

# INSPECTION REPORT

**Shirley Junior School**

Southampton

LEA area: Southampton

Unique reference number: 116104

Headteacher: Mr M J Brogan

Lead inspector: Mrs Joan Boden

Dates of inspection: 12<sup>th</sup> – 15<sup>th</sup> January 2004

Inspection number: 257467

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:	
Age range of pupils:	7 -11
Gender of pupils:	Mixed
Number on roll	492
School address:	Bellemoor Road Southampton Hampshire
Postcode:	SO15 5XE
Telephone number:	023 80771434
Fax number:	023 80771434
Appropriate authority:	Local Education Authority
Name of chair of governors:	Mrs Yvonne Brooks
Date of previous inspection:	23.03.1998

## **CHARACTERISTICS OF THE SCHOOL**

Shirley Junior is much larger than most other primary schools with 492 pupils on roll. It draws its pupils from the full range of social backgrounds. The level of deprivation is higher than the below average entitlement to free school meals suggests. The vast majority of pupils are of white United Kingdom origin, with a small number of mixed race or other races. Nearly all these pupils have English as their mother tongue or are bi-lingual. Very few are at the early stages of learning English and have extra support. Pupils' attainment on entry is above average. A below average proportion of pupils is identified as having special educational needs and none has a statement of educational need. Most of those identified have social, emotional and behavioural difficulties, but a small number have either specific or moderate learning difficulties or difficulties with speech and communication. Teacher mobility is high as staff move on for promotion. In the past two years, six newly qualified teachers have been appointed. The school has been recognised as doing well in several areas and has been awarded Beacon status. It has received two achievement awards in recent years in recognition of its success in national tests and a Healthy Schools award in 1998.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12301	Mrs J Boden	Lead inspector	Science Educational inclusion Special educational needs
9880	Mr A Comer	Lay inspector	
2911	Mr E Steed	Team inspector	English English as an additional language Art and design Design and technology
4099	Mr R Braithwaite	Team inspector	Mathematics Information and communication technology Geography History
32372	Mr G Davies	Team inspector	Music Physical education Religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Under the excellent leadership of the headteacher, this good school is improving. The constant monitoring and evaluation of teaching and learning ensure that lessons are challenging, which makes learning interesting and fun. Pupils achieve well because they are happy and behave very well in lessons. Standards overall are good and the school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils achieve well and reach well above average standards in English and mathematics and very high standards in science at age 11 in national tests, compared to all schools nationally.
- The headteacher's excellent leadership and the very good support of the senior managers and the governors keep the school on track to improve further.
- The school's commitment to pupils' social and moral development is reflected in their very good behaviour, their willingness to work hard and their keenness to take up extra opportunities offered.
- The pupils are at the heart of everything the school does. Pupils are looked after well and they are supported and guided well to achieve the best they can.
- In marking pupils' work in subjects other than English, teachers do not pick up well enough the careless mistakes in spelling and punctuation. As a result pupils do not realise the importance of applying the skills learned in English lessons across the curriculum.
- Some of the accommodation is too cramped.
- Although displays are attractive, they do not contain enough of the children's own work.

Improvement since the last inspection has been good. The key issues in the last report have been tackled well. The most significant improvements have been in the provision for pupils with special educational needs, the quality of teachers' marking and the tracking of individual pupils' progress to ensure that all pupils achieve as well as they can.

### STANDARDS ACHIEVED

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

*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 abilities achieve well.** The table shows that compared to all schools nationally, standards in all three subjects have been well above average for the past three years. Compared to similar schools, standards in English were not quite as high in the latest tests. The results in science, which were in the top five per cent nationally, are confirmed by inspection evidence. The standards of work seen in English and mathematics of the pupils currently in Year 6 are above average. Standards in music and physical education are above average.

Pupils' personal qualities, including their spiritual, moral and social development is **very good**. Social and moral development is very strong, and spiritual and cultural development is good. Pupils have very good attitudes to their work and behave very well both in lessons and around the school. They get on well together and have very good relationships with adults. Their attendance has improved since last year and is now good. However, attendance is still marred by some parents taking family holidays during term time. The school is doing its best to change this practice.

## **QUALITY OF EDUCATION**

**The school provides a good quality of education for all its pupils. The teaching is good overall** and much of it, particularly in Years 5 and 6, is very good or outstanding. Pupils are constantly challenged to do the best they possibly can. A strong feature of the teaching is the way pupils are encouraged and guided through well-focused questions to think and find answers for themselves. Staff know their pupils well and keep a careful check on how well they are learning. This enables them to plan work that has just the right amount of challenge to ensure that all pupils achieve as well as they can.

The curriculum is planned well, so that pupils enjoy a good variety of interesting ways of learning. There are good links between subjects, which makes learning more relevant. The use of the internet and CD-ROM to find answers, for example, not only increases pupils' knowledge, but also develops their literacy and research skills. Provision for music and physical education is strong. Pupils have good opportunities for extra coaching in these subjects through very good extra-curricular provision.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are very good.** Driven by the excellent leadership of the headteacher, there is an unremitting focus on raising standards and providing the best possible education for all the children. There is a very good team spirit and the staff are highly motivated. Management is very good because the workload is spread through very good delegation. The quality of teaching and learning is evaluated effectively and pupils' progress is tracked efficiently. Governance of the school is very good. Governors play a very full part in running the school. They have a very clear understanding of how well the school is doing and what it needs to do next. They are very supportive and appreciate the hard work of all the staff. This does not, however, stop them from asking challenging questions in order to move the school forward.

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

Most parents have generally positive views of what the school provides and achieves. The concerns expressed by a small minority of parents about the information they receive about their children's progress, whether their views are taken into account and the effectiveness of homework provision, are not substantiated by the inspection evidence. Pupils have very positive views. They regard learning as fun and appreciate the fact that their teachers have a sense of humour.

## **IMPROVEMENTS NEEDED**

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

- Improve teachers' marking of spelling and punctuation in subjects other than English;
- Make more use of pupils' work in displays so that they learn by seeing examples of good practice.

and, to meet statutory requirements:

- Make sure that the minor omission in the governors' annual report to parents is rectified.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Pupils **achieve well** in English and mathematics and standards are **above average** in both subjects. They **achieve very well** in science and reach **very high** standards. All pupils make good progress as they move through the school. There is no significant difference between the achievement of boys and girls.

#### Main strengths and weaknesses

- There is a strong emphasis on high standards in the core subjects throughout the school;
- Pupils with special educational needs, those who speak English as an additional language and those identified as gifted and talented achieve well because they are supported very effectively.

#### Commentary

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

Standards in:	School results	National results
English	28.7 (28.9)	26.8 (27.0)
mathematics	29.4 (28.8)	26.8 (26.7)
science	31.8 (30.8)	28.6 (28.3)

*There were 131 pupils in the year group. Figures in brackets are for the previous year.*

1. English, mathematics and science test results were consistently well above the national averages from 2000 until 2002. In the latest tests in 2003, English results fell slightly compared to similar schools, but nevertheless they were still above average. At the same time, standards in science rose even higher, so that they were in the top five per cent in the country. Over the past four years overall standards have risen more than in other schools in the country.
2. Taking the overall performance of boys and girls in all three subjects over the past three years, there is no significant gender difference. However, in 2003, whereas the performance of the girls dipped in English, the boys' performance improved significantly against the national trend. This was repeated in maths and science where they also outperformed the girls. The school has focused strongly on English since the last inspection, and the efforts are bearing fruit. The proportion of boys reaching the expected standard in writing has increased significantly in the last year. The disparity between reading and writing attainment is narrowing, and the difference in performance between boys and girls is small.
3. The reason for the high standards and the pupils' good achievement is the school's very strong commitment to getting the best out of each pupil. Setting in English and mathematics means that teachers can focus their lessons more effectively and lower attaining pupils can have more individual support and thus achieve well.
4. Boys and girls achieve as well as they do because they are tracked individually, and extra work is given to those whose learning needs a boost or who need to be stretched. In the past year, for example, the school has addressed the issue of boys' achievement very effectively. Although they were already doing better than boys nationally, they are now beginning to catch up with the girls. The most able pupils that the school identifies as gifted and talented achieve well because are given harder work in small groups.



5. Pupils with special educational needs are supported well in class and as a result they make good progress. Teachers keep a careful check on their progress and attainment and give them work that they can do but which also challenges them. In planning their lessons, teachers keep in mind the targets in pupils' individual education plans and make sure that they have suitable materials and resources to help them. Occasionally, at a parent's request, pupils are given special one-to-one tuition either before or after school. Pupils who speak English as an additional language also make good progress because of the good support they receive.
6. The school gives a high priority to music and this leads to some very good achievement, especially by those pupils who have extra tuition. Standards overall are above average. In science, pupils have high levels of skill, knowledge and understanding. This is brought about by an exciting curriculum based on first-hand practical experiences and very good opportunities for research. Pupils achieve at a satisfactory rate in ICT but the lack of planned opportunities to use computers prevents them from achieving better.

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

Pupils have **very good attitudes** to school and they listen and concentrate very well during lessons. They **behave very well**, both in and out of the building, and form **very good relationships** with each other and with members of staff. Pupils' spiritual, moral, social and cultural development is overall **very good**. Attendance is **good**.

### **Main strengths and weaknesses**

- Pupils enjoy school and consequently have developed very positive attitudes to their work.
- Behaviour in lessons and around the school is generally very good. There has been only one recent exclusion.
- Relationships are very good throughout the whole school community.
- Pupils treat visitors to the school with cheerful, friendly courtesy.
- Pupils' moral and social development is very good owing to the emphasis that the school places on these aspects of learning.
- Attendance is good, and is above the national average.

### **Commentary**

7. Pupils arrive at the school with good attitudes to their work and to school life. These positive features are fostered and built upon so that by the time pupils leave the school they have developed very good attitudes. This prepares them well for the next stage of education.
8. Pupils' behaviour is overall very good in lessons in all classes. This shows maintenance of the standards reported during the school's last inspection. Very good attitudes to lessons remain constant through the day. Consequently, lessons proceed at a good pace and pupils sustain concentration. There were no reported instances of oppressive behaviour during conversations with pupils. They state that if aggression does occur an adult deals with it very quickly. Pupils insist that they feel secure, safe and happy in the school. During playground sessions, boys and girls of all racial groups interact sociably. This is an inclusive school, the high level of racial harmony, stated in the last report, remains firmly in place.
9. All pupils have good opportunities to carry out routine jobs and they do these willingly. Older pupils, who have set tasks to perform, arrive on time and perform the tasks efficiently. Opportunities are given for pupils to show initiative, for example organising a stall for the school fete.
10. Pupils' personal development is very good because it reflects not only the very good relationships in the school, but also the many opportunities planned for social development. All adult members of the school community are active in promoting moral and social development. While spiritual development is good overall, opportunities are sometimes missed

to plan opportunities for promoting this aspect in daily lessons. Cultural development is well presented through subject teaching and relevant out-of-school activities. Pupils learn about other cultures through listening to first-hand accounts of the experiences of pupils from ethnic minorities on their return from extended holidays. The school does not, however, provide enough planned opportunities to gain more knowledge and understanding of the richness and diversity of modern British society.

11. Pupils are very quick to state and explain their pleasure in being in this school, and are very obviously appreciative of the part that their teachers play in their education. Pupils are actively encouraged to do their best in all school activities and respond by working hard. They feel that they have a say in the running of the school through their representation on the School Council. They understand that not all their ideas and suggestions can be acted upon, but are pleased that their suggestions are considered. This pleasure was evident at the time of the inspection because each class had recently been assigned a sum of money to spend on wet playtime games equipment.

## Attendance

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

Authorised absence	
School data	6.3
National data	5.4

Unauthorised absence	
School data	0.2
National data	0.4

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

12. The school makes significant efforts to encourage regular attendance and has halted the decline recorded over the last three years. There are still some parents who exceed the number of days holiday during term time that the school is willing to authorise. Pupils arrive at school punctually and lessons begin on time. There was one fixed-period exclusion during the past year.

### *Ethnic background of pupils*

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group

### *Exclusions in the last school year*

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
433	1	0
2	0	0
24	0	0
9	0	0
6	0	0
4	0	0
5	0	0
12	0	0
2	0	0
2	0	0
1	0	0
4	0	0
1	0	0
3	0	0
3	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Teaching and learning are at their best in the older age classes. Children throughout the school enjoy an interesting curriculum, with a very good range of activities outside lessons. All the adults in the school help pupils to become mature and there are good links with the community.

### Teaching and learning

Most of the teaching is at least **good** and there is some **outstanding** teaching, particularly in the older age classes. The combination of good teaching and an interesting curriculum fosters very good behaviour and very positive attitudes to learning. Teachers keep a careful check on how well pupils are learning, and plan work effectively to build on what they already know.

### Main strengths and weaknesses

- Most teachers adopt a confident and lively approach that captures the pupils' interest.
- Teachers are very good at ensuring that all pupils play a full part in lessons.
- Lessons are planned in great detail and at a brisk pace, so no time is wasted.
- Occasionally, teachers do not challenge pupils enough.
- Relationships are very good, so pupils behave very well and want to learn.
- Teachers develop pupils' vocabularies very effectively by using precise technical terminology.

### Summary of teaching observed during the inspection in 44 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5 (11%)	10 (23%)	17 (39%)	12 (27%)	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.*

### Commentary

13. Teaching has improved since the last inspection. There is now much more very good and excellent teaching and learning, and no unsatisfactory teaching was seen during the inspection. While there is very good teaching and learning in all year groups, it tends to be more common in Years 5 and 6. The learning is generally more challenging in the older age classes especially for the higher attaining pupils. This is an improvement since the last inspection. Pupils' work in English, mathematics and science is marked and assessed thoroughly throughout the school.
16. Teachers plan their lessons very effectively so that the learning needs of individual pupils are met. This leads to overall good learning because all the pupils are stretched. They adopt a lively approach and keep lessons moving at a good pace, which keeps the pupils interested and on their toes. They behave very well and are attentive in lessons because they know the teachers expect high standards of good behaviour. The effect of this good behaviour is that pupils usually achieve well in lessons.
17. Teachers explain clearly to pupils exactly what they are going to learn. Most teachers use probing questions to draw out what pupils already know, and make them think to take their learning forward. Pupils are challenged to explain their answers, and this helps them to consolidate their ideas. In a very few cases, teachers are too quick to supply answers instead of making pupils think for themselves. When pupils have difficulty in understanding, teachers are very supportive and lead them forward in small steps to a better understanding. Teachers

plan their lessons meticulously and use a good variety of readily-available resources to support learning.

18. Pupils with special educational needs are taught well. In planning lessons, teachers are mindful of the targets in their individual education plans and match work accordingly. The learning support assistants and the special needs co-ordinator make a very good contribution to the learning of individual pupils either through in-class support or on a one-to-one basis. Pupils who speak English as an additional language receive extra support, which allows them to have the work explained to them in their native tongue. This enables them to achieve well and keep up with the rest of the pupils.
19. Teachers' insistence on using the correct technical vocabulary ensures that the pupils understand the meanings of subject-specific words, and are confident in using them in writing and discussion.

**Pupils attain high standards in science because their learning is based on practical activities, which make learning fun.**

The science co-ordinator believes passionately that children learn best through relevant practical activities. The emphasis is very firmly on making learning fun. Rather than cramming pupils with factual information, teachers plan practical activities and constantly challenge pupils to work together to find answers to why things happen. A recent example that the children still talk about was during a topic on the digestive system. The co-ordinator cut up a sandwich and put the pieces in a clear plastic bag. She then added bile (food colouring), acid (vinegar) and enzymes (washing up liquid). The excitement that this generated and the ensuing discussion meant that the children had a much clearer understanding of the digestive system than if they had merely read about it.

### **Assessment**

20. Assessment in core subjects is of a good standard, and is thorough and detailed. Teachers have a battery of information from regular formal and informal tests, which are used to follow the progress of pupils very closely. Much of this information is used to plan the next stages of learning and to set individual and class targets. Teachers are particularly good at assessment during lessons, and encourage pupils to continually evaluate their own learning, often verbally. In most lessons seen, in mathematics, for example, pupils were asked to explain their thinking, and sometimes to indicate why they may have been wrong. Formal assessment in subjects other than English, Maths and Science, is much less detailed, although a more comprehensive analysis of progress is being piloted in ICT. Consequently, teachers are not so secure on their knowledge of pupil progress in these subjects.

### **The curriculum**

The school provides a **good** breadth of curricular opportunities and a **very good** range of enrichment activities for all its pupils. The quality and quantity of the school's resources to support the curriculum are **good** and accommodation is **satisfactory**.

### **Main strengths and weaknesses**

- Provision for equality of access and opportunity for all pupils is very good.
- There is very good provision for pupils with special educational needs.
- The effective links between subjects enable pupils to develop a deeper understanding of their work.
- The curricular enrichment and extra-curricular activities are very good.
- Subjects other than English are not used effectively enough to develop pupils' literacy skills.

### **Commentary**

21. The good curriculum evident at the last inspection has been maintained. 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 local Agreed Syllabus.
22. Provision for pupils with special educational needs is very good. This is a significant improvement since the last inspection when it was unsatisfactory. They are now taught effectively with the rest of their classmates because they are supported well in lessons. Good tracking of their progress in English and mathematics enables the special needs co-ordinator and the teachers to write individual learning plans with clear and realistic targets. On the basis of these plans, teachers provide appropriate activities that enable the pupils to achieve well and experience success.
23. Pupils who are at the early stages of learning English are provided for well. Key ideas are explained in their mother tongue and they are supported well in lessons. Pupils from ethnic minorities are valued and made to feel special. When they return from extended holidays, for example, they are invited to share their experiences with the rest of the class, and much of the work is based on these experiences. Teachers go to great lengths to help them to pick up on work they have missed.
24. The curriculum is planned well, with good opportunities identified for linking subjects. This makes learning more relevant and interesting to pupils, and as a result their learning is enhanced and their achievement boosted. A good example of this is the way history, geography, ICT and science are linked in Year 6 when pupils are learning about micro-organisms. They relate what they have learned in science to the other subjects by researching, for example, how people in Tudor times managed to preserve their food.
25. The school provides very good opportunities for enrichment. After school activities include sports such as cricket, tennis, football, tag-rugby and cross-country running and there are sporting links with local professional football and cricket clubs and with other schools. Pupils are keen to participate and this contributes to their good achievement and above average standards in physical education. There is extensive provision for extra music activities such as choir, recorder classes, junk percussion and instrumental teaching. Again, the take-up is very good and the benefits can be seen in music lessons. Pupils who take part have good music skills and knowledge, which teachers utilise effectively to encourage and support the rest of the pupils. The school orchestra meets before school once a week and achieves a very good standard of performance. Additionally, there are clubs for maths, art and chess. Those pupils attending the maths club are challenged very strongly and reach very high levels of knowledge and understanding. The work done by very pupils attending the art club is above average.
26. Overall, the school's resources for learning are good and meet the needs of both pupils and the curriculum well. In science they are very good.
27. The accommodation is satisfactory overall, but the library is unsatisfactory, and this limits pupils' opportunities for independent work. It cannot accommodate the complete stock of books and it is also used as a group teaching area. Therefore it is not suitable for day-to-day use as a place of reference and study. Some classrooms are small and do not easily allow the free movement of pupils during class activities. However, the teachers make the best possible use of the accommodation and good teaching means that pupils' achievement is not affected by these shortcomings.

### Care, guidance and support

Provision for pupils' care, welfare and safety is **very good**. Pupils receive **good** advice and support based on the close monitoring of their achievements and personal development. Pupils play an important part in the life and work of the school, and this prepares them well for later life.

## **Main strengths and weaknesses**

- Very good policies and practices ensure that the school is a calm, safe and healthy environment for learning.
- There is very good provision for pupils' personal development and pastoral care.
- The trusting relationships with adults make pupils feel secure.

## **Commentary**

28. The concerns of a small minority of parents who attended the parents' meeting about the induction of children into the school and about the 'fairness' of the house points system are not substantiated by the inspection evidence. Arrangements for settling the children into school and for their transfer to the secondary phase of education are good. Inspectors' observations indicate that the house point system is operated fairly. Pupils understand the system and also believe that it is fair.
29. Policies and procedures for child protection and for promoting the health, safety and general welfare of pupils are very good. Examples of this very good practice are the 'Be a pal at Shirley' initiative and the 'friendship club' for Year 3 and 4 pupils. Teachers and support staff know pupils and their families very well and cater for their needs very effectively. The planning of work to match their needs leads to good achievement. Pupils appreciate the fact that the school actively seeks and acts upon their views through the school council.
30. The school council, the house system and the celebratory assemblies give pupils ample opportunity to show initiative, accept responsibility and be recognised for their achievements, both in and out of school. The wide range of activities outside the classroom, including educational visits and visitors, all contribute significantly to the above-average attainment and very good personal development of pupils.

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

**Satisfactory** links exist between the school and parents. Links with the community and with other schools are **good**.

## **Main strengths and weaknesses**

- The expertise of members of the local community adds a further dimension to pupils' learning, particularly in music and sporting activities.
- The good links with other schools support pupils' personal development well.
- There is a very effective reading partnership with the local independent secondary school.

## **Commentary**

31. Parents who responded to the pre-inspection questionnaire or who attended the parents' meeting have generally positive views of what the school provides and achieves. The concerns expressed by a small minority of parents about the information they receive about their children's progress, whether their views are taken into account and the effectiveness of homework provision, are not substantiated by the inspection evidence.
32. The school's links with parents are satisfactory. The school is making efforts to involve parents in supporting their children's education through initiatives such as 'Keeping up with the Children' and the 'Share' scheme. However, these have not been in place long enough for the impact to be judged. A number of parents help out in lessons and with other school activities and there is a supportive Parent Teacher Association that raises additional funds through special events such as summer fairs. The involvement of pupils in organising and running

stalls makes a good contribution to their personal development. The information that parents receive about all aspects of school life and their children's progress is satisfactory. Pupil reports are in the process of being revised to give parents better information about children's progress and development. The governors' annual report to parents is well presented and informative but has a minor omission of statutory information. Parents appreciate the openness of the school and the range of opportunities they have to discuss issues with staff. Homework diaries are an effective means of two-way communication between home and school.

33. The school's links with the local community are good. There are strong links with the local church and with Radio Solent. Local residents and the local housing association are kept informed of school activities and invited to some school events. There are strong links with Southampton Football Club and with Hampshire County Cricket Club. These links are particularly valuable in combating the shortfall in outdoor accommodation. Links with the local business community are under-developed.
34. The links with other local schools, colleges and with Southampton University are also good and ensure that the school and its pupils benefit from shared expertise, smooth transfer arrangements, linked courses and involvement in teacher training. The very good reading partnership with the pupils at the local independent secondary school not only improves reading skills but also enhances pupils' social development.

## LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **very good**. The headteacher's **excellent** leadership gives a very good steer to the work of the school. The leadership of the recently appointed deputy and the curriculum leaders is **very good**. Very effective delegation of responsibilities and constant monitoring of teaching and learning ensure that management is **very effective** in the drive to raise standards. Governance is **very good**. The governors are very effectively involved in running the school. While everyone continues to work together so well and share the common purpose of wanting to do even better, further progress to higher achievement is assured.

### Main strengths and weaknesses

- The headteacher, supported very effectively by the deputy and other key staff, provides excellent leadership.
- The key co-ordinators are excellent practitioners.
- The contribution of the governing body to the leadership and management of the school is very good.
- The overall management of the school is very effective.
- All connected with the school share the same vision and commitment and work together very effectively as a team.

### Commentary

35. The key to the high standards reached in Shirley Junior School, and its very effective learning ethos, is the excellent leadership of the headteacher. His leadership style shows considerable vision and dedication to high achievement by pupils and adults alike. His close monitoring and constant evaluation give him a very clear idea of where improvements are needed in order to raise achievement. His knowledge of teachers' strengths has enabled him to give responsibility for the key subjects of English, mathematics and science to high quality teachers who lead by example. During the inspection, these teachers produced excellent lessons in their subjects. He has a wide knowledge of every individual in the school and knows many of the parents well. He is a support and guide to everyone, but most of all earns enormous respect from the pupils. In discussions with inspectors several pupils described 'the best thing about the school' as

being 'our head'. He also has the considerable ability of being a good listener and is more than prepared to consider suggestions and views of others, especially where improvement in the school is the focus.

36. The focus on improvement has led to the key issues in the last report being tackled well. The provision for pupils with special educational needs is now very good whereas it was deemed to be unsatisfactory. As a result these pupils achieve well. Close monitoring of teaching has resulted in better marking that gives pupils clear pointers for improving their work. The impact of this has been a significant improvement in English since the last inspection. Another factor in this improvement is the careful analyses of test results to identify skills that need improving and the differences in achievement between specific groups of pupils. This has led, for example, to a very significant increase in the proportion of boys reaching the level expected for their age in the national tests.
37. The very good management skills of the head are complemented well by the skills of the deputy headteacher. Her expertise in the management of the curriculum, and understanding of the need for all staff to be valued and have ownership of school development, promotes very effective team management in this large school. Senior managers and subject leaders are all involved in the considerable task of promoting innovation, maintaining high standards and communicating with a large number of staff. This they are doing very successfully, as inspectors continually noted high consistency in teaching methods and the management of pupils. It is also reflected in the continued well- above-average standards in English, mathematics and science achieved over several years.
38. The sense of purpose, drive for high achievement, and pride in the school is shared by a very good governing body. The governors are well organised, and well led by the Chair. They all accept responsibilities and work closely with members of staff, for example, in monitoring progress in all areas of the curriculum. They have a very good knowledge of the strengths and weaknesses of the school and have a good track record in challenging the managers of the school, as for example when examining the school development plan. They have a good perception of the need for 'best value' in the school, not just financial areas. Like the rest of the staff, the governors want the school to be 'the best', and are constantly striving to ensure that the school maintains, and if possible, improves its already high reputation in the local community.
39. Another strength of the leadership and management of the school is its ability to evaluate its performance, realistically. Improvement is always at the front of its thinking even in an area like teaching, which is already of a uniformly good standard. The consistent monitoring of teaching and learning in the school over time by the head and deputy has sharpened teaching. Performance management has been carefully linked to areas like induction of new staff (including several new to teaching), and professional development. A further link to performance management means that all members of staff have a clear idea as to how they are doing, what their targets for improvement are, and how the school will help and support them. Some of this is reflected in a much improved school development plan, which is now far more focused on the major priorities of the school. Staff development has been helped by the school's very good contribution to initial teacher training. As a result of their positive attitudes towards the training of student teachers, the managers have been able to make six teacher appointments in the last two years from candidates with whom they were already familiar through their teaching practice at the school. The very good induction procedures and the very effective monitoring and evaluation of teaching is helping these teachers to improve.
40. The school makes very good use of its financial resources. Priorities are clearly identified and the governors use the money at their disposal prudently. The school maintains a low contingency (rarely more than three per cent) since it is firmly of the belief that money should not be hoarded for 'a rainy day'. The current carry-forward figure of five per cent is misleading because some accounts are still outstanding. The day-to-day financial management and administration are carried out very effectively by the two staff concerned. This is in spite of a



very confined office space which is often operating as the hub of the school, and unreliable financial software which often hinders rather than helps them.

41. The successful leadership and management of the school have been recognised by the award of Beacon status. The extra funding that this brings is used very effectively to release senior teachers so that they can monitor and evaluate teaching and learning in their subjects and give effective support where necessary.

***Financial information for the year April 2002 to March 2003***

Income and expenditure (£)	
Total income	1,112,455
Total expenditure	1,120,681
Expenditure per pupil	2197

Balances (£)	
Balance from previous year	86,329
Balance carried forward to the next	60,098

# **PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES**

## **SUBJECTS IN KEY STAGE 2**

### **ENGLISH**

The provision for English is **good**.

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

- Achievement is good.
- Speaking and listening skills are above average.
- The lack of a dedicated library detracts from pupils' opportunities to pursue independent learning skills.
- Reading skills, including higher order skills, are above average by the time pupils leave the school.
- The quality of teaching throughout the school is good.
- The leadership and management of English are very good.

#### **Commentary**

42. Pupils achieve well and standards are above average. The last report stated that standards were average with little evidence of pupils achieving higher levels in any aspect of English. The school has addressed this issue well and currently deals very effectively with higher attaining pupils so that their standards overall are at least above average. There are a significant number of pupils in each year group who achieve above the expected level for their age. Bilingual pupils do just as well as the rest because they and their parents speak English fluently. Those at an early stage of learning English, having recently arrived in the country, have very good support. As a result, they achieve well. Pupils with special educational needs achieve very well because of the extra support they get both in lessons and in small withdrawal groups.
43. Pupils' speaking and listening skills are above average. Even so, teachers plan good opportunities to enhance the pupils' vocabularies even further. They also promote confidence in speaking through an insistence on whole sentence answers and oral contributions.
44. Reading skills have improved significantly since the last inspection, when there was little evidence of higher attainment. Reading standards are now above average. Despite the lack of a dedicated, well-stocked library area, by the time pupils leave the school they confidently extract information from a range of texts and know how to retrieve both fiction and non-fiction books from library shelves. Pupils are enthusiastic readers and they have their own personal collections of books. They readily discuss their favourite authors and genres. Most are supported at home in their love of books and are members of the local public library.
45. Although standards in writing have risen since the last inspection, it remains the weaker aspect of English. Handwriting and presentation are variable in quality. While many pupils write neatly and present tidy work, there is insufficient insistence in some classes on consistently satisfactory standards. During their time in school, pupils cover a good range of writing modes. Higher attaining pupils produce work that excites the readers' interest by well-chosen words and phrases. Stories and narratives are drafted and developed successfully, including correct use of punctuation and paragraphs. Unlike the time of the last inspection, pupils produce extended pieces of writing that show imagination and adventurous use of vocabulary. Higher attaining pupils generally spell most words correctly but other pupils are prone to making mistakes when they are well aware that they should use of a dictionary to check their spelling.
46. Pupils' behaviour and their attitudes to learning are very good. They settle quickly to their work and listen attentively to their teachers. Relationships are very good and this allows teachers to

use humour without the chance of loss of control. It also gives pupils the knowledge that they may put forward their ideas for consideration without the possibility of ridicule.

47. The quality of the teaching and learning seen was good overall, including instances of both very good and excellent practice. Planning during the inspection was good overall. Clear objectives were shared with pupils and the work given was relevant to their needs. Consequently, the pace of lessons was brisk, pupils properly challenged and learning made enjoyable. Individual pupils are catered for, and this aspect of planning is being strengthened by a revised assessment strategy and is set for improvement. Marking of work is regular and encouraging. At its best, marking offers written individual targets for improvement that supplement the class and group targets already made available. Not all marking currently achieves this high quality. Pupils with special educational needs, and those for whom English is an additional language, make good progress because their needs are catered for and well-informed learning assistants or their teachers support them well in their learning.
48. Leadership and management of the subject are very good. The co-ordinator has good subject knowledge and is an excellent practitioner. He has successfully raised the profile of literacy taught in English lessons. His monitoring of standards of teaching and learning in classrooms is enabling him to share good practice and improve the overall quality of teaching. The rise in standards since the last inspection is, in part, due to the analysis, by the subject leader, of national and optional test results undertaken by the pupils. This good practice revealed that additional emphasis was required in the planning and teaching of English, especially writing, in order to raise standards. Successive teachers have taken careful note of these requirements and have, thereby, raised and maintained standards over time. This has been particularly true for the boys who, against the national trend, are now catching up with the standards achieved by girls.
49. A weak aspect of provision is the lack of a sufficiently large space to house the school's book stock and other reference materials, including dedicated computers for research. Accommodation is cramped for the size of some class groups, but possible problems do not occur owing to good relationships and stimulating teaching.

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

50. Teachers make good use of pupils' speaking, reading and research skills across the curriculum. However, although pupils are given opportunities to write for different purposes in a range of subjects, careless mistakes in writing are not picked up in teachers' marking. This means that pupils do not make the link between the skills taught in literacy lessons and their use in everyday writing.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards by the end of Year 6 are above average overall, and a significant number of pupils attain well above average standards.
- Achievement by all groups of pupils across the school is good.
- Teaching and learning are consistently good across the school, with some very high quality teaching on occasions.
- Leadership and management are good.

### **Commentary**

51. The good standards of attainment by pupils in mathematics reported in the last inspection have been maintained, and improved upon in the numbers of pupils attaining the higher level 5. The school has maintained a high level of consistency over several years and is doing better than similar schools. There is good achievement by pupils of all abilities, with boys especially achieving better than boys do nationally. Although pupils with special educational needs often struggle to understand, they achieve as well as they can because of the very good support they get in lessons. Pupils with English as an additional language also achieve higher than might be expected because the work is explained to them in their mother tongue.
52. These good standards have been attained mainly by a combination of good teaching, good management and good monitoring of learning through effective assessment. Pupils are organised throughout the school into ability sets and work is planned for both groups and individuals at an appropriate level. Teachers plan carefully and work closely together in their year groups to ensure consistency of approach. As a result, for example, most teachers were observed encouraging the correct use of mathematical language by pupils. Pupils are also constantly invited to explain how they arrive at their answers, 'to work out  $86 \times 25$ , I multiplied 86 by 100, then halved it and halved it again.' (Girl in Year 6) They are also asked frequently if they can identify their mistakes and why they were wrong. In all of the ability sets, there is consistent rigorous challenge and high expectation by the teachers. If pupils achieve objectives, teachers move ahead rapidly because they are flexible enough to change their plan, as observed in a Year 4 class. If teachers think their pupils are not moving ahead as they should, they cajole, use humour, but still maintain the pace of their lessons until the response, 'I get it', is forthcoming. Then, for example, pupils in Year 6 can move on quickly from working out in their heads 20% of £470 and subtracting it, to calculating the value of VAT on an item costing £18.40. Teaching during the inspection, which is closely reflected by examination of pupils' work and results in school and national tests, is mostly good and occasionally very good or excellent. Teachers are confident in their subject and skills knowledge. This enables them to deliver their lessons in an interesting and lively way even when, as on most occasions, they do not have support.
53. The good assessment procedures in the school has identified a number of higher attaining pupils who are offered extra tuition and problem solving exercises through the gifted and talented policy. A small number of these older pupils were observed in a lunchtime club when, with only a little help, they identified the pattern in '2 to the power of, up to 50' so that they could work out the missing digits in 2003 xx.
54. Nearly all pupils enjoy mathematics. They concentrate hard and work well together and individually. They are respectful to each other and especially to their teachers with whom they have a very good rapport.
55. Pupils' presentation of their work is satisfactory. Marking is consistent and pupils have good, mostly verbal, opportunities to discuss their progress and difficulties. The leadership and management of mathematics by both the last and the recently-appointed co-ordinator, are good and the consistency of approach has been maintained, although new ideas and innovation are being encouraged.
56. While resources are generally satisfactory and used well, a significant number of pupils were observed sharing textbooks, and some did not have whiteboards to use in mental warm-up sessions. School management has already recognised these flaws, and this constant self evaluation is helping to maintain the standards and progress achieved.

### **Mathematics across the curriculum**

57. The basic skills of numeracy are taught well in all years, and are related well to problem solving of an every day nature. There is some evidence of the use of these skills in science and ICT, but the school has scope for encouraging wider and more frequent use of mathematics across the curriculum.

## SCIENCE

Provision for science is **very good**.

### Main strengths and weaknesses

- By the age of eleven most pupils reach well above average standards.
- Pupils' learning is enhanced very well because the work is firmly rooted in practical experiences.
- Teachers challenge pupils of all backgrounds and abilities to do as well as they possibly can.
- The subject is very well led and managed.

### Commentary

58. All groups of pupils achieve very well during their time in the school. By the age of eleven, all but a very small minority reach the standard expected for their age and most reach the higher level. Bi-lingual pupils and those at an early stage of learning English do just as well as the rest because of the very good support they receive. Pupils with special educational needs achieve very well because the work is adapted and modified to make it more accessible to them.
59. Pupils develop a very good scientific understanding because of the strong emphasis on practical work and research. They enjoy finding things out for themselves, whether searching for information on the internet or a CD ROM, or planning and carrying out their own investigations. As a result they work very hard. Pupils in Years 5 and 6 make sensible predictions based on their previous experiences and organise their tests to ensure that they are fair. The very good teaching, particularly in the older classes, supports them well in their work and encourages them to explore their own ideas. Teachers are particularly good at helping pupils to refine their investigations and thus move learning forward rapidly. They match work accurately to the needs of all pupils. Higher attaining pupils are expected to work much more independently, while those who find learning more difficult have extra support. It is instilled in these pupils that it is not necessary to be good at English in order to be a good scientist. One example used to support this view is the illustration of Leonardo da Vinci's many talents. This boosts their self-esteem and they respond well to the learning opportunities provided by hands-on experiences. Pupils at an early stage of learning English have concepts explained to them in their native language, so they gain a clear understanding. Pupils are confident in using the correct scientific vocabulary because teachers use it naturally in discussions. Pupils relate what they learn to real life situations while also developing their literacy skills, for example when putting forward an argument as to why some micro-organisms, such as those found in yoghurt are beneficial.
60. The high standards found at the time of the last inspection have been improved upon. This is due to the very good leadership and management by the curriculum leader. She is passionate about the subject and gives very good support to other teachers. Despite the high standards, she knows where improvements are needed. In her current action plan, for example, she has identified the need to develop the use of ICT.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **satisfactory**.

### **Main strengths and weaknesses**

- Resources have improved significantly since the last inspection and continue to do so.
- Teaching is also improving rapidly through the work of the support technician.
- Pupils enjoy working on computers, but do not have enough opportunities to do so.

### **Commentary**

61. Standards, as at the last inspection, are as would be expected. However, the wider picture shows that the school has kept up with the rapid pace of change in the subject. Resources have been enhanced dramatically, and teachers are growing in confidence in their ability to teach the higher level skills constantly being demanded by the developments in ICT.
62. The new suite is of very good quality and appropriate software is increasing rapidly through financial grants. In addition, the school management decided recently to appoint a part-time technician, which has proved of great benefit. Her expertise and support to teachers and pupils have benefited learning hugely. Preparation for lessons is consequently of a high standard and glitches inherent in modern technology are quickly dealt with.
63. However, the main problem for improving the learning of pupils is that they have insufficient time to hone their skills. Although all classes have one hour's session a week in the suite, the size of the school means that the suite is only available for a short time other than that timetabled. During the inspection, this time was unused by any pupils. There was also little evidence of the use of computers in classrooms during other lessons. Pupils do not have enough regular opportunities to practise and develop their skills through other subjects.
64. Pupils are very enthusiastic but the school does not do enough to capitalise on this enthusiasm. In the suite almost all concentrate fiercely on their tasks, work well with partners, and listen intently to instructions. They enjoy problem solving, as for instance when rearranging sentences describing how to run a bath (Year 4). A few show considerable confidence when making PowerPoint presentations, with evaluation, on the usefulness of the CDs on the Aztecs. Teachers in these lessons promote the use of literacy well in ICT, where good reading, speaking and listening skills are consistently encouraged. Pupils in Year 6 also have the opportunity to transfer their production of a school magazine on to computers.
65. Leadership and management of the subject are effective. The last co-ordinator produced a good file of lesson plans, which are used by all year groups. The recently appointed co-ordinator is working closely with the technician to audit resources and introduce a new assessment and evaluation procedure to which pupils will also contribute. All in the school have an embedded determination to improve, and there are clear signs of this in ICT. The school has identified areas for development, and is now well placed to move standards in ICT to the levels achieved in the core subjects.

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

66. Opportunities for using ICT across the curriculum are satisfactory. The rapid build-up of good quality software in all curriculum areas and of programmes for higher and lower attaining pupils are beginning to make a significant contribution to pupils' learning.

## HUMANITIES

67. It is not possible to make an overall judgement about provision in **geography** and **history** because there was insufficient evidence available during the inspection. The small amount of work seen was of a satisfactory standard and discussions with pupils indicate that pupils are almost certainly making steady progress and achieving at a satisfactory rate in both subjects. There is a satisfactory curriculum for all year groups and planning indicates that the needs of different groups of pupils are being met. The curriculum is enhanced by occasional trips within the locality and to places such as Brockenhurst, giving pupils opportunities to compare different areas. The study of other countries also helps the cultural development of the pupils. In both history and geography, the pupils' writing is not of the same standards as that seen in English. Handwriting, punctuation and spelling are often careless. Pupils' own work is not visible in displays in classrooms and public areas.

### Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- There are not enough opportunities for reflective writing in Year 3.
- There is a wide range of good quality resources to support the curriculum.
- The presentation of pupils' work is not as good as it should be.

### Commentary

68. Pupils' attainment is in line with the expectations set in the locally Agreed Syllabus. This is a similar judgement to that made in the last inspection. The school complies with statutory requirements and parents' rights of withdrawal are acknowledged through a clear statement in the school prospectus.
69. Teaching and learning are satisfactory overall. Lessons are well planned and specific learning objectives made clear to pupils at the start of the lesson. Teachers show good knowledge of the subject, and the school's provision of resources to support the subject is good. Teachers' expectations, particularly of the high attaining pupils, are not always high enough and insufficient opportunities are provided for pupils to reflect on what they hear and see. As a result, pupils are limited to making satisfactory instead of good progress. Pupils' attitudes to their work are good. For example, pupils in Year 6 were able to recognise the value in learning about several world religions so that they may better understand others' points of view.
70. The leadership and management of religious education are satisfactory. The recently appointed co-ordinator provides good support for teaching and learning and has a clear vision for the further development of the subject. For example, systems for monitoring teachers' planning and discussions with pupils have been introduced to raise standards. However, it is too soon for her actions to have had an impact on raising standards.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71. No judgement can be made about provision in **art and design** because insufficient evidence was collected. During the inspection only one lesson was observed. In this lesson no artwork was undertaken. In essence the planning was for a literacy input as preparation for a later practical session. Pupils' current two-dimensional work, displayed around the school matches expectations. It is displayed in a manner that shows that the school community celebrates and values pupils' work. There is good concentration on basic skills, with observational drawing and colouring skills properly being given prominence. The standard of work produced by members of the extra-curricular art club is above expectations. When pupils study famous

painters they investigate different colour schemes using other media, for example, substituting paper montage for paint. This is good practice because it raises their awareness of the properties of different media.

As no lessons were seen a judgement on provision in **design and technology** cannot be made.

72. Resources for design and technology are good. Accommodation, as for all subjects and particularly for practical subjects, is cramped. Teachers plan work carefully within the confines of these conditions to undertake food technology. Displays of work completed earlier in the year are of a satisfactory standard. Pupils research the practical requirements for artefacts before design-and-make activities commence. For example, current work in Year 3 clearly demonstrates that investigations into the properties of materials, such as strengthening and fixing techniques, are made before attempting the design procedures. There are sound cross-curricular links made with work in science. The newly appointed co-ordinator has secure subject knowledge. He has already rewritten some aspects of the nationally available guidelines in order to meet the school's requirements and practices for the subject.

## Music

Provision in music is **good**.

### Main strengths and weaknesses

- There is very good provision for instrumental tuition.
- The quality of teaching is good.

## Commentary

73. Standards by age eleven are good. This is similar to the findings of the last inspection. A significant number of pupils achieve high standards of performance on a wide range of orchestral instruments and this is a strength of the school. Pupils in the school orchestra meet weekly before school to rehearse under the direction of a visiting music teacher and achieve a very high standard of performance on a wide range of string, brass and woodwind instruments. The quality of teaching and learning in the three lessons seen during the inspection were good overall. This was because the teachers' high levels of interest and enthusiasm and good subject knowledge enabled most pupils to make good progress and achieve well. For example, in a lesson in Year 4, pupils were able to improvise repeated patterns of sound after they had enjoyed listening to their teacher's demonstration.
74. The subject makes a good contribution to pupils' personal development. Teachers make good use of the subject to develop pupils' confidence. Some pupils, particularly some boys, are not natural performers but are chosen and encouraged especially to take part. They respond well to the challenge and the success they enjoy, and the appreciation shown by other pupils boosts their self-esteem.
75. The subject is well led by the co-ordinator who has introduced a new scheme of work and takes care, by means of regular meetings, to ensure that teachers are supported in their planning and delivery of lessons. The school has a wide range of good quality resources although the small size of the designated music room is inadequate to accommodate whole-class teaching effectively.

Provision in physical education is **good**.

### Main strengths and weaknesses

- The subject is led and managed well.



- There is a very good range of extra-curricular sports.
76. Pupils achieve well and standards by the age of 11 are good. It is unusual for any pupils to leave the school unable to swim, and most are confident swimmers well before this time.
77. The quality of teaching and learning is good overall, although during the inspection this varied from satisfactory to very good. Where teaching is very good, the teacher ensures that all pupils are fully warmed up at the start of lessons, a brisk pace is maintained and a consistent level of challenge is presented stemming from very good subject knowledge. For example, in a gymnastics lesson, pupils in Year 6 responded very well to the opportunities to demonstrate precision, control and fluency in performance and many were able to compose short sequences from a variety of movements and balances. They worked well together and displayed good awareness of health and safety issues. The subject is well led by the co-ordinator who demonstrates good subject knowledge and supports the teaching and learning through systematic year group meetings. Pupils with special educational needs are supported very well through the extra provision at playtimes and lunchtimes for the development of their motor skills. The school provides a very good range of extra-curricular activities of a sporting nature such as football, cricket and tennis, which contribute well to developing pupils' skills. There is a good take-up of these activities, and parents and governors support the pupils well.

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

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

### **Main strengths and weaknesses**

- The school provides dedicated time for personal, social and health education (PSHE) and for the study of current affairs.
- PSHE is developed well through other subjects.
- Very good attention is paid to promoting drugs awareness.

### **Commentary**

78. Pupils gain a good understanding of how to keep themselves safe at all levels through the school's good teaching of all aspects of safety. Teachers pay good attention to safety matters in practical subjects such as design and technology and physical education. The science curriculum deals very effectively with the harmful effects of alcohol and drugs.
79. The school has a good policy for promoting racial harmony. Parents and pupils of ethnic minorities were keen to state that they are welcomed into the school and play a full part. Pupils of different backgrounds work and play happily together.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
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	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
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).*