connection with a history project. In Year 4 pupils write about the human body in paragraphs, using scientific vocabulary well. Years 5 and 6 pupils write about the weather and water cycle satisfactorily.

MATHEMATICS

Provision in mathematics is **satisfactory** in the Key Stage 1 classes and **good** in the Key Stage 2 classes, enabling pupils to **achieve well** by the end of Year 6.

Main strengths and weaknesses

- Standards are above average by the end of Year 6.
- Teaching in the Key Stage 2 classes is good.
- More able pupils do not achieve as highly as they should, particularly in the Key Stage 1 classes.
- Pupils with special educational needs make good progress.
- Strengths and weaknesses in the subject are analysed well, leading to appropriate action to improve provision.
- The curriculum does not include enough investigative work, in which pupils have to choose the mathematics they use.

Commentary

44. The current Year 6 pupils are on course to achieve above average results by the end of the year. Standards in number, space, shape and measures are above expectations, whilst those in using and applying mathematics and in data handling are at the expected levels. Results in 2003 were not as good as this. Pupils achieved results close to the 2002 national levels. Nevertheless, this represents very good achievement for this particular group of pupils, almost a half of whom had special educational needs. Overall, standards are very similar to those reported at the previous inspection.

45. Standards in Year 2 are at average levels, with most pupils likely to achieve the expected Level 2 by the end of the year. However, few pupils are likely to achieve the higher Level 3. This is because teachers tend to give all pupils identical work, not providing enough challenge for more able pupils by setting them work at a higher level. This has led to the school's overall results being below those of schools serving similar areas.
46. Changes in staff appear to have adversely affected pupils' progress through the Key Stage 1 classes in recent years. The standard of teaching has been insufficiently high to counteract the low level of attainment of many children when they enter the school. Teaching is now satisfactory. In the Key Stage 2 classes, teaching is always at least sound and overall is good, so pupils make better progress and reach a good standard by the end of Year 6. Following careful analysis of the strengths and weaknesses revealed by national tests, the school has taken effective action to concentrate on areas requiring attention. It has begun to adjust teaching methods to take account of the differing ways in which pupils learn.
47. Using and applying mathematics and data handling are under-emphasised in lessons. Although there are appropriate practical activities in most classes, few teachers provide investigational work in which pupils choose the mathematical operations they need to use. Pupils have little experience of planning and recording such work systematically. Verbal problems lack variety, limiting the capacity of pupils to choose between mathematical operations.

Mathematics across the curriculum

48. Some good links with other subjects were noted during the inspection. Year 5 pupils weighed clay accurately in a science lesson on evaporation. Year 3 pupils had constructed graphs to show their favourite characters from literature. There is considerable scope, however, to plan to incorporate mathematics more systematically in the work of a range of subjects.

SCIENCE

Provision in science is **satisfactory**. The subject was not a main focus for inspection, but evidence shows that the curriculum is covered appropriately throughout the school and that teaching is satisfactory overall.

Main strengths and weaknesses

- Younger pupils tackle practical activities well.
- Marking does not give pupils sufficient information on how to improve their work.

Commentary

49. Teacher assessment of attainment at the end of Key Stage 1 in 2003 shows 96 per cent of pupils reaching the expected Level 2 and above, with 32 per cent of pupils reaching the higher Level 3. Looking at their books, inspection evidence confirms that standards are **average** in Years 1 and 2. Pupils take evident pride in their work and present this neatly, making satisfactory use of their literacy skills. Their work is marked consistently, but marking seldom includes any specific comment on the quality of science in pupils' efforts and there is little evidence of more able pupils extending their investigations. Pupils enjoy practical activities, for example testing to see which is the best material to make an umbrella, and use mathematical skills appropriately, such as generating graphs of their favourite foods. Although the lesson seen in this key stage was unsatisfactory, this was the result of the teacher's inexperience, having only been with the class for a matter of days. Inadequate planning to support the lesson resulted in a slow pace and limited progress, and supports the inspection view that planning needs to be improved.

50. Attainment in the national tests at the end of Year 6 in 2002 was **average** compared with the national picture, but **below average** when compared with similar schools. In the 2003 tests, although fewer pupils overall reached the expected Level 4 and above, (85 per cent as opposed to 94 per cent) the percentage reaching the higher Level 5 improved. The school's detailed analysis of these results identifies pupils' low literacy skills as a barrier to them recording what they know effectively. There was very little evidence of the work pupils had completed during the year, but planning shows appropriate coverage and, in the two lessons seen, pupils clearly enjoyed their work and achieved satisfactory standards.
51. Development planning for the subject is detailed and includes an awareness of the need to develop an effective assessment system, improve the use of the school grounds as a resource and increase pupils' experience of practical science.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory** and this represents a significant improvement over the position found at the last inspection.

Main strengths and weaknesses

- Good use of the ICT suite and computers in classrooms for lessons and to support learning across the curriculum.
- The subject is led and managed well.
- Pupils automatically consider using ICT as a natural part of their work.
- The suite lacks adequate ventilation.

Commentary

52. At the last inspection, standards in ICT were judged below expectations for the oldest pupils and the subject was identified as a key issue for action. The school has addressed this well; hardware and software provision is improved and standards meet expectations throughout the school. Younger pupils, for example, use multi-media effects to produce front covers for their topic folders on 'Life in the Past', using different font, imported graphics and clip art to create attractive results. They recall with enthusiasm using a graphics package to design their 'healthy sandwiches', linked with science and design and technology and show sound knowledge of and competence in managing the program's functions. Older pupils use word-processing extensively to publish their work and, from evidence available and talking to pupils, manipulate data in spreadsheets confidently.
53. Teaching is satisfactory. All teachers and learning support assistants have participated in the government-funded training and have a sound understanding of how to teach and use ICT skills. Lessons in the suite are lively and productive, such as when Year 1 pupils used a graphics program to draw a man, related to their work in art and design, and all pupils are fully included because of the good range of equipment and software. Learning support assistants play an invaluable part in these lessons, often taking groups of pupils from the classroom to complete their work on computers and supporting those with special educational needs, effectively enabling them to take a full part in the lesson. Unfortunately, inadequate ventilation means that the room becomes uncomfortably hot during these sessions. Additionally, although all computers are networked, the cost and limitations of site licences mean that not all programs are available on all machines. Pupils are cheerfully philosophical about this, but it resulted in an uncomfortable session when all pupils in the top two classes had to watch a demonstration on a single classroom computer.
54. The subject is led with enthusiasm and expertise, and managed well. The manager shares her time and expertise willingly with colleagues and monitors planning and lessons regularly, although the latter is informal. Development planning is comprehensive and includes the

development of a more manageable assessment system so that pupils' attainment and progress can be monitored effectively.

Information and communication technology across the curriculum

55. ICT is used satisfactorily across the curriculum. Pupils demonstrate a high level of independence and naturally consider using computers both in the suite and in classrooms to support their work in lessons. Many examples of word-processed work in different subjects show pupils appreciate the value of publishing their work to improve presentation. Fewer examples of research into different topics exist at this early stage in the year, but pupils talk enthusiastically and knowledgeably about favourite sites and activities they have undertaken in the past and at home.

HUMANITIES

Geography

56. Although the curriculum is covered appropriately, **insufficient time** is spent on geography in the Key Stage 2 classes. As a result, pupils have only a superficial understanding of the distant location they have studied and their ability to understand maps is limited. The scheme of work identifies topics to be taught, to avoid repetition in mixed-age classes, but gives insufficient guidance to teachers about exactly what should be taught and in how much depth. However, there is some good guidance on which skills are to be taught in each age group, for example on using maps. The subject manager, who teaches a Key Stage 1 class, has little opportunity to monitor teaching or pupils' work in the Key Stage 2 classes. The sparse provision for the subject in the school library does not permit pupils to study aspects of geography independently.

History

57. Provision for history is **satisfactory**. However, in the Key Stage 2 classes the school has not identified the specific skills it intends pupils to gain through studying each history topic. Subjects are covered in insufficient depth to enable pupils to gain a good understanding of periods of history or why changes occurred during them. Teaching observed during the inspection was satisfactory, with some good elements. Some opportunities are used to introduce historical themes when pupils study non-fiction texts in literacy lessons. Similarly, history lessons provide good opportunities for pupils to use their literacy skills as they write at length. Arrangements for the subject manager to monitor work in history throughout the school are inadequate.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Resources are used well to make lessons interesting.
- Pupils' understanding of other faiths is under-developed.

Commentary

58. Standards in Years 2 and 6 meet expectations in the locally agreed syllabus. The majority of pupils achieve satisfactorily. One lesson was seen during the inspection, but evidence indicates that teaching and learning are satisfactory overall. Most Years 2 and 6 pupils can tell several stories from the Bible. For example, Year 6 pupils tell the story of Joseph and his coat of many colours satisfactorily. Teachers interest pupils effectively and use time satisfactorily when Years 5 and 6 pupils learn about Palm Sunday, the Last Supper and Jesus' crucifixion

in detail. Resources are used well when Years 4 and 5 pupils talk about their chosen special book and say why it is precious to them. Most Year 2 pupils write about their visit to a Christian church satisfactorily.

59. Effective teaching methods are used when Year 6 pupils learn about the story of creation from a Christian point of view comparing it with the Hindu version. However, pupils' understanding of other faiths is not well developed. Teachers' weekly planning does not always record the main learning objective, but refers to the learning objective in the school's scheme of work. So teachers are not always clear about the main learning focus for the lesson.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology

60. The quality of provision for design and technology is **satisfactory**. No teaching was taking place during the inspection, but evidence indicates that standards meet expectations and teaching and learning are satisfactory. A significant strength in pupils' knowledge is in their making skills. This is seen when Year 3 design and make packaging for crispy pancakes. Teachers often use effective teaching methods. For instance, this is seen when pupils learn to draw detailed plans of their pencil boxes adding measurements and labels. Teachers make learning interesting and encourage healthy eating when pupils plan and make fruit juice cocktails. Resources are used well when pupils change one or two ingredients whilst they are making pizzas.
61. Although pupils' literacy skills are satisfactorily utilized when they write evaluations, this aspect of their work is not well developed. There is no design and technology folder in use between Years 3 and 6 and so it is not easy for the manager to monitor all the planning and evaluation work undertaken.

Music

62. Provision in music is **satisfactory**. In singing, pupils' standards meet expectations. They sing tunefully and enthusiastically and make creditable attempts at part-singing in music assemblies. There is too little evidence to make judgements in other aspects of the subject. Of particular note within provision, however, is the valuable opportunity all pupils in Years 3 to 6 have to 'taste' learning to play a variety of instruments, including violin, keyboard and guitar. This occurs through imaginative use of the local education authority's music service. All pupils who subsequently wish to continue learning have equal opportunities to do so. Music is led well by the two managers, who share their expertise and enthusiasm willingly. They have introduced a new scheme this term to support their less confident colleagues. This ensures all aspects of the curriculum are covered fully. Management is satisfactory. Sufficient resources are available, although the school acknowledges that it needs more pre-recorded music representing different cultures and styles. Although incidental music is played at the beginning and end of assemblies, creating a calm, reflective atmosphere, the opportunity to use this to enhance pupils' musical appreciation is missed. Although the impact of the new scheme cannot yet be established, each unit contains useful assessment sheets so that pupils' attainment and progress can be monitored effectively.

Art and design

The quality of provision in art and design is **good**.

Main strengths and weaknesses

- Standards are above average in Years 2 and 6.
- A significant strength of pupils' work is in their sketching skills due to effective use of sketchbooks.

- Teaching and learning are good throughout the school.
- The leadership and management are effective.
- Fabric is not as effectively used as other materials.
- Few resources from other cultures are used to stimulate pupils' work.

Commentary

63. In Year 2, standards are above national expectations and pupils achieve well. This is an improvement since the last inspection when they were average. Most Year 2 pupils draw leaves well adding shading with a pencil effectively. They mix paint well when exploring tones and shades of colours. The majority of pupils in Year 2 draw very detailed diagrams of sandwiches which they are going to make in a design and technology topic. Most pupils utilize pastels effectively, to add depth and colour to their pictures of a cross section of a fruit. For instance, a tomato is drawn with wonderful tones and shades of red.
64. In Year 6 standards are above expectations and pupils' achievements are good. Standards were above average at the time of the last inspection and so standards have been maintained. Most Year 4 pupils use pastels particularly effectively when they draw in the style of famous artists, such as Cezanne. The majority of Year 4 pupils make animal masks using collage well. Painting skills are well developed. For instance, most Year 6 pupils, including those who are learning English as an additional language, apply paint particularly effectively when they paint geometric patterns. More able pupils in Year 6 paint pictures of Victorian people using watercolour very effectively. Most pupils in Year 4 make good sculptures of Tudor people.
65. Most pupils throughout the school have good observation and sketching skills. From Year 2 to 6 most pupils sketch a variety of shoes well using effective observation skills. More able Year 2 pupils add shading with pencils well. From Year 3 to 6, pupils use sketch books effectively to learn about all the different ways you can use pencil marks to add depth and shading to drawings. Most Year 5 pupils utilise their observation skills well when they draw Kiwi fruits. More able Year 6 pupils sketch pot plants and add shading effectively with colouring pencils. The majority of pupils with special educational needs achieve well and draw beautiful sketches using pencils.
66. There are considerable strengths in the quality of teaching. Nearly all the four lessons seen were well taught. Good teacher understanding and teaching methods are often used. This is seen when a teacher in Year 4 demonstrates how to make the head and shoulders of a sculpture which allows pupils to learn how to shape clay effectively. ICT resources and time are used well when Year 1 pupils learn to draw using a computer and a mouse. Teachers have high expectations of pupils and use encouragement well. This means that Year 2 pupils learn to draw puppets adding texture effectively. Teachers' good management skills ensure that pupils behave well and concentrate carefully on their work. Teachers use historical objects effectively to develop pupils' art skills. However, they do not often use objects or pictures from other cultures to enrich pupils' understanding of our multi-cultural society and develop pupils' creative talents.
67. Good leadership and management are responsible for effective improvements since the last inspection. Acrylic paint is now used to produce high quality finishes on clay models. Pupils undertake more sculpture work such as sculpturing in willow withies when working with an artist in residence. Although fabric has been used effectively to make a wall hanging about water, it is rarely used to extend pupils' creative development.

PHYSICAL EDUCATION

Provision in physical education is **good** except in swimming. A broad curriculum is taught very competently throughout the school and pupils have the opportunity to participate in well-organised sporting activities out of school hours.

Main strengths and weaknesses

- The quality of teaching is good.
- Pupils achieve good standards, particularly in games.
- Visiting coaches are used very effectively to provide tuition in a range of games.
- Pupils have good opportunities to play games after school.
- There are good resources and facilities for the subject.
- Provision for swimming is limited.

Commentary

68. By the end of Year 2, pupils achieve average standards in gymnastics and above average standards in games. By the end of Year 6, standards are average in dance, above average in games but below average in swimming. There was insufficient evidence to assess standards in other aspects of the subject in Years 2 and 6. The overall picture indicates that standards have been maintained at a similar level to those at the previous inspection.
69. Good standards are achieved because the overall quality of teaching is good and much of it is very good. The headteacher, who co-ordinates the subject, teaches games skills to several classes. His enthusiasm and energy motivate pupils to try hard and to challenge themselves to achieve better results. In good lessons, teachers ask pupils to join them in evaluating work and in indicating how it might be improved. Lower standards in swimming result from the restricted programme in this aspect. Pupils in Year 5 have lessons in only one term, with no 'catch-up' programme, giving pupils insufficient time to attain the expected level of proficiency. Only about 75 per cent of pupils can swim the expected 25 metres by the time they leave the school.
70. The school is strongly committed to high quality provision in the subject. It employs visiting coaches to give pupils tuition in tennis, rugby, hockey and football. It enables all pupils to be included by arranging most of the sessions within the school day. Good after-school activities cover a broad range of sports and are open to all pupils of both genders. Some activities are provided for younger pupils. The school has achieved considerable success in inter-school sporting competitions. The wide range of provision enables most pupils to find games they enjoy, raising their enthusiasm and motivation to succeed. There are good facilities, indoors and outdoors, for physical education. The school is exploring the potential of the grounds for further sports activities, such as orienteering.
71. The subject manager is aware of standards throughout the school, both through his own teaching and through informal monitoring. However, there are no formal systems to assess the attainment of individual pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

72. Provision for personal, social and health education, which includes citizenship, is **good**. Through well-planned lessons and issues highlighted in assemblies and discussed in class sessions, pupils' good personal development is assured. During lessons and at other times, pupils listen to what others have to say and are aware that some are less fortunate than themselves. Those with special educational or other needs or who speak English as an additional language are included in all activities and very well supported by their peers. Every other year, pupils in Year 6 enjoy the Junior Citizenship course and ensure all benefit from

their experience, giving a full report of their activities on their return. Visitors include members of the local ice hockey club who talk to pupils about the dangers of smoking and drugs.

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	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
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	4
How well pupils learn	4
The quality of assessment	3
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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