

INSPECTION REPORT

SHELTON JUNIOR SCHOOL

Shelton Lock, Derby

LEA area: City of Derby

Unique reference number: 112983

Headteacher: Mr N Plimmer

Lead inspector: Susan Walker

Dates of inspection: 22nd - 25th March 2004

Inspection number: 257452

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:	Foundation school
Age range of pupils:	7-11
Gender of pupils:	Mixed
Number on roll:	252
School address:	Carlton Avenue Shelton Lock Derby Derbyshire
Postcode:	DE24 9EJ
Telephone number:	01332 701212
Fax number:	01332 701212
Appropriate authority:	Governing body
Name of chair of governors:	Mr P Vize
Date of previous inspection:	4 th May 1999

CHARACTERISTICS OF THE SCHOOL

Shelton Junior School is about the same size as other junior schools nationally with 252 pupils on roll. It shares its site with its feeder infant school. Pupils are taught in nine single-age classes. Year groups are of variable sizes and Year 5 pupils are taught in three classes. There are more boys than girls in the school. Two-thirds of pupils live near to the school in a mixture of rented and private property. One-third of pupils live in inner city areas of high social deprivation. At present attainment on entry is broadly average, but when Year 5 and 6 pupils entered the school as seven-year-olds, attainment was below average. The percentage of pupils eligible for free school meals is broadly average. About a fifth of pupils moved in and out of the school in the last four years, at times other than the usual entry and exit. Pupils are predominantly of white British ethnic origin. There are a number of pupils speaking English as an additional language, with the greatest numbers being Indian or mixed race, but none are at an early stage of learning English. The number of pupils with special educational needs is broadly average, with seven pupils having a Statement of Special Educational Need. Most of these pupils have moderate learning difficulties or social, emotional and behavioural needs. There has been a fairly high staff turnover due to retirement and promotion. The school attained the Basic Skills Quality Mark in 2001, and a School's Achievement Award in 2001, 2002 and 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21678	Susan Walker	Lead inspector	Special educational needs Information and communication technology History Geography
31718	Denise Shields	Lay inspector	
2911	Eric Steed	Team inspector	English English as an additional language Science Personal, social and health education and citizenship Religious education Art and design Design and technology
30935	Kath McArthur	Team inspector	Mathematics Music Physical education

The inspection contractor was:

Altecq Education
102 Bath Road
Cheltenham
Gloucestershire
GL53 7JX

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Shelton Junior School is a **good** school. Leadership and management are both good. The headteacher's very effective leadership has ensured that standards have risen above the national average due to good teaching. The school has made very good improvement since the previous inspection and has the potential for further improvement. It gives good value for money.

The school's main strengths and weaknesses are:

- Standards in English, mathematics, science, history and geography are better than average.
- Pupils' achievement is good overall and it is very good by Year 6 in English, mathematics, and science.
- The headteacher provides very good leadership and financial management.
- Leadership and management by governors and other key staff are good.
- Teaching is good overall and it is very good in Years 4 and 6.
- Pupils' attitudes and relationships are very good and their behaviour is good.
- Assessment is satisfactory, and procedures for tracking English and mathematics are good. Procedures are not yet in place in all subjects.
- The school has not yet compiled a register of gifted and talented pupils.

The school was last inspected in May 1999. It has continued to improve very well. It has addressed those major areas identified in the previous report (raising standards in English, improving the curriculum, assessment, and teaching). It has also raised standards and achievement and improved the effectiveness of the roles of key staff and subject leaders.

STANDARDS ACHIEVED

Standards are above the national average and pupils' achievement is **good**. It is very good by Year 6 in English, mathematics and science, because teaching is consistently very good in this year group.

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

Key: A - top 5 per cent of schools nationally. 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.

In the 2003 national tests, Year 6 pupils were above average in English and mathematics and well above average in science. The school's good provision has ensured that pupils have achieved well in English and mathematics since they were seven-years-olds. They made exceptional progress in science, where they were in the top 5 per cent of schools. Inspection findings show that current standards are above average in English, mathematics, science, geography and history. In all other subjects, pupils attain average standards. Standards are in line with expectations of the locally agreed syllabus in religious education. This is an inclusive school where pupils of all abilities, including those with special educational needs, achieve well. Pupils from all ethnic groups achieve equally well, including those who speak English as an additional language. Boys enter the school ahead of the girls, and this picture continues as they progress through the juniors. However, in lessons girls are treated equally and play a full role in discussions and in talking about their work. The school has not identified those pupils who are gifted and talented, but it does provide suitable extension work for the more able pupils in subjects such as English or mathematics.

Pupils' personal development is **very good**. Standards in moral and social development are very good and good in spiritual and cultural development. Pupils' behaviour is good, and their attitudes and relationships are very good. Attendance and punctuality are satisfactory. The school works hard to try and improve both aspects.

QUALITY OF EDUCATION

The quality of education is **good**. Teaching and learning are **good** and very good in Years 4 and 6. Assessment is satisfactory overall, and procedures for tracking pupils in English and mathematics are good. Procedures for assessment are not yet in place for all subjects and pupils do not have individual targets to help them to reach their expected levels by Year 6. The curriculum is good, as is the range of visits and visitors, but there could be more extra-curricular activities provided for pupils. The care, support and guidance for pupils are good and there are satisfactory opportunities for pupils to influence the school's work. The school has good links with parents and the community, and links with the infant school are very good. Links with other schools are satisfactory.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are **good**. The leadership of the headteacher is very good and this contributes to the school's very good ethos. The team of teachers who lead the school are doing a good job, but have not been together very long. Subject leaders have a good understanding of how to lead and manage their subjects. Governance is good. The governors are supportive of the school and work well together. They meet all statutory requirements. Financial management is very good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents like the school. They find the school welcoming and feel that their children flourish in a happy atmosphere. Although parents' views are sought informally, the school acknowledges the need to seek them in a much more systematic way. Pupils like the school and enjoy their lessons. They have some justified concerns about the behaviour of a few pupils.

IMPROVEMENTS NEEDED

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

- Put assessment procedures in place for all subjects and ensure that individual pupil targets are set in English and mathematics consistently throughout the school.
- Create a register of gifted and talented pupils, write a policy and create suitable provision for such pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Standards in the core subjects are **above the national average** and pupils achieve **well**.

Main strengths and weaknesses

- Standards are better than average in English, mathematics, science, history and geography.
- Pupils achieve well overall and they do very well by Year 6 in English, mathematics and science.
- Pupils with special educational needs achieve well.
- Boys achieve better than girls do.
- There is no register of gifted and talented pupils.

Commentary

1. At present, pupils enter the school with standards broadly in line with the national average, although pupils in the current Years 5 and 6 were below average on entry. The greatest movement of pupils in and out of the school occurs in these two years.
2. Inspection findings show that in Year 6 standards are above average in English, mathematics, science, history and geography. In all other subjects, standards are as expected of 11-year-olds nationally. Standards are in line with the expectations of the locally agreed syllabus in religious education.
3. Pupils' improving achievement has been recognised by a School's Achievement Award for improvement in three consecutive years. Pupils achieve well because they are well taught. By the time that they are in Year 6, pupils' achievement is very good, as the headteacher correctly recognises. The school puts this down to tracking pupils' progress effectively and using this information to teach pupils by ability (in sets for English and mathematics) and to identify and support those pupils who need extra help. The current effective practice of giving pupils a point for improvement in each piece of completed written work is helpful in showing them how to get better.

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

Standards in:	School results	National results
English	27.7 (28.3)	26.8 (27.0)
mathematics	27.9 (28.1)	26.8 (26.7)
science	31.1 (30.2)	28.6 (28.3)

There were 68 pupils in the year group. Figures in brackets are for the previous year.

4. Standards were above average in English and mathematics and well above average in science in the 2003 national tests for 11-year-olds when compared to schools nationally. Compared to what they attained when they entered the school at the age of seven, improvement was above average in English and mathematics and the school was in the top five per cent of schools nationally in science. Trends over time are better than the national trend. In the latest national tests, the school exceeded its target at the expected level in English and just missed its target for pupils to attain the higher Level 5. In mathematics the school exceeded both its targets.
5. There are more boys than girls in the school and they come into the school attaining higher results in the Key Stage 1 national tests. The school's data shows that in both reading and writing more Year 6 boys are set to attain the higher Level 5. The difference in attainment is

even more pronounced in mathematics where most boys are likely to attain well at both the expected and higher levels. The same pattern is reflected in Years 4 and 5. However, during lessons seen both girls and boys succeeded equally.

6. Pupils with special educational needs achieve well because they are taught by adults who give them effective support. For instance, in a Year 3 English lesson an educational care officer (ECO)¹ provided good quality support to four pupils by pointing to words, helping them to understand the meaning of the words and encouraging pupils to focus on the task in hand.
7. There are no pupils at the early stages of learning English. Pupils from the range of other ethnic groups achieve as well as other pupils because they are well taught.
8. The school has no policy or register for gifted and talented pupils. It is important that the school can identify such pupils to check that they achieve as well as they should do. The higher attaining pupils are now challenged more effectively in their learning than at the time of the previous inspection by being given extension work in subjects such as mathematics and science.
9. There has been very good improvement since the previous inspection when standards were below average in English and religious education and in line with the national average in mathematics and science. Progress at that time was generally satisfactory, but with some areas which were unsatisfactory. The needs of the more able pupils have been recognised and improved.

Pupils' attitudes, values and other personal qualities

Pupils have **very good** attitudes to school and to their learning. Pupils behaviour is good and their attitudes and relationships are **very good**. The overall provision for spiritual, moral, social and cultural development is **very good**. Attendance and punctuality are **satisfactory**.

Main strengths and weaknesses

- Pupils show great interest and enjoyment of their activities at school.
- The school creates a happy learning environment and this ensures the pupils get on really well.
- The school sets high standards and expects pupils to behave really well.
- The provision for social and moral development is very good.
- Racial harmony is very good.
- Parents and pupils are confident that any problems are dealt with very well.
- Pupils carry out their duties well, and have satisfactory opportunities to take responsibility and use their initiative.

Commentary

10. There has been a marked improvement in the standards in spiritual, moral, social and cultural development since the previous inspection. Spiritual development is fostered effectively through well-planned religious education lessons and collective worship that is relevant to pupils' lives. Other faiths and cultures are respected and pupils learn about the festivals and traditions of all the major world faiths to prepare them for life in multi-cultural Britain. They enjoyed expressing their imagination in the free, bold style of the famous artist Jackson Pollack, and experience music and art from different cultures and times. Local visits and visitors to school help them to learn about their own culture and traditions.
11. The effectiveness of the school's programme of personal development is shown in pupils' very good attitudes. They have very good relationships with each other and with the adults in school. The provision for social and moral development is very good. Pupils care for others by

¹ ECO is an educational care officer. This is the official title in this local education authority for teaching assistants who work with pupils with special educational needs.

fund-raising for various charities. They are helpful to each other and co-operative, for example, when working together to assemble apparatus safely in physical education lessons or helping to tie shoe laces.

12. Standards in social development are very good. Behaviour is good in the playground, around school and in lessons. Pupils see the rules and sanctions as fair, and fully understand that they are there for the benefit of all. They greatly appreciate the reward system, work together to be chosen as the 'Golden Class' and respond very well to the very high expectations set by staff in terms of relationships, conduct and mutual respect. This has a positive effect on the quality of life within the school. Pupils are friendly, co-operative and show genuine interest in others. They initiate conversations and listen politely to responses. Pupils are considerate of the feelings of others because teachers ask them to consider, "How would you feel if that happened to you?" There were no incidents of bullying during the inspection and pupils are fully aware of the procedures to follow if bullying does occur. Pupils have adopted high expectations for behaviour, but some feel the behaviour of others could be better. There have been two fixed term exclusions of boys in the last academic year.
13. Good displays of pupils' work around school celebrate their achievements and encourage them to aspire to high standards. Pupils present their work with great care and take responsibility for maintaining their homework diaries. There are satisfactory opportunities for pupils to take greater responsibility. For instance, pupils carry out regular duties conscientiously to assist with the routine of school, for example, preparing the hall for assembly, collecting lunchboxes and playground equipment, and delivering the registers. Pupils have a strong sense of community. They studied the locality around the school in geography lessons, and canvassed the views of local residents to see what improvements they would like. Members of the gardening club spend lunchtimes looking after the flowerbeds and ensuring that the gardens look their best.
14. While satisfactory opportunities for pupils to show their initiative exist in subjects such as history, pupils have fewer opportunities to plan their own experiments and conduct their own investigations in science.
15. Attendance is broadly in line with the national median. It could be much higher, but rates are reduced because of the long-term non-attendance of two pupils. The governing body and the headteacher have tried extremely hard to resolve this situation, but have been hampered by a lack of support from those in authority who may be in a position to help them. Arrangements to monitor attendance on a day-to-day basis are thorough. However, the school does not make sufficient use of its computerised system to track individual attendance patterns over a longer period of time. Pupils arrive happily at school in the morning and nearly all of them arrive on time. Despite the school's efforts, there are three or four who are persistently late each day. This is a similar picture to the previous inspection.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.7
National data	5.4

Unauthorised absence	
School data	0.6
National data	0.4

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

Exclusions

16. There have been two fixed-term exclusions of boys in the last academic year. The school views this as very much a last resort in dealing with challenging behaviour. It has sought specialist support from external agencies and provided extra training for staff in managing pupils' behaviour so that the majority of challenging pupils remain in the school.

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	216	1	
White – Irish	3		
White – any other White background	1		
Mixed – White and Black Caribbean	10	1	
Mixed – White and Asian	1		
Mixed – any other mixed background	2		
Asian or Asian British – Indian	11		
Asian or Asian British – Pakistani	2		
Asian or Asian British – Bangladeshi	1		
Black or Black British – Caribbean	6		
Black or Black British – African	1		
Black or Black British – any other Black background	1		

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Teaching and learning are good. Assessment is satisfactory. The curriculum is good. The care, support and guidance of pupils are good. The school's links with parents and the community are good.

Teaching and learning

The quality of teaching and learning are **good** overall, but are strongest in Years 4 and 6. Procedures and the use of assessment are **satisfactory**.

Main strengths and weaknesses

- Lessons are well planned and managed in English, mathematics and science.
- Teaching is good for pupils with special educational needs and for those who speak English as an additional language.
- The school has taken very good steps to improve the quality of teaching.
- Marking works well because pupils understand and use the system.
- Homework is used well to consolidate pupils' learning.
- Pupils are involved in their own learning.
- Assessment is satisfactory, and procedures for tracking pupils in English and mathematics are good. Procedures are not yet in place in all subjects.

Commentary**Summary of teaching observed during the inspection in 39 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	16 (41%)	17 (44%)	6 (15%)	0 (0%)	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.

17. There has been a very marked improvement in the quality of teaching since the previous inspection. At that time half the lessons seen were satisfactory, but very few were very good with over ten per cent unsatisfactory. The improvement in the quality of teaching has led directly to a rise in standards.
18. Teaching is good overall and very good in Years 4 and 6 in the areas of English, mathematics, and science, as the headteacher correctly recognises. The pace of lessons is brisk so that no time is lost. Important skills are taught in these lessons and developed in other subjects. The presentation of pupils' work is good. Teachers have good subject knowledge and they routinely teach the vocabulary for their subjects and expect pupils to use it in their replies to questions and their written work. Boys and girls receive equal opportunities to answer questions or to talk about their work at the end of lessons.
19. Teaching for pupils with special educational needs is good in lessons and very good when they are taught with pupils of similar abilities. The assistance of the educational care officer and the class teacher, for example, in writing down their ideas or explaining the meaning of words, regularly allow pupils with special educational needs to complete the same tasks set for their classmates. There is good support in Year 6 mathematics lessons, where such pupils have their own target cards so that they know exactly what they must do to improve. In the lesson seen with the special educational needs co-ordinator working with a small group, the very good relationships meant that pupils were willing to ask for advice and to persevere. As a result, they made considerably better progress in writing poems than might have been expected.
20. Teaching for pupils who do not speak English as their first language is good. They are well integrated into classes and groups and into discussion and decision-making. They are well known to their teachers and when they need help with comprehension this is readily given. This positive approach aids their learning well.
21. Parents think that provision of homework is good and homework diaries are used effectively. The inspection team agrees. Homework was routinely being given out at the end of English and mathematics lessons.
22. Parents and pupils think that pupils learn well and make a lot of progress. Pupils' understanding of their own learning is aided by the effective 'clouds and boxes' marking scheme. The information next to the cloud icon tells pupils how they performed in the lesson "Well done, you have understood commas" and the text next to the box icon tells them how to develop their skills, for instance "Remember the spelling rule for -igh" or "Read instructions carefully".
23. In very good lessons pupils take responsibility for their own learning. For instance, Year 5 pupils collaborated well to decide how their history research project should be laid out. They sent a member of the group to the computer suite to design suitable labels to enhance their presentation.
24. Procedures for assessing pupils' attainment are satisfactory. The further development of assessment procedures and their use in lesson planning is a priority in the school improvement plan. Current development work is building on the good systems that are already in place. These enable the progress of individual pupils to be tracked in English and mathematics as they move through the school, and enable teachers to predict future attainment. Regular tests are properly administered in English, mathematics and science, the results are analysed and used to place pupils into sets and groups based on ability. The school is currently exploring how best to set and manage targets for individual pupils to ensure that the outcomes predicted for them are met. Once the use of assessment has been successfully established in English, mathematics and science, the information gathered for the remaining subjects will be processed in the same manner.

25. The development of assessment shows very good progress since the previous inspection when assessment was a weak aspect of provision, with lesson planning suffering as a result. The work so far carried out on assessment has played a significant part in raising standards in the school to the present levels. The two assistant headteachers are working hard to improve assessment even further, so that pupils have opportunities to receive planned work even better suited to their individual needs.

The curriculum

The school provides a **good** breadth of curricular opportunities and a **good** range of enrichment activities for all pupils. The quality and quantity of the resources to support the curriculum is **good** overall and the accommodation is **good**.

Main strengths and weaknesses

- There is good provision for pupils with special educational needs.
- Effective links are made between subjects, which enables pupils to develop a deeper understanding of their learning.
- The programme of visits and visitors is carefully planned to enrich learning that takes place in lessons.
- Subjects other than English are used effectively to develop literacy skills.
- Provision for personal, social and health education and citizenship is good.
- The hall space limits pupils' learning opportunities in physical education and in the range of after school sports club offered.

Commentary

26. The broadly satisfactory curriculum that was in place at the time of the previous inspection has been improved well. It meets all statutory requirements and pupils of all abilities and backgrounds have equal access to all activities. Religious education and daily acts of collective worship are provided in accordance with the locally agreed syllabus.
27. Pupils with special educational needs are provided with very good quality extra support from the special educational needs co-ordinator. Individual educational plans are tailored to the needs of each pupil in literacy and numeracy and in relation to behaviour support.
28. There are no pupils at the early stages of learning English. Pupils from ethnic minorities are valued and made to feel special, for example, in religious education lessons as they explain their own feelings and beliefs. In every aspect of school life, this is an inclusive school for all pupils.
29. The curriculum is planned well and gives pupils good opportunities to explore the links between subjects. For example, in Year 5 English lessons, when the history topic on Ancient Greece was used effectively to practise reference and research skills in preparation for individual talks.
30. The previous report stated that personal, social and health education was not taught throughout the school. Provision is now good, overall. This area of the curriculum is now timetabled weekly in all classes and is a very popular subject with Year 6 pupils because the topics discussed have relevance to their lives. There is satisfactory provision for teaching sex education and a good programme is in place for countering the misuse of drugs.
31. The school's provision for enrichment opportunities is satisfactory overall. The programme of visits and visitors is carefully planned to enrich the learning that takes place in lessons. Residential visits, for example, are planned to give pupils chances to practise social skills in a safe environment, and to use the skills learned in the classroom in practical situations whilst

on field trips. After-school activities are broadly satisfactory, but there are no specific girls' sports available and some activities are confined to specified year groups.

32. Overall, the school's resources for learning are good. Resources for religious education are now good. The internal and external accommodation is good overall, and secure access is available for physically disabled pupils. Pupils' work in physical education and the opportunity to provide a greater range of after school sports clubs is limited by the hall space.

Care, guidance and support

The school's arrangements for pupils' care, welfare, health and safety are **good**. Pupils receive **good** support, advice and guidance. There are **satisfactory** opportunities for pupils to be involved in and to influence the school's work.

Main strengths and weaknesses

- All adults know and support boys and girls of all ages well.
- Pupils like school and are very content with the care and guidance they receive.
- Pupils' views are valued, but there is no process for seeking their opinions on a regular basis.
- Transition arrangements from the infant school are very good.
- All staff have not received training in child protection.

Commentary

33. The school is a happy community in which pupils say they enjoy most of their lessons and feel safe and well cared for. A discussion with a physically disabled pupil and his carer who attend part-time from a nearby special school indicate that he is happy to attend and really enjoys music where he can bang a drum! Pupils say that everyone in the school is friendly and that name calling or bullying is rare. Pupils from minority ethnic backgrounds equally state that instances of racist name calling are rare.
34. Teachers monitor pupils' personal development well, through discussion and because they take time to get to know the pupils in their care. This ensures a good level of guidance is available on a day-to-day basis. The headteacher, in particular, demonstrates a very high level of commitment towards the care of all pupils, including those with special educational needs and disabilities. Pupils appreciate that their work and the effort they put into it are valued and celebrated. They cite the rewards such as the medals they receive and the Golden Class as "brilliant!" Relationships with pupils are very good and when teachers notice or are told pupils are having difficulties they take action quickly to put matters right. Pupils confirm teachers will help them with their work and that there is an adult they can talk to if they are unhappy. An older pupil commented, "Teachers say they are there for you and they are".
35. In discussions with inspectors pupils were willing and very eager to talk about what they enjoyed about school and where they thought improvement could be made. It is evident that they think highly of the school, their teachers and the headteacher. This is summarised in the words of one of the older pupils as "This school is wicked". As part of the school's daily routines all adults in the school take time to talk to pupils. In lessons, teachers listen to and value what pupils have to say. 'Circle Time'² in particular is used very well to encourage pupils to express their views. There is no system, however, to formally seek their opinions on a regular basis, and so the school is not able to take their views into account when agreeing priorities for improvement. The school acknowledges the need to address this aspect.

² During Circle Time pupils discuss a wide a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

36. The school has agreed policies and satisfactory practices relating to child protection and health and safety. Any issues or concerns are clearly dealt with extremely sensitively by the headteacher or the special educational needs co-ordinator. However, the school is aware that not all adults who work in the school have received recent child protection training. Health and safety, especially risk assessment, is given high priority by the headteacher and the site supervisor. Audits are regularly undertaken, but the governing body is not sufficiently involved in this aspect of the school's work.
37. There is very good liaison with the infant school that shares the school site. Many joint activities and regular visits by staff and pupils of both schools take place. This means that transition into Year 3 is relatively seamless. A fact confirmed by current pupils in this year group.

Partnership with parents, other schools and the community

The school's partnership with parents and links with the community are **good**. Liaison with schools and other education providers is **satisfactory**.

Main strengths and weaknesses

- Day-to-day written information is very good.
- Parents find the school really approachable.
- Teachers keep very detailed records about pupils' progress, but these are not reflected in the annual written reports.
- Links with the community improves the quality of pupils' education.

Commentary

38. The contribution that parents make both to the school and their children's education is very much valued by staff. Although relatively few parents help in school and there is no parents' group, support for all school events, including fund raising, is good. Parents are encouraged to come in or telephone the school, if there are issues to discuss. Many use the informal opportunity to talk to teachers and the headteacher at the end of the school day. This means that any concerns are quickly addressed, and parents appreciate this. Discussions with parents both before and during the inspection indicate they hold the school in high regard. They find the school welcoming and are content that their children flourish in a happy atmosphere. Although parents' views are sought informally, the school acknowledges the need to seek them in a much more systematic way.
39. Very good quality information about all aspects of education is regular, practical and helpful. This means that parents are able to support homework activities fully, which in turn has a positive impact on the achievement of their children. A feature of particular note is the detailed records that teachers keep, that indicate each individual pupil's strengths and points for development very clearly. These are shared with parents if they attend the progress evenings. A weakness in this very good system of record keeping is that if parents do not attend the meeting, they do not receive a similar high level of detail in the annual written progress reports.
40. Pupils talk enthusiastically about the educational visits they have made into the wider community, which help them to learn about a range of issues. They also talk equally enthusiastically about the residential visits that they can take part in. Pupils' experiences are broadened by all these opportunities. Members of the nearby community attend concerts and school productions. They also share their experiences with pupils, for instance, during a survey of views about the locality. Pupils also participate in events in the community, for instance, carol singing in the church or at local care homes for the elderly. These opportunities also make a significant contribution to pupils' personal development. There is very good liaison with the nearby infant school and this ensures the almost seamless transfer of pupils into Year 3. A good relationship has been established with the nearby special school and one of their pupils spends part of the week attending lessons at Shelton Junior School. Links with the local secondary schools are satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**, overall. The leadership of the headteacher is **very good** and that of key staff is **good**. Both the effectiveness of management and governance are **good**.

Main strengths and weaknesses

- The headteacher provides a high quality and happy learning environment.
- Self-evaluation procedures are good and are used well to plan for further improvement.
- All staff with management roles carry them out effectively.
- Special educational needs are managed effectively.
- A strong emphasis is placed on continuous professional development.
- The governors know their school well and have a vision for future improvement.
- Financial management and control are very good.

Commentary

41. The headteacher has a clear vision for school improvement. His high aspirations are clearly reflected in the school improvement plan, and in the strong teamwork of the staff, well supported by the governing body. Staff and governors work well together to evaluate the performance of the school in all areas, and draw up the school improvement plan. The headteacher's belief in raising standards by using the expertise of all staff and sharing best practice is effective. The new leadership structure of two assistant headteachers provides good support for the headteacher, and the post holders lead their teams well. The effectiveness of the aims and vision for the school is demonstrated in the way standards have risen and in pupils' very good attitudes, good behaviour, and strong commitment to their school. The attention given to the provision of equal opportunities and to the full inclusion of all pupils in all activities is good.
42. The school's view of the most significant aids to raising achievement, such as the quality of teaching and the impact of the school's self evaluation and the support from the local education authority is perceptive. The school evaluates its own performance well, for instance by tracking the performance of pupils in English and mathematics and acts on the outcomes. This has resulted in the focus on raising standards and on professional development.
43. The management team and subject leaders regularly review their work and the outcomes contribute to the school improvement plan. The leadership team is trained to monitor teaching and learning in order to evaluate performance and identify areas for improvement. Subject leaders have a good understanding of how to lead and manage their subjects. As not all subjects have individual leaders, they are covered satisfactorily by a management team. Several subject leaders are new, and do not yet have a firm view of standards and achievement in their subject. Nevertheless, good management has ensured that they are allocated time to gain this knowledge and understanding. There is a regular cycle for reviewing the curriculum, but with a considerable length of time between each review cycle, making it difficult to respond quickly to new initiatives.
44. Special educational needs are managed well. An audit has been carried out to gather the views of parents, pupils and support staff and this is shaping future practice. Training has been provided for staff and non-teaching staff and a booklet provided to help them understand what they can do. Parental involvement is already apparent on pupils' individual education plans and the views of pupils are to be included.
45. The provision for the professional development of the staff is very good. All activities are included in the school improvement plan. Performance management is in place for all staff and

is sensibly based on current priorities. There is strong emphasis on developing the skills and utilising the talents of all members of staff for the benefit of the pupils.

46. The governing body has a good understanding of the school's strengths and knows where improvements are needed. They play an important role in supporting and tracking new developments. The chair of governors is knowledgeable, and provides good leadership. Governors gain informed knowledge of the work of the school by acting as 'governor of the month' linking with particular subjects and visiting classes. New governors attend training to enable them to carry out their role and responsibilities effectively. Governors ask questions of the school and confidently challenge its' thinking on contentious issues. However, governors need to become more involved in monitoring health and safety issues. The finance committee brings good working knowledge and experience to bear on decisions regarding the efficient management of the school budget.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	579,952	Balance from previous year	59,205
Total expenditure	583,154	Balance carried forward to the next	68,353
Expenditure per pupil	2,277		

47. Financial control is very good, and systems are efficient and effective. The school budget is efficiently monitored and the principles of best value are rigorously applied to all budgetary decisions. The budget is fully linked to strategic planning. The large surplus has been accrued in order to fund the new management structure and new ICT equipment and facilities. The day-to-day administration of the school is good, and ensures the school runs smoothly.
48. Improvement since the previous inspection is very good. The school has improved the role of the key staff, senior management team and subject leaders and the governors now meet all statutory requirements. The inspection team's judgements agree with those of parents who find the school well led and managed.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

The provision in English is **good**.

Main strengths and weaknesses

- Pupils in Years 5 and 6 achieve very well.
- Speaking and listening skills are above average.
- Reading skills are above average by the time pupils leave school.
- Lessons are well planned.
- Standards have improved significantly since the previous inspection.

Commentary

49. Pupils achieve well overall and very well in Years 5 and 6 where pupils were below average at age seven. The previous report stated that standards were below average in all aspects of English except speaking and listening. The school has addressed these issues well, so that standards overall are now above average with pupils reaching higher standards in reading than writing in the tests. Bi-lingual pupils, and those with special educational needs, achieve as well as others because they are fully supported and included in lessons.
50. Pupils' speaking and listening skills are above average. Even so, teachers take every opportunity to enhance pupils' vocabularies further and encourage confidence in speaking through insistence that pupils use whole sentences when answering.
51. Reading skills have improved considerably since the previous inspection. Reading standards are above average. All pupils reach an average standard with many pupils reading above this level with confidence and expression. By the time pupils leave the school they confidently extract information from a range of book and non-book texts. Pupils of all ages are enthusiastic readers and have their own collections of books. Most are supported at home in their love of books through adult encouragement and family library visits.
52. Writing skills were below average at the time of the previous report because handwriting and presentation were unsatisfactory, writing included only a limited range, and spelling, punctuation and vocabulary development were weak. Whilst the school recognises that standards in writing still require attention and development, there has been good improvement in all areas and standards are now above average. The presentation of work, even where handwriting is a weaker element, is good. The majority of pupils write neatly in a pleasant joined script. The use by the school of national guidelines for writing ensures that all pupils write for a variety of purposes during their time in school. Higher attaining pupils produce work that includes well-chosen words and phrases that aim to excite the readers' interest. Narratives, reports and stories are drafted and developed successfully, usually with satisfactory attention to punctuation, spelling and the use of paragraphs. Within the bigger picture, spelling is a comparative weakness because sometimes pupils have not fully grasped spelling rules, do not check spellings with dictionaries, or are merely careless.
53. There have been dramatic improvements in teaching since the previous inspection. The quality of teaching is now good with some instances of very good practice. This is the primary reason why standards have also risen. Planning is good overall. The purpose of the lesson is shared with pupils and work is relevant to their needs. Consequently, pupils are properly challenged, the work is interesting and the pace is brisk. Relationships are very good and this allows teachers to use humour with no loss of control. In very good lessons the teacher's enjoyment of the subject shines through. The very good working atmosphere gives pupils the confidence

to put forward their ideas and comments in the safe knowledge that neither classmates nor the teacher will ridicule 'incorrect' ideas.

54. Assessment data is recorded for individual pupils, and their performance is tracked effectively over time. But all teachers are not yet using information to best effect to ensure that pupils consistently receive tasks matched to their need. Assessment strategies are currently being devised, aimed to tackle this weakness. Older pupils know the national test level they are aiming for, but generally pupils are not given short-term targets to help them understand how to improve their work. The marking of work is regular and encouraging. When the school system is used effectively, pupils are informed of what they need to do in order to improve current work and standards.
55. When the school was last inspected the previous subject leader did not give a clear lead, nor act as a role model for colleagues. There was no clear plan for the development of the subject. The recently appointed new subject leader is clearly addressing these weaknesses in provision, and leadership and management are both good. She has carried out an audit of resources and practices and has put together a programme for improvement. High on the agenda is the setting of individual targets for pupils and liaison with the assessment co-ordinator to improve the use of assessment in lesson planning.

Language and literacy across the curriculum

56. Teachers make good use of pupils' speaking, reading, writing, reference and research skills across the curriculum. Oral work during mathematics lessons encourages pupils to use their speaking and listening skills to explain their answers and ensure they understand their tasks. There are good examples in all subjects because the links between the use of literacy skills and other subjects are brought to pupils' attention.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards have risen and are now above average.
- Pupils achieve very well.
- Teachers use their good subject knowledge effectively to provide enjoyable and motivating activities.
- Pupils work co-operatively and behave well.
- Pupils of different abilities are often expected to do the same written work.
- Pupils are not always aware of what they need to do to improve their work.
- The subject is well led and managed.

Commentary

57. When Year 5 and 6 pupils entered the school, their mathematical skills were below those normally seen at the age of seven. They work hard and their achievement over time is very good. By the time they leave the school, pupils of all ethnic groups attain standards that are above the national expectations for their age. This is due to good teaching that captures pupils' interest and enthusiasm for mathematical activities. The school expects a significant number of pupils in the current Year 6 to attain the higher level in the national tests this year. The inspection team agrees. All pupils are fully included in all activities. They co-operate well and willingly help each other, for example, when discussing how to solve a problem with their 'buddy partner'. Pupils behave well and work hard on their tasks. Those with special educational needs make good progress because they are supported well.

58. The quality of teaching and learning is good overall, and is often very good. Lessons are well planned and organised to cover all elements of the mathematics curriculum. Pupils meet a range of problems that enable them to reinforce and consolidate their mathematical knowledge and understanding in practical situations. Throughout the school, pupils are grouped for mathematics lessons with others of similar ability. This is effective in moving learning forward. By Year 6 pupils have secure knowledge of the number system, and use this well in all mathematical activities. They built varied two and three-dimensional shapes, and then calculated the area and perimeter. More able pupils calculate quickly and accurately, but others do not have such speedy recall of multiplication facts and this slows their work. Most pupils convert percentages to fractions, and carry out the reverse operation competently, although less able pupils find this difficult. Teachers provide questions directed to pupils of different ability levels in mental and oral work. However, pupils are often all given the same written work, which can prove too challenging for some whilst not stimulating the more able. In the occasional lesson where the pace slows, pupils quickly become restless and do not learn well. Many opportunities are provided for pupils to reinforce and consolidate their knowledge and understanding of mathematical concepts during lessons and regular homework. This has helped to raise standards.
59. During the inspection computers were not observed supporting pupils' learning in mathematics lessons. However, pupils' previous work shows that they have used graphs and spreadsheets during lessons in the computer suite.
60. Overall, assessment and evaluation procedures are satisfactory. Pupils' performance is tracked effectively over time. Work is marked well using the school system, and positive comments are used to encourage pupils. Regular testing enables teachers to know the levels their pupils reach, and Year 5 pupils responded enthusiastically when the teacher reminded them of their forthcoming tables test. Older pupils know the national test level they are aiming for, but generally pupils are not given short-term targets to help them understand how to improve their work.
61. The subject is well led and managed. The knowledgeable subject leader has drawn up a perceptive action plan setting out strategies for improvement, for example, the current focus on mental activities at the start of each lesson. This has been incorporated effectively into the school improvement plan. The co-ordinator has some release time from class to monitor teaching and learning. The feedback and outcomes are used well to improve the quality of teaching by, for example, informing performance management targets and identifying relevant professional development. This has contributed to the pupils' very good achievement. There remains a strong commitment to further improvement throughout the school, spurred on by the drive and enthusiasm of the subject leader, supported by the headteacher and new senior leadership team. These factors have led to good overall improvement in mathematics since the previous inspection.

Mathematics across the curriculum

62. Provision is good. Pupils' mathematical skills support their activities in many other subjects. They are expected to measure accurately in science and in design and technology. Asymmetrical two and three-dimensional shapes are created in art and design and physical education. In geography, pupils calculate the lengths of rivers. They use their knowledge of negative numbers to plot temperature graphs in science.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- Pupils' achievement at the end of Year 6 is very good.
- The school has much improved standards and provision since the previous inspection.

- The quality of teaching is good.
- Good emphasis is placed on investigative work, although higher attaining pupils are not given sufficient opportunities to control their own work.
- The use of assessment is an area for development.
- The subject leader has a clear vision for future improvement.

Commentary

63. Inspection evidence shows that current standards are above the national average. Pupils in the current Year 6 achieve very well, despite entering the school below average at age seven. Elsewhere all pupils, including those from minority ethnic groups, achieve well. Members of staff have worked hard since the previous inspection, to correct the weaknesses in provision. In the 2003 national tests standards were well above average. The percentage of pupils reaching the higher levels in the national tests has greatly improved and pupils from Year 3 onwards have good knowledge of fair tests.
64. A very good feature of the school's approach to science is that practical investigations have been developed effectively across the school. Pupils are expected to look carefully and to record the results of their observations using scientific language. They predict possible outcomes for investigations, knowing that a prediction is not a guess because teachers require reasons for their decisions. Older pupils are able to say why tests are repeated to confirm their validity. However, pupils are not yet given opportunities to identify possible areas for investigations and to devise the means of exploring them.
65. The quality of teaching and learning seen was good overall, and very good in Years 4 and 6. Pupils' attitudes to science are very positive because they always have something interesting to do. Concentration on tasks is high and learning is good. Teachers have good subject knowledge and this enables them to ask relevant questions and to welcome pupils' questions and comments. Pupils are aware that their ideas are welcome and that they will not be ridiculed for incorrect answers or comments. Lessons are appropriately lively and the pace is brisk. During practical sessions pupils co-operate in sharing equipment, tasks and ideas and collaborate well in decision-making. Teachers ensure that pupils with special educational needs are supported effectively in mixed-ability groups. Higher attaining pupils are given extension work to help develop their ideas.
66. Overall, leadership and management are good. The subject leader has good subject knowledge and has been a very good role model in raising awareness and standards since the previous inspection. She has recognised the need to develop assessment as a tool for even more effective planning and is currently trying out the use of individual targets with pupils in her class. This work also involves higher-attaining pupils in trials to plan and carry out their own investigations. A good range of resources has been gathered together. The school grounds are used well and educational visits to scientific sites enrich experiences and enhance understanding. However, teachers do not have access to suitable ICT equipment to reinforce pupils' learning until the new equipment is in place.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Lessons are well planned and managed.
- Pupils' research skills are promoted well.
- The ICT technician is effective in getting lessons off to a prompt start.
- The ICT room is not easy for teachers to work in.
- Leadership and management are good.
- The use of the computer suite by Year 2 pupils provides effective links with the infant school.

- Assessment is at an early stage of development.

Commentary

67. At the time of the previous inspection, the school had one of the first computer suites nationally and this allowed pupils to achieve much more than was common six years ago. The team's judgements showed that standards were above average and pupils made good progress. Since that point resource provision has largely stood still. Improvement therefore is satisfactory.
68. Standards are average by Year 6. All pupils, whatever their abilities, gender or ethnicity achieve well because teaching is effective and learning is good. Teachers' subject knowledge is good and specific vocabulary is identified and explained in lessons. Lessons start without fuss or argument because the pupils work in established pairs and the clever positioning of the seats tells pupils clearly who is first to use the keyboard. Teachers use pupils to demonstrate skills whenever possible and this is effective in building up their confidence and self-esteem. Pupils with special educational needs are supported well by adults and their classmates. The custom of working in 'buddy pairs' means that there is always someone to ask if pupils get stuck.
69. The ICT technician prepares the suite for each lesson ensuring that computers are working and that any extra equipment, such as clipboards is available. His presence in the suite means that pupils have appropriate supervision when they go there to work independently.
70. Resources are satisfactory at present, but are shortly to improve markedly as part of the school's improvement plan. After the current inspection the school is to install interactive whiteboards, upgrade programs used on computers and have 12 laptops available for use in classrooms. This move will speed up pupils' learning in other subjects as well as ICT. The school retains its two computer rooms.
71. The main computer suite is difficult for teachers to use because it is also a library. The library bookshelves make it difficult for adults to see all pupils at any given time. This problem will be resolved in the general upgrade of facilities. Pupils from the adjoining infant school use one of the computer suites twice a week. This makes for seamless progression in their learning when they become juniors, as they are already familiar with the equipment.
72. Leadership and management are good. The subject leader is relatively new to the post. However, a satisfactory scheme of work has been purchased and introduced to teachers. Useful workcards have been created for each unit of work that remind pupils of tasks and teachers of teaching points. Lessons have been observed by the co-ordinator to establish standards of teaching and pupils' views have been sought to check their learning. A useful portfolio of pupils' work has been established to provide guidance to teachers on what they need to cover during the year. All staff including teaching assistants have been trained. An Internet policy is in place to safeguard pupils' safety when they search the Internet. Assessment is being satisfactorily developed to check pupils' learning at the end of each unit of work.

Information and communication technology across the curriculum

73. Overall provision is satisfactory. Good cross-curricular links have been set up in science, history and geography and pupils frequently use their research skills in these subjects. There are satisfactory links with other subjects, such as English and mathematics.

HUMANITIES

74. It was not possible to make a judgement about provision in **geography** as no lessons were taught during the inspection. However, examination of pupils' previous work and discussion with pupils indicate that teaching and achievement is good and standards are better than

average. Topics are covered in depth because enough time is allocated to geography. Work is marked well. Pupils learn and use correctly important key skills and geographical vocabulary. They have first-hand experience of the local area and their visit to Derby allowed them to make good use of their skills in numeracy as they compiled graphs. Pupils' ICT and literacy skills are also developed effectively as they research the contrasts and comparisons between life in Shelton and life in India. The subject leader is effective and recognises correctly that assessment is the next area for development. However, pupils are satisfactorily involved in evaluating their own learning when they are asked to say what they liked or disliked about the topic studied.

History

Provision in history is **good**.

Main strengths and weaknesses

- Standards are better than expected nationally and achievement is good.
- Teaching is well planned overall, and is very good in Years 4 and 6, where the pupils observed had the opportunity to show their initiative.
- Resources are good.
- There are good opportunities for pupils to collaborate.
- The subject makes a good contribution to pupils' moral, social and cultural development.
- There are good links with other subjects.

Commentary

75. Improvement since the previous inspection has been good. Standards have risen and are better than expected nationally by Year 6. The achievement of girls and boys of all abilities, including those with special educational needs, is good.
76. Teaching and learning are good, overall. Teachers have a secure grasp of the subject and obviously enjoy teaching it. Resources are good and good quality texts are accessible to pupils. Displays and tasks support pupils' understanding of chronology. Time is used well in lessons, with deadlines set to focus pupils' minds on their tasks. Teachers use checklists well to ensure that pupils make effective use of report writing skills that they have previously learnt in literacy lessons. Work is marked skilfully and pupils receive clear pointers about how to improve their work. Pupils with special educational needs are well taught. For instance, in a very good lesson the teacher's dramatic reading of the text considerably enhanced their understanding.
77. Topics are covered in depth and there are good cross-curricular links to subjects, such as geography, art and design and design and technology, to consolidate pupils' learning. For instance, in their topic on the Greeks, pupils studied maps and made the type of helmets, plates and urns which the peoples in those times might have used. Year 6 pupils successfully use their knowledge of what happened in one topic to predict what might happen in another era. Their ICT skills are used effectively to research their projects and to type up their findings. Pupils' attitudes and behaviour are good and their work is presented well.
78. History makes a good contribution to pupils' social development. There are many effective opportunities for pupils to co-operate, for instance, when Year 5 boys and girls worked in groups of mixed-ability and ethnicity to sort out statements reflecting Greeks and Trojans lifestyles. There are also good opportunities for pupils to show their initiative as they put together their presentations with an eye to pleasing their audience. Pupils' good speaking skills are used successfully to provide audible and lively presentations for their peers. Year 4 pupils had very good opportunities to evaluate their classmates performance and to say what they had learnt from it. Through studying topics such as the Tudors and the Victorians pupils' moral

development is also effectively promoted. They begin to understand that boys and girls did not always receive equal treatment, and begin to empathise with the poor people's lifestyle.

79. The subject is well led and managed. The subject leader has a clear grasp of what needs to be done next to improve provision further. Well-planned visits and visitors enhance pupils' learning. Assessment is at an early stage of development.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Standards in Year 6 have improved.
- Pupils have a secure knowledge of Christianity, but know less about other world faiths.
- Insufficient use is made of assessment to ensure pupils' understanding.
- Variable links are established with learning in personal and social education.
- Pupils are helped to understand the need to belong to a variety of groups, especially their families, and to tolerate the views and beliefs of others.
- During lessons pupils show good attitudes towards the subject.

Commentary

80. The previous report stated that attainment by Year 6 was below that expected by the locally agreed syllabus. There has been good improvement since that time. Pupils now achieve well and attainment is now in line with the expectations of the locally agreed syllabus throughout the school.
81. Pupils have a secure knowledge of Christianity, a factor that is very evident in discussions carried out during lessons. Scrutiny of teachers' planning and pupils' books shows that studies of Old and New Testament stories are a feature of each year group. By Year 6 pupils are able to ask questions about the motives of biblical characters, for example, why Judas betrayed Jesus.
82. During their time in school pupils learn about Buddhism, Hinduism, Islam, Sikhism and Judaism, gradually building up knowledge and understanding of aspects of religious practices, festivals, places of worship, holy books and cultures. In their studies of other world faiths pupils are given satisfactory opportunities to compare the festivals of different religions and to suggest reasons for why the celebrations occur. However, there are occasions when pupils are unable to attribute information to the correct religion. For example, some Year 6 pupils could not decide whether the Passover meal was to do with Islam, or Christianity or "something to do with monks". The lack of satisfactory assessment procedures, do not enable teachers to gauge accurately what pupils understand.
83. The quality of teaching and learning is good. Lessons are generally well planned for content and pupils are given interesting information because teachers' subject knowledge is good. However, better use could be made by some teachers of the links between skills learned in personal and social education, where pupils are properly encouraged to investigate their motives and feelings, and the exploration of motives within religious stories. Pupils in Year 6 see this lack of this opportunity as a weakness in provision.
84. Written work undertaken throughout the school shows that pupils are aware of the need to appreciate friendships and special places, belonging to family and other groups, and to be tolerant of the life styles and cultural differences of others. Teachers reinforce an appreciation of others' cultures by careful use of pupils of other creeds to explain their beliefs and festivals during lessons. During lessons the majority of pupils are willing to contribute their ideas and comments. Presentation of written work is above average, with carefully drawn illustrations

enhancing the text. Where worksheets are used they are suitable to add meaning to the written work.

85. Leadership and management of the subject are good. Resources are good in quality and quantity.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

86. In the one lesson seen in **art and design**, pupils were challenged effectively to use observation skills to draw a human figure. The observation and drawing skills taught through art and design are used to good effect in other subjects, particularly in science where, in Year 6, accurate drawings of sections of fruits enhanced pupils' understanding of structures. Pupils who studied Ancient Greece in history produced clay models of pottery styles showing satisfactory skills in their construction. Drawing and painting techniques are well taught as pupils produce work in the style of a range of artists. This aspect of learning has recently been enhanced by the newly appointed subject leader, especially in Year 5 where lively work has resulted from studies of Jackson Pollock's canvasses. It was not possible to judge provision, standards or overall teaching from this single lesson and scrutiny of pupils' previous work.
87. No lessons were seen in **design and technology**, but evidence shows that the satisfactory standards reported following the previous inspection have been maintained. Displays of pupils' work and their workbooks show that design skills are developed as pupils move through the school. Evaluation is a regular feature of learning, and pupils are given opportunities to reflect on results and to modify their work. Pupils clearly undertake research prior to beginning work on their own designs. There are good links with other subjects by the time pupils are in Years 5 and 6. For example, in the making of musical instruments pupils took account of learning about the modification of sound from science. The use of ICT remains an aspect of learning that requires development. It was not possible to judge provision or teaching from scrutiny of pupils' previous work.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Pupils enjoy music lessons.
- Pupils use their initiative to choose the music for assemblies.

Commentary

88. Standards are as expected for junior age pupils and achievement is satisfactory. Evidence was gained from discussions with staff, the quality of singing in assembly, and from teachers' planning and records. On the basis of just two lessons, an overall judgement on teaching is not made. Teachers' planning based on a nationally recognised scheme of work shows that all strands in the music curriculum are covered. Pupils use musical vocabulary, and Year 5 pupils correctly identified the *crochets* and *quavers* in a musical score. There is a suitable range of instruments. Year 3 pupils composed a four beat *ostinato* using untuned percussion instruments, and recorded their compositions using the correct notation. They recalled listening to the *ostinato* in a Beethoven composition. Pupils' showed good attitudes, happily shared instruments and worked well together. In assembly, pupils sing well to lively backing tracks and show a good sense of rhythm and timing in two part songs. Part of the reward system is for a class to choose assembly music. Pupils enjoy a wide range of music, and listen to traditional songs including '*Greensleeves*' and '*London's Burning*', as well as current popular songs. Some pupils have brass or woodwind lessons with the peripatetic music service. A choir sings for local elderly people at Christmas and has participated in local

festivals. There is currently no member of staff with specific responsibility for music, but the senior leadership team give satisfactory support.

Physical education

Provision in physical education is **satisfactory** overall.

Main strengths and weaknesses

- Good routines ensure lessons proceed smoothly and safely.
- Lessons are planned well, but in some lessons, too little attention is given to improving skills.
- Pupils show good attitudes and behave well.
- Not all teachers make the best use of limited hall space.

Commentary

89. Achievement is satisfactory and standards overall are as expected for pupils' ages. Because they are successfully encouraged to do so, pupils work together willingly. As *'critical friends'*, they evaluate each other's work sensitively and offer useful suggestions for improvement. This contributes well to their personal and social development. Pupils enjoy physical education activities. They understand the importance of preparing their bodies for exercise through warm-up activities, and move with good co-ordination, control and balance. They are fully aware of the need to work safely. Space is very limited in the hall and pupils are not always encouraged to spread out well, and this restricts the quality of movement. However, in gymnastics lessons, pupils express their ideas imaginatively through a range of appropriate movements. When asked to do so, they refine and improve their sequence of movements satisfactorily.
90. The quality of teaching and learning is satisfactory, overall. One very good lesson was observed during the inspection. The subject leader plans all lessons, and this good planning ensures that all pupils are presented with suitably challenging activities that keep them fully involved and actively learning throughout each lesson. Good routines ensure lessons proceed smoothly, and good attention is paid to safety. Pupils work co-operatively and help each other when assembling the large apparatus. In some lessons, not enough attention is paid to developing and improving pupils' skills such as landing well, or ending a movement sequence neatly. Satisfactory arrangements are made for teaching pupils to swim, and Year 3 pupils have swimming lessons for one term. However, because swimming is provided in Year 3 the school does not record how many pupils reach the expected level by Year 6.
91. The subject is led and managed well and the co-ordinator has a clear impact on what teachers teach in lessons. Overall, there has been satisfactory improvement in all aspects of physical education since the previous inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Improvement since the previous inspection has been good.
- Teaching is lively and well resourced.
- Good leadership and management have enabled the subject to move forward.

Commentary

92. The previous report stated that personal, social and health education was not taught throughout the school. It is high profile in the school development plan and is now taught for at

least one hour each week to all classes. Teachers also skilfully use relevant topics in other subject teaching, where they can enrich discussion and learning. Teaching is good and based on games and drama. There is a very enthusiastic, recently appointed subject leader in post. She has already reviewed provision and produced a policy and scheme of work that provides teachers with ideas for presenting individual topics. Pupils who were interviewed in Year 6 were very enthusiastic, stating that the work undertaken was relevant to their own lives and presented in an interesting, enjoyable manner. They were impressed by the messages from an anti-bullying theatre workshop. The programme of study for citizenship is developing well, and will be further enhanced when the plans for a school council are implemented.

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	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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