

INSPECTION REPORT

SHADSWORTH JUNIOR SCHOOL

Blackburn

LEA area: Blackburn with Darwen

Unique reference number: 119221

Acting Headteacher: Mr M Brindle

Lead inspector: Mrs Marina Gough

Dates of inspection: 12th – 15th January 2004

Inspection number: 257435

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11
Gender of pupils:	Mixed
Number on roll:	244
School address:	Arran Avenue Blackburn Lancashire
Postcode:	BB1 2ET
Telephone number:	01254 698016
Fax number:	01254 694440
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J Gallagher
Date of previous inspection:	January 1999

CHARACTERISTICS OF THE SCHOOL

Shadsworth Junior School is situated on the outskirts of the city of Blackburn, in a large council estate. It caters for pupils between the ages of seven and eleven, and there are two hundred and forty four pupils on roll. The school is part of an Excellence in Cities initiative and as a result of this, has very close links with the local technology college and other schools in the area. There are relatively high levels of pupil mobility, especially in Year 5 and Year 6. In the last school year, twenty one pupils joined the school other than at the usual point of admission, and twenty five pupils left the school other than at the usual point of transfer. One hundred and five pupils are on the school's special educational needs register. This figure at 43 per cent is well above the national average of 17.5 per cent. Nine pupils have Statements of Special Educational Needs. This represents 3.6 per cent of the school population and is well above the national average of 1.6 per cent. No pupil has English as an additional language. Many of the pupils come from socially deprived backgrounds, and have significant barriers to their learning. The pupils' attainment on entry varies from year to year but tends to be below average overall.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22361	Mrs M Gough	Lead inspector	Mathematics, art and design, citizenship, design and technology, English as an additional language
9981	Mr S Hussain	Lay inspector	
20301	Mr P Isherwood	Team inspector	Science, information and communication technology, music, physical education, special educational needs
17543	Mr R Coupe	Team inspector	English, geography, history, religious education

The inspection contractor was:

Altecq Education Limited

102 Bath Road
Cheltenham
Gloucestershire
GL53 7JX

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school that provides excellent emotional support for its pupils. Standards at the end of Key Stage 2 are well below national expectations in science and English, and below expectations in mathematics. However, pupils do their best, and achieve well in relation to their capabilities. Teaching and learning are good throughout the school. The acting headteacher provides very good leadership, and is supported by a very committed staff, and a highly effective Governing Body. The school gives good value for money.

The school's main strengths and weaknesses are:

- The way in which the acting headteacher and staff support pupils who have difficulties at home, in their learning or in managing their behaviour, is excellent.
- The leadership of the acting headteacher is very good, and he is very well supported by a highly committed and knowledgeable Governing Body.
- Teaching and learning are good, and teachers are especially effective in the way in which they manage the behaviour of pupils whose behaviour is poor.
- Pupils achieve well in relation to their ability, and in art and design, and information and communication technology, their achievement is very good.
- The provision for pupils who have special educational needs is very good and enables them to take a full part in all activities.
- The school's systems for tracking and measuring pupils' progress in subjects other than English, mathematics and science are unsatisfactory.
- The school's links with the community, other schools, and external agencies are very good, and help to remove some of the barriers to pupils' learning.
- The school provides a very good range and number of extra-curricular activities, visits and visiting speakers which very effectively enrich and enhance the pupils' learning.
- The rate of whole-school attendance is well below the national average and the rate of unauthorised absence is too high.
- Although the leadership role of the subject co-ordinators is good, their monitoring of teaching and learning is not sufficiently rigorous.

The school has made **very good improvement** since the time of the last inspection. Staff morale is now very good, and there is an excellent team spirit amongst all staff. Standards continue to improve in the core subjects, and teaching is now good throughout the school. The provision for information and communication technology has improved at a very good rate and is now very good overall. Assessment procedures in English, mathematics and science have improved well and are now good, but there is still more work to be done in developing systems for assessing and tracking pupils' progress in other subjects and in personal development.

STANDARDS ACHIEVED

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

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

Pupils of all ages and abilities **achieve well** and attain the standards of which they are capable. Attainment is below average overall.

On the basis of the 2003 end of Key Stage 2 national test results, the pupils' attainment was well below the national average in English, mathematics and science. Standards have been at this level over the past few years, with the exception of 2002, when the results were higher because the group of pupils entered for the tests contained fewer pupils than usual with special educational needs. The grades which show how well the pupils have performed in relation to their prior attainment do not give an accurate picture, and do not reflect the good and sometimes very good progress the pupils make. The prior attainment grades are based on the results the pupils achieved as Key Stage 1 pupils, and because of very high levels of mobility in the junior school, the composition of the group used to make the comparison was significantly different when the end of Key Stage 2 tests were taken. In addition, the school's records demonstrate that many of the pupils who joined the school were working at a lower level than the pupils already in school, and this factor increased the number of pupils with special educational needs.

The inspection findings broadly reflect the 2003 end of Key Stage 2 test results, and show that pupils' attainment is well below national expectations in English and science, and below national expectations in mathematics. The pupils' performance is slightly better in mathematics than in English and science because pupils' work is not hampered as much by their poor reading and writing skills. Standards in religions education are below the expectations of the Locally Agreed Syllabus at the end of Year 6, although their achievement is satisfactory overall. Pupils' attainment in information and communication technology is at the expected level by the time pupils reach the age of eleven, and in art and design pupils attain good standards overall. Pupils' achievement is very good in information and communication technology and art and design.

Pupils of all abilities achieve well overall, and make good progress from their different starting points. Pupils with special educational needs are very well supported in class by their teachers and by support assistants, and they make similar progress to their classmates. The school identifies pupils who have a particular gift or talent, and makes a good effort to ensure that these pupils are fully stretched and challenged in their area of expertise.

Pupils' spiritual, moral, social and cultural development is satisfactory overall. Pupils' behaviour is satisfactory. It is often good in Year 5 and Year 6, reflecting the very good progress pupils make in learning how to manage their behaviour as they move through the school. Pupils' have good attitudes to work, and are enthusiastic in lessons. The rate of attendance is well below the national average, and there is too much unauthorised absence.

QUALITY OF EDUCATION

The school provides a **good** quality of education for pupils of all ages and abilities. Teaching and learning are good. Assessment is unsatisfactory overall. Although it is good in English, mathematics and science, there are insufficient mechanisms for accurately tracking and measuring pupils' progress in other subjects. The school provides a good curriculum which is very effectively enriched by a very good range of additional activities. Accommodation and resources are satisfactory overall. Overall, the school is effective in ensuring the pupils' care, welfare, health and safety, and teachers are exceptionally supportive of those pupils who have difficulties. The school's links with parents are good, and the school's links with the community and other schools are very good. The way in which the school seeks the views of the pupils is good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good** overall. The school is very well led by the acting headteacher who has a strong sense of purpose and a clear vision for the school's future development. The Governing Body is very good, and is fully involved in the school's life and work. Co-ordinators are in place for all subjects and for important aspects of the school's work. They lead and manage their subjects well, and provide very good support for colleagues, but their monitoring of teaching and learning is not sufficiently rigorous.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally **pleased** with the work of the school, and are particularly appreciative of the way in which the school welcomes them and involves them in decisions about their children's education.

Pupils are **very pleased** with the school, and many see it as a haven. They speak exceptionally highly of the acting headteacher and of their teachers, and are very keen to come to school. Pupils who have difficulties in managing their behaviour are very positive about the way in which adults support them when they become volatile, and have an excellent appreciation of how fair the school is in dealing with them.

IMPROVEMENTS NEEDED

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

- develop assessment systems for the foundation subjects and personal development so that pupils' progress in these areas can be more accurately measured and tracked;
- reduce the rate of unauthorised absence, and improve the overall rate of whole-school attendance;
- ensure that co-ordinators are more rigorous in their monitoring of teaching and learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is **good**. Standards are **below average** overall at the end of Year 6.

Main strengths and weaknesses

- Poor language skills affect pupils' learning in other subjects.
- Pupils of all ages and abilities achieve well and attain the standards of which they are capable.
- Pupils with special educational needs receive very good support enabling them to make good progress and to achieve their potential.
- Pupils' achievement in art and design and information and communication technology is very good.
- Standards in art and design are good, and are a strength of the school.
- Pupils make good use of information and communication technology to support their learning across the curriculum.

Commentary

Standards in:	School results	National results
English	24.8 (26.3)	26.8 (27.0)
Mathematics	24.7 (25.8)	26.8 (26.7)
Science	26.0 (28.0)	28.6 (28.3)

1. Pupils' attainment when they start school varies from year to year, but is typically well below the expected level.
2. On the basis of the 2003 national test results, pupils' attainment was well below the national average in English, mathematics and science. The results were lower than in the previous year because of differences in the natural ability of the two groups of pupils. The current group of Year 6 pupils contains a very high percentage of pupils with special educational needs, and the inspection findings indicate that their attainment is well below national expectations in English and science, and below national expectations in mathematics. The school sets appropriate and accurate targets based on assessment information that is collected throughout the key stage. Teachers successfully challenge higher attaining pupils and the percentage of pupils attaining the higher Level 5 in the tests is increasing year by year.
3. Pupils' learning across the curriculum is often adversely affected by their poor language skills. Year 3 and Year 4 pupils have a very limited vocabulary, and this makes it difficult for them to express their ideas clearly and causes them some frustration. Pupils' writing is often brief as they have difficulty in developing their ideas, and they are often slow in recording their thoughts on paper. Although standards in reading are improving, pupils are often slow when reading instructions and when processing information. This slows them down when they are working under test conditions.

4. Pupils of all ages and abilities work hard and do their best. They achieve well as they move through Key Stage 2, and make good progress. The very good support for pupils with special educational needs enables them to take a full part in all lessons and activities. Higher attaining pupils are well challenged so that they can achieve their full potential. Pupils' overall achievement is enhanced by consistently good teaching and the pupils' own positive attitudes to learning. In religious education, although standards are below the expected level at the end of Year 6, pupils' achievement is satisfactory. Pupils' achievement is very good in art and design, and in information and communication technology. In these subjects, the pupils' learning is not adversely affected by their lack of basic literacy and language skills. Pupils acquire new skills very well, and have good levels of confidence which enhance their learning. The school is very effective in the way in which it celebrates the pupils' evident achievements in art and design, and the excellent displays of art work around the school serve to raise the pupils' self-esteem.
5. Standards in art and design are above national expectations at the end of Key Stage 2. Pupils express themselves well through a wide range of media, and produce high quality work in both two and three dimensions. Good teaching ensures that pupils progressively develop their skills, knowledge and understanding as they move through the school. Pupils have made significant progress since the last inspection in developing their information and communication technology skills, and their attainment is securely in line with national expectations at the end of the key stage. Pupils use and apply their information and communication technology skills well in their work in other subjects, and have a very good understanding of how computers can be used for research and to enhance the presentation of their work.

Pupils' attitudes, values and other personal qualities

The pupils' spiritual, moral, social and cultural development is **satisfactory** overall. Pupils have **good** attitudes to their learning. Their behaviour is **satisfactory**, although some pupils in all year groups lack self-discipline. Attendance is **poor** and is well below the national average.

Main strengths and weaknesses

- Pupils' behaviour is very well managed, enabling all pupils to have full and equal access to the school's life and work.
- The school is very effective in helping pupils to gain in maturity as they move through the school.
- Pupils throughout the school enjoy taking part in activities and lessons, and are enthusiastic about their learning.
- A small number of pupils in all classes have poor behaviour and lack self-discipline.
- Attendance is well below the national average, and the rate of unauthorised absence is too high.

Commentary

6. Pupils of all ages show good attitudes to learning and are keen to please. In this aspect of pupils' learning there has been good progress since the last inspection. Pupils of all abilities take pride in the presentation of their written work, and respond very well to the regular praise and encouragement they receive from the staff. Pupils are especially responsive in practical lessons such as science and art and design, but there are times when they become over excited, and find it difficult to contain their enthusiasm. Pupils often show good levels of co-operation when they work on

collaborative tasks, and as they move through the school make significant gains in learning how to share and take turns. They take great pleasure in their own successes and achievements and those of their classmates.

7. Because of very good management by both teaching and non-teaching staff, the overall standard of behaviour in the school is satisfactory as it was at the time of the last inspection. The best examples of behaviour are often seen in Year 5 and Year 6, reflecting the development in pupils' maturity as they move through the school, and the cumulative effect of the school's consistent management strategies. Pupils are always treated with very high levels of respect by staff, even those who present the most challenging behaviour. Discussion with pupils who have difficulties in managing their behaviour indicates that they believe that they are treated very fairly, and that they have a very good understanding of the impact of their actions on the well being and happiness of others. Very good organisation of the school day means that playtimes and lunchtimes are split for the youngest and oldest pupils in the school. This strategy is very effective in reducing the incidence of problems on the playground. Parents and pupils agree that bullying is not tolerated and that it is dealt with effectively and quickly. Because of the very strong policy for inclusion, the school does all that it can to cope with difficult behaviour in school, and as a result, exclusions are rare.

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	221	1	
White – any other White background	2		
Asian or Asian British – Indian	1		
Asian or Asian British – Pakistani	1		
Black or Black British – Caribbean	1		
No ethnic group recorded	15		

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

8. Pupils' spiritual, moral, social and cultural development is satisfactory overall. Pupils learn how to show respect for people and property, and religious education lessons, visits and visiting speakers are effective in helping pupils to learn about the cultures and customs of others. Pupils are very sociable with adults, but their relationships with other pupils are sometimes fragile. Most pupils understand the difference between right and wrong, but some pupils have difficulty in making choices, and their actions do not always reflect what they know to be the right course of action.
9. Attendance is well below the national average and is poor overall. The rate of unauthorised absence is well above the national average, and is too high. Although the school has good strategies for promoting attendance, its procedures for chasing up and following through unexplained absence are not sufficiently rigorous. Most pupils arrive on time to school, and are very keen to attend.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	6.7
National data:	5.4

Unauthorised absence	
School data:	0.9
National data:	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education for pupils of all ages and abilities. Teaching and learning are **good** throughout the school. The curriculum is **good** and is enriched by a **very good** range of additional activities. The school provides **good** levels of care and guidance for all pupils. The support it provides for pupils who have difficulties of any kind is **excellent**. Links with parents are **good**, and links with the local community and other schools are **very good**.

Teaching and learning

The quality of teaching and learning is **good** throughout the school. Assessment is good in English, mathematics and science but unsatisfactory in other subjects.

Main strengths and weaknesses

- Relationships between teachers and pupils are excellent, and teachers are very effective in the way in which they motivate the pupils and raise their self-esteem.
- Teachers are very effective in the way in which they match work to the needs of individual pupils.
- Excellent use is made of support staff to enable pupils with special educational needs to take a full and active part in all activities.
- Teachers have high expectations of the pupils' behaviour and high aspirations of what they can achieve.
- Teachers provide good opportunities for pupils to use information and communication technology to support their work across the curriculum.
- There are missed opportunities for pupils to use literacy skills in their work in other subjects.
- Assessment is used well in English, mathematics and science, but assessment in other subjects is unsatisfactory.

Commentary

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (10)	9 (29)	11(35)	8 (26)			

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.

10. Teaching is good overall and has very good features. One of the significant strengths is the way in which teachers encourage pupils of all abilities to believe in themselves as learners. Teachers use praise very well to motivate pupils, and to raise their levels

of self-esteem. They create a very positive working environment where pupils are not afraid to make mistakes, ask questions or to take a risk. Lessons are often very well planned so that information is presented in small amounts, enabling pupils with low levels of concentration to focus well on key points. There is often a very good balance between listening activities and more practical tasks, and this strategy helps to maintain the pupils' interest and attention.

11. Teachers throughout the school put a great deal of effort into ensuring that work is well matched to the needs of individual pupils and groups of pupils. As a result, pupils of all abilities are fully challenged. In some lessons teachers appropriately provide extension activities. These additional activities enable the higher attaining pupils to move on to stimulating open-ended tasks when they have completed their set work, and ensure that gifted and talented pupils achieve their potential. The support for pupils with special educational needs is very good, enabling them to make similar progress to their classmates.
12. The use of support staff is excellent, and their very good input ensures the smooth running of lessons, and enables all pupils to take a full and active part in all lessons. The school is very effective in the way in which it deploys support staff so that they can have the maximum impact on the quality of pupils' learning. In some lessons, especially literacy, and practical activities such as art and design, there are often several classroom assistants in one class. In other lessons there are none. This judicious deployment of support staff on the basis of need is very cost-effective and very efficient, and reflects the very good strategic management of the Governing Body.
13. Teachers have high expectations of pupils both in terms of their behaviour and their academic performance. Activities are clearly explained, and key learning objectives are shared, so that the pupils know what they have to do, and can evaluate their learning at the end of the lesson. Where teaching is at its best, teachers engage the pupils in 'brain gymnastics'. This strategy for improving pupils' learning has a positive impact, and prevents pupils from flagging towards the end of a lesson, or at the end of the day when their concentration is waning. In art and design, and information and communication technology, teachers' expectations are exceptionally high, and pupils respond with high levels of commitment and enthusiasm. In an excellent art and design lesson seen during the inspection, pupils were spurred on to achieve the highest possible standards in their clay work by the attractive example the teacher showed them, and by the teacher's clearly expressed expectations of what they could and should achieve.
14. Over recent years the school has had a clear focus on raising standards in information and communication technology and in developing teachers' expertise in this subject. As a result, most teachers are now confident about promoting the use of information and communication technology across the curriculum, and pupils make good use of computers to support their learning.
15. Although the teaching in literacy and numeracy lessons is good, the use of literacy and numeracy to support pupils' learning in their work in other subjects is under-developed in some classes. Teachers are aware of this, and are beginning to identify opportunities for promoting literacy and numeracy across the curriculum in their planning.
16. The school has worked hard since the last inspection to develop good assessment systems in English and mathematics, but not enough has been done to develop assessment procedures for other subjects. This means that it is difficult for teachers to

track and monitor the progress of individual pupils, and groups of pupils, and to pick out trends in the pupils' learning.

The curriculum

The school provides a **good** quality curriculum for pupils of all ages and abilities. The statutory curriculum is very effectively enriched by a **very good range** of additional activities. The accommodation and resources are **satisfactory** overall.

Main strengths and weaknesses

- The curriculum has been developed well in recent years.
- The school's provision for pupils with special educational needs is very good, enabling pupils of all abilities to have full access to all aspects of school life.
- The information and communication technology suite and newly installed library are excellent resources that have a very positive impact on the quality of teaching and learning.
- The school provides a very good range of extra-curricular activities that are popular with pupils of all ages.
- Educational visits, and a good range of visiting speakers, successfully bring the pupils' learning to life.

Commentary

17. The creative timetabling of lessons is very effective in supporting pupils' learning, and in maximising the expertise of teachers. Pupils are taught in ability groups for English and mathematics, making it easier for teachers to match work closely to the needs of individual pupils. Split break times for older and younger pupils, and staggered dinnertimes, reduce the number of pupils on the playground and in the dining area, and make the management of pupils easier for the staff. In addition, thoughtful timetabling has ensured that there are some longer sessions during the day, which are used well by teachers for practical activities such as art and design or science.
18. The school has an excellent policy of inclusion that is fully reflected in practice. Very good support for pupils with special educational needs enables them to take a full part in all activities, and ensures that the pupils who have behavioural problems do not disrupt the learning of others. Good quality individual education plans are in place for all pupils on the special educational needs register, and teachers use them well when planning their lessons.
19. The school offers a wide range of exciting additional activities for the pupils which are very popular. Regular attendance at the various clubs enhances the overall quality of the pupils' learning, and boosts their self-esteem as they enjoy the pleasure of shared success. The art club is especially popular, and magnificent pieces of work, such as the sculpture in the entrance hall, serve to remind pupils how much their achievements are celebrated and valued by the school.
20. Pupils benefit from taking part in a good range of educational visits, which very successfully raise their awareness of the wider world in which they live. The pupils talk with animation about the visits they have made, and the contributions of visiting speakers.
21. The accommodation and resources are satisfactory overall. The accommodation is old, but well maintained, and well enhanced by very attractive displays of the pupils'

work. The computer suite is an excellent resource that can accommodate full class groups, making it easier for teachers to deliver whole-class lessons. The new library provides a very good study area for groups of pupils, and its attractive design makes it appealing to pupils and has been successful in promoting their interest in books and reading.

Care, guidance and support

The school provides an **exceptionally caring** learning environment for all pupils. Procedures for ensuring the pupils' health, welfare and safety are **good**. The school provides **good** levels of support and guidance. The way in which the school seeks the views of pupils is **good**.

Main strengths and weaknesses

- The school provides excellent levels of emotional support for pupils who are experiencing difficulties.
- The school's commitment to inclusion is excellent.
- There are good procedures to ensure the pupils' health, welfare and safety.
- Pupils have excellent, trusting relationships with all adults in school.
- There are good arrangements to seek, value and act upon pupils' views.
- The school has no formal system for tracking and monitoring pupils' personal development.

Commentary

22. A significant number of pupils have difficulties with their learning, difficulties in managing their behavior, and difficult home circumstances. The school provides excellent emotional support for these pupils, and has very good systems in place for ensuring that staff provide a very consistent approach, which gives the pupils confidence and a feeling of security. There is an excellent commitment to inclusion, and pupils of all ages and abilities feel highly valued as individuals. Relationships between adults and pupils are excellent, and pupils know that they can share any concerns or worries with any member of staff. Teachers know the pupils and their families well, enabling them to provide sensitive and thoughtful advice.
23. The school's systems for ensuring the pupils' health, welfare and safety are good, but because of staff changes, key staff have not undergone recent training in child protection. The Governing Body is fully involved in carrying out risk assessments and in carrying out safety checks. Emergency procedures are well understood by staff and pupils, and the school makes good use of external agencies, such as the fire service and community police, to reinforce important messages of safety.
24. The school is very effective in the way in which it supports the pupils' personal development, and formal personal, social and health education lessons provide good opportunities for the pupils to explore their feelings in a secure environment. However, although staff know pupils very well, there are no formal systems for recording pupils' personal development, making it difficult to track the extent of the pupils' progress as they move through the school.
25. There are many good opportunities for pupils to make their views known to staff and for them to become involved in the life and work of the school. The School Council represents the pupil population well, and the school is keen to act upon the pupils' suggestions where this is practical. Pupils have very positive views about the school

and recognise and appreciate the way in which the staff support them in their work, and in dealing with their difficulties. Many pupils see the school as a place of security, and a place where they are valued highly as individuals.

Partnership with parents, other schools and the community

The school's partnership with parents is **good**. Links with the community, including other schools and colleges, are **very good**.

Main strengths and weaknesses

- The school provides good information for parents, and encourages parents to come into school at any time to talk about their concerns.
- Parents of pupils with special educational needs are not currently involved in setting targets in individual education plans.
- Parents make a good contribution to their children's learning at school and at home.
- The school has established many very good links within the community that enrich the pupils' learning.

Commentary

26. The vast majority of parents are very pleased with the approachability of the staff and the acting headteacher, and appreciate the way in which the school responds to their needs and concerns. They know that they are welcome to come into school at any time, and those who have pupils with behavioural difficulties appreciate the fairness with which their children are dealt with. Although parents are fully informed about their children's special educational needs, the school does not involve them in setting targets in individual education plans. This means that parents are not always fully aware of how they can support their children at home. The school provides good and regular information about school events, and annual reports of pupils' progress are of satisfactory quality.
27. Although there is no formal Parents' and Teachers' Association, parents support fund-raising events well. Several parents give their time generously by helping with school activities. For example, they help in the library, with reading support, and with after school clubs. The school organises workshops for parents, and computer workshops have proved to be very successful and popular. Parents help as much as they can with their children's homework.
28. The school has worked hard to forge very good links with the community which have a very positive impact on the pupils' learning and their well-being. For example, pupils attend the local Dr Barnardo's Centre for pre- and post-school care, and the co-ordinator for this provision is a member of the Governing Body. The school has established very strong links with the local Health Authority, and benefits tremendously from the advice and support of a paediatrician from the local hospital. Links with Family Support agencies are especially strong, and provide very good support for pupils and their families.
29. Through its involvement in the Excellence in Cities project, the school has benefited from input into areas such as teaching and learning and behaviour management. Currently the school has an advisory teacher on the staff, funded by Excellence in Cities, who is working closely with colleagues to raise the quality of teaching and learning even higher. The school has established very good links with the local Technology College, and with its main feeder infant school. Very good transition

arrangements are in place, which very effectively support the pupils' personal and social development and build their confidence and self-esteem. Close curriculum links with the main receiving secondary school benefit the pupils' learning, especially in the areas of science and design and technology.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good** overall. The acting headteacher provides **very good** leadership. The leadership of other key staff is **good** overall. The school is **very well** managed. The governance of the school is **very good**.

Main strengths and weaknesses

- The leadership of the acting headteacher is very good and he has a clear view of how to improve the school still further.
- The acting headteacher, staff and governors are very committed to ensuring that the school is fully inclusive and meets the needs of all pupils.
- The school is very well managed.
- The Governing Body has a very good understanding of the strengths and areas for development in the school and monitors the school's work very effectively.
- The arrangements for the professional development of staff are very good.
- Provision for special educational needs is very good and this aspect of the school's work is very effectively led and managed by the special educational needs co-ordinator.
- Although subject co-ordinators have carried out some monitoring in their areas, it is not sufficiently rigorous.

Commentary

30. The acting headteacher provides very good leadership for the school. Since his appointment, he has built very well on the good systems that already existed, and has decisively taken the school forward. The acting headteacher has a very clear agenda for the school's development, that is shared by the staff and the Governing Body. He is very highly respected by parents, pupils and staff, all of whom appreciate his fairness in dealing with problems. One of the strengths of the acting headteacher's leadership is his inter-personal skills which enable him to relate exceptionally well to both pupils and adults alike, and to convey his ideas in a way that motivates and inspires others. The acting headteacher is very well supported in his work by a very effective deputy, who is currently deployed by the LEA as an associate deputy headteacher.
31. All staff, and the Governing Body, are highly committed to ensuring that the school is fully inclusive, and are very effective in the way in which they recognise, and remove, any barriers that hinder the pupils' learning. The school often accepts pupils who have had difficulties in previous schools, or who have very difficult home circumstances, and works exceptionally well with these pupils so that they begin to trust others, and learn how to belong to, and work within the school community. The acting headteacher and staff are exceptionally effective in the way in which they cater for the educational, social and emotional needs of all pupils. Pupils feel highly valued, and this has a very positive effect on their learning.
32. The school enjoys the full support of a very good Governing Body. The governors give freely of their time and energy to supporting the school's work, and have a wealth of shared experience and expertise which they use fully to ensure that the pupils receive

the best education possible. The Governing Body fully meets all legal requirements, and governors are knowledgeable and well informed about their role and collective responsibilities. Governors are fully involved in all aspects of the school's strategic management, and have very good procedures for measuring the cost-effectiveness of major spending decisions. The governors fulfil their role of 'critical friend' to the acting headteacher, and are prepared to take difficult decisions for the benefit of the school.

33. The school's programme for staff development is linked closely to priorities identified in the School Improvement Plan, and priorities identified through Performance Management. All staff have undertaken a good amount of training, and this has had a positive impact on the quality of teaching and learning.
34. The provision for pupils with special educational needs is very good, and enables these pupils to achieve well and to take a full and active part in all activities. Pupils with special educational needs benefit greatly from the very high quality systems that have been put in place by the special educational needs co-ordinator. Regular monitoring of provision ensures that pupils receive very high quality support.
35. There has been very good improvement in the role of the subject co-ordinator since the previous inspection. Co-ordinators are in place for all subjects, and there is a real commitment to continuing to raise standards by constantly improving the provision. However, although the co-ordinators' monitoring role has developed well, some of the monitoring lacks rigour, and some minor inconsistencies in teaching have not been picked up. Co-ordinators have begun to identify good classroom practice so that it can be shared with colleagues, but most have not had the necessary non-contact time to develop this aspect of their work further.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	617 279	Balance from previous year	31 249
Total expenditure	615 474	Balance carried forward to the next	33 054
Expenditure per pupil	2 554		

36. The school's finances are very well managed and monitored. The Governing Body maintains a good balance between spending the available funding on the pupils currently in school, and in ensuring that there is a sensible level of contingency funding so that it can respond quickly to changing circumstances. The decision to maintain the high levels of support staff is well considered, and is fully justified by the very good contribution they make in class. The school provides good value for money.

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

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- Teaching and learning are good overall and some very good teaching was seen during the inspection.
- Teachers and class assistants work very well together, enabling pupils of all abilities to achieve well.
- There are missed opportunities to extend the pupils' literacy skills across all areas of the curriculum.
- The school has good assessment systems, and teachers use assessment information well when planning the next stage of pupils' learning.
- Spelling and handwriting skills are not practised on a regular basis in all classes.
- The library is an excellent resource and provides a very good 'study area'.
- The leadership and management of the subject are good.

Commentary

37. On the basis of the 2003 national test results, pupils' attainment was well below the national average. The results are often low because of the high proportion of pupils with special educational needs. Based on their prior attainment, the pupils' performance was well below average. However, this picture is misleading and does not take account of the high levels of mobility in the school. Although standards are low in relation to the national average, there has been good improvement since the time of the last inspection, and the school is more successful in extending the higher attaining pupils.
38. The inspection findings indicate that standards are well below national expectations, largely because of the exceptionally high number of pupils with special educational needs, and the small percentage of higher attaining pupils. However, the pupils' achievement is good, and pupils of all abilities make good progress, often from a very low starting point. Very good support for pupils with special educational needs helps them to make similar progress to their classmates and to achieve their own individual targets. Teachers are skilled in extending the higher attaining pupils so that they too can achieve their potential.
39. Speaking and listening skills are satisfactory overall, although some pupils struggle to explain their ideas clearly, and most rely on a small vocabulary. Pupils generally listen well to their teachers, and to one another, and follow instructions well. Pupils enjoy taking part in discussion sessions, and because they are very confident, most are keen to make contributions. Standards in reading are below average overall, although a small number of pupils in each year group read well. The new library is an excellent resource which encourages pupils to take an interest in books, but discussion indicates that few pupils see reading as a pleasurable leisure activity, and many do not have access to a good range of books at home. Pupils' attainment in writing is well below average and pupils throughout the school have difficulty in sustaining and developing their ideas. Standards in spelling and handwriting are below average, and

in some classes, there are not enough opportunities for pupils to practise these skills, or to use them in their work in other subject areas.

40. The quality of teaching and learning is good overall. Some very good teaching was seen during the inspection. Teachers plan their work very carefully, choosing a wide variety of materials and resources to provide interesting lessons and to broaden the pupils' experiences. Teachers have high expectations of the pupils, both in terms of behaviour and academic achievement, and create a positive learning environment where pupils know that their views will be valued. Teachers have a good knowledge of the pupils' capabilities, and use assessment information well to plan work which builds on their prior learning, and extends them in their thinking. Teachers and support staff work very well together to support individual pupils and groups of pupils, enabling them to achieve their potential. This approach fully reflects the school's policy of inclusion. Teachers use information and communication technology well both to enhance their teaching, and to support the pupils' learning.
41. The management and leadership of the subject are good. Despite having little non-contact time, the subject leader has taken very effective measures to raise standards. Good use of assessment information has enabled teachers to track the progress pupils make, and to provide targets that identify their next stage of learning. There is work to be done in devising additional strategies for the development of pupils' vocabulary, their spelling and their handwriting, and to implement a whole-school marking policy that is consistently applied throughout the school.

Language and literacy across the curriculum.

42. The promotion of language and literacy across the curriculum is satisfactory overall, but could be better. Although good opportunities are provided for pupils to read aloud in lessons, teachers do not plan enough writing opportunities, and as a result, some potentially good opportunities are missed. The exception is in information and communication technology where pupils use their language skills well when they produce word-processed pieces or multi-media presentations.

MATHEMATICS

Provision in mathematics is **good** overall.

Main strengths and weaknesses

- The teaching of pupils in ability groups enables teachers to match work closely to the pupils' levels of ability.
- Many pupils have difficulties in solving problems and in making generalisations about their learning.
- Good use is made of assessment to set targets and to monitor and track pupils' attainment and achievement.
- Very good support for pupils with special educational needs enables them to achieve well.
- Pupils have positive attitudes to learning, and participate well in class discussions.
- The co-ordinator takes a good lead in whole-school development.
- Information communication technology is used well to support pupils' learning and to enhance teaching.

Commentary

43. The 2003 end of key stage test results show that pupils' attainment is well below average. Standards are improving year by year, but the overall picture reflects the fact that there are very high levels of pupils with special educational needs. In relation to their prior attainment, the pupils' performance is well below average. This comparison is misleading because of the very high levels of pupil mobility.
44. The inspection findings indicate that pupils' attainment is below national expectations, rather than well below, suggesting that standards are beginning to improve. Pupils of all abilities make good progress from a low starting point, and achieve well. Pupils with special educational needs are very well supported in class, and make good progress. Teachers are very effective in the way in which they provide additional challenge for higher attaining pupils, enabling them to achieve the standards of which they are capable.
45. By the end of Year 6, most pupils have a satisfactory grasp of number, and understand how to work out calculations both mentally and on paper. They explain their methods of working well, and know that there are often many ways of approaching and solving the same problem. However, most pupils are too ready to accept their initial answers to problems, and few have the skills to check the reasonableness of their answers. All but the highest attaining pupils have difficulty in solving word problems. This is mainly because they have difficulty in processing written information, and in establishing the operation that is required. Many pupils also struggle to apply their mathematical knowledge to new situations as they have difficulty in making generalisations about what they have learned. Pupils generally have a good grasp of shape, and a reasonably secure understanding of measure.
46. Teaching and learning are good. A strength of teaching is the way in which teachers match tasks to the needs of individual pupils. The practice of teaching pupils in ability groups is working well. The deployment of support staff is excellent, and they work where the need is greatest, mostly supporting pupils who have special educational needs. Teachers use information and communication technology very effectively to support the pupils' learning and to enliven their teaching. Resources are used well to bring learning to life and to capture and maintain the interest of the pupils. Planning is good, and teachers make good use of assessment information when planning the next stage of pupils' learning. The sharing of lesson objectives at the start of lessons is very helpful in showing the pupils what is expected of them, and teachers make good use of end of session discussions to go over what has been learned and to help the pupils to understand what they have achieved. Pupils generally respond well in mathematics lessons, although they can become frustrated when the tasks are very challenging. They enjoy taking part in discussions about their work, and most work hard in lessons. Teachers are very effective in the way in which they manage and organise classes, and use praise and encouragement very well to motivate pupils and to build up their confidence.
47. The subject is well led and managed, and good improvement has been made since the last inspection. The co-ordinator provides very good support for colleagues, and has a good overview of the provision throughout the school. Staff have taken part in a good range of courses which have successfully raised the overall standard of teaching.

Mathematics across the curriculum

48. Pupils make satisfactory use of mathematics in their work in other subjects. In practical subjects such as design and technology, and art and design, pupils use measuring

skills effectively. In geography they use and apply their knowledge of co-ordinates when reading maps, and in science they often make good use of graphs to record their findings and measurements.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils of all abilities achieve well, often from a low starting point.
- The quality of teaching and learning is good, and pupils have positive attitudes.
- Science is linked effectively to other areas of the curriculum.
- There are some missed opportunities to develop pupils' recording skills.
- There is good leadership in the subject.
- Curriculum provision is good.

Commentary

49. The 2003 end of Key Stage 2 national test results show that pupils' attainment in science is well below the national average. Based on their prior attainment the pupils' performance is very poor. This comparison is very misleading because of very high levels of pupil mobility.
50. The inspection findings indicate that pupils' attainment is well below national expectations. Standards overall are affected by the exceptionally high percentage of pupils who have special educational needs. Many pupils have difficulty in reading and writing and this has an impact on their reading of questions and recording skills. Discussion with pupils shows that their knowledge is often better than that suggested by the written work in their books. Pupils of all abilities achieve well in relation to their capabilities.
51. By the end of Year 6, most pupils successfully and confidently carry out investigative work, but investigations are often carefully directed by the teacher, and few pupils are capable of pursuing their own lines of enquiry. Almost all pupils understand the importance of fair tests, but most pupils do not rigorously test the outcomes of investigations, or repeat measurements to check their reliability. Pupils have a basic understanding of the needs of living things. Their scientific vocabulary is often poor, and this makes it difficult for them to explain their ideas clearly. Most pupils have an elementary knowledge of materials and physical processes but find it hard to use what they know to make generalisations in new situations and contexts.
52. The quality of teaching and learning is good overall, and some excellent teaching was seen during the inspection. Teachers plan their lessons very effectively, ensuring that all groups of pupils are included fully in all aspects of the lessons. Lesson objectives are shared with pupils so that they understand what they are going to learn. Explanations are clear and concise, allowing pupils to work independently. Where teaching is at its best, challenging targets are set for the pupils, and ongoing assessments of their pupils' work help them to make further progress. In almost all lessons there is a very brisk pace which keeps the pupils interested and on task. Very occasionally the pace is not maintained and pupils become a little restless. Teachers are very effective in the way in which they promote scientific vocabulary and they use it well in their own explanations. Teachers have high expectations of behaviour to which

most pupils respond very well. Most pupils enjoy science, and have good attitudes. They work particularly well in the investigative parts of lessons. Most work is well presented by the pupils. Teachers link science effectively to the mathematics and information and communications technology aspects of the National Curriculum.

53. There is good leadership of the subject. The co-ordinator is committed to raising standards in the school. She monitors planning and pupils' books but a lack of time has meant that she has not been able to fully monitor teaching and learning to identify the strengths and areas for development. The co-ordinator has improved the curriculum provision by instituting a very successful 'science day' which has a positive effect of raising achievement and the profile of science within the school. Links with the high school, for example the 'Bright Sparks' project, have a positive effect and enhance curriculum provision.
54. There has been good improvement since the previous inspection. The quality of teaching and learning has improved, science has a higher profile within the school and there have been good improvements in the assessment systems.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for information and communication technology is **very good**.

Main strengths and weaknesses

- Pupils of all abilities achieve very well, often from a low starting point.
- Teachers have very good levels of confidence and a secure subject knowledge.
- The information and communication technology suite is an excellent resource.
- Information and communication technology is used effectively to enhance pupils' learning in other subject areas.
- Pupils have positive attitudes and work well together on computers.
- The subject is well led and managed by an enthusiastic and skilled co-ordinator.

Commentary

55. All pupils achieve very well in relation to their capabilities and prior learning. Challenging work set at the correct level, and consistently good teaching, ensure that pupils' attainment is at the expected level by the time they reach the end of Year 6. Because of very good support from teachers, support staff and other pupils, pupils with special educational needs make similar progress to their classmates. Higher attaining pupils are well challenged and achieve very well.
56. The range of ability within the school is very wide. Higher attaining pupils work beyond the expected level. Lower attainers, who account for a high percentage of the school population, do not attain the expected level, although they achieve very well. By the end of Year 6, most pupils show a good understanding of how to retrieve computer programs and are confident when inputting and extracting data. Almost all are very competent in using search engines to access information on the Internet, and most know how to send and receive electronic mail. Older pupils understand how to combine text and graphics, and higher attainers are capable of producing very good power-point presentations. Pupils show good levels of expertise when using control facilities on the computer.

57. Pupils achieve very well because of the consistently good quality of the teaching. During the inspection some excellent teaching was seen which was characterised by exceptionally high expectations and a very good and relentless pace. Teachers use the computers in the classrooms and the computer suite very effectively. Pupils are encouraged to work together, and this shared learning very effectively promotes the pupils' social and personal skills. Pupils understand what they are going to learn because teachers explain the lesson objectives very clearly and concisely at the start of the lesson. At the end of the lesson, teachers and pupils discuss the objectives to establish what the pupils have achieved. The majority of pupils have positive attitudes and show good levels of independence, thus enabling the teachers to concentrate on giving support where it is most needed. Teachers ensure that all pupils are fully included in all aspects of the lesson both by the use of mixed ability pairings and by ensuring that all pupils are involved in question and answer sessions. Assessment is satisfactory, but largely informal. It is not possible for teachers to accurately track the achievement and attainment of individual pupils or groups of pupils.
58. The leadership of the subject is good, and the co-ordinator shows excellent skills in her own teaching. The co-ordinator has very effectively worked with support staff to help them to improve their knowledge and understanding of the subject. Links with the high school have a positive effect on developing learning. There has been very good improvement since the previous inspection, especially in terms of increasing teachers' expertise, resulting in good quality teaching and learning. Interactive whiteboards have been installed in some classrooms, and these are very well used to enliven and enhance pupils' learning.

Information and communication technology across the curriculum

59. Computers are used well to support learning in all subjects. Pupils use word-processing skills to type, edit and print their work in English. They follow mathematics programs and input data on spreadsheets. In science data is put in and graphs are produced, showing times of sunset and sunrise. There are many opportunities for pupils to use search engines to access the Internet, for example when studying the Victorians in history and Islam in religious education. Skills in art and design are developed effectively using paint programs.

HUMANITIES

The inspection focused on **religious education**. **History** and **geography** were not inspected in depth. On the basis of the evidence available from discussions with the pupils, the sampling of their work, and the scrutiny of teachers' planning, pupils are working at an appropriate level for their age and ability. Assessment is unsatisfactory in both history and geography.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Although pupils often have a secure knowledge of the subject, this is not always reflected in the quality of their written work.
- Pupils' learning is very effectively supported by a very good range of visits and visiting speakers.

- Where teaching is at its best, teachers make very good use of resources to enhance the pupils' learning.
 - Leadership is good and has ensured that the provision has been improved since the last inspection.
 - Assessment procedures are not yet established.
60. By the end of Year 6, pupils' attainment is below the expectations of the Locally Agreed Syllabus. Pupils achieve satisfactorily overall, and make good progress from a low starting point. Although pupils throughout the school talk with confidence about their learning, their written work often does not do justice to their knowledge. This is because many of the pupils have difficulty in expressing their ideas on paper. Overall, standards have improved since the last inspection, as pupils now have a greater breadth of experience and a wider knowledge of the different world faiths.
61. By the end of Year 6, pupils have a secure knowledge and understanding of Christianity, and describe many of the main celebrations in the Christian calendar. Higher attaining pupils make good comparisons between the customs and practices of different world faiths, and visits to places of worship within the local area have enhanced the pupils' learning significantly. Lower attaining pupils sometimes struggle to make generalisations about different religions, and have some difficulties in understanding and explaining how a religion influences the lives of its followers. Pupils of all abilities often have some difficulty in recalling their previous learning, and this problem is exacerbated when they have little written work in their books to prompt their memories.
62. The quality of teaching and learning is satisfactory overall, and some good and very good teaching was seen during the inspection. A strength of teaching is the quality of planning which ensures good coverage of the curriculum. A very good feature in some lessons is the way in which teachers use resources, computers and other technology to bring the pupils' learning to life. In all classes, very good support is provided for pupils with special educational needs enabling them to fully participate in all activities. Tasks are well matched to the different levels of ability, and higher attainers are well stretched. A relative weakness of teaching is the lack of opportunities for pupils to record their work in written form. This means that pupils do not have an ongoing record of their work, and additionally, there are missed opportunities for pupils to use and practise their literacy skills in a real and meaningful context. Pupils take a good part in lessons and have positive attitudes.
63. The leadership of the subject is good, and has developed well since the time of the last inspection, and although there is more to be done in terms of monitoring classroom practice, a good start has been made. The co-ordinator provides a good source of support and information for colleagues, and has a good overview of what is being taught in the school. Assessment is a recognised area for development, and the school is currently exploring ways in which meaningful records of pupils' progress can be kept. Very good use is made of visits to support pupils' learning, and visitors provide very interesting presentations to the pupils that enhance their learning of key aspects of the religious education curriculum.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The inspection focused on **art and design** and **physical education**. Insufficient evidence was gathered to make secure judgements about standards, achievement, teaching and learning in **design and technology** and **music**. Both of these subjects are taught on a regular basis to all classes. In design and technology, pupils learn the necessary designing

and making skills and work with a satisfactory range of media. Work that is displayed around the school is of a satisfactory standard. In music, pupils are very enthusiastic and confident singers who sing tunefully. A very good range of additional music activities is offered, and a good number of pupils are learning how to play instruments.

Art and design

The provision for art and design is **good**.

Main strengths and weaknesses

- Standards in art and design are above national expectations at the end of Year 6, and pupils of all abilities achieve very well.
- Pupils' art work is highly valued, and is very attractively displayed around the school.
- Teachers have a good subject knowledge and this enables them to develop the pupils' skills well as they move through the school.
- Pupils have very positive attitudes to the subject, and tackle all activities with high levels of enthusiasm.
- The after-school art clubs are extremely popular and the work produced is of a very high standard.
- Although pupils have sketch books, they are under-used as a means of collecting preparatory materials and for recording initial ideas.
- The co-ordinator provides good leadership and management, and is invaluable in terms of the support he provides for colleagues.

Commentary

64. By the end of Year 6, pupils' attainment is above national expectations. Pupils of all abilities achieve very well from a low starting point. This is because of consistently good teaching across all year groups, and the pupils' own very positive attitudes to the subject. The subject has a very high profile in the school, and pupils' work is very attractively displayed in corridors and teaching areas. In addition to enhancing the learning environment, these displays very effectively raise the self-esteem of pupils, and they are extremely proud of their achievements. The school provides very good opportunities for the pupils to take part in after-school art clubs, and these are very well supported. The work produced is of a very good standard, and sets a very good and realistic model of what pupils can achieve. Since the last inspection there has been very good improvement in the provision for art and design, and in the standards pupils achieve.
65. Pupils enjoy taking part in a wide range of art activities, and approach all tasks with real enthusiasm, and very positive attitudes. Their drawing skills are particularly well developed, and by the end of Year 6, their work shows that they have a good sense of perspective. Pupils learn how to use light and shade to bring their work to life, and the careful and progressive teaching of skills such as these is instrumental in enabling pupils to achieve high standards in their work. Pupils work well with a variety of media, and have good opportunities to produce work of different sizes. For example, as part of their work in art-club, pupils have produced a giant sculpture which has pride of place in the school foyer. Pupils of all ages and abilities have a good understanding of how to combine colours to produce different effects. Pupils have a good knowledge of the work of well-known artists, although they often have difficulty in recalling their previous learning as they rarely make written records of what makes the styles of different artists distinctive and original. Sketch books are used well by pupils to record their ideas, and to practise skills such as mark making and colour mixing, but currently they

are not used enough in most classes for preparatory work, such as collecting swatches, or making preliminary sketches.

66. The quality of teaching and learning is consistently good throughout the school, and during the inspection some excellent teaching was seen. Teachers benefit from the very good practical advice and support of the co-ordinator who provides good leadership for the subject. Although there are currently no formal assessment procedures, he ensures that teaching progressively builds on what has gone before so that there is clear progress in the pupils' learning. Teachers plan carefully, and encourage the pupils to be creative in their thinking. They celebrate the pupils' achievements, and encourage them to take risks. Clear instructions and explanations ensure that pupils know what is expected of them, and the excellent use of support staff means that practical lessons involving the use of difficult materials such as clay, can proceed smoothly.

Physical education

Provision for physical education is **satisfactory**

Strengths and weaknesses

- Teachers are very effective in the way in which they manage pupils' behaviour.
 - Pupils of all abilities take a full and equal part in activities.
 - There are not enough opportunities for pupils to demonstrate their work, or to evaluate the work of others.
 - The school provides a very good range of extra-curricular activities that effectively promotes the pupils' personal and social development.
67. During the inspection, lessons were seen in games and dance. In these areas, pupils attain the expected level in their work by the end of Year 6, and achieve satisfactorily. Standards are broadly the same as they were at the time of the last inspection.
68. By the end of Year 6, pupils demonstrate satisfactory levels of co-ordination. Pupils satisfactorily control their bodies when dancing, and change direction and speed. However, their work sometimes lacks imagination and originality. Pupils listen well to the music in dance lessons, but do not always respond to what they hear by varying the pace and strength of their movements. In games, pupils satisfactorily acquire ball skills, and catch, throw and pass with reasonable accuracy over short distances. Lower attainers struggle to control the ball when passing over long distances. Where teachers give pointers for improvement, pupils' work improves during the course of the lesson, although there are too few opportunities for pupils to evaluate the work of others, and for them to demonstrate their work.
69. Teaching and learning are satisfactory overall. Teachers plan lessons well to ensure that pupils' learning is systematically advanced. They manage pupils very well so that lessons run smoothly. Very good use is made of support staff who work very effectively with pupils who can quickly become over-excited in practical sessions. Health and safety issues are given good attention, and teachers effectively explain the reasons why pupils have been asked to work or move equipment in a particular manner. Good attention is paid to ensuring that pupils warm up and cool down at the start and end of lessons, and pupils throughout the school understand why these aspects of the lesson are important. In general, pupils have positive attitudes to their learning, and put a good amount of effort into their work.

70. The co-ordinator provides good leadership for the subject and takes a good role in supporting staff and in ensuring that the school provides a good and well balanced curriculum. Although good progress has been made since the last inspection, there is still more work to be done in introducing effective assessment procedures that will enable teachers to track and monitor the progress of pupils more accurately. The school provides a very good range of extra-curricular activities which are popular and well attended. Very good links with other schools through inter-school tournaments enhance pupils' personal and social development well.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- Personal, social and health education is taught regularly and well in all classes, and a good scheme of work ensures continuity in pupils' learning as they move through the school.
- Excellent relationships between pupils and adults encourage pupils to share their ideas, concerns and moments of happiness.
- Although in the early stages of development, written records help the pupils to recall their previous learning, and provide a secure basis for subsequent learning.
- There are no formal assessment systems to enable staff to monitor and track pupils' progress and attainment in this area of their learning.

Commentary

71. Lessons are timetabled regularly for all classes, and successfully extend the many incidental opportunities for promoting the pupils' personal, social and health education that occur on a daily basis. Teachers make good use of a comprehensive scheme of work to plan activities that encourage the pupils to think about the impact of their actions on others, and to consider their role within the community of the school and the wider community in which they live. Pupils of all ages and abilities achieve well, and become increasingly mature as they move through the school. By the time they leave at the age of eleven, the majority show good levels of maturity in their thinking and in their behaviour.
72. Relationships between pupils and their teachers are excellent, and pupils know that they can turn to any adult for support and advice. In personal, social and health education lessons teachers set clear parameters so that pupils can be confident that their views will be carefully considered and respected. Teachers have a very good knowledge of the pupils and their backgrounds, and this ensures that sensitive topics are handled with care and consideration of the pupils' individual circumstances. The teaching of aspects such as drug abuse, and sex education, is well matched to the pupils' levels of maturity, and very good use is made of external agencies to support the school in the delivery of such topics.
73. Personal, social, health education and citizenship is well led by the newly appointed associate deputy headteacher. She has made a good start in improving the profile of the subject in the school, and the recent introduction of books for the pupils to record the outcomes of key lessons is a very positive step forward. Currently, although staff know the pupils extremely well, there are no formal procedures for assessing the pupils' progress or measuring their attainment. The lack of assessment information

means that it is difficult to transfer information at the end of the school year, or when a new teacher takes over the class.

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	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	5
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	4
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	5
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	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	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the acting headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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