

INSPECTION REPORT

Tennyson Road Primary School

Luton

LEA area: Luton

Unique reference number: 109557

Headteacher: Sarah Weston

Lead inspector: Rob Crompton

Dates of inspection: 5th – 7th July 2004

Inspection number: 258092

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	205
School address:	Tennyson Road Luton Bedfordshire
Postcode:	LU1 3RS
Telephone number:	01582 723230
Fax number:	01582 734616
Appropriate authority:	Local Education Authority
Name of chair of governors:	Tracy Cowan

Date of previous inspection: 24th June 2002

CHARACTERISTICS OF THE SCHOOL

The school is an average sized primary, serving mainly an area of terraced housing and housing association properties near the centre of Luton. Thirty per cent of the pupils are from a wide range of ethnic groups. Local social and economic circumstances are below average and there is a high mobility rate in most year groups, particularly at the top end of the school. The proportion of pupils eligible for free school meals is currently about average, but is often larger. As children enter the school, their overall attainment is well below that usually found, particularly in social development, speaking and listening. The number of pupils with special educational needs that are mostly specific learning difficulties and emotional or behavioural problems is broadly similar to the national picture. Five pupils have a statement of educational needs, which is well above average. A small number of pupils have English as an additional language and are at an early stage of learning English. The school is involved in the Leadership Development Strategy¹ in Primary Schools, and has recently achieved the Healthy School Award.

¹ This central initiative is aimed at raising standards through improving school management.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
7230	Rob Crompton	Lead inspector	Science Information and communication technology Design and technology Music Physical education Special educational needs
13874	Jane Chesterfield	Lay inspector	
32142	Beryl Richmond	Team inspector	English English as an additional language Art and design Religious education
29988	Lynne Thorogood	Team inspector	Foundation Stage Mathematics Geography History

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The effectiveness of the school is **satisfactory**. Pupils are making steady progress, but standards in writing are lower than they should be. However, effective teaching is leading to improvements in Years 5 and 6. Pupils are well cared for and enjoy the very rich variety of experiences. They develop positive attitudes and behave well. The headteacher provides good leadership and is well supported by the governors. The school provides **satisfactory** value for money.

The school's main strengths and weaknesses are:

- The headteacher's good leadership is driving the school forward.
- Good provision for pupils' personal development contributes much to their positive attitudes and enjoyment of school.
- Pupils do not achieve well enough in writing.
- Pupils make good headway in mathematics and science and achieve good standards by Year 6.
- Reading standards are below average at the end of Year 2.
- Consistently effective teaching in Years 5 and 6 gives the older pupils a significant boost.
- Pupils enjoy a very wide range of extra activities.
- Pupils are well cared for and their contributions to school life are valued.
- Parents are kept well informed and are consulted about developments.

Satisfactory progress has been made since the last inspection visit in July 2003. The school is no longer judged to be underachieving. Teaching in the juniors is more effective. Standards in writing are improving, but are not yet reaching average levels. Assessment of pupils' work is now satisfactory. Pupils are becoming more aware of the next steps in their learning, but the quality of marking is still inconsistent. Subject leadership is more effective in mathematics and science. Strategic planning is now very good. Attendance has improved.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2001	2002	2003	2003
English	E	E	B	B
Mathematics	E	E	B	B
Science	E	E	D	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.*

Achievement is **satisfactory**. Pupils make good progress in the reception class, but many do not reach the expected standards in communication, language and literacy, and only half achieve them in mathematical development. Although achievement is satisfactory overall in Years 1 and 2, pupils' reading and writing skills are not as good as they should be by the end of Year 2. In part, this is because many have special educational needs and several pupils are at an early stage of learning English as an additional language. This is not the whole story, however. There is not enough emphasis on basic reading skills or opportunities to practise writing. Attainment in Year 2 in

mathematics, science, ICT, art and design, history and religious education is average. Pupils achieve good standards in design and technology in Year 2. It was not possible to judge the overall standards reached by Year 2 or by Year 6 in physical education or to judge achievement in geography by Year 2.

Pupils make sound progress through Years 3 to 4, and their learning accelerates in Years 5 and 6. This is evident especially in mathematics and science, where the Year 6 pupils are reaching above average standards. Most pupils make good progress in reading, with many reading well for their age by Year 6. This is not the case in writing. Although pupils make rapid gains in Year 6, insufficient opportunities to write for a range of purposes and in different styles in the preceding years means they have too much catching up to do. As a result, standards are below average. The good performance in English indicated by the table below combines reading and writing and conceals this weakness. Pupils are achieving well in ICT, where standards are rapidly improving and pupils are reaching the expected levels. Progress is steady in art and design, geography, history and religious education, and standards are satisfactory by the end of Year 6. Pupils achieve good standards in design and technology.

Pupils at an early stage of learning English as an additional language are well supported and make steady progress. Good provision for pupils with special educational needs enables them to meet their individual targets.

Provision for personal development is **good** and pupils have positive attitudes to school. Effective support for spiritual and cultural development contributes much to the positive ethos. Moral and social development is particularly well promoted. Behaviour is good overall, with the oldest pupils setting a very good example. Attendance levels are above average.

QUALITY OF EDUCATION

The quality of education is **good**. Teaching and learning are **good**. The best teaching is in the Year 5 and 6 classes. Lessons are well planned; there is a good level of challenge for all pupils and a brisk pace is maintained. Stimulating activities draw a good response from pupils. This is particularly evident in the Year 6 class, where pupils' very mature attitudes to learning are evident in all lessons. Teachers have good levels of expertise in most subjects, but the teaching of writing is not consistently strong across the school. Teachers are well supported by teaching assistants who make a significant contribution to many lessons. The curriculum is satisfactory and pupils benefit from an interesting and enjoyable variety of experiences. There is a good partnership with parents and the local community. Pupils are well cared for, supported and guided.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The headteacher provides a very clear sense of direction and leads the school well. Co-ordinators are well aware of the priorities in their subjects and are committed to raising standards. Governance is good. Very effective self-evaluation underpins the highly strategic approach to planning and enables the school to use resources to best advantage. Governors fulfil their statutory responsibilities well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are happy with the school. They are confident that their children will be treated fairly and are well cared for. Parents are positive about the prefect system and they welcome the way older pupils spontaneously look after younger ones. They like the fact that the headteacher welcomes pupils in the morning. Most are pleased with the information they receive, particularly about what

is to be taught each term. Pupils enjoy school; they like their teachers and say that many lessons are fun. Some are a little concerned about behaviour in the playground. The inspection found that playtimes are boisterous and somewhat frenetic. However, the school has recently acquired more equipment and plans to use the new garden area to create more space and a calmer playtime.

IMPROVEMENTS NEEDED

- The most important thing the school should do to improve is to provide more support for pupils whose writing and reading skills are weak.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement through the school is satisfactory overall. Achievement in the reception classes and in Years 5 and 6 is good. It is satisfactory in other year groups.

Main strengths and weaknesses

- Pupils achieve well and reach good standards in mathematics and science by Year 6.
- Standards in writing are below average across the school.
- Standards in reading in Year 2 are below average but improve to satisfactory levels by Year 6.
- Pupils are given equal opportunities to succeed.
- Progress in ICT is accelerating and pupils have good computer skills.

Commentary

1. The overall picture is one of improving standards in Year 6 and, to a smaller extent, in Year 2. Performance in national tests (SATs) over the last five years has not kept pace with the national trend or that of similar schools for either year group. However, results have improved significantly in Year 6 since the school was inspected in 2002. Due to effective teaching, pupils are making good progress and reaching above average standards in mathematics and science. Overall results in English have improved, but within this subject, attainment in writing is still weak.
2. Results in the Year 2 tests have declined recently, mainly due to the changing characteristics of pupils as they start school. Baseline tests on entry show an increase in the number of pupils who lack early social skills and whose speaking and listening skills are poor. Although they make good progress in the reception class, pupils' early literacy skills are still weak as they start Year 1. Standards in reading and writing are unlikely to improve further unless these skills are taught more systematically in Years 1 and 2. Pupils do not have a secure knowledge of letter sounds and this reduces their success at reading unfamiliar words. They are reluctant to attempt writing independently because much of the work set is in the form of worksheets. Standards in mathematics and science have improved lately and are now average.

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

Standards in:	School results	National results
Reading	13.9 (15.6)	15.7 (15.8)
Writing	12.9 (13.9)	14.6 (14.4)
Mathematics	16.0 (15.9)	16.3 (16.5)

There were 30 pupils in the year group. Figures in brackets are for the previous year.

3. Reading improves quickly during years 3 to 6, and standards are at least average. By Year 6, many pupils are fluent and expressive readers. This is reflected in the number achieving the higher levels in the national tests. The oldest pupils are keen to improve their writing and make every effort to do so. However, many have too much catching up to do because of previous weaknesses in teaching in their earlier classes. As a result, standards in writing are not yet reaching average levels. There are signs of improving standards in years 3 to 6, but pupils do

not have sufficient opportunities to develop the necessary range of skills or background knowledge to make a significant difference to overall achievement in writing.

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

Standards in:	School results	National results
English	27.9 (25.3)	26.8 (27.0)
Mathematics	27.6 (25.5)	26.8 (26.7)
Science	28.3 (27.2)	28.6 (28.3)

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

4. Pupils with English as an additional language make satisfactory progress. They are achieving in line with their peers. Good provision for pupils with special educational needs means they make steady progress towards their individual targets. Teachers track pupils' achievement well to keep an eye on how boys and girls are progressing. There are some differences in their achievement from year to year, but there is no identifiable pattern.
5. Pupils have good general computer skills and are achieving well in ICT. Overall standards are broadly average. Pupils are particularly adept at using the computer to share information. By Year 6, all pupils can competently create multimedia presentations, with some having a high level of technical skill. Many pupils excel in most aspects of the subject, but previous lack of suitable resources has limited progress in database work and the use of sensors to monitor changes in environment, such as temperature, light and sound.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **good**. Pupils' personal development, including spiritual, moral, social and cultural development, is **good**. Attendance and punctuality are **good**.

Main strengths and weaknesses

- Very good provision for pupils' moral and social development, together with effective support for spiritual and cultural development helps to create a harmonious community.
- Behaviour in lessons is usually good, although play at break times is a little disorganised.
- Attendance has improved considerably over the last year.

Commentary

6. Older pupils are often to be seen walking hand-in-hand with younger ones, for example, when escorting reception pupils from the hall to the playground. The school successfully encourages pupils to take on such responsibilities. The prefect system promotes this in a formal way, but there is more to it than that. A strong feeling of community is generated in day-to-day school life. This is seen in the activities of the school council, pupils taking a leading part in assemblies and in the general expectation that pupils will help one another whenever possible. During a Year 6 lesson, for example, a child spontaneously adjusted the focus on the overhead projector so everyone could see, without a word being spoken. Pupils are keen to contribute to the life of the school. All are regarded as members of the school council, and through this system they gain an understanding of the contributions they can make to the school community. This was evident as pupils proudly displayed their individual certificates following the Healthy Schools Award.

7. The very wide range of extra activities has a big impact on pupils' social development. By playing instruments, competing in sporting tournaments and by going on residential trips, pupils learn a lot about their own capabilities and about working with other people. The celebration of saints' days and festivals such as Christmas, Eid and Diwali promotes cultural understanding. Visitors, such as a troupe of African drummers, also contribute. The inclusive nature of the school, with its broad mix of ethnic groups, has a powerful impact on pupils' attitudes. They are strongly anti-racist and a credit to the school in this respect. Assemblies are calm occasions when pupils are encouraged to reflect on issues and to explore their own feelings. This helps them learn to accommodate differences and to be sensitive to the difficulties other pupils have. They sing songs of praise with conviction and say prayers with suitable reverence.
8. In most classes, teachers and support staff build positive relationships with pupils and set high standards for their behaviour. Consequently, pupils want to behave well because they like their teachers and want to please them. In some classes, this is not so evident. Behaviour in Years 1, 2 and 4 is satisfactory, but does not match that in other classes.
9. The school has recently acquired more playtime equipment, such as soft balls, small racquets and playground draughts to occupy pupils at break time. This is not well enough controlled, as all such activities intertwine, meaning many pupils have their play disturbed. Although pupils do not deliberately misbehave, this can lead to minor accidents and squabbles.
10. Attendance is now above the national average, thanks to the hard work of the school. It has been successful too in reducing the level of unauthorised absence so that it is now in line with other schools.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.5%
National data	5.4%

Unauthorised absence	
School data	0.5%
National data	0.4%

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

There have been no recent exclusions.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education. Teaching and learning are good. The curriculum is satisfactory. There is rich provision of extra-curricular activities. The school provides good care, support and guidance for pupils. Links with parents and the community are good.

Teaching and learning

Teaching and learning are **good**. In Years 1 and 2, the teaching is **satisfactory** overall, and includes some that is good. The most consistently effective teaching is in Years 5 and 6, and teaching in the reception class is also good. The quality of assessment is **satisfactory**.

Main strengths and weaknesses

- Good teaching in Years 5 and 6 gives pupils a significant boost.
- The teaching of writing is inconsistent.

- Teachers ensure that pupils with English as an additional language are fully included in lessons.
- Teaching assistants provide good support, but they are less effectively used in some classes.
- Marking is occasionally good, but at times unhelpful.
- The classroom atmosphere is sometimes spoiled by teachers unnecessarily raising their voices.

Commentary

11. Effective teaching in the reception class helps pupils to make good progress. Work is well planned and relationships are good. Teaching is consistently very good in the Year 6 class where the teacher and teaching assistant work in close partnership. Pupils in both Year 5 and 6 benefit from the brisk pace of lessons. Their level of involvement is high because teachers successfully stimulate interest. Pupils rise to the good level of challenge and the 'you can do it' approach. A strong feature of the teaching in these classes is the use of ICT to support learning. This is particularly helpful for those pupils whose reading or writing skills are not well developed, as it helps them to find information and record it. A further strength is the good range of writing tasks in Years 5 and 6. Pupils are taught a wide variety of styles, and the continuous focus on structure, grammar and spelling means that they make good progress. In the other classes, these successful methods are not so prevalent. Too frequently, pupils are given the same task, despite their different abilities. Teachers are not so insistent on good handwriting. In Years 1 and 2, the predominance of worksheets in subjects such as religious education limits opportunities for pupils to develop their skills and increase their confidence.
12. A successfully inclusive approach ensures pupils with English as an additional language are integrated well in all aspects of the school's life. Teachers use a good range of strategies to motivate, involve and challenge pupils, and keep a close eye on their progress.
13. Teaching assistants are well trained and make a good contribution to learning in many lessons. They provide good support for individual pupils and small groups, particularly those with special educational needs and those who are at an early stage of learning English. Occasionally, teaching assistants take half the class, which considerably reduces the pupil/teacher ratio. This means pupils receive more individual attention and have more opportunities to contribute to discussions and to sort out their individual difficulties. At other times, teaching assistants look on as the teacher introduces a lesson or summarises at the end. At these times, they do not get sufficiently involved in supporting individuals or groups and helping them to take part.
14. Teachers use a good variety of strategies to assess how pupils are getting on. Some are really skilled at using questions during lessons to find out pupils' levels of knowledge and understanding. Good records are kept, and teachers are more frequently using these to identify gaps in pupils' learning in order to plan subsequent work. Individual targets are less evident, but the school has recently introduced a system designed to provide pupils and their parents with the precise steps needed for them to make progress. At the moment, much of teachers' marking does not indicate how pupils could improve their work.

15. Some teachers are particularly skilled in generating a purposeful atmosphere in lessons but others are less successful. Where teachers continuously raise their voices or overreact to pupils' natural exuberance, lessons are not so effective.

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	11	10	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

The curriculum

The school provides a **satisfactory** curriculum that caters for the needs of all pupils. Learning and social development are enhanced by a **very good** range of activities before and after school. The **good** accommodation and resources are used effectively to meet the needs of all pupils.

Main strengths and weaknesses

- Very good extracurricular activities support pupils' learning.
- The provision for the development of writing skills across the curriculum is inconsistent.
- Provision for pupils with special educational needs is good.
- Accommodation and resources for learning are good.

Commentary

16. Extracurricular activities very effectively support pupils in overcoming barriers to learning. The early morning breakfast club encourages pupils to come to school early and get off to a good start. At the after school club, pupils have support with homework and benefit from sports coaching. Learning is enhanced beyond the school day through sports, athletics, music and extra mathematics and science teaching. The most able pupils can attend extra classes in mathematics or English, which are run on Saturdays by the local authority. Staff use out-of-school visits well to broaden pupils' educational experiences. Pupils in Years 4 and 5 undertake a residential visit every alternate year, and this promotes confidence and independence as well as extending their school work.
17. Opportunities to develop writing skills across the curriculum are not always taken, and this has an adverse effect on progress. In some subjects in Years 1 and 2, for example, in religious education and geography, pupils hardly do any writing. Most writing is confined to English lessons, which is not enough for pupils to practise their skills. In contrast, Year 6 pupils have many opportunities to write, and consequently make good progress.
18. Pupils with special educational needs are identified early during the reception year and monitored by the teacher in consultation with other professionals such as the speech therapist. A close eye is kept on pupils' progress through the school and parents are kept well informed so they can help at home. Pupils with behavioural difficulties benefit from good individual support and staff do their best to help them fully participate in lessons. Teaching assistants work effectively with small groups of pupils who need extra help. Occasionally, the work set in class lessons is not closely matched to pupils' individual needs. Consequently, some pupils struggle to keep up and become restless.

19. The indoor accommodation is used to best advantage. For example, the well-equipped computer suite is used for teaching other subjects in addition to ICT. The spacious hall provides a good area for physical education, music, drama and assemblies. Several additional rooms and areas are used effectively for small group work. Plans are well in hand to use the newly established garden area, which includes a lawn, potted plants, picnic tables and small stage, for a range of worthwhile activities.

Care, guidance and support

The care and support provided for pupils are **good**. Their involvement and consultation are **very good**.

Main strengths and weaknesses

- Pupils play a prominent role in the daily life of the school.
- They are well looked after by staff.
- The playgrounds are not well organised at the moment.

Commentary

20. The school regards the contribution made by pupils as very important indeed and allows them a great deal of responsibility. The school council, representing all year groups and led and run by pupils, makes decisions affecting the whole school. It has devised rules for each class, for example, which all pupils know and follow. Year 6 prefects help ensure the smooth running of everyday routines, and all junior pupils are expected to help look after younger ones at lunchtime. Pupils carry out these duties in a mature and sensible way, and the school knows it can rely on them.
21. Pastoral care in the school is strong. Pupils are well cared for on a day-to-day basis. Parents are rightly impressed with the quality of first-aid and attention given to pupils who are sick or injured. Any personal problems or concerns are well monitored so that pupils can be given the best possible support both from staff and outside agencies. The school is increasing the involvement of parents and pupils in academic target-setting, though this is still at an early stage.
22. Many pupils would like to have better facilities for break and lunchtime. The school recognises that it could make more of what it does have available. It plans to reorganise the main playgrounds into different areas for different games, and to fully utilise the new garden area. The aim is to make sure that playtime is a positive and happy experience for all pupils at the school.

Partnership with parents, other schools and the community

Partnerships with parents and the community are **good**. Links with other schools are **satisfactory**.

Main strengths and weaknesses

- The school keeps parents well informed.
- Parents' views are sought and acted upon.
- The school is a focal point in the local community.

Commentary

23. Written information for parents is good, particularly the fortnightly newsletters and termly curriculum leaflets. These give parents a good idea of what is happening at the school, both within and beyond the classroom, and how they can help their children achieve well in all aspects of their learning. Reports to parents on their children's progress are good. Most give a clear indication of how well children are doing for their age and what they need to do to improve, although this good practice is not always consistent across the whole school.
24. Consultation with parents is a good feature of the school's approach to self-evaluation and development. The school welcomes parents' suggestions and uses questionnaires to gather their opinions on areas that concern them. Subsequently, the school not only feeds back its findings to parents, but also introduces improvements as a result of what it has found out. Following a survey of last year's reception class parents on the induction process, for example, the school has made changes to ensure an even smoother start for the new pupils this year.
25. The school is a useful resource for the neighbourhood, providing facilities where groups can meet. The local children's football team benefits from being able to use the school hall for practice sessions in winter, for example. The school is also supportive of the parent community by hosting before- and after-school care for pupils whose parents work outside the home. The community similarly contributes significantly to children's learning and personal development. Members of the school council have helped their classmates find out more about citizenship, for example, by developing their own links with the mayor, while Year 5 pupils have been involved in the redesigning of part of Luton town centre.

LEADERSHIP AND MANAGEMENT

The leadership and management by the headteacher and other senior staff are **good**. The governance of the school is **good**.

Main strengths and weaknesses

- The headteacher has a very clear sense of purpose, clarity of vision and high aspirations.
- There is a strong commitment to meeting pupils' individual needs.
- Subject leadership is good.
- The governors have played an important role in supporting the school during a period of change.
- Financial management is effective.

Commentary

26. The school has faced many changes over the last few years. The headteacher and governing body have worked together effectively to bring about improvements during this period. All key staff have had appropriate training and support to help them develop their roles. Provision is monitored closely in mathematics and science to try to ensure that pupils do as well as they can. Satisfactory efforts have been made to improve standards in writing, although they are just below average in Years 5 and 6. The headteacher is taking over responsibility for this subject.
27. The headteacher knows the strengths and weaknesses of the school very well and she has very good skills in school evaluation. This has led to a good improvement in development planning. The current plan focuses clearly on raising standards, identifies who is responsible for implementation and monitoring and indicates the cost implications and success criteria. The headteacher effectively manages the provision for pupils who have English as an additional language and carefully monitors performance data by ethnicity. All are fully included in the life of the school and there is a strong commitment to helping each one improve.
28. Governors have a good range of expertise and experience and support the school well. They fulfil the vast majority of their statutory duties effectively and actively support teachers. The programme of monitoring and evaluation has been refined recently and is providing governors with a clearer idea of the school's strengths and weaknesses.
29. The headteacher and the governing body manage finances well overall. Day-to-day administration is good. Spending decisions are made carefully, but their impact is not always evaluated against the original success criteria. The funds carried over from previous years are earmarked for major structural improvements, including a canopy for the reception play area.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	617,718
Total expenditure	592,969
Expenditure per pupil	2,906

Balances (£)	
Balance from previous year	71,686
Balance carried forward to the next	96,435

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

Main strengths and weaknesses

- Pupils do not reach the expected levels in communication, language and literacy or in mathematical development, although they make good progress.
 - Good planning ensures that pupils work at levels that are well matched to their ability.
 - Good relationships between adults and pupils enhance the provision.
 - Good links with pre-school providers and parents help pupils to settle in quickly.
30. A good range of motivating and challenging activities across all areas of learning offers both structure and choice to pupils and helps them to achieve well. Pupils' progress is carefully monitored and staff use a detailed system of assessment to help plan for future learning and development. Consistently good teaching promotes good progress. Despite this, however, many pupils do not reach the expected levels in communication, language and literacy or mathematics by the time they enter Year 1.
31. Relationships between pupils and adults in the school are based on warmth and trust and this contributes much to pupils' personal and social development. Good links with the range of pre-school settings and visits to school in the summer before admission ease entry to school. Workshops for parents take place each term so that they become aware of the kinds of activities their children are undertaking, how progress is assessed and how they can help at home. Parents are made to feel very welcome and this helps children feel secure in the new environment. The good quality of provision has been sustained since the last inspection. It is well managed by the reception teacher; all staff and volunteers work together well as a cohesive team.

Personal, social and emotional development

Personal, social and emotional development is **good**.

32. As a result of good teaching and effective support, pupils quickly settle into school routines. They are on target to meet the levels expected. Pupils rapidly gain confidence and learn to take turns and share equipment. They behave well and treat resources correctly. There are frequent opportunities for pupils to make choices about what they would like to do, and this promotes independence and confidence. Pupils select equipment such as crayons or scissors sensibly, and most manage their own aprons or overalls when preparing to undertake a messy activity. Some pupils show a well-developed sense of responsibility and care for others, as they help each other with buttons and fastenings or offer support when someone is upset.

Communication, Language and Literacy

Provision in communication, language and literacy is **good**.

33. Pupils enjoy stories and are increasingly able to re-tell them accurately. They listen carefully to questions and instructions and respond appropriately. Pupils benefit from

good individual support to improve their speaking skills, including role-play with adult helpers. Pupils learn how to handle books correctly and the more able start the early stages of the school's reading scheme. All make good progress in learning letter sounds because of regular structured teaching, including finding rhymes for the most common words. They learn to use pencils correctly in a range of drawing, tracing and copying activities, and many progress to writing several words legibly. However, because of their low attainment when they start school, not many pupils reach the expected levels by the time they enter Year 1. In spite of all members of staff offering good models of spoken English and precise and clear diction, a small number of pupils retain immature speech patterns and have a limited vocabulary.

Mathematical Development

Provision in pupils' mathematical development is **good**.

34. Most pupils make good progress. Building and construction activities help pupils develop a good knowledge of shape and size. They quickly build up their knowledge of numbers by joining in with number rhymes and songs. Most pupils count up to ten, the more able going on confidently to 20. They recognise numbers on a number line and correctly use mathematical language such as 'bigger than' or 'smaller than'. Most pupils accurately copy numbers in their workbook, and count and match items and shapes. In spite of making good progress, because of their low starting point, only about half the pupils are on target to meet the expected levels by the time they reach Year 1.

Knowledge and Understanding of the World

Provision in knowledge and understanding of the world is **good**.

35. Pupils make good progress, and by the time they leave the reception class, they meet the expected levels. They are given a wide range of activities to support their learning. Pupils are confident in using the mouse and keyboard on the computer, and independently 'click and drag' items into place on a picture. Pupils are interested in nature; for example, they know how a caterpillar turns into a cocoon, and then a butterfly, because they have watched this happen in the classroom and then released the new butterflies into the garden. They learn about other cultures and faiths as they celebrate festivals and events such as the Chinese New Year.

Physical Development

36. No sessions were observed in the hall or in the outside play area, so secure judgements cannot be made about teaching or provision in this area. However, the teacher's regularly updated records indicate that pupils are likely to meet the levels expected. This is supported by photographic evidence of the children on climbing apparatus and riding wheeled vehicles. Pupils have sound manipulative skills when handling equipment such as scissors, and develop correct techniques for holding a pencil or paintbrush because adults demonstrate these skills for them.

Creative Development

Provision in creative development is **good**.

37. Pupils make good progress in this area and by the end of reception they meet the expected levels. They enjoy dressing up in the role-play area, which becomes a kitchen, a police station or a hospital, organising their play independently. This promotes oral skills and confidence, as pupils, with adult support, take the part of the dragon or the witch as they re-tell a favourite story. Creative skills are soundly developed; for instance pupils use a variety of materials to make pictures, selecting collage material, crayon or paint to achieve effects they like. Pupils achieve well in singing. They sing a variety of songs from memory, and sing back their names to the teacher, echoing her pitch and tone.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards are too low in writing and pupils achieve less than they should.
- Teaching and learning are good in Year 6 where pupils are achieving well.
- Guided reading is not well established and reading standards are below average at the end of Year 2.
- Teachers do not receive enough feedback on their lessons and the quality of pupils' work.

Commentary

38. In 2003, test results for Year 2 were very low for reading and writing compared with the national average and for schools with pupils from a similar background. The unconfirmed 2004 results indicate similar results for reading, with some improvement in writing. Inspection findings indicate that standards for the current Year 2 pupils are still well below average in writing and below average in reading. Reading skills are not taught systematically enough, given the pupils' low attainment as they start Year 1. During the last two years, there has been insufficient improvement in standards in writing. Pupils do not make sufficient progress through the infants so that by the end of Year 2, standards in English are well below average, except in speaking and listening, where pupils make good progress and standards are broadly as expected.
39. In 2003, test results for Year 6 pupils were above the national average and that for schools with pupils from a similar background. The unconfirmed 2004 results are close to those of the previous year. Standards among the current Year 6 pupils are good in speaking and listening, average in reading and below average for writing. Pupils' achievement over time from Years 1 to 6 is unsatisfactory in writing, but their achievement is stronger in Year 6. Overall achievement in English is unsatisfactory.
40. Standards of speaking and listening in Year 6 are good. Pupils are enthusiastic and keen to participate in lessons; they listen attentively to their teacher and one another, and articulate their thoughts well. In a lesson based on *The Suitcase Kid* by Jacqueline Wilson, pupils maturely discussed sensitive issues. However, in other year groups, there is not enough partner or group discussion to give pupils a chance to prepare or answer questions.
41. Standards are too low in writing because teachers have not clearly identified the small steps that pupils need to take to improve. Often all pupils are completing the same task, which is inappropriate. In some year groups, pupils have not had the opportunity to write often enough in a range of different styles and for different purposes. Marking does not always clearly indicate to pupils how to improve, although marking is beginning to get better. Teaching is more effective in Years 5 and 6 where teachers show pupils how to write in different styles, for example, a newspaper article or a persuasive letter. In these classes, pupils are given good opportunities to question and contribute to discussions before writing independently. Teachers have recently received some further training and this is beginning to show in an improvement in pupils' work. Infant pupils are too often reliant on adults to give them the correct spelling of a word rather than attempting it themselves. Teachers do not always have high enough expectations of pupils' presentation of their work and handwriting is not consistent throughout the school.
42. Teaching and learning are satisfactory overall. Good lessons were observed in Years 3 and 5. The lesson observed in Year 6 was very good and pupils' work in this year group indicates consistently effective teaching. Pupils are generally enthusiastic about reading. However, there

is no whole-school approach to guiding pupils' reading, and consequently they are not getting enough opportunities to read, discuss and get pointers about how to improve.

43. Leadership and management are satisfactory. Effective use has been made of specialist advice, but there has not been enough observation of teaching or sampling of pupils' work to check that pupils make sufficient progress or to identify and share the most successful teaching methods. The headteacher is taking on the leadership of the subject and has already started to implement a more rigorous tracking system. The progress of different groups – including boys and girls, pupils with special educational needs and those at an early stage of learning English – is now more closely monitored. There has been insufficient improvement in achievement in writing since the last inspection, but there are signs of improvement in pupils' work. The subject action plan focuses clearly on the three key areas for development: writing, spelling and reading. It contains good ideas about how to improve standards.

Literacy across the curriculum

44. Pupils do not use their literacy skills well enough in other subjects. Some good use of literacy skills is made in science, design and technology and in history, but not in other subjects, for example, religious education. In some classes, there is excessive use of worksheets rather than more interesting and challenging tasks designed to help pupils develop their writing skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Effective teaching means that pupils enjoy learning and reach above average standards.
 - Practical and investigative work helps pupils' learning.
 - More able pupils could be challenged more, particularly in the infant classes.
 - Leadership and management are good.
45. Pupils progress well because of the good quality of teaching. National tests results in Year 2 have been below average in recent years. Although the number reaching the expected levels was well above average in 2003, the small proportion of pupils achieving the higher levels brought down the overall results. Unconfirmed results for 2004 are a little better in this respect, with more pupils exceeding the expected levels. From a low start, pupils are making good progress through Years 1 and 2, and standards are broadly average. Pupils have a good grasp of number. They are achieving well mainly because practical and investigative work feature strongly in many lessons. This was effectively demonstrated in a Year 2 lesson in which pupils collected data by using a tally chart and then drew graphs to illustrate the results. They then composed questions about the graphs for their partner to answer.
46. Pupils continue to achieve well in Years 3 to 6. Results of the national tests in 2003 were above average, and unconfirmed results for 2004 show a similar pattern. The number of more able pupils attaining the higher levels was well above average. Standards in the current Year 6 are good. Pupils have a clear understanding of number and use this to calculate accurately and quickly. When tackling problems in their heads they confidently describe the methods they use to arrive at the answer. Pupils work competently with six-figure numbers and most have a good understanding of mathematical terms such as multiple and factor. Pupils demonstrate a good knowledge of shape and space, and of weight and measures in both metric and imperial units.

47. The quality of teaching and learning is good overall. Lessons are well planned, with work at the correct level for pupils' ages and abilities, although sometimes work does not challenge the most able pupils in the younger classes. Pupils with special educational needs benefit from practical activities and adult support. Displays of mathematical terms and other visual aids help pupils, including those with English as an additional language, to learn the correct terminology. In the best lessons, teachers explain the objectives clearly so that pupils understand what they are going to learn. Most lessons are brisk and lively and keep pupils interested and fully engaged. They work together enthusiastically and support each other's learning. Older pupils are very willing to discuss the aspects of mathematics they find most interesting such as problem-solving and budgeting their pocket money.
48. The co-ordinator looks at teachers' planning and pupils' work regularly, and provides extra training for colleagues. Planning for mathematics is very thorough and regularly reviewed and updated. Recent test results show that boys outperformed girls. In response, extra lessons to combat under-achievement this year were focused specifically on promoting girls' mathematical development. The inspection found no significant differences in the achievement of boys and girls, suggesting that this strategy was successful.

Mathematics across the curriculum

49. Pupils apply their mathematical skills very effectively in other curriculum areas. In history, they perform calculations using Roman numerals as part of their study of the Ancient Roman civilisation. In geography and science, they produce charts and graphs, and in ICT, they use their knowledge of distance and angles to direct a programmable robot and draw patterns.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses:

- Good teaching, supported by strong leadership helps pupils to achieve well.
- Practical work helps pupils to develop a good understand of scientific ideas.
- ICT supports learning well in many lessons, but there is further potential for computers to be used for science work.

Commentary

50. Good progress has been made since the last inspection. Effective leadership and management and good teaching have raised standards. The co-ordinator keeps a watchful eye on the teaching, and provides good support for colleagues. She regularly looks at pupils' work to identify any gaps in their learning. These strategies are paying off. The results of national tests in 2003 were well below the national average for Year 2, but the unconfirmed results for 2004 were close to the national average with more able pupils doing particularly well. Year 6 results showed a similar picture, with the unconfirmed results in 2004 showing good improvement. Indeed, over the last few years the trend has been continuously positive. Work seen during the inspection reflected recent test performance, with pupils reaching average standards in Year 2 and above average standards in Year 6.

51. Pupils achieve well in science because of successful teaching. Most work is approached through practical investigations which pupils find interesting. Because of this, their learning is not too inhibited by weaknesses in literacy. Year 2 pupils respond well to the challenge of finding out about different materials, describing them as spongy, sticky and squashy. Pupils are good at using charts, pictures, diagrams and graphs to record their findings. Most know the difference between insulators and conductors because they have experimented by including a paper clip, foil, paper and other materials into a circuit. During an investigation into tooth decay, pupils in Year 3, offered sensible predictions about what might have happened to an egg left in vinegar for a week.
52. Learning moves up a gear in Years 5 and 6, where skilled teaching sustains pupils' enthusiasm. Again, practical work is at the core of learning. Year 5 pupils learnt a great deal about the structure of plants by dissecting various flowers, drawing and labelling the parts carefully and accurately. With good support from the teaching assistant, all pupils completed the task and understood how and where seeds are produced. Pupils in Year 6 co-operated very well in groups as they set up experiments to see which kind of environment wood lice prefer. Pupils demonstrated a good knowledge of scientific processes, choosing the appropriate equipment, devising a fair test and making rational predictions. A strong emphasis on learning by doing is evident in the wide range of work recorded in pupils' books in Years 5 and 6.
53. Computers feature in many lessons. Skills in both science and ICT are enhanced as the younger pupils use simple databases to search for information. For example, Year 2 pupils found out about animals using questions prepared by the teacher. Pupils in Years 5 and 6 regularly use the Internet to search for information and online tasks are occasionally used to back up classwork such as the study of plants and habitats described above. Older pupils have not yet used ICT to refine experiments, however. For example, they have not used sensors attached to a computer to quickly and accurately measure and record changes in temperature during investigations into heat insulation.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Pupils have good computer skills and standards are improving.
- Most work in ICT is directly linked to other subjects.
- The school has only recently acquired the full range of equipment, so there are some gaps in pupils' experience.
- Pupils' progress is not yet systematically tracked, but a new system of assessment is about to be introduced.

Commentary

54. Across the school, pupils confidently use computers. The youngest pupils log on to the school's network, select programs and use on-screen menus. By Year 6, most pupils have a very good level of expertise. Good management has led to improved resources and better teaching. Teaching is satisfactory, with some particularly effective features. These factors are having a positive impact on pupils' achievement. Pupils progress well through the school and reach the expected standards by Year 2 and by Year 6. Some elements of the work in Year 6

are particularly strong, but not all aspects of the subject have been covered in sufficient detail because the school has lacked the necessary resources.

55. Sound achievement is evident in Years 1 and 2 in pupils' use of word-processing, such as their accounts of the life-cycle of a frog. Such work is often effectively supported by on-screen word banks which help pupils use the correct vocabulary and spellings. Pupils' skills in creating sequences of instructions to direct a programmable floor robot are at the levels expected by Year 2 and they have a reasonable understanding of how to use a simple database. Pupils successfully build on these early skills and are highly competent by Year 6. They confidently use spreadsheets for tasks, such as compiling a 'Witches' party menu'. Most use a professional level program effectively to create animated multimedia presentations, often drawing on information they have independently researched on the Internet. Such activities, along with most others in classrooms and the ICT suite, are an integral part of ongoing work. This approach raises the quality of teaching and means that pupils are well motivated because they can see the advantages of using computers. Teaching assistants often play a leading role in lessons, and this also enhances the quality of teaching. This was particularly successful when the Year 6 class was divided into two; one half working in the ICT suite with the teaching assistant while the other remained in the classroom with the teacher.
56. The school now has a well-equipped ICT suite with a high-speed network, access to the Internet and a full complement of software. These resources have only recently come on stream, however, so the older pupils have missed some aspects of the curriculum, for example the creation of databases or the use of sensors. They are highly enthusiastic and most are very quick learners but, although these missing elements are planned to be covered by the end of term, there is insufficient time for pupils to acquire the good level of skill they have in other areas. Pupils' individual progress is not recorded systematically, so such gaps in their learning have not been identified or addressed quickly enough. Recognising this weakness, the school is introducing new assessment procedures next term.

Information technology across the curriculum

57. Teachers make satisfactory use of ICT to support learning in other subjects. The Internet is used well in history, geography and science. In English lessons, pupils use computers to correct, edit and improve their work. Online tasks, such as those recently tackled on angles, support work in mathematics, but there is more room for this approach now the school has acquired fast access to such resources. Databases are used in science in Years 2 and 3, but are not prominent in other subjects. Older pupils increasingly turn to the computer to present their work across all subjects. For example, in geography they produce presentations on topics such as rivers and mountains.

HUMANITIES

58. Due to timetable arrangements, no lessons were seen in geography or history during the inspection, so it is not possible to make an overall judgement on provision in these subjects. Evidence about the quality of the curriculum and of the standards achieved was obtained from analysis of books and project folders, and from work displayed on the walls. In both geography and history, across the school, levels of attainment are influenced by pupils' literacy skills. Those with less well-developed reading and writing skills achieve lower standards than their more confident classmates.

59. Work in **history** books shows that pupils make sound progress during Years 1 and 2 in developing historical skills. There is a good range of work, for example, pupils learn about the Ancient Romans, compare life 'then and now' and do simple calculations using Roman numerals. They learn about the seaside in Victorian times, and teachers make good links with geography as pupils study features of the seashore. Pupils' work in Year 6 is in line with expectations, and most is well presented and detailed in content, for example the recent work on the Ancient Greeks. Pupils use the Internet to undertake research, and they understand how historians know about life in the past, for instance by undertaking archaeological digs. Pupils throughout the school take part in visits to museums and local sites of historical interest that enrich their learning.
60. In **geography**, pupils in Years 1 and 2 study a range of topics that enable them to draw and use maps, and understand the features of locations which are different from their own. In Year 2, they learn about tropical rainforests and the parts of the world where they occur. Pupils make steady progress through Years 3 to 6, learning about environmental pollution, the water cycle, rivers, and various countries including the Caribbean island of St Lucia. Projects completed in Year 6 indicate good skills of independent research, as pupils combine information from their background reading with material from Internet research to compile folders on topics such as the River Nile. Pupils cover the whole curriculum and achieve the standards expected by the end of Year 6.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses:

- Pupils are given good opportunities to visit religious places and visitors support the curriculum well.
- Opportunities to develop writing are not planned for in most classes.

61. There is inspection evidence from two observed lessons and scrutiny of pupils' work. However, there is insufficient evidence to make a judgement about the quality of teaching and learning overall. In a junior class, teaching and learning was satisfactory and pupils were achieving satisfactorily. Standards are broadly in line with expectations in Year 6. In the infant class, teaching and learning was satisfactory. Inspection evidence indicates that pupils are achieving satisfactorily by the end of Year 2. Standards are broadly in line with expectations but pupils' low literacy skills affect their attainment in this subject. There is an over-reliance on the use of worksheets and opportunities are missed to develop pupils' writing skills. There are not enough displays in the classroom to remind pupils of what they are learning. In Year 2, pupils have been learning about Christianity. In Year 6, pupils have completed a good range of work covering Islam, Christianity, Hinduism and Buddhism, and good opportunities to develop writing skills are planned. Throughout the school, opportunities to challenge pupils according to their prior attainment are not taken.
62. School assemblies link satisfactorily with religious education. There is good support from visitors to lead assemblies and to support work in lessons. For example, there are good links with the local church. The vicar comes into school fortnightly and takes account of pupils' different faiths when working with them. Year 2 pupils were given a good opportunity to prepare questions for their forthcoming visit to the church. A Muslim parent came into school to talk to pupils in Year 5 about the life of Mohammed and the impact of his work. Pupils enjoyed asking her questions. The local education authority subsidises visits to places of religious or cultural interest and this ensures that all pupils have at least one visit a year and develop their understanding of other people's beliefs. Pupils' work in religious education is influencing satisfactorily their spiritual and cultural development.
63. Leadership and management are satisfactory. Religious education has not been a subject in focus. The co-ordinator has been improving the stock of resources. Parents have been helpful in this respect and the school makes good use of the local lending service.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

64. No lessons were observed in art and design or design and technology, but pupils' work displayed throughout the school was examined. One lesson was seen in physical education and brief visits were made to other lessons and after-school clubs.
65. Teachers plan a varied and interesting range of activities in **art and design**, and pupils achieve the expected standards by Year 2 and Year 6. They study the work of famous artists such as Matisse, Seurat and Van Gogh and work in a range of styles, colours and patterns using a variety of media and techniques. Pupils' work is often linked to work in other subjects. For example, in Year 1, pupils have made a Hindu rangoli collage; in Year

2, they have drawn artefacts found in a church; and in Year 5, they have been making collages based on cartoon characters.

66. Good work in **design and technology** is evident from the many displays around the school. Year 2 pupils have made some very well-constructed glove puppets with a fairytale theme. They used a variety of fabrics and sewed the pieces together neatly. Acting out the stories with their puppets provided good practice in speaking and listening and gave the project an obvious purpose. The display of scale model chairs made by Year 4 pupils includes imaginative designs. Pupils followed the brief to make chairs for a specific person or purpose, indicating a good understanding of the processes involved. They measured accurately using centimetres and compiled parts lists. Pupils in Year 6 were keen to show their wide range of well-made products. Model shelters with wooden frames, waterproof materials and supported by guy ropes had been carefully constructed, illustrating a good level of technical skill. Similarly, pupils had produced some imaginative designs for slippers with good results. A further indication of the good standards in Year 6 is the use of construction kits to produce very good model fairground rides using pulleys, gears and electric motors.
67. It was not possible to judge overall standards or provision in **physical education**. In the lesson seen in Year 2, pupils demonstrated reasonable control and balance as they explored different ways of twisting and turning. One or two had a very good awareness of their own body movements. Pupils were successfully encouraged to improve as the teacher provided good suggestions and feedback, raising the level of challenge as the lesson progressed. During a rounders game in Year 6, the level of skill evident in batting and fielding was varied, but broadly as expected at this age. Pupils were enthusiastic and competitive. They followed the rules well and displayed good sportsmanship.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses:

- A new teaching programme is helping to improve pupils' learning.
- Pupils are enthusiastic but lack some technical skills.
- Pupils have good opportunities to learn an instrument.

Commentary

68. Effective management has led to good improvement since the last inspection. Teaching is now good and standards have improved. This was evident during a successful lesson in Year 2, where pupils were composing 'scary room' sounds. They had some imaginative ideas and made good attempts at representing them by drawing sequences of symbols to signify sounds. In this lesson, singing lacked energy, but overall standards in music were broadly as expected of Year 2 pupils. The activity was drawn from the recently introduced programme. This is proving to be a good resource for non-specialist teachers. However, teachers occasionally follow the scheme too rigidly; labouring one theme slows the pace of lessons and pupils lose interest.
69. This was certainly not the case in an ambitious lesson in Year 6. Pupils rose to the challenge of performing a piece together as a whole class. In small groups, they all worked hard to rehearse their parts. In addition to rhythm instruments and glockenspiels

there were two vocal parts. Individuals played violin, cello, clarinet, keyboard and flute. All pupils were totally committed to achieving the best performance possible. The quality of singing was good and pupils showed a good sense of rhythm. Because of gaps in the teaching during earlier years, they lacked some skills in holding beaters correctly and in listening to the other parts, but more than made up for this with their enthusiasm, mutual support and encouragement. Overall, this year group has made good progress and standards are broadly in line with those expected.

70. The school has made commendable efforts to encourage pupils to learn an instrument and an increasing number are doing so. Occasionally, they perform in assemblies and the other pupils appreciate their efforts. They provide good role models in class lessons and this is helping in the drive to raise achievement.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

71. It was not possible to observe any lessons in this aspect of pupils' learning during the inspection. The sound programme for personal, social and health education includes work on diet, health, sex, drugs and personal safety. Outside experts, such as local police officers, contribute effectively to the programme and the school welfare assistant, who is a qualified nurse, supports health education. The provision is designed to help children gain confidence, interact successfully with other people and know how to have a healthy lifestyle. Drugs education and safety are taught in all classes. Some elements of the programme are integrated with other subjects, for instance, aspects of health and sex education are covered within science. The school council works well and helps pupils to develop a good sense of citizenship.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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