

INSPECTION REPORT

THE IVER VILLAGE JUNIOR SCHOOL

Iver

LEA area: Buckinghamshire

Unique reference number: 110239

Headteacher: Mr C A Collis

Lead inspector: Mr G Bancroft

Dates of inspection: 26 – 28 April 2004

Inspection number: 258134

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11
Gender of pupils:	Mixed
Number on roll:	181
School address:	High Street Iver Buckinghamshire
Postcode:	SL0 9QA
Telephone number:	01753 653059
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs M Heeney
Date of previous inspection:	No previous inspection

CHARACTERISTICS OF THE SCHOOL

The school serves an extended village community in the south east corner of Buckinghamshire. It is separated from the western fringes of London by the M25 motorway. Pupils come from a wide range of social, economic and cultural backgrounds. The population includes a significant Traveller community. The percentage of pupils from homes where English is spoken as an additional language is above average. Pupils' attainment on entry to the school is below that expected for their age. The percentage of pupils with special educational needs is well above average. The percentage of pupils with statements of special educational need is average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3687	G Bancroft	Lead inspector	Mathematics Information and communication technology Music Physical education English as an additional language
9619	R Miller	Lay inspector	
29695	J Lance	Team inspector	English Art and design Design and technology Special educational needs
20877	D Pink	Team inspector	Science Geography History Religious education

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PART A: SUMMARY OF THE REPORT

This is a **good** school. Pupils achieve **well**, making good progress. The quality of teaching and learning are **good**. The leadership and management of the school are **good**. The school provides **good** value for money.

The school's main strengths and weaknesses are:

- Pupils achieve well in English, mathematics, science and information and communication technology. This is because teaching in these subjects is good.
- Pupils have very good attitudes to their learning and their behaviour is excellent.
- Provision for pupils' spiritual, moral, social and cultural development is very good. This contributes very well to the school's strong ethos, in which pupils from all backgrounds and cultures are valued and get on very well together.
- The provision made for pupils with special educational needs is good and these pupils achieve well.
- The quality of care, guidance and support provided for pupils is very good.
- The leadership and management of the governing body and headteacher are good.
- Attendance is below average. Therefore it is unsatisfactory.

No judgement is made about the improvement of the school since its last inspection. This is because this inspection is the first since the school became a junior school.

STANDARDS ACHIEVED

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

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

Achievement is **good**. Attainment on entry to the school is below average and the school provides well for a full range of abilities. The most recent national tests and the findings of the inspection show that by the end of Year 6, standards are average in English, mathematics and science. Pupils achieve well in these subjects. In other subjects standards are in line with those expected for pupils at the age of eleven. The school's good assessment procedures ensure that suitably challenging targets are set for attainment over the next two years. Higher attaining pupils do well and the percentage of pupils achieving levels that are above those expected in English, mathematics and science is above the national average. The school has an above average percentage of pupils with special educational needs. Many of these pupils do not attain the nationally expected levels for their age. However, these pupils achieve well for their abilities and make good progress. Pupils' personal qualities, including their spiritual, moral, social and cultural development are **very good**. Pupils' behaviour is excellent. Attendance is unsatisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. The quality of teaching and learning are **good** and contribute well to pupils' good achievement. The breadth of curricular opportunities is **good**. Extra-curricular activities and other additional activities to enhance pupils' learning are very good. The accommodation provided by the school is good and resources to support teaching and learning are satisfactory. The quality of care, guidance and support provided for pupils is very good. The partnerships formed by the school with parents are good and many parents are very supportive

of the school. However, some parents do not support their children's learning sufficiently. The school's partnerships with other schools are good and partnerships with the community are very good.

LEADERSHIP AND MANAGEMENT

The leadership and management provided by the governing body and headteacher are **good**. The governing body is very supportive and is well informed about the work of the school. The headteacher ensures the very effective ethos of the school is maintained. This is an ethos in which pupils and adults from all backgrounds and cultures feel valued and work well together. A very effective feature of the leadership is the partnership between the headteacher and the deputy headteacher. This helps to ensure that teachers work effectively in their teams and feel that they are supported very well in all aspects of their work. The financial management of the school is good. Governors apply the principles of best value well to the purchase of services and resources. The school gives good value for money.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think the school is **very good**. They feel their children enjoy going to school and achieve well. Pupils also think the school is **very good**. They are very appreciative of the guidance and support they receive from the headteacher and staff. Pupils feel the school listens to, and acts upon, their views.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Improve attendance by working closely with parents and outside agencies.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

By the end of Year 6 pupils attain average standards and their achievement is **good**.

Main strengths and weaknesses

- Pupils achieve well overall.
- Achievement in English, mathematics, science, information and communication technology and personal, social and health education is good.
- The percentage of pupils attaining higher than expected levels in English, mathematics and science by the end of Year 6 is above average.
- Pupils with special educational needs achieve well.

Commentary

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

Standards in:	School results	National results
English	27.1 (26.4)	26.8 (27.0)
mathematics	27.4 (27.9)	26.8 (26.7)
science	28.5 (28.5)	28.6 (28.3)

There were 53 pupils in the year group. Figures in brackets are for the previous year

1. The school's assessment procedures show that pupils enter the school with below average attainment. The 2003 national tests for the end of Year 6 show that standards in English, mathematics and science are average. Inspection findings agree with the test results. However, pupils achieve well and make good progress in these subjects. Standards are also average, on the basis of pupils' prior attainment, when compared with those found in similar schools. Test results show that in recent years there has been some variation in standards. This is mainly caused by the differences in the numbers of pupils with special educational needs from year to year. The overall pattern of attainment is one of improving standards. Tests also show that the percentage of pupils attaining higher than expected levels in English, mathematics and science is above average. This is balanced by the above average number of pupils who do not attain the expected levels. Many of the pupils who do not attain these levels have special educational needs and their achievement is good. The school has identified a number of gifted and talented pupils. Provision for these pupils is good and they also achieve well. Pupils from differing social and cultural backgrounds also achieve well. The school has set suitably challenging targets for attainment over the next two years, indicating that standards are likely to be maintained.
2. Inspection findings judge standards and achievement to be as shown in the following table:

Standards and achievement by the end of Year 6	
English	Average standards and good achievement
Mathematics	Average standards and good achievement
Science	Average standards and good achievement
Religious education	Average standards and satisfactory achievement

Information and communication technology	Average standards and good achievement
Geography	Average standards and satisfactory achievement
History	Average standards and satisfactory achievement
Art and design	Average standards and satisfactory achievement
Design and technology	Average standards and satisfactory achievement
Music	It was not possible to see enough teaching for an overall judgement to be made
Physical education	It was not possible to see enough teaching for an overall judgement to be made
Personal, social, health education and citizenship	Pupils achieve well

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and personal development are **very good**. Their behaviour is **excellent**. Pupils' moral, social, cultural and spiritual development is also **very good**. Attendance is **unsatisfactory**. Punctuality is very good.

Main strengths and weaknesses

- Pupils' attitudes to learning and the values they hold enable them and others to learn well in class and to enjoy school.
- Pupils' relationships with each other are very good. This is reflected in the excellent behaviour in lessons.
- The school plans effectively to ensure that pupils gain wide experience in developing their spiritual, moral, social and cultural understanding.
- The rates of authorised and unauthorised absences are too high.

Commentary

3. The rate of attendance is below that found nationally. Whilst there are signs of improvement over the past academic year, family holidays taken in term time account for a large percentage of these absences. This is having an adverse effect on the attainment of those pupils concerned.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.8	School data	1.2
National data	5.4	National data	0.4

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

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	117	0	0
White – Irish	5	0	0
White – any other White background	40	1	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Asian	3	0	0
Asian or Asian British – Indian	6	0	0
Asian or Asian British – Pakistani	3	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	1	0	0
Chinese	4	0	0

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

4. Pupils enjoy coming to school and develop very strong relationships with others in their classes. Pupils of all ages show very good attitudes to their work and their life in school. This is reflected in their very good punctuality, enjoyment of lessons and their participation in extra-curricular activities, particularly sport and creative arts.
5. Pupils' behaviour is excellent and they co-operate very well in lessons. They listen to adults and follow instructions because staff set high expectations for their conduct. Pupils are encouraged to take different responsibilities as they progress through the school. This leads to most pupils gaining in confidence and developing increasingly high levels of self - esteem. The strong focus on inclusion means that all pupils within the school feel valued and work very well in harmony with each other. Incidents of bullying and racism are rare. Where such incidents occur, the school is quick to deal with them effectively.
6. The pupils are proud of their own background and beliefs. They are developing a good awareness and understanding of their own and others' beliefs through the teaching of poetry, religious education and assemblies. They respect the views and beliefs of others and understand that this is important. Very good moral development is fostered well through clear rules and reminders of why pupils should consider the needs of others. There are plenty of opportunities within and outside school for pupils to develop very good social skills. For example, the use of mixed age classes appeals to those pupils spoken to during the inspection, who say they benefit greatly from these arrangements.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. The quality of teaching and learning are good. The breadth of curricular opportunities is good. Extra-curricular activities and other additional activities to enhance pupils' learning are very good. The accommodation provided by the school is good and resources to support teaching and learning are satisfactory. The quality of care, guidance and support provided for pupils is very good. The partnerships formed by the school with parents are good and those with the community are very good.

Teaching and learning

Teaching and learning are **good**. During the inspection no unsatisfactory teaching was seen. The schools procedures to assess pupils' attainment and progress are good.

Main strengths and weaknesses

- Teachers plan lessons well to meet the needs of all pupils.
- Teachers insist on high standards of behaviour and relationships between teachers and pupils are very good.
- Teachers use homework well to support pupils' learning.
- Arrangements to assess pupils' attainment and progress are good.

Commentary

Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	10	8	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

7. The quality of lesson planning is good, especially in English and mathematics. Teachers ensure effectively that the work they provide is matched well to the needs of the full range of abilities in the classes they teach. This enables pupils to learn well. Pupils who have special educational needs are also taught and supported well. Sometimes these pupils are withdrawn from lessons and are guided in their learning by teaching assistants. This helps to meet the needs of these pupils well.
8. Relationships between teachers and pupils and between pupils and teaching assistants are very good. Teachers and teaching assistants are quick to recognise and celebrate successes in pupils' learning and provide help for pupils when they are struggling. These very good relationships, along with teachers' insistence on high standards of behaviour, helps to ensure that pupils are motivated well and the quality of learning is good. Pupils of all abilities apply themselves diligently to their learning and sustain their effort and interest very well. This is the case when pupils work together in groups and when they work alone.
9. Homework is used well, especially in English and mathematics, to enhance pupils learning and support their progress. There is a well established pattern for setting homework and teachers mark homework thoroughly. Pupils understand the value of homework and its impact on their learning.
10. Arrangements to assess pupils' attainment and progress are good, especially in English and mathematics. Teachers make good use of the information they gather from assessments to plan the next stages of pupils' learning. Teachers also mark pupils' work thoroughly and ensure that pupils are well aware of how well they are doing and of what they need to do to improve. Pupils are given targets for progress and for learning. Discussions with pupils reveal that they are all very aware of what their targets are. However, there are sometimes not enough opportunities at the end of lessons for pupils to discuss how well they think they are getting on.

The curriculum

The breadth of curricular opportunities provided by the school is **good**. The range of activities to enrich pupils' learning is **very good**. The quality of accommodation is good. Resources to support learning are satisfactory.

Main strengths and weaknesses

- The equality of access and opportunity to the full range of provision for all pupils is good.
- The school provides a very good range of extra-curricular activities.
- The provision made for pupils with special educational needs is good.
- Provision for pupils' personal, social and health education is good.
- The quality of accommodation is good.

Commentary

11. The breadth of curricular opportunities is good and the legal requirements to teach the subjects of the National Curriculum and religious education are met fully. A good feature of the curriculum is the way in which pupils' personal, social and health education (PSHE) is provided for. This is usually taught within other subjects, such as religious education and science. The provision ensures that pupils are prepared well to meet the challenges they face in their lives and have a good understanding of the needs of others and of the community in which they live.
12. The school works effectively to ensure that there is equality of access and opportunity for all pupils to all aspects of the provision it makes for their learning. This means that pupils from the full range of social, economic and cultural backgrounds are included well. Good provision is also made for pupils with special educational needs. These pupils are supported well and consequently they make good progress. Pupils also participate fully in a very good range of extra-curricular activities. There are very good opportunities for pupils to take part in the highly regarded school productions and in musical instrument tuition. The range of artistic and cultural activities includes craft, cookery, gardening, sewing and the very popular sound studio club. Sports activities include association football, netball, table tennis and rounders.
13. Resources to support pupils' learning are satisfactory. The quality of accommodation is good and the governing body works effectively to bring about improvements. Accommodation includes a good playing field, a large hall, spacious classrooms, good shared areas that link classrooms and a good library. Teachers use this good accommodation well.

Care, guidance and support

The school provides **very good** levels of care and attention to the welfare, health and safety of the pupils. Provision of support, advice and guidance for the pupils is **very good**. There is **very good** involvement of pupils through seeking, valuing and acting on their views.

Main strengths and weaknesses

- There are very effective procedures in place to ensure the pupils work and play in a safe and healthy environment.
- Pupils have a very good and trusting relationship with at least one adult in the school.
- Pupils have access to very well informed support and guidance.
- The school is very active in seeking the views of the pupils on school improvement.
- The provision for the access of pupils or others with disabilities is currently unsatisfactory.

Commentary

14. This is a very caring school where staff treat pupils fairly and with respect. This ensures that pupils are comfortable about approaching individual teachers or support staff for help or

guidance. Staff know the pupils and their families very well, are sensitive to their needs and are able, therefore, to provide very good support and guidance. Parents say that the school is helping their children to become increasingly mature. The good PSHE programme and assessment procedures enable staff to provide carefully targeted support for individuals, including those with special educational needs. This support and guidance is helping to improve pupils' achievement.

15. Health and safety arrangements are securely in place and risk assessments are carried out for the premises and school trips. An access audit has been carried out to assess the provision for the admission of pupils with disabilities particularly those in wheelchairs and currently the premises do not meet with requirements. The quality of care and attention to medical needs during the day is very good. Very effective child protection procedures are in place and well known to all staff. There are good links with most of the outside agencies.
16. The school encourages pupils' views in a variety of ways. There is a school council that considers matters such as new playground games and the installation of drinking-water fountains. This contributes very well to pupils' personal development. Pupils with special educational needs contribute to their annual and termly reviews and all pupils are involved in setting personal and learning targets and assessing their own work.

Partnership with parents, other schools and the community

The school has **good** partnerships with parents and other schools and colleges. It has **very good** links with the community.

Main strengths and weaknesses

- Parents are kept well informed about the school and their children's progress.
- The very good links with the community help pupils' personal development and achievement.
- There are very good procedures for ensuring satisfaction and to deal with any concerns or complaints that parents might have.
- The good links with other schools and colleges ensure a smooth transition for pupils to their next stage of education.
- The contribution made by some parents to their children's learning at home is unsatisfactory.

Commentary

17. Parents are very satisfied with the work of the school and what it provides. They say their children enjoy coming to school and are making good progress. Parents think the school is led and managed well. They are well informed about the school through the prospectus, newsletters and school notice boards. Parents appreciate the opportunities to discuss their children's progress at formal and informal meetings with teachers. A helpful end-of-year academic report accompanies these meetings. The school uses these frequent opportunities to ensure parents are satisfied and have no worries or concerns. If parents have concerns the school does its best to resolve them quickly and effectively.
18. The school has engaged a number of parents and other volunteers from the community to come and help in school. Some listen to children read and others help in the library or on school trips. However, the school has rightly identified that there remains a significant number of parents who either do not or are unable to help with their children's learning at home. Despite the school's best efforts this aspect remains an area for development.
19. The school links well with local infant and junior schools to ensure best teaching practice is shared and to take part in joint initiatives. There are strong links with the local secondary schools and community college that provide opportunities for staff professional development, the sharing of pupil information and to discuss areas of concern to ensure a smooth transition for Year 6 pupils to the next stage of their education.

20. The very good links with the community include a close liaison with the police, church and parish council. A number of community groups use the school premises out of school hours and a pre-school group use accommodation on site during the school day. An active, outward looking, Parent Teacher Association (PTA) is very effective in promoting relationships within the community and in raising additional funds. The school welcomes being an integral part of the local community and all of these established links help to enhance pupil progress and development.

LEADERSHIP AND MANAGEMENT

The leadership and management provided by the governing body and headteacher are **good**.

Main strengths and weaknesses

- The leadership has established and maintained a strong and inclusive ethos.
- Governors are very supportive and knowledgeable about the school.
- Arrangements to monitor the quality of teaching and learning and to support developments are good.
- The financial management of the school is good.

Commentary

21. The leadership and management provided by the governing body and headteacher are good. The governing body is very supportive and is well informed about the work of the school. Governors have a good understanding of the strengths of the school and of what it needs to do to improve further. Governors fulfil all the duties required of them by law well, including the very effective promotion of policies to ensure that all pupils have equality of access and opportunity to all aspects of provision for their education. The headteacher and governors work very well to ensure the very effective ethos of the school is maintained. This is an ethos in which pupils and adults from all backgrounds and cultures feel valued and work well together.
22. A very effective feature of the leadership is the partnership between the headteacher and the deputy headteacher. This helps to ensure that teachers work efficiently in their teams and feel that they are supported very well in all aspects of their work. The headteacher and deputy-headteacher also ensure that teachers with subject responsibilities have good opportunities to plan and evaluate the quality of teaching and learning for their subjects. Teachers also work together well in teams. Those who teach pupils of the same age plan together well, benefiting from the effective guidance provided by good team leadership and ensuring that all pupils have equality of provision.
23. The governing body understands the quality of provision for pupils with special educational needs well and ensures that the school fulfils its statutory duties. There are good links between the SEN co-ordinators and the designated governor for SEN. The SEN co-ordinators lead an effective team and keep very good quality records for each pupil on the SEN register. Procedures in place to improve pupil progress and achievement are constantly under review.
24. The financial management of the school is good and resources are used well to support developments. The school improvement plan lays out clearly the priorities for development and how these will be achieved and evaluated. The partnership between the headteacher and the governing body works effectively to ensure that the use of the available resources is linked closely to the developments identified in the school's improvement plan. Governors apply the principles of best value well to the purchase of services and resources. The school gives good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	489,751
Total expenditure	459,450
Expenditure per pupil	2,230

Balances (£)	
Balance from previous year	19,993
Balance carried forward to the next	30,302

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

SUBJECTS IN KEY STAGES 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The good quality provision for English is constantly under review and pupils achieve well.
- Teaching and learning are good and pupils of all abilities make good progress.
- Pupils have good attitudes to learning and the subject makes a very good contribution to their personal development.
- Good use is made of learning support staff outside the classroom to support lower attaining pupils.
- ICT is used effectively to reinforce many areas of learning, but its use for word processing and to edit work is limited.
- Leadership and management are good, with an ethos that creates very good relationships and effective teamwork.

Commentary

25. Pupils enter Year 3 with below average attainment and make good progress. Standards have improved steadily over the last three years. In the national tests for 11 year olds in 2003 pupils' performance was in line with the national standards and with those of similar schools. The proportion of pupils attaining the higher level 5 was above the national average, but this was counterbalanced by an equal proportion of pupils who did not attain the national average. The majority of pupils not attaining the national average have special educational needs.
26. The recent trend of improving results can be explained in part by the make-up of particular year groups but also because the school is constantly reviewing its provision for English. In the last three years the school has worked hard to improve pupils' speaking and listening skills and thinking skills, to improve spelling and has consistently high expectations for presentation. In addition, from the beginning of Year 3 onwards, good arrangements effectively support pupils with special educational needs and improve their basic skills. Inspection evidence indicates all pupils of different abilities achieve well and that standards in Year 6 are broadly in line with those reported above.
27. The teaching and learning is good and has the following features:
 - Good subject knowledge, with a clear understanding of the steps to learning. Learning intentions and individual targets are shared with pupils, giving them a greater involvement in their own learning.
 - Good planning, which includes a good use of homework to reinforce learning, takes account of accurate prior assessment to provide tasks which are sufficiently challenging and appropriate for the age and ability range pupils. As a result pupils of different ability make good progress.
 - Time and resources are managed well. The pace is brisk. Pupils do not sit still for too long listening to the teacher, so concentration is sustained. This leaves enough time for pupils to work in groups and complete the learning intention at an appropriate level.
 - Good use is made of assessment. Marking is up to date and valued by pupils as it helps them to understand what to do in order to improve.

28. Throughout the school teaching shows a good understanding of the Joint Primary Strategy with high expectations for pupils' behaviour and attitudes towards their work. Pupils respond very well, sharing resources sensibly and working with partners or in small groups, without losing concentration. This makes a very valuable contribution to pupils' personal development. The subject is well resourced and lively, good quality displays celebrate pupils' work.
29. The good use of learning support staff outside the classroom helps pupils with special educational needs to achieve well. This good support is bringing about significant improvements in the speaking and listening and the reading and writing of these pupils. Consequently they are becoming increasingly confident learners.
30. The subject leader has good subject knowledge and a clear educational direction. Appropriate priorities have been put in place to raise the standard of speaking and listening, thinking skills and spelling. Ways to improve provision are regularly under review. Leadership and management are good, with an ethos that creates very good relationships and effective teamwork. Information and communication technology (ICT) is in effective daily use as a tool for pupils to use to reinforce topics already covered in lessons. In a well established routine, pupils use the classroom computers in pairs for ten minute sessions during each literacy lesson, applying their literacy and ICT skills well.

Language and literacy across the curriculum

31. Pupils use their language and literacy skills well in other subjects, for example in lists and note taking in history and geography and to label work in their sketchbooks. However, planned provision to use extended writing in other subjects is limited.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good.
- Coverage of the curriculum is good.
- The ability of lower attaining pupils to add, subtract, multiply and divide is weak.
- Information and communication technology is used well to support pupils' learning.
- The leadership and management of the subject are good.

Commentary

32. Test results show that, by the end of Year 6 standards are average. Standards are also average when compared, on the basis of pupils' prior attainment, with those found in similar schools. Inspection findings agree with test results.
33. Teaching and learning are good. Teachers plan their lessons well to meet the needs of pupils of all abilities. As a result pupils of all abilities achieve well. Higher attaining pupils are challenged well by work that matches their needs. The percentage of pupils attaining standards that exceed those expected for their age is above average. The good match of work to pupils' abilities also motivates them to work hard and pupils of all abilities apply themselves very well to their learning. However, the school has a higher than average percentage of pupils with special educational needs. Whilst these pupils achieve well they attain standards that are below average for their age. This is partly because their abilities in mental arithmetic are weak and many do not know their tables well enough to be able to add, subtract, multiply and divide efficiently or correctly. Teachers are providing work for these pupils to address this weakness, but this work has not yet led to improvements.

34. Arrangements to assess pupils' attainment and progress are good. Teachers work effectively to ensure that pupils are well informed about how they are getting on and about what they need to do to improve. Marking of pupils' work is good and provides good advice about how to improve. Pupils are well aware of the targets set for their learning and good use is made of homework to support their learning. Sometimes, at the end of lessons, pupils are not sufficiently involved in talking about how well they feel they have done and about what else they need to learn.
35. The quality of leadership and management of the subject are good and the subject co-ordinator works effectively to support her colleagues. This includes applying the principles of the Joint Primary Strategy well. The co-ordinator has ensured, successfully, that the scheme of work covers all aspects of the subject well. Teachers provide frequent, good opportunities, for pupils to apply their mathematic skills and knowledge to solving problems and to mathematical investigations. This is a particularly strong feature of the provision and pupils are good at this aspect of mathematics. The co-ordinator has also ensured that there is good provision for ICT to be used to support pupils' learning and application of their mathematical skills.

Mathematics across the curriculum

36. Mathematics is used well across the curriculum to enhance pupils' learning in other subjects. Pupils record and analyse numerical data, using a range of graphs and charts, in subjects such a science and geography. They also time running events, and measure and record distances in physical education lessons when they participate in athletics. Pupils undertake these activities well. They are good at applying the skills and knowledge acquired during mathematics lessons because of the frequent good opportunities to do so.

SCIENCE

Provision for science is **good**.

Main Strengths and weaknesses

- Teachers are confident in their knowledge of the subject and this helps to motivate pupils in their learning.
- Regular assessments of pupils' work helps to improve standards.
- ICT is used effectively to assist pupils in their understanding.

Commentary

37. Test results show that standards in science are average and inspection findings agree with these results. Pupils of all abilities achieve well. The emphasis that the school places on investigative activities is an important reason for the maintenance of standards. Teachers are knowledgeable about the subject and pupils are encouraged to be accurate in their measuring and recording of activities. Computer programs are used effectively to support pupils in their learning. Because of the mixed age classes there is a planned two year rolling programme which ensures that the requirements of the national curriculum are met.
38. Examples of the good work covered by pupils in Years 3 and 4 include carrying out investigations to compare the length of different bones in the body. When they do this they make sensible predictions, show good understanding of the need for a fair test and record their findings correctly on a chart. Also in Years 3 and 4 pupils, using a computer program, identify bones in the body and test the accuracy of their knowledge and understanding. In Years 5 and 6 pupils conduct experiments successfully to investigate the amount of air in different materials. This work is part of a good range of scientific investigations.
39. Teaching is good. Tasks are well matched to the abilities of the pupils and pupils are

expected to work at a pace appropriate to their abilities. Pupils work effectively in pairs and groups. They share ideas and provide good support for each other. This is because of the high expectations of behaviour and the effective management of pupils. Confident teaching based on good subject knowledge helps pupils, especially lower attaining pupils, to become confident learners.

40. Regular assessments are made and collected and are effective in maintaining the standards. They are used effectively in raising the standards of the lower attaining pupils by ensuring a close match to the learning needs of the pupils. However, higher attaining pupils are sometimes not given enough help in understanding how they can improve. Leadership and management of the subject are good.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils use computers and other forms of ICT with confidence.
- There are not enough opportunities for pupils to undertake word processing or to use computers to edit their writing.
- Technical support to maintain computers in working order is very good.

Commentary

41. Standards in ICT are average and pupils achieve well. The quality of teaching and learning and the quality of leadership and management are satisfactory. Pupils have good opportunities to use computers and do so confidently. The curriculum for ICT is covered well. The coverage of such features as using websites and search engines, and planning and giving instructions to control the actions of computer programs is good. During the inspection pupils in Years 5 and 6 achieved well when they modified a program to make a simulation of a bulb flash on and off. Pupils also have good opportunities to communicate using e-mail and to make multi-media presentations. Pupils' knowledge of the advantages and disadvantages of using ICT in a variety of situations is satisfactory. During lessons teachers provide pupils with good opportunities to review and evaluate the work they have undertaken. Pupils respond thoughtfully to these opportunities. They also support each other well in attempting to solve any problems that might arise as they are working.
42. Teachers and pupils benefit enormously from the very good quality of technical support that ensures that computers are maintained in working order and that any breakdowns are addressed promptly. This very good support is provided by a member of the community, working in a voluntary capacity, who has also installed new computers and linked existing computers together.

Information and communication technology across the curriculum

43. Satisfactory use is made of ICT to enhance pupils learning in other subjects across the curriculum. The use of ICT to support learning in English is good. The use of ICT to enhance pupils' learning in mathematics is also good and this is a feature of every lesson in the subject. Pupils, under careful supervision and with suitable safeguards, regularly and confidently use the internet for research. This applies in subjects such as geography and history. In geography, pupils in Years 5 and 6 have used spreadsheets well to present data about precipitation in the rainforests of Asia and South America. Many pupils have computers at home that they use for research and for homework. The school works effectively to encourage this use of computers. The school also ensures that those pupils who do not have access to computers at home can make regular use of the computers at school.

HUMANITIES

Religious education was inspected in full and is reported below. History and Geography were sampled.

Geography

44. The teaching of geography was not observed during the inspection. Indications from the evidence of teachers' planning and a scrutiny of pupils' work suggest standards are in line with expectations. The curriculum provides pupils in all year groups with good opportunities to acquire geographical knowledge and skills. Pupils in Years 5 and 6 study the impact of water on the environment. They understand the principles of the water cycle and also how rivers change from the source to their mouths. They extend their knowledge by researching information on countries in different continents. Higher attaining pupils find out about a wider range of countries. In Years 3 and 4 pupils compare life in an Indian village with that in their locality. Their knowledge of this and other aspects of the subject is good.

History

45. Only one lesson was observed during the inspection. Indications from the scrutiny of pupils' work suggest standards are in line with those expected. Pupils in Years 3 and 4 experience a good range of learning opportunities. Curriculum coverage for Years 5 and 6 is also good. This coverage includes a study of the impact of the railways on the local area. Using very effective map and photographic evidence pupils assess the impact from Victorian times to the present day. They compare Edwardian maps with a present day aerial photograph to investigate the changing patterns of industry in the area. They assess difference that the railways made to this pattern of change. Pupils are encouraged to pose questions of the evidence. However, some pupils have a limited grasp of chronology related to shorter periods of time and this hinders the effectiveness of their investigations of change. Teaching relies heavily on worksheets which limits the opportunities pupils have for using their literacy and numerical skills. Effective use is made of visiting enactment groups to involve pupils in a 'Victorian School Day' and 'An Encounter with the Romans'.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils are encouraged successfully to develop their self-esteem and to show respect for others.
- Spiritual awareness is developed effectively in assemblies.

Commentary

46. Standards are in line with the requirements of the locally agreed syllabus. Pupils achieve satisfactorily. Great emphasis is placed effectively on promoting caring and respect for others. This has a positive impact on the attitudes of the pupils to learning. Much of the teaching and learning is conducted effectively through discussion and role play. Sometimes, pupils are not given sufficient opportunities to record their reflections or to consider how their ideas and values change as a result of their learning.
47. No lessons were observed during the inspection. However, from teachers' planning, a scrutiny of pupils' work and discussions with pupils it is clear that pupils have satisfactory understanding of Christianity and Islam. They can relate traditions, practices and beliefs in these religions to other religions, notably Judaism.

48. In Years 5 and 6 pupils, as part of their study of 'Rites of Passage', investigate the ritual and artefacts associated with Bar Mitzvah. They recognise the significance of this ceremony to young boys in Judaism. Pupils are able to recount the order of the ceremony. Pupils also explore the qualities associated with 'leadership' using examples of religious and secular leaders. The learning opportunities provided for pupils in Years 3 and 4 and in Years 5 and 6 meet the requirements of the locally agreed syllabus well.
49. School and class assemblies are well planned and contribute significantly to the understanding of religious education and the wider life of the school. Pupils listen to the story about, and speeches of, Nelson Mandela and then reflect upon justice, use of time, and forgiveness. Spiritual awareness is encouraged effectively through listening to the words of Mandela, on tape, talking about these qualities. Pupils in Year 5 and 6 visit a local Mosque, but there are few other visits to places of religion. Visiting speakers are rare, although teachers make good use of reference materials and artefacts. The planning of the subject and assemblies across the years, organised by the co-ordinator, is effective and ensures consistency of teaching and learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were seen in art and design or design and technology. Therefore it is not possible to make a firm judgement about provision. Inspectors spoke to subject co-ordinators about their subjects, spoke to pupils about what they had learned and looked at pupils' finished work and sketch books. Only one lesson was seen in music and one lesson in physical education.

Art and design

50. In art and design scrutiny of work indicates that standards are in line with expectations. Over time, pupils are gaining experience of a range of materials and techniques and developing the expected subject skills with planned opportunities to apply their skills. The subject is taught in carefully chosen and well planned block units each half-term that are often linked to other subjects on the timetable. For example, older pupils worked in the style of Keith Haring to create moving figures and talked about creating similar body shapes in physical education. Art and design is supported well by clubs and activities, for example, a club runs to prepare and paint scenery for the school play. The leadership of the subject is good and teachers benefit from the support they receive from the subject co-ordinator.

Design and technology

51. In design technology evidence gathered from scrutiny of work and discussions indicates that standards are average. Once again design technology is taught in a block of time every half term and topics are chosen with care to be varied and interesting. They are often effectively linked to other subjects, for example, making Aztec shields to link with history. Pupils write about the procedures they use but there is insufficient recorded evidence of them evaluating and testing the processes and products they use to identify ways they could improve their work. Their finished work is assessed well by teachers. There is limited use of ICT. The co-ordinator has established an effective scheme of work for teachers to use and has a clear vision for her role, with a good sense of purpose.

Music

52. Evidence from the one lesson seen indicates that standards in singing are above average. Pupils in this lesson benefited from very good, enthusiastic and knowledgeable teaching. Pupils show good understanding of musical terms, such as 'staccato', and responded very well to the teacher's request for clear diction. In this latter respect music makes a good contribution to the development of pupils' speaking and listening skills. Pupils clearly enjoy singing. When they sing they are mindful of maintaining the correct volume, pace and rhythm and do so successfully.

53. The school provides very good opportunities for pupils to learn to play a range of musical instruments and many pupils benefit from the visits of music tutors. Many pupils also sing and play to high standard in the school's annual musical production. This event is very well regarded by parents and by the community.

Physical education

54. Evidence from the one lesson observed indicates that pupils achieve well and attain standards that are average for their age in athletic events, such as running, jumping and throwing. Teaching in the lesson was good and pupils made good progress, sustaining their effort and enthusiasm very well. Pupils performed warming up exercises correctly and responded well to the demonstrations and advice provided by their teachers.
55. Many pupils participate enthusiastically in the very good range of extra-curricular sports activities that help to improve their skills. These activities include cricket, football, netball, rounders and table tennis.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Personal, social and health education and citizenship

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

Main strengths and weaknesses

- The school provides a well planned programme of personal, social and health education and citizenship.
- Pupils' learning in this subject helps to raise the self-esteem and their understanding of the needs of others.

Commentary

56. Pupils achieve well and the quality of teaching and learning is good. The programme is taught through class and whole school assemblies and through lessons, such as science and religious education, and through special events. The program is effective in raising pupils' self-esteem, in helping them to understand the needs of others and in helping them to become increasingly mature and to contribute to the quality of life in their community. Good attention is given to the development of pupils thinking skills. This helps pupils' learning in many subjects. Sex education and the dangers of alcohol and drug abuse are well covered and taught sensitively. Pupils also gain good insights into how to take good care of themselves and how to confront dangers they might face. Good attention is paid to the principles of healthy eating, to the value of exercise and to the importance of road safety.
57. Part of the programme is aimed at providing opportunities for all pupils to take responsibilities. The school does this well and pupils respond very well. They are proud to undertake a wide range of responsibilities that include being members of the school council, office aids, bell monitors, hall monitors and librarians. The school council works very effectively and the views of pupils are listened to. Pupils are rightly very proud of the work they undertake as council representatives.
58. Teaching in this subject also contributes well to pupils' spiritual, moral, social and cultural development. Assemblies during the week of the inspection focussed on South African Freedom Week and helped pupils greatly in developing their appreciation of the needs and challenges faced by other cultural and ethnic groups.

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	8
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
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	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
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); judgement does not apply to this school (8).