

INSPECTION REPORT

ST MICHAEL'S VA MIDDLE SCHOOL

Norwich

LEA area: Norfolk

Unique reference number: 121146

Headteacher: Mrs M Burns

Lead inspector: Mr D Speakman

Dates of inspection: 24th – 27th November 2003

Inspection number: 257877

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Middle deemed primary
School category: Voluntary aided
Age range of pupils: 8 – 12
Gender of pupils: Mixed
Number on roll; 234

School address: Astley Road
Chapel Break
Bowthorpe
Norwich
Postcode: NR5 9LA

Telephone number: 01603 745812
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Appropriate authority: The governing body
Name of chair of governors: Mr P Threadkell

Date of previous inspection: 22/05/2000

CHARACTERISTICS OF THE SCHOOL

This is a smaller than average sized voluntary aided Church of England middle school. Most pupils come from the surrounding area, which is socially disadvantaged. An above average proportion of pupils joins or leaves during the school year. Pupils are mostly white – British, but about 10 per cent are from a wide range of other ethnic backgrounds and four pupils come from a traveller background. Twenty five pupils speak English as an additional language, most of them being at an early stage of English acquisition and supported through external funding. The percentage of pupils with special educational needs is very high, and includes moderate and specific learning difficulties, social, emotional and behavioural problems, speech and communication, and physical disabilities. The proportion of pupils claiming a free school meal is well above average. Although the range of attainment on entry to Year 4 covers a very wide range, most pupils enter the school with well below average attainment. The local education authority is currently consulting on proposals for re-organisation of the age range. The school is a member of the Norwich Excellence Partnership.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20086	Mr D Speakman	Lead inspector	Science, ICT, SEN.
11437	Mr A Anderson	Lay inspector	
31334	Mrs B Atcheson	Team inspector	Mathematics, art, citizenship, history.
32226	Mrs T Quick	Team inspector	English, geography, music, PE, English as an additional language.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** school that provides a **good quality of education** and gives **good value for money**. As a result of good teaching, high levels of inclusion and a good ethos of care, pupils are interested in school, achieve well and, starting from a well below average base, attain average standards in mathematics, and below average in English and science. Standards in information and communication technology are good and satisfactory in history. The leadership of the headteacher and other key staff is very good. Management systems work well.

The school's main strengths and weaknesses are:

- The leadership of the headteacher is very good and is fundamental to the school's drive to improve;
- Other staff with responsibilities support the headteacher very well;
- The governance of the school is unsatisfactory;
- The quality of teaching and learning is good overall;
- Behaviour is managed very effectively and, together with good provision for their personal development, encourages pupils' good attitudes and behaviour;
- Starting from a well below average baseline, all pupils achieve well;
- Assessment procedures are good, and the information is used well to ensure that pupils at all levels of attainment are provided with challenging work to do;
- Provision for pupils with special educational needs is very good;
- The curriculum is of a very good quality and benefits from very good levels of enrichment and very good resources;
- The school looks after its pupils well and this reflects its caring ethos;
- The school has very productive contact with schools that pupils come from and move to.

The level of improvement since the previous inspection has been very good. Two years ago, the school was taken out of special measures and described as 'an improving school'. It is now an effective school. The quality of teaching is better and very effective management of behaviour means that pupils' attitudes and behaviour have continued to improve. Very effective leadership of the headteacher, deputy and other staff with responsibility, has created an effective learning environment and there are now signs that standards are rising. Assessment procedures and their use are now good, and there is a very good curriculum. The deputy headteacher, who has played a highly significant role in establishing the very good improvement, will become permanent headteacher in January 2004. Under her leadership and a period of greater stability, the school has good potential to improve even further.

STANDARDS ACHIEVED

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

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

Pupils start in Year 4 with well below average attainment. All pupils **achieve well** and, in Year 6, standards in **mathematics are now average**, but **below average in English and science**. Standards in **information and communication technology are above average**. This is because of the very good resources, the very good quality of teaching and learning, and the excellent

leadership of the subject. No other subjects were fully inspected and overall judgements are not made about standards.

Pupils' personal development is good. This is supported through **good provision** for their **spiritual, moral, social and cultural development.** Pupils' **attitudes** towards school and learning are **good**, and their **behaviour** is **good.** Even though the school tries very hard to encourage good **attendance, it is unsatisfactory.** **Punctuality** is **satisfactory**, with the majority of pupils arriving in good time.

QUALITY OF EDUCATION

The quality of education provided by the school is good.

Teaching and learning are **good** throughout the school. Pupils' behaviour is managed very well, with teachers making their high expectations very clear. As a result, behaviour in class is good and supports the good-quality learning well. Teachers and teaching assistants praise and support their pupils when appropriate, and this encourages pupils to play an active part in lessons. Teachers are very aware of the needs of all their pupils and make conscious efforts to ensure that all are fully included in all the learning opportunities that school has to offer. Teachers use assessment data well to ensure that pupils at all levels of attainment are given work that is challenging and moves them on effectively. Activities are interesting and lessons generally move at a brisk pace, ensuring that pupils sustain interest and learn quickly.

The **curriculum** is **very good.** Very good development means that activities provided are appropriate and relevant to all pupils. The curriculum has a very good level of richness and this comes from a good level of participation in activities outside of school. Provision for pupils with special educational needs is very good and supports their needs very effectively. Targeted provision for pupils with English as an additional language and for traveller pupils, is good. All pupils receive good levels of help, guidance and support through effective monitoring of their personal and academic progress.

LEADERSHIP AND MANAGEMENT

Leadership of the **headteacher and other key staff** is **very good.** The acting headteacher, the deputy headteacher and other staff with responsibility, have a very clear vision of the needs of the school, which is based in rigorous and reliable self-evaluation and analysis of assessment data. Plans for school improvements are well thought out and worked through highly effectively. Some governors provide good levels of support and contribute well to the work of the school. However, not all governors show the same level of commitment and there is too much reliance on the headteacher and deputy headteachers. Additionally, the governors do not meet all their statutory requirements. For these reasons, **governance of the school is judged to be unsatisfactory.**

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are happy with the school. Those, who came to the parents' meeting or returned the parents' questionnaire, had mostly positive comments to make about the school. Parents feel that their children like school and that they are making good progress. Parents also feel that the teaching is good, and that both parents and their children can seek help or advice on a whole range of school and community issues. Parents feel that the school is improving.

IMPROVEMENTS NEEDED

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

- raise standards in English and science and sustain the improved standards in mathematics;
- improve the governance of the school;

and, to meet statutory requirements, the governors should:

- ensure that the performance management for the headteacher is fully in place.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are below average and starting from a well below average base, **all pupils achieve well**. Although standards have remained below average for some years, there are now signs of improvement and National Curriculum test results in English and mathematics compare with those of similar schools.

Main strengths and weaknesses

- Standards in mathematics are now average in Year 6 and in Year 7.
- Attainment in English and science is below average.
- Standards in information and communication technology are above average by the time pupils leave the school and all pupils achieve very well.
- All groups of pupils achieve well throughout the school and in mathematics, pupils' progress is very good.

Commentary

1. Pupils enter the school in Year 4 with levels of attainment that are well below average. Only 28 per cent of pupils of the current Year 4 achieved the expected level for their age in National Curriculum reading tests. Seventy-two per cent achieved at Level 2, which is the nationally expected average for pupils at the end of Year 2. In a standardised reading test, only 15 out of 57 pupils achieved average or better results. The school confirms that this is usual.
2. Pupils achieve well, mainly because the quality of teaching is good, with many strong features. They do well in English and very well in mathematics because of the quality of teaching and learning, and because teachers use assessments well in order to plan focused tasks that are challenging for all groups of pupils. Results of the National Curriculum attainment tests at the end of Year 6 are showing signs of improvement. Even though results are still well below average when compared to all schools nationally, they are average when compared to similar schools. This is an improvement on recent years. This is supported by the data in the table. The average points score increased in 2003 in English and science, and significantly so in mathematics, where it increased by three points, equivalent to one year's progress. National results remained about the same, so improvement in attainment in English and science is better than average and much better in mathematics.

Key Stage 2

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	24.6 (23.5)	26.8 (27)
Mathematics	25.4 (22.4)	26.8 (26.7)
Science	26.4 (25.4)	28.6 (28.3)

There were 86 pupils in the year group. Figures in brackets are for the previous year.

3. Pupils continue to make good progress in Year 7. A significant proportion of pupils leave at the end of Year 6 to transfer into secondary education. As a good number of these transfers are the higher-attaining pupils, the profile of Year 7 is different from that in Year 6. Standards are maintained against lower attainment potential, so pupils continue to achieve well.
4. Overall, attainment in English remains below average, but standards in speaking and listening are about average. This is because the school places a great emphasis on developing these skills through the effective use of questioning in discussion, and the use of drama in English and in other subjects, such as history. Standards in writing are below average and the school has identified that boys do not do as well as girls. They are taking steps to address this problem and anticipate improvement. The school provides daily reading sessions, but, although pupils achieve well, attainment remains below average. This is because their understanding of text on initial reading is limited and they need support to be able to understand fully. With support and guidance, and in discussion with adults, however, older pupils are more successful in this respect, being able, for example, to discuss the meaning of complex text such as the Lady of Shallot.
5. In mathematics, pupils achieve very well. Currently, in Year 6, most pupils are working at the nationally expected level, with an appropriate proportion above. Although Year 7 pupils achieved well below the national average in their National Curriculum tests last year, the standard of their work in class is currently in line with that expected for pupils of their age. This is because of the very good quality of teaching and learning. In science, standards are below average because the knowledge and understanding of a good number of pupils is neither clear, nor secure. However, by the end of Key Stage 2 and in Year 7, they have developed satisfactory skills in experimenting and investigating due to good provision for practical science. This is a strong area in standards in science.
6. There has been a significant development in resources and teachers' knowledge and understanding in information and communication technology. Together with excellent leadership in the subject and very good resources to support teaching, this means that standards have risen and are now above those expected for pupils of this age. Standards in the use of information and communication technology in other subjects are also above average.
7. Pupils with special educational needs make good progress in their learning. A wide range of strategies are used effectively to support their different needs, and this has a positive impact on their learning. Gifted and talented pupils also make good progress. There is the added benefit in mathematics of grouping by ability and this ensures that all pupils are appropriately challenged. The standards attained by pupils with English as an additional language vary. All pupils, who are regularly in school, achieve well and some very well. Traveller pupils receive regular support from a visiting teacher and they also achieve well.

Pupils' attitudes, values and other personal qualities

Pupils' **attitudes, behaviour and personal development** are **good**. The **provision for pupils' spiritual, moral, social and cultural development** is also **good**. Whilst **punctuality is satisfactory, attendance is unsatisfactory**.

Main strengths and weaknesses

- The school sets high expectations for pupils' conduct and successfully implements its policies to achieve them. Consequently, behaviour has improved.
- The school encourages pupils to want to work, so that they are interested in their learning.
- The school works hard to promote good relationships, including racial harmony.
- Pupils take and fulfil their responsibility for learning, and become active participants in the school community.

- Pupils feel secure throughout the day.

Commentary

8. Standards of behaviour, pupils' attitudes and their personal development have improved significantly since the last inspection. The school has sustained this improvement as a result of the consistent commitment of all staff to the implementation of effective behaviour management policies and the effective use of outside agencies. Parents agree that pupils behave well and that their children are not bullied or harassed in school. They agree there has been a big improvement in behaviour. Any incidents are dealt with quickly and effectively. Pupils are aware of the school's expectations and systems for managing behaviour work well. The school has an effective working relationship with the Norfolk Excellence Partnership. This has led to a decrease in the number of exclusions through the use of an inclusion centre. At the time of the inspection, three pupils were given two-day placements as a result of inappropriate behaviour.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	294	4	0
White – any other White background	5	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – any other Asian background	9	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	2	0	0
Chinese	1	0	0
Any other ethnic group	3	0	0
No ethnic group recorded	3	0	0

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

9. Pupils behave well in lessons. They want to learn because lessons are interesting. They are presented in an easily accessible learning style and teachers' positive reinforcement gives pupils the confidence to answer without being worried about being wrong. In lessons, pupils are attentive and industrious. Out of school, nurture clubs boost the self-esteem of those pupils, who are with specific social or emotional needs. Pupils move about the school in an orderly fashion, holding doors open for adults. The presence of adults at lunchtime ensures that it is an orderly time. However, at times of the day when there is less supervision, behaviour is sometimes less controlled and there is evidence of some fragile relationships on the playground.
10. The school council provides a very good opportunity for all pupils to take responsibility and make decisions that affect the life of the school. A very confident, efficient chair provides a highly effective role-model for the class representatives, who bring the views of their class to the council.
11. Pupils' spiritual development is good. Assemblies provide effective opportunities to reflect on different ideas and values. The school provides opportunities for pupils to develop respect for

themselves and for others through group discussions, the confidence given by teachers and through various subject topics, such as representing your 'self-image' in art. In an information and communication technology lesson in Year 4, for example, the pupils spontaneously applauded the teacher's demonstration of Andy Warhol's style of art as it gave them a real appreciation of the intangible. A high level of spirituality was seen in a history lesson in Year 5 as pupils empathised with the difficulties faced by the poor in Tudor times. Pupils' moral and social development is well promoted. The school develops a good set of values and principles, which inform the pupils' perspective on life. Pupils not only take part in helping to form school rules, they also reflect on codes of conduct, and are constantly supported and encouraged to take charge of their own behaviour. The school successfully uses the children's own diverse cultures to promote pupils' good awareness of our differences and similarities. Art, music, food and festivals from all parts of the world are celebrated and enjoyed, and make a good contribution to pupils' cultural awareness.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	6.9	School data:	0.2
National data:	6.0	National data:	0.3

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

12. The overall attendance at the school is unsatisfactory and is below the national average. The incidence of unauthorised absence is low, but some lengthy holiday absences (well in excess of 10 days) are classified as authorised. There is some evidence of occasional pupil lateness and a minority of parents do not support the school in helping to ensure that their children attend regularly and promptly. The school is very proactive in following up all unexplained absences and in encouraging good attendance and punctuality. In addition, the school makes very good use of external agencies, such as the education social worker and learning mentors, in the monitoring and promotion of good attendance at the school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is good. Teaching is good, with many strong features. The assessment of pupils' achievement is good and the data is used effectively to ensure good achievement for all pupils. The curriculum is very good and is made highly relevant through very good opportunities for enrichment.

Teaching and learning

Teaching and learning are good. Teaching is good across all year groups and there are many strong features. All groups of pupils learn equally effectively. **Assessment procedures are good and used well** to meet all pupils' learning needs.

Main strengths and weaknesses

- Teachers have good subject knowledge.
- Planning is very good, based on reliable assessment data, which effectively meets all pupils' needs and enables good learning for all.
- Teachers have very high expectations of their pupils. They set challenging tasks and invariably expect high standards of behaviour in lessons.
- Lessons are conducted at a brisk pace, and sustain pupils' interest and motivation through a wide range of effective methods.

- Teaching assistants provide valuable support and are effective in what they do.
- All pupils are fully included in all learning opportunities, regardless of ability, gender or background. Teachers and assistants are fully aware of inclusion.
- There is very good provision in the school for the higher than national average number of pupils that have English as an additional language.

Commentary

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (4%)	17 (38%)	17 (38%)	9 (20%)	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 were seen.

- Based on their good subject knowledge, teachers give clear explanations in their teaching and give good guidance so pupils feel confident to move forward. This has a positive impact on pupils' learning and the progress that they make. All teachers are fully trained in teaching the National Literacy and Numeracy Strategies, and the quality of teaching and learning in English is good and very good in mathematics, especially for older pupils, where the quality of learning is very good also. In these lessons, teaching moves pupils on at a rapid pace and the support provided gives pupils confidence and an enthusiasm to learn very effectively. In English and mathematics, assessment data is used well and work is carefully matched to individuals' needs so that pupils feel confident and learn well. The quality of teaching and learning is very good in information and communication technology. All teachers have a good knowledge and understanding of teaching computer skills and the very good set up of the resources enables teachers to provide high-quality learning experiences and set high expectations of their pupils. The high-quality curriculum planning for information and communication technology means that there are very good opportunities in many other subjects to learn and consolidate these skills.
- Planning is very good. In all classes, teachers' plans include specific provision for all groups of pupils. Teachers' expectations of pupils are, therefore, high, but well focused on their ability. This is well rooted in the good use of assessments, often involving pupils successfully assessing their own performance. Teachers share learning objectives with pupils at the beginning of lessons, and this is good because pupils know what is expected of them as a result.
- Teachers have very high expectations of pupils' behaviour and pupils are well aware of what is expected of them and that there is no compromise of standards. Because teachers have a positive approach to pupils' behaviour, pupils feel valued and secure. This forms the basis of good relationships between pupils and teachers and makes a good contribution to the success of pupils' learning.
- Pupils with special educational needs benefit from the additional support given to them, and learn successfully as a result. Learning is enhanced by the committed and professional teaching assistants, who support pupils with special educational needs well, both in class and when withdrawn to receive individual or small-group support. As a result, pupils make good progress towards the targets on their individual educational plans.
- Teaching and learning is good for pupils, who speak English as an additional language. Their specific needs are taken into account, including the provision of bilingual support as necessary. With additional support, these pupils are integrated well into mainstream lessons to the benefit of their learning. The school receives good support from an English language support teacher, who supports initial assessment and enables staff to identify and address

specific areas of learning. Similarly, pupils from a traveller background receive additional good-quality support and make as good progress as other pupils in the school.

18. Assessment is very good in literacy and numeracy, but there are no adequate assessment procedures in science. The very good assessment in literacy and numeracy informs planning and makes a good contribution to pupils' progress. Teachers share what is to be learnt with pupils so that they are clear about their achievements and how they can improve. The school does not assess pupils' rate of attendance and, therefore, is not fully aware if low attendance impacts upon standards.
19. Assessment procedures for pupils with special educational needs and those with English as an additional language are very good, and this has a major impact on the good progress they make. Teachers involve pupils in their own target setting in numeracy and literacy. Pupils keep their own target cards, which serve as an on-going reminder of what they are expected to learn. All teachers mark pupils' work positively. In most classes, teachers' marking is appropriately linked to pupils' targets and on-going evaluations of pupils' work are of good quality. This raises pupils' awareness of the progress that they are making towards their targets.

The curriculum

The **very good-quality curriculum** has been very well planned to meet pupils' needs in a highly effective way. **Curriculum enrichment is very good. Accommodation is satisfactory** and the **resources are very good**.

Main strengths and weaknesses

- Pupils through the school achieve well because the curriculum has been specifically planned to focus on pupils' preferred learning styles.
- There is a good range of strategies to support pupils at different levels of attainment and to support the raising of standards.
- All groups of pupils are well catered for.
- The school provides a rich variety of additional activities that enhance the curriculum, supports pupils with specific requirements well and motivates pupils' interest and enthusiasm for learning.
- Limited time allocation for French in Year 7 inhibits continuity and progress.

Commentary

20. The school provides a broad range of curricular activities that caters very well for the interests, aptitudes and particular needs of all pupils. However, the arrangements for teaching French in Year 7 inhibit the successful delivery of the curriculum. Pupils' personal, social and health education is well promoted, and all subjects meet the requirements set out in the National Curriculum, except for religious education, which follows the curriculum laid down in the locally agreed syllabus. The vast majority of parents, who responded to the parents' questionnaire, agreed that the school provides a good range of activities that their children find interesting and enjoyable.
21. Pupils through the school achieve well because teaching is at least good and the curriculum has been very effectively developed by the subject co-ordinators to meet the needs of the pupils. A significant factor in the recent acceleration of achievement is the 'Thinking Schools' project and the subsequent planning of the curriculum to focus on the pupils' learning styles. Information and communication technology is a particular strength. Good teaching and excellent resources enhance a very strong curriculum in this subject, which links into and supports other subjects very well. Using and applying mathematics is particularly well developed. The recently developed curriculum and resources for Year 7 science are effective

in ensuring pupils' full entitlement to the Year 7 curriculum, and an improved emphasis on investigative science.

22. The school's ethos is based on helping all pupils, irrespective of their capabilities, ethnic groups or previous experiences in life, to succeed and prepare them for the next stage of their education. Pupils with English as an additional language are very well supported and participate in all aspects of the school life. Similarly, pupils with special educational needs are fully included in all activities and the curriculum meets their needs very well. Pupils with special educational needs have good-quality individual educational plans, which outline targets. These targets are regularly reviewed in co-operation with the parents, teachers and relevant support agencies, and new and challenging, but achievable, targets are set. The school ensures appropriate access to the National Curriculum, often with the effective support of teaching assistants.
23. A wide variety of out-of-school clubs enhance the curriculum and motivate pupils' interest and enthusiasm for learning well. They are run at different times of the day so that all pupils, who want to, can attend. The swimming club has allowed extra time for those pupils, who need it in order to learn to swim. A full library and information and communication technology club makes the school's very good facilities available to pupils, especially those, who have no outside access to either computers or books. This is having a good impact on pupils' learning. Amongst the range of other clubs for sport, music and the arts, the breakfast club is an exceptional feature. The very good role-model of the volunteer, who runs the club on a non profit-making basis, provides a positive start to the day for pupils. The 'Changing Lives, Creating Opportunities' nurture group gives very necessary support for vulnerable pupils, helping them to build their confidence and self-esteem. The school provides effectively for personal, social and health education.
24. Resources are very good, including those for information and communication technology. The library has a very good stock of books, which provides access to books for pupils, who may not have good access at home. There is a good multicultural section in the library, including books in other languages to enable cognitive development in the pupils' own language as well as the acquisition of English skills. Resources for science in Year 7 enable the school to fully meet National Curriculum requirements for this subject at an appropriate level. The recruitment of suitably qualified and high-quality teachers has led to an improved learning environment, better teaching and learning, and improving standards.

Care, guidance and support

The procedures for **child protection, welfare and health and safety are good** and those for **supporting and guiding pupils through monitoring are very good**. The procedures for **seeking and acting on pupils' views are very good**.

Main strengths and weaknesses

- Child-protection procedures are in place and effective.
- School teaching and support staff know their pupils very well.
- The welfare, guidance and pastoral support to pupils are of a very high standard.
- Medical records are well maintained.
- Well-organised risk assessments take place in advance of school trips.
- The regularity and implementation of fire drills is of a very high standard.

Commentary

25. The school has good procedures for child protection and pupils' welfare, health and safety, including good first aid systems, fire drills and safety audits. Child-protection systems and procedures are in place and the reporting person is known to all staff in the school. Relevant

staff training in child-protection matters to raise staff awareness has also taken place. The school's teaching and support staff are supported very well by a range of external agencies. The school monitors pupils' academic performance and personal development, both formally and informally, and steps are taken to identify and effectively address any individual problems with a good range of appropriate strategies, including the provision of individual education plans and specifically targeted pastoral support. This very high calibre internal and external support covers a wide range of pupils' needs, and includes behavioural management and booster group sessions for targeted pupils.

26. Teachers and support staff know their children very well and they are quick to observe any personal difficulties and to take appropriate and remedial action. Staff and pupils are very well assisted in this area by a full-time behavioural and pastoral support worker from the YMCA. He works very closely with the school's own pastoral support co-ordinator and, as a result, the school's provision for pupils' welfare, guidance and pastoral support is of a very high standard. This is a very inclusive and significant provision, which has a major impact on pupils' personal development and self-esteem.
27. The school operates a good first aid system for minor accidents and appropriate records are maintained. Termly fire drills are carried out, and the organisation and implementation is to a very high and consistent standard. The school is proactive when considering possible risks on external trips out of school.
28. There is a well-organised school council and, through this, pupils clearly feel that they have a 'voice' in the school. The personal development of some pupils is further enhanced through the setting of individual achievement or behavioural targets, which are the result of the school's good monitoring and promotion systems. The very effective provision of welfare, guidance and pastoral support to all pupils at the school has a significant impact on their progress and is a major strength of the school.

Partnership with parents, other schools and the community

Parents' views of the school **are satisfactory**, as are the school's links with parents. The school's **links with the local community are good** and **with other schools and colleges they are very good**.

Main strengths and weaknesses

- The majority of parents feel that their children like school.
- The teaching is felt to be good.
- The school utilises the community and other schools very well to support the curriculum.
- A minority of parents are not supportive of the school.

Commentary

29. The parents' meeting with the inspectors was not well attended, but the few parents, who did attend the meeting, had mostly positive comments to make about the school. Both parents and their children feel they can seek help or advice on a whole range of school and community issues. Parents feel that the school is improving.
30. The information provided by the school through the prospectus and the annual governing body's report to parents is of a good standard. Well-designed newsletters are sent out on a regular basis and they include helpful information. Annual academic reports are of a good standard and include an indication of achievement levels, the effort made by the child and targets for development. Parents' evenings are well attended, as are celebrations, social events and the weekly parents' assembly. Home-school diaries are used well at the lower end of the school and information about next week's work is regularly provided to parents by the

teaching staff, effectively raising awareness of broader learning intentions. A very helpful curriculum map is also sent out to parents at the start of each term.

31. The school has very good links with other local schools, which make a valuable contribution to the very good levels of curriculum enrichment and help the smooth transfer to the high schools. All year groups are able to use the swimming facilities at a nearby High School. Older groups of pupils have engaged in science sessions and business games at the school. Pupils in Years 4 and 5 recently visited a neighbouring school to watch a performance by Zulu dancers and there are also close links with the nearby First School for joint Christmas celebrations. Other productive links include those with the Church, community groups and visits to places of interest.
32. The school's positive and developing links with parents, the community and other schools makes a growing contribution to pupils' learning and personal development.

LEADERSHIP AND MANAGEMENT

The **leadership provided by the headteacher is very good**. She is strongly supported by the **very good leadership** of the **deputy head and senior leadership team**. The overall **management** of the school **is good**. The **governance** of the school **is unsatisfactory**.

Main strengths and weaknesses

- The clarity of vision, sense of purpose and high aspirations of the headteacher and deputy headteacher.
- The leaders' commitment to inclusion, promotion of equality and concern for the needs of others is very good.
- Very good management of the recruitment, retention, deployment and workload of staff.
- The governing body has failed to meet its statutory responsibilities.
- The governing body relies too heavily upon the headteacher, the deputy headteacher and the small number of committed governors.

Commentary

33. The headteacher provides a strongly principled vision for the school. Together with the deputy head, she ensures an educational direction for the school that is firmly focused on improving standards in teaching, learning and pupils' achievements. Even though the head has been an interim headteacher for two terms, she has served the school extremely well and the quality of education has improved as a result of the high quality of leadership that she and headteacher designate (the current deputy head) provide.
34. Through their high expectations of teachers, they have been able to secure a consistently good quality of teaching, with some very good and some excellent practice. The deputy head very effectively supports and monitors the work of co-ordinators. As a result of the recruitment and retention of high-quality staff, the school has a leadership team, which is dynamic and hardworking. They have a shared vision. Teams have ownership of year groups. Guidelines and procedures are shared across year groups through staff meetings and this link between senior staff and subject leaders is a strength.
35. The co-ordinator for special educational needs is very knowledgeable and has considerable experience in this field. She leads the provision very well and ensures that all teachers and teaching assistants are fully aware of individuals' needs. There is very good co-operation between all staff for the benefit of the pupils with special educational needs. Good links exist between the co-ordinator and the local education authority and other support agencies, which enriches the provision well because it is very effectively managed. The co-ordination of the support for pupils with English as an additional language is very good. Detailed records of

action taken to support the pupils' integration into school, together with assessments of need and progress, are kept to good effect.

36. The school's very effective management structures mean that the leadership's strategic vision is successfully implemented and there is a rigorous pursuit of raising standards of achievement. This is a testimony to influential leadership and a receptive team of teaching and support staff. Management successfully impacts on achievement because it is focussed on learning styles, the analysis of pupils' performance and the tracking of pupils' progress over time. Equally significant is the rigour and frequency with which the senior staff check on the quality of teaching and learning. The meetings between senior staff and the school's subject leaders and key stage co-ordinators, mean that senior staff are able to drive the necessary change, whilst also supporting the induction and professional development of teaching and support staff. The staff form strong teams, which effectively share in the work of improving the quality of teaching and the raising of pupils' achievements.
37. The new chairman of the governors is very committed. He and a small number of governors have a good grasp of the strengths and weaknesses of the school. However, a significant minority of the governing body are not fully involved in the management of the school and have failed to realise the importance of their roles and responsibilities. Non-attendance by some governors at their meetings and vital training, has meant that there has been a heavy reliance on the headteacher, the deputy headteacher and the small number of committed governors. The governors have failed to meet their statutory responsibility with regard to the annual performance management of the headteacher.
38. The school improvement plan has provided a very useful tool for development, with a clear, measurable agenda for improving achievement, teaching and learning. It has been used well this year to determine the best use of the funds available to support the priorities for school improvement, and is closely linked to the planned provision of training for teachers and support staff. Good use is made of specific grants, for example, to improve the number of learning support assistants in classes. Principles of best value are now applied well and contribute to the improved cost effectiveness of the school. The school ensures, through competitive tendering, that it obtains best value for money when purchasing resources and services. The above average carry forward from 2003 has been used to safeguard staffing levels due to there being fewer pupils. Financially, the school compares favourably with similar schools and gives good value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	666,353	Balance from previous year	44,318
Total expenditure	658,851	Balance carried forward to the next	51,820
Expenditure per pupil	2,495		

39. Unfavourable socio-economic circumstances form a barrier to raising achievement. Parents give a poor response to questionnaires and pleas for help. A high percentage of pupils with behavioural difficulties can take up a disproportionate amount of time, whilst success in working with pupils with special educational needs means that much specific funding has ceased, thus inhibiting some of the work, which would enable success to continue.

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

ENGLISH AND MODERN FOREIGN LANGUAGE

English

Provision in English is good.

Main strengths and weaknesses

- Standards are improving.
- Achievement is good in all areas of the subject.
- Standards of speaking and listening have improved to be just about in line with national expectations.
- The use of drama across the curriculum has supported the development of pupils' understanding of language well.
- All marking of pupils' work is positive, but not all marking gives guidance for improvement.
- By Year 7, the presentation of pupils' work is good.
- Many pupils read mechanically, but without an understanding of the text.
- Very good monitoring and assessment procedures are in place.

Commentary

40. Standards in English are rising because of the focus on improvement in this subject. This is evident in the national tests over the last two years. The results in the Standard Assessment Tests placed the school in line with similar schools. Pupils enter the school with standards well below those expected nationally and, at present, standards in Year 6 are below average, which represents good achievement. In Year 7, observed standards remain below average, but pupils continue to achieve well with the strong support in lessons. The inspection found that pupils, including those with English as an additional language, pupils from traveller backgrounds, those with special educational needs and higher-attaining ones, share fully in all learning activities and achieve well throughout the school.
41. Teaching and learning in English are both good and often very good. It is because of this that the good quality of learning is achieved, and this is despite the high proportion of the pupils, who have special educational needs for literacy. In lessons, pupils achieve standards that are in line with national expectations due to the good, and often very good, teaching and teaching assistant support they receive. Lesson planning is of a consistently good quality because teachers plan together in year groups. The scrutiny of work reveals that pupils working without support do not produce work of the same standards as that seen in lessons. Pupils with special educational needs, and those with English as an additional language, have specially planned work effectively tailored to meet their needs. They receive particularly good support and encouragement, and achieve well.
42. Pupils enter the school with poor levels of speaking and listening skills. The school has made great efforts to improve standards in this area. Drama is used well across the curriculum to develop pupils' understanding of language. By Year 7, most pupils use language correctly and are capable of logical discussion. Pupils' progress in these areas is very good.
43. In spite of the school's focus on writing, especially that by boys, the standard is still below nationally expected levels. Girls do better than boys. The school is working successfully to raise boys' achievement in writing, but as girls' achievement has also improved, the gap remains. At the time of the inspection, the subject leader was making a very detailed writing scrutiny in Year 7 to identify areas of weakness that need support. The evidence is providing clear directions for future developmental planning. Marking does not always indicate to pupils

exactly what they have to do to improve. In those classes where a target system is in operation, pupils show a keenness to achieve their targets. Pupils are often involved in their own target setting and their individual targets are noted at the front of their exercise book as reminders of what they have to achieve.

44. The school places an appropriate emphasis on reading, with time each day dedicated to individual reading. Pupils enter the school with standards well below those expected nationally and pupils make good progress, leaving the school with standards below those that are expected nationally. Pupils in Year 4 do not read with the fluency and accuracy expected of their age. They have difficulty in expressing their thoughts about what they have read. Older pupils still read mechanically, with a lack of expression. Many pupils do not have effective decoding skills. By Year 7, pupils have the mechanics of reading and, with support and guidance, their understanding of text is satisfactory. Pupils do not show good skills at understanding text independently on first reading. The school provides valuable reading experiences through access to a good range of fiction and non-fiction books in the new school library, and using books and computers for research. The school also makes good use of the county library service to extend pupils' reading experiences.
45. Pupils are enthusiastic learners in English. They are well managed and behaviour is good and often very good in lessons. Most pupils do their best and make good contributions to the success of the lessons. Assessment procedures are very good. On entry, pupils are given standardised tests to enable a baseline to be established. Regular assessment and monitoring take place to establish progress and inform teaching. This helps to identify pupils, who may require intervention or support strategies, and informs grouping and planning, which has a positive impact on teaching and learning.
46. Teaching and learning are monitored regularly and the new subject leader continues with this monitoring process to identify strengths and areas for improvement. The quality of her leadership is very good and already there are signs that her work is leading to improving standards. She has a clear vision of what needs to be improved and is working on ways to achieve this. She is enthusiastic for her subject and has a particularly interesting action plan in place.

Language and literacy across the curriculum

47. The school has very good planning in place for pupils' use of language and literacy skills across the curriculum. Pupils develop their writing skills well through writing instructions in science, and diaries and letters in history. Speaking and listening skills are developed very well through drama and discussion in history. Teachers are aware of the importance of the development of literacy skills, and this was evident in lesson planning in design and technology, information and communication technology, religious education and citizenship. Pupils have good opportunities to read for information.

French

48. French was only sampled as inspectors were not able to see enough teaching to make secure judgements about provision in this subject.
49. Pupils have an appropriate knowledge of the French language and they have built a satisfactory basic vocabulary. They know enough simple sentence structures to enable them to respond to the teacher's questions accurately, sometimes without hesitation. However, many of the pupils have not yet had enough experience at speaking in French to develop confidence. A weakness is that each class in Year 7 has only one 40 minute French lesson a week. Because of the gap between lessons, the teacher has to spend a significant part of each lesson re-establishing the right atmosphere in which pupils are able to focus their minds and converse with ease. This limitation disrupts continuity of learning and hinders pupils' progress.

MATHEMATICS

Provision in mathematics is good.

Main strengths and weaknesses

- Standards have improved since the last inspection.
- All pupils achieve very well because of the very good teaching and learning.
- There is a strong focus placed on developing pupils' numeracy skills.

Commentary

50. Although the school is still performing below the national average, the trend is upwards. Results in the 2003 national tests show a dramatic 20 per cent improvement on the previous year's results, although they are still well below average compared with all schools nationally. This significant improvement in standards, however, means that the schools' results are now average in comparison to similar schools, but results in 2003 were still well below average when compared to all schools nationally.
51. The majority of pupils enter the school in Year 4 with a poor level of attainment. Many have special educational needs for speech and language, or have English as an additional language, and this inhibits their mathematical understanding and development. Most pupils in Year 6 currently attain average standards and an average proportion reaches the higher level. With the very good-quality support provided, the majority of pupils in Year 7 are achieving standards that are nationally expected for their age. Overall, the school does well for its pupils, with all groups making very good progress and achieving very well. Pupils with special educational needs are very well supported by teachers, teaching assistants and the school's intervention programme and, as a result, achieve as well as their classmates. Boys and girls are currently making similar progress. Pupils from minority ethnic groups also do well. The introduction of setting provides effectively for different abilities and ensures suitable extension work for more able pupils. Individual learning targets provide a focus for each pupil so that each individual is aware of their own goals and strives hard towards them.
52. Teaching and learning in mathematics are very good overall, with some very good and excellent teaching seen in Years 6 and 7, where pupils make the best progress. In these lessons, the pace is rapid and learning activities are very carefully structured to build on previous learning. The supportive style of teaching gives pupils confidence and an enthusiasm for learning. More generally, lessons are effectively planned to include either a visual or movement focus to promote pupils' interest and, as a result, pupils are attentive and remain on task. Despite the very low level of attainment on entry, pupils achieve well because of this imaginative teaching. Learning is well structured, taking a few small steps at a time. Constant positive reinforcement gives pupils confidence. Teachers insist on accuracy, and good cross-curricular links are made with literacy through the extension of pupils' subject-specific vocabulary.
53. Teachers provide good opportunities for pupils to use and apply their mathematical skills, for example, pupils in Year 5 successfully investigated whether the diagonals of a rectangle bisected each other. Very good use of information and communication technology enhances lessons and ensures pupils are excited about their learning. The use of homework effectively extends learning. Marking of work is good and encourages good achievement. Careful assessments are made when a learning intention has been achieved, and this enables teachers to keep a close watch on pupils' achievements and move their learning forward appropriately. The very recently appointed co-ordinator has a strong sense of direction and drive for improvement, and is already reviewing and evaluating her subject effectively.

Mathematics across the curriculum

54. Numeracy is used satisfactorily across the curriculum. In science, pupils measure pulse rates accurately and record appropriately the time the sun rises and sets on line graphs. They use accurate measurements in science and design and technology, reading scales and dials satisfactorily. Time lines are used in history, and numeracy skills underpin pupils' understanding of order and chronology. In music, pupils accurately count the number of beats in a bar, supporting their composing skills satisfactorily.

SCIENCE

Provision in science is satisfactory.

Main strengths and weaknesses

- Pupils at all levels of attainment achieve satisfactorily, but standards remain below average by the end of Year 6 and in Year 7.
- There is a good emphasis on experimental and investigative science, and pupils make good progress to develop satisfactory skills in this area of science.
- Assessment procedures do not effectively identify pupils' strengths and weaknesses.
- Leadership and management in science are satisfactory, but this is not good enough to raise standards further.

Commentary

55. At the end of Year 6, results in national tests in science are well below average and have remained at this level since the previous inspection. However, there are early signs of improving standards when compared to similar schools and observed standards are now below average. Despite this, there has been a better rate of improvement in English and mathematics, where results are similar to those of similar schools. The difference is due to weaknesses in assessment and the use of data obtained to give better guidance in planning for individual pupils, and also for identifying areas of strength and weakness throughout the school, which can be built upon or need to be addressed.
56. Pupils achieve satisfactorily in earlier years, where teaching is satisfactory, but well in the later years, because the quality of teaching and learning is good in these classes. Clear introductions to lessons show the teachers have good subject knowledge and provide pupils with a secure understanding of what they are doing and, therefore, confidence. However, teachers of younger pupils are less successful in getting across complex ideas such as the relative movement of the planets in the solar system. In Year 6, well thought out questions encourage pupils to think and to decide for themselves how they are going to investigate, rather than telling them how they might find solutions to questions. This enables pupils to develop satisfactory experimental and investigative skills. Expectations of pupils' behaviour are high and support the good standards of behaviour seen in all classes observed.
57. Scrutiny of pupils' work, particularly in Year 6, indicates that standards are approaching those expected nationally for pupils of this age, but in lessons it is clear that their understanding is weaker. This means that attainment is well below average. The situation is similar in Year 7.
58. Achievement is satisfactory overall because pupils start from a low base line and there are early signs of improvement, with skills in experimental and investigative science now being satisfactory. This is as a result of good teaching for the older pupils, the school's drive to provide appropriate opportunities for a good range of learning styles, and improved resources for pupils in Year 7, which mean that the school is able to meet the Year 7 requirements of the National Curriculum. These older pupils have access to small portable 'mini laboratories', which enable them to have early chemistry experiences and to develop satisfactory investigative and experimental skills for their age.

59. Leadership and management of science are satisfactory. There has been some development, but it has not all been successful throughout the school. For example, assessment recording sheets are too cumbersome, but improved resources for Year 7 have been beneficial. Additionally, a greater emphasis on practical investigation, particularly in Year 7, has helped to improve attainment in this aspect of science. However, too little attention has been given to the development of reliable and usable assessment procedures to provide data on individual and group achievement to identify areas that need attention. The subject leader has a suitable action plan, which includes remedies for this weakness.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is very good.

Main strengths and weaknesses

- Pupils achieve very well over their time in the school and this means pupils achieve above average standards.
- There is very good use of information and communication technology in other subject areas.
- The leadership and management of the subject are excellent.
- Assessment of pupils' progress and achievement is good.
- The resources for the subject are very good and are used very well by both teachers and support staff.

Commentary

60. The achievement of boys and girls throughout the school is very good, and standards by the end of Year 6 and in Year 7 are above those expected nationally. This is as a result of very good teaching, where expectations are high, and the work is challenging and interesting. Pupils respond with enthusiasm and take their work seriously, showing a pride in their achievements. The school has improved provision since the previous inspection and this means there has been a very good level of improvement since then, when standards were rising steadily, but were still below national expectations. Under the very competent guidance of the subject leader, staff are knowledgeable and confident in using the computers in the suite and around school very effectively.
61. All boys and girls, pupils with special educational needs and those pupils with English as an additional language, are fully involved in all lessons and make equally good progress. The pace of learning is very good, with teachers skilfully ensuring that pupils have the opportunity to explore programs within other subjects as well as information and communication technology lessons. All teaching and support staff have had appropriate training in using the range of information and technology equipment, and are watchful in lessons to ensure that pupils are learning effectively and that they understand clearly what they are doing. Work is assessed at the end of each unit to ensure that pupils have learned what was intended, or to identify where extra support or revision is needed. This is effective in ensuring the very good levels of achievement and above average standards.
62. As pupils progress through the school, teachers ensure that a secure skills base is developed for all pupils. The curriculum is well designed so that knowledge and understanding are developed in a progressive way.
63. The excellent leadership given by the subject leader has been particularly effective in raising the confidence of teachers and pupils alike. As a very well-skilled and knowledgeable teacher, the subject leader has managed events very well. She has ensured that all teachers have had training in using computers and new software as it is made available. She has made sure that equipment is up to date and set up well. For example, the suite is designed so that the teacher

in charge of a class is able to take over all machines and gain pupils' immediate attention. This is effective in maintaining good discipline and in ensuring that lessons progress at a quick pace. It is also very useful for demonstration purposes, so pupils are able to follow the teachers' guidance on their own screens, whilst listening to the commentary. The set up also enables pupils to continue work started in the suite, especially using their developing research and practice skills, at other times of the week. She has worked hard to ensure that the scheme of work is matched to the resources available.

Information and communication technology across the curriculum

64. Information and communication technology is a formidable tool to support learning across the curriculum. Pupils use their skills very well to support learning and there are very good links established between information and communication technology and other subjects. In the samples of work, for instance, pupils had used the Internet effectively to gain information to support their work in history and geography. They use word-processing skills to present their stories and poems in attractive ways, art programmes to illustrate their writing, in religious education, for example, and mathematics programmes to reinforce number skills. During the inspection, older pupils used the digital camera to good effect to record their performance in gymnastics, and this formed part of their assessment records for this subject.

HUMANITIES

65. Three history lessons were seen, but geography was not taught at the time of the inspection. It is, therefore, not possible to form an overall judgement about provision in geography. Discussion with the co-ordinator, who is new this term, indicates that the geography curriculum needs to be totally re-planned as work hitherto has been outdated and is not in line with the latest guidance on geography. Resources need to be updated to support the new curriculum plans. Work seen shows that physical geography is not a part of pupils' experience. The co-ordinator is looking to improve pupils' geographical inquiry skills, and to develop the use of first-hand experience and information and communication technology.

History

The provision for history is good.

Main strengths and weaknesses

- History is effectively planned and well led and managed.
- Good use of role-play effectively increases pupils' knowledge and understanding.

Commentary

66. Pupils achieve well in history and standards are close to, although still below, the national expectations by the end of Year 6 and in Year 7. Good-quality teaching is well supported by very effective planning and a good range of historical artefacts.
67. Opportunities to develop speaking and listening skills are used well in history lessons. Pupils are very interested in the history themes they study because of the wide range of teaching and learning methods used by teachers. Opportunities for pupils to engage in drama and role-play generate enthusiasm for work, and help develop pupils' understanding and promote good learning in literacy skills as a bonus. In a lesson in Year 5, drama was used to great effect as a method to encourage informed discussion about how to solve the problems that arose for the poor in Tudor times as the lord of the manor took over the village of Thatcham. Pupils entered into the spirit as Tudor music in the background helped to set a very good atmosphere and they began to empathise with the plight of the villagers, who were about to lose their homes and livelihoods. In Year 6, all pupils were very actively involved as they debated, again in role, and gave informed opinions on the attitudes that would have been held by different people to

the building of a railway. In a very well-planned lesson in Year 7, pupils showed secure knowledge and understanding and were confident to ask and answer questions about the King's Rules. Activities of this nature help to develop pupils' satisfactory understanding of situations in the lives of people at different times, although there are still some gaps in their knowledge.

68. Analysis of work shows how the role-play of a Roman invasion gave pupils a real understanding of what it would be like to be invaded and, although short in length, the written evidence was vivid and learning secure. Pupils enjoy their work more because they see the links between subjects and feel confident to apply what they already know in a new learning situation.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

69. Art and design, design and technology, music and physical education were all sampled because insufficient lessons were seen in any of these subjects to enable secure overall judgements to be made about provision. However, work was sampled in displays and discussions were held with the curriculum co-ordinators.

Art and design

70. The standard of work seen was broadly in line with national expectations. Pupils appreciate that art is a way of expressing what a person thinks and feels. They know that all forms of artwork tell a story or portray an idea, and they are encouraged to discuss the feelings behind a piece of work. This effectively supports their personal development as they learn to think about what they feel and why. Teachers were effective at helping pupils to do this in the lessons seen, in which the quality of teaching and learning was good. Artwork around the school is attractively presented and of a satisfactory quality. It adds positively to the school's ambiance and very positive ethos.

Design and technology

71. In design and technology, older pupils have designed and made structures that form the framework for simple buildings. These are of a satisfactory quality and indicate that pupils have developed satisfactory making skills by the end of Year 6. In Year 7, pupils' planning for a highly visible 'safety suit' for work, or as an item of sports clothing, was of a satisfactory standard. Their drawings showed careful attention to detail, were accurate, and met the purpose of the design well. The work samples indicate that pupils have a satisfactory understanding of the designing and making process.

Music

72. Good teaching and learning was observed in the few lessons seen, with satisfactory standards and good levels of achievement. Younger pupils were able to copy rhythm patterns using 'body percussion' and simple untuned instruments. They were also able to follow simple musical notation and give a satisfactory performance. The pupils have the benefit of a well-equipped music room and this provides a good learning environment. All pupils are given suitable opportunities to sing and to use different instruments. Teachers' planning indicates satisfactory curriculum coverage. This is enriched through opportunities to take part in public performances during the year.

Physical education

73. Teaching and learning were good in the one dance and one lesson in ball skills seen. Pupils achieved well and standards were good. All pupils were actively involved and clearly enjoyed the dance lessons. In the games lesson, pupils were enthusiastic, but lacked the strategic skills to make their actions more effective. Pupils achieve satisfactorily in swimming, with most

attaining the required distance by the end of Year 6. The subject leader provides very good levels of support and guidance for her colleagues. There is a good subject improvement plan, with targets for development that are highly relevant to the school and which also focus on pertinent health and safety issues. There are very good links with different organisations outside the school and with other schools, which add a good level of enrichment to the provision.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The provision for pupils' personal, social and health education is good.

Main strengths and weaknesses

- Attainment is satisfactory. Pupils achieve well throughout the school.
- The quality of teaching and learning is good.
- Personal, social and health education makes a very good contribution to pupils' spiritual, moral, social and cultural development, and pupils have positive attitudes to the subject.
- A broad and well-balanced curriculum is provided and supported by a good range of resources.
- Leadership and management are good.

Commentary

74. The school has a good, carefully constructed, broad, balanced and appropriate curriculum. It is designed well to help all pupils to develop the confidence to make the most of the skills and abilities that they possess. Pupils are especially encouraged to feel positive about themselves, to be actively involved in the life of the school and the wider community, and to make wise choices about developing a healthy and safe lifestyle. This well-developed curriculum, which is well taught, results in pupils achieving well and attaining sound standards by the end of Year 6.
75. The school's needs for supporting pupils' personal development have been successfully identified as a result of rigorous analysis by the leadership team and the subject leader. Provision takes place through effective implementation of the behavior policy and in group discussions, when pupils are able to talk meaningfully about issues of importance to them, or wider issues of a more general nature. Visitors to the school also support pupils' learning successfully by giving them reliable knowledge and understanding about relevant topics. Sex and relationships, and the dangers of drugs and other harmful substances, are dealt with sensitively and support pupils' personal development well. Whole-staff training has been undertaken to improve staff confidence and to advise them on how to use resources well in the classroom and this, in turn, has enhanced the quality of teaching and learning. The work in classes has been well monitored by the management team and the co-ordinator for effectiveness, and to identify areas in need of further support.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	5
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	5
The leadership of the headteacher	2
The leadership of other key staff	2
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).