

INSPECTION REPORT

**THE ST FAITH AND ST MARTIN CHURCH OF
ENGLAND JUNIOR SCHOOL**

Lincoln

LEA area: Lincolnshire

Unique reference number: 120561

Headteacher: Mrs V Hall

Lead inspector: Mr A Margerison

Dates of inspection: 21 – 23 June 2004

Inspection number: 258164

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:	Voluntary controlled
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
Number on roll:	186
School address:	Hampton Street Lincoln Lincolnshire
Postcode:	LN1 1LW
Telephone number:	01522 528063
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Appropriate authority:	Governing body
Name of chair of governors:	Reverend L Acklam

Date of previous inspection: 18 May 1998

CHARACTERISTICS OF THE SCHOOL

The school is situated in the West End of Lincoln, a socially diverse area within the city. Although the area is primarily an area of private housing, in recent years, as the University has developed, more housing has been converted to multi-occupier housing of flats and bed-sits for students. As a result, the school is suffering from gradually falling roles. Although most of the pupils live in the immediate area, it is a popular school and a few pupils are brought to the school by their parents from the surrounding area. The area is one of great contrasts in socio-economic terms. The proportion of families with higher educational and high social class backgrounds is slightly above average, but the school also draws its pupils from less advantaged families. As a result, although pupils' backgrounds vary, overall their socio-economic circumstances are average. There are 186 pupils on roll aged between seven and 11 years. Most of the pupils transfer from the local infant school at the beginning of Year 3. Overall, the number of pupils who join and leave the school during the school year is slightly below average. When children start school, their attainment varies from year to year, but overall it is close to that which is typical for their age. The proportion of pupils eligible for free school meals is average. The proportion of pupils with special educational needs, mainly for moderate learning difficulties, is well above average, although there are a small, but significant number of pupils who have specific learning difficulties on the autistic spectrum. There are an above average proportion of pupils with a Statement of Special Educational Needs. The number of pupils from minority ethnic backgrounds is very small and few pupils have English as an additional language. The school was awarded the Artsmark award in 2002 and the School Achievement Award in 2003. It has recently been approved for Investor in People status.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2166	Mr A Margerison	Lead inspector	English Geography History Special educational needs English as an additional language
13450	Mrs J Madden	Lay inspector	
4926	Mrs T Aspin	Team inspector	Mathematics Science Information and communication technology Art and design Design and technology Music Physical education Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Faith and St Martin Junior School is a **very effective school** providing **very good value for money**. Due to the excellent leadership of the headteacher and the very high standards of teaching, pupils of all abilities achieve very well.

The school's main strengths and weaknesses are:

- Pupils develop very positive attitudes to learning and are very well prepared for the next stage of their education.
- The headteacher has extremely high aspirations for the school and leads it with vision and a determined sense of purpose.
- Pupils are taught very well so they reach good standards in Year 6.
- Pupils are very well cared for and supported academically and personally very effectively.
- Provision for pupils with special educational needs is excellent.
- Experiences to prepare pupils for living in a culturally integrated society are not securely planned into the curriculum.

Since the last inspection the school has improved well. All the issues identified at the last inspection have been addressed successfully so subject leaders make a very good contribution to school improvement. School development is guided by very effective self-evaluation and monitoring procedures. In addition, the school has made significant improvements to the quality of teaching so pupils achieve very well. The resources and teachers' expertise in using information and communication technology in lessons are major contributory factors to the pace of pupils' learning.

STANDARDS ACHIEVED

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

Pupils achieve **very well** as they move through the school. When pupils start at the school their attainment is broadly average, but there are strengths and significant weaknesses in their skills, notably their handwriting skills which are not as good as their reading and mathematical skills. The school's results in 2003 continued an improving trend since 2001 in English and mathematics. Science results remained relatively weaker, albeit average when compared to national results and similar schools. Standards of work seen during the inspection were good and inspection evidence shows the achievement of all pupils, including those with special educational needs, is very good. However, the current Year 6 group includes an unusually high proportion of pupils with specific special educational needs. Although these pupils are achieving very well relative to their starting point, few are reaching the expected levels for their age. However, those pupils who do not have identified learning difficulties are attaining very

well with a good proportion attaining the higher than expected levels. As a result, standards in English, mathematics and science are above average. Pupils are achieving well to reach standards in information and communication technology above those expected in Year 6. Standards in religious education match those expected in the Locally Agreed Syllabus. There was insufficient evidence to make judgements in any other subjects.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are **very good**. The school takes every opportunity to recognise and celebrate pupils' achievements both academically and personal. As result, pupils develop very positive attitudes to learning and behave very well. Most pupils are very punctual, but a few parents do not ensure their children attend school regularly enough and a growing number take them on holiday during term time so attendance, overall, is below average.

QUALITY OF EDUCATION

The quality of education is **very good**. Teaching and learning are **very good**. Throughout the school teachers have very high expectations of pupils' behaviour and encourage them very effectively to take part in lessons. Teachers have good subject knowledge and plan lessons very well with a very high priority placed on developing pupils' basic reading, writing and numeracy skills. However, a major factor that leads to pupils' very good achievement is the very effective way that teachers develop pupils' understanding of how to use their skills to write, to solve mathematical problems and use their ICT skills. As a result, they are very well prepared for the next phase of their education. Support staff are highly skilled and are used very well by teachers to support pupils with special educational needs which ensures they are very effectively involved in lessons and play a full part in the school irrespective of their difficulties. Assessment procedures are very good and the information is used very well to track the progress pupils make.

The curriculum is very good and is enriched by a very good range of additional activities, clubs, visits and visitors to school. However, there are not enough systematically planned experiences for pupils to develop a deep understanding of the traditions of the broad range of cultures that form modern British society. Pupils with special educational needs benefit from an outstanding quality of provision that fully involves them in the review and planning of their progress. The school places a very high priority on ensuring that pupils are very well cared for and work in a safe and secure environment. There are very good arrangements to involve pupils in the work of the school. As a result of excellent relationships between pupils and adults, they feel very confident that if they have concerns or positive suggestions they will be listened to. Links with parents and the community are good.

LEADERSHIP AND MANAGEMENT

The school is **very well led and managed**. The headteacher provides excellent leadership and is a highly influential figure through her approach to her own work which enables adults and pupils to succeed. Her clarity of vision for the school is based on very effective procedures to evaluate and monitor its performance. She is very well supported by the assistant headteacher and against a background of staff turbulence, together they have created a very positive school ethos in which pupils' achievements are recognised and celebrated. The governors, along with all adults associated with the school, share the headteacher's vision for the school, are supportive and take an active role in shaping the direction of the school. They fulfil their statutory duties well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a very high opinion of the school and its work. They feel that their children enjoy school and make good progress due to good teaching. Pupils feel very positively about their school and enjoy taking part in lessons and activities.

IMPROVEMENTS NEEDED

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

- Ensure that more experiences to prepare pupils for living in a culturally integrated society are securely and systematically planned into the curriculum.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

From an average starting point when they join the school in Year 3, pupils achieve very well as they move through the school to attain good standards in Year 6.

Main strengths and weaknesses

- Pupils who do not have identified special educational needs achieve very well to attain good standards in English, mathematics and science.
- Pupils with special educational needs achieve very well, despite their difficulties due to the very good support they receive.
- Standards in information and communication technology are good.

Commentary

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

Standards in:	School results	National results
English	28.8 (28.5)	26.8 (27.0)
mathematics	27.6 (28.2)	26.8 (26.7)
science	29.0 (28.8)	28.6 (28.3)

There were 50 pupils in the year group. Figures in brackets are for the previous year

1. The school's results in the national tests for pupils in Year 6 have gradually been improving at a rate above the national trend since 1999, particularly in English and mathematics. Standards in science have not improved in the same way, but have been consistently average. Compared to similar schools, in 2003 pupils attained very well in English, well in mathematics and satisfactorily in science relative to their results in their respective tests at the end of Year 2. These results were recognised nationally with the School Achievement award. The proportion of pupils attaining the higher than expected levels in English and mathematics were a major contribution to these results, particularly in English. The proportion of pupils placed the school in the top five per cent of schools nationally and within its comparable schools groups. Although, boys appeared to attain better than girls in 2003, this purely reflected variation in cohorts and over time there is no significant difference between the performance of boys and girls.
2. When pupils join the school, their standards of attainment are broadly average in English, mathematics and science. There are many strengths in pupils' skills, but also a few areas that are weaker, in particular their handwriting. Letters are uneven and inconsistent and a significant proportion of the pupils do not space words consistently and find it difficult to keep their writing on the ruled lines on a page. Inspection evidence confirms parents' views that pupils make good progress. As pupils move through the school they are achieving very well to attain good standards, but even in Year 6 though the school works very hard to develop pupils' handwriting a significant proportion do not have a consistent or robust style. However, in order to get a clear view of the current standards in Year 6 it is important to look at the performance of different groups of

pupils. Whilst there is no evidence that boys and girls are performing differently there is an unusually high proportion of pupils with significant special educational needs in this group. These pupils have achieved very well compared to their starting point when they joined the school, but few of them are expected to reach the national expectations in English or mathematics. However, those pupils who do not have identified special educational needs have also achieved very well and a high proportion is working at levels that exceed national expectations. As a result, early indications are that standards in the most recent national tests are above average. The main contributory factor to this is that pupils have very well developed skills in how to use their knowledge in practical situations such as to solve mathematical problems or to write effectively in a range of styles and for different reasons.

3. In science, the work that the school and the subject leader has done to improve teacher's planning and a stronger emphasis on developing pupils' investigative skills are beginning to have a positive effect. Inspection evidence and the early indications from this years national tests show that standards are much improved on previous years with pupils achieving well to attain standards above those expected. In information and communication technology, the considerable investment the school has made in improving resources for the subject have been effective because pupils are achieving well to attain standards above those expected. At the last inspection, standards were also good, but the school has done well to maintain these standards in the light of much more demanding national expectations and the rapidly changing technology involved in the subject. In religious education, standards are in line with those outlined in the locally Agreed Syllabus and pupils are achieving satisfactorily. There was insufficient evidence to make judgements above standards or achievement in any other subjects.

Pupils' attitudes, values and other personal qualities

Pupils' personal qualities are very good. They have very positive attitudes to school and behave very well. Pupils' spiritual, moral, social and cultural development is good. Although pupils' punctuality is good, attendance is below average.

Main strengths and weaknesses

- Pupils are very interested in school and develop a very strong desire to learn.
- The school has very high expectations for pupils so behaviour is very good.
- Relationships between pupils are very good.
- Pupils develop a very clear understanding of their responsibilities to each other within the school community.
- Pupils develop a good understanding of their own culture, but there are fewer opportunities for pupils to learn about the daily lives of other cultures who live in Britain.

Commentary

4. Pupils very much enjoy school and revel in the wealth of activities and experiences it offers them. Parents agree that their children really enjoy coming to school. As a result, most pupils are punctual to school and very few are late. Teachers set very good examples for pupils, reinforcing the importance of good time keeping, by starting lessons promptly after break and lunchtimes. Although parents generally make sure their children attend school regularly there are few who do not and a growing number take their children out of school on holiday during term time. The school has very good procedures to

promote the importance of good attendance through attendance awards and follows up absence very quickly. Despite their efforts and the work of the local authority officers, these few parents have not responded, and as a result attendance overall is below average. The school is currently investigating the possibility of acquiring funding to start a Breakfast club as a further incentive for pupils to come to school.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.9
National data	5.4

Unauthorised absence	
School data	1.3
National data	0.4

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

5. Pupils' very positive attitudes to learning and their very good behaviour are a notable feature of the school and reflect the effectiveness of the provision made to promote pupils' personal development. There are several factors that contribute to this, but underpinning all this work is the fact that all adults have very high expectations of behaviour and reinforce them consistently. As a result, pupils develop a very strong sense of what is right and wrong, learn to behave very well in lessons and around school. The school has a number of pupils who find behaving appropriately difficult and a few with identified emotional and behavioural difficulties. The very low number of exclusions in the last year, all of which involved one pupil who has now left the school, is testament to the effectiveness of the school's procedures to promote good behaviour.
6. Pupils are given plenty of opportunities in assemblies and lessons to reflect on issues that affect them and other people and the school is not afraid to help pupils deal with some very challenging emotional issues that had a significant effect on some pupils, such as the tragic loss of a member of staff in the last year through terminal illness. It does this in sensitive, but direct way, and draws on the expertise of the governors and its links with the church very well. Pupils also learn about their own culture and the ancient heritage of Lincoln in lessons and through visits and visitors to school. However, although pupils learn respect for all people and they learn about different faiths and beliefs through religious education lessons, there are few other opportunities for them to learn about the daily lifestyles of people from the broad range of different cultures who make up modern British society so they are not fully prepared for living in an integrated culturally diverse society.
7. However, there are two core values that the school instils in pupils that are at the heart of all of its work. Firstly, pupils are taught to really value and respect each other's attributes and talents whether they are academic, creative or personal. This is achieved on several levels. In lessons, teachers use the closing parts of lessons very effectively to give all pupils plenty of opportunities to explain what they have been doing. They also give pupils plenty of opportunities to work together in pairs and small groups so the pupils form very strong relationships with other. Praising pupils for their contribution is also an integral part of all lessons – this is not necessarily very explicit, but frequently a quick aside to a pupil following a response to a question or a good bit of reading. These regular injections of positive attention are very effectively supported by the whole school approaches to reward pupils' achievements through positive marking of pupils' work and the broad range of rewards given out in assemblies on a weekly basis, not only for high standards of work, but also for effort and behaviour. For example, pupils can collect stickers with their own name on that go onto a class chart that is prominently displayed in the entrance hall. Pupils' achievements outside of school and through the school clubs and extra-curricular activities are also highly valued by the school.

8. The second key value is the very high priority the school places on developing pupils' appreciation of their responsibility to each other and the school community. The school also places a high degree of trust in pupils to organise themselves. For example, the rotas for different activities at lunchtime are decided by pupils. As a result, all pupils respect these arrangements and there are few problems with behaviour outside of lessons. Essentially, pupils' self-esteem and confidence is constantly being bolstered and reinforced. Given the high proportion of pupils with special educational needs, some of whom have specific learning difficulties and are therefore, very susceptible to any change in routine or what they perceive as 'failure', this positive approach makes a very important contribution to the personal development of these pupils. Consequently, by Year 6, pupils are very independent, mature and are very well prepared for the next phase of their education.

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	173	2	0
White – any other White background	6	0	0
Mixed – White and Asian	1	0	0
Asian or Asian British – Bangladeshi	2	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	1	0	0
Any other ethnic group	1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education, in particular the teaching and learning, provided by the school is very good. The curriculum is very good enriched by a very good range of additional activities and experiences. The school places a very high priority on ensuring pupils' care and welfare and support. Pupils are very effectively involved in the work of the school and the school has established good links with parents and the community.

Teaching and learning

Teaching and learning are very good. Assessment procedures are very good.

Main strengths and weaknesses

- Teachers plan very effectively for the range of abilities in classes so all pupils learn to use and apply their knowledge, skills and understanding to a very broad range of situations.
- Pupils with special educational needs are supported very effectively in lessons by teaching assistants as part of the excellent provision the school makes for them.

- Teachers have very high expectations of pupils' performance and consistently insist on high standards of behaviour.
- Teachers use information and communication technology very effectively in lessons.
- Teachers do not consistently or systematically plan to use drama and role-play in lessons.

Commentary

9. Teaching has improved significantly since the last inspection. The unsatisfactory element of teaching has been completely eradicated and a high proportion of lessons seen during the inspection were very good. Most of the teaching seen during the inspection was of English, mathematics and science. However, the judgement on teaching is based on a much broader spectrum of evidence than lessons and it is this evidence, such as pupils' work, that demonstrates the core strength at the heart of pupils learning. Essentially, pupils learn to use their skills and understanding as opposed to purely acquiring an ever-increasing amount of knowledge.

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	13 (41%)	10 (31%)	8 (25%)	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.

10. Pupils' views about lessons are very positive. In discussion with pupils it is clear that they really enjoy lessons and find them interesting and fun. However, there are three elements of teaching that create the climate in which pupils can learn to develop their understanding and skills without which it would be impossible for teachers to provide the type of open-ended learning activities that characterises many lessons. Firstly, teachers are very consistent in the expectations of behaviour, giving very clear and explicit instructions so pupils thoroughly understand how they should behave and respond to adults and each other. As a result, most pupils' behaviour is very good and lessons are very calm, organised and productive learning experiences. There are a few pupils throughout the school who find behaving well difficult, most of them due to their special educational needs, but during the inspection few examples of inappropriate behaviour were seen. However, teachers have very good management skills and generally manage pupils who misbehave very effectively. Consequently, the degree of disruption these few pupils have on their learning or that of their peers in most situations is minimal. Secondly, the contribution of support staff to the management and reinforcement of acceptable behaviour is also very important. Teachers have very good understanding of how they can be used in lessons and also what they can do to help specific pupils. The support staff are well briefed, their tasks are well planned and they make an important contribution to the progress pupils of all abilities make. Their impact is particularly significant for pupils with special educational needs. Support staff know the targets their pupils are working towards and help pupils work towards them, using questions and additional checks on pupils' written work. In small group activities, the pace is brisk and activities well matched to what the pupils need to learn next. Finally, all staff place a very strong emphasis on encouraging pupils and involving them in lessons through asking good open-ended questions and encouraging pupils to discuss with each other what they are doing.

11. The weaknesses identified in teacher's planning at the last inspection have been addressed very effectively. Teachers plan together in teams, so although each teacher retains their own individuality of approach, pupils are provided with a consistent range of learning activities. This also reflects teachers' improved subject knowledge, particularly in ICT where planning is now good. They not only plan for a good range of activities for pupils to use their skills, but also use the technology such as data projectors, digital cameras and video very well as a teaching tool. Teachers make good links between subjects. For example, history and science are used well to develop pupils' narrative writing, describing events and activities they have done and to write in an imaginative and expressive way. In some classes drama and role play is used well to stimulate pupils' imaginations and ideas. For example, during the inspection, as part of the Year 5/6 topic on Adventure Island, one class had composed some music to illustrate a particular event in their story and then went into the hall and developed a short drama piece to the accompaniment of the music. The pupils with special educational needs were particularly enthusiastic and the activity gave pupils whose aptitudes are not necessarily academic, good opportunities to demonstrate their understanding and ideas. Although, teachers are aware of the contribution such activities can make to pupils' understanding there is no whole school approach to including drama and role play systematically in lessons.
12. Since the last inspection, the school has introduced very thorough procedures to assess and track the progress pupils are making. These procedures are securely in place in English, mathematics and science and they are supported by regular testing and assessment tasks in lessons. Subject leaders use this information well to evaluate standards in their subjects and the overall progress different pupils and year groups are making and to identify areas for improvement. Marking is slightly inconsistent across classes and subjects, but is nevertheless satisfactory. The best marking clearly identifies for pupils how they can improve their work. Pupils are involved in the process, particularly in English in which they are set targets to work towards, which effectively helps them measure their own progress. In pupils' books there are frequent examples where teachers and pupils have continued a dialogue and acknowledged each others comments.

The curriculum

The curriculum meets the needs of all pupils very effectively. The opportunities for enrichment are very good. Accommodation and resources are good.

Main strengths and weaknesses

- Provision for pupils with special educational needs is excellent.
- Pupils are very well prepared for the next stage of their education.
- The range of activities outside of lessons and those planned to enrich the curriculum are very good.
- The match of support staff to the demands of the curriculum and the needs of pupils is very good.

Commentary

13. The school places a very clear emphasis on providing each pupil with the broad range of activities and experiences they need in order to succeed academically and personally. Since the last inspection, the curriculum has developed well. The timings of the school day were rearranged in response to a concern raised regarding the total teaching time so that appropriate time is now allocated to each subject of the National Curriculum. The national strategies for literacy and numeracy very effectively form the cornerstone of the curriculum for English and mathematics. However, across all subjects pupils have very good opportunities to use and practise their literacy and numeracy skills. Significant improvements have been made in the provision for ICT. Overall, it is good, but most importantly, although teachers use ICT very effectively as a teaching tool, they also give pupils a good range of activities in lessons that require them to use their skills. This very strong emphasis on teaching pupils to use their literacy, numeracy and ICT skills complements and reflects the school's high priority on developing pupils' personal attributes and independence. As a result, pupils in Year 6 are very well prepared for the next phase of their education.

14. Provision for pupils with special educational needs is excellent. The provision fully meets the guidelines set out in the most recent code of practice and ensures that pupils, several of whom have complex and potentially challenging difficulties, achieve very well academically and personally. There are very clear procedures for all aspects of the provision. Pupils' individual plans have very clear targets that are closely linked to the strategies the school will employ to meet them. The headteacher is the special educational needs co-ordinator and plays a very important role in the day-to-day management of the provision and in working with pupils. However, the school's commitment to ensure that it meets the needs of these pupils and includes them fully in its work is reflected in the fact that it has employed a second teacher as an assistant to share the role and to work with individual pupils. Part of her role is in providing training for support staff. They have a weekly meeting in which specific issues are discussed. This very effectively complements the very good procedures in place for ensuring that support staff continue to develop their own professional skills. As a result, they are well skilled and provide pupils with a high level of sensitive and effective support.

Example of outstanding practice

Pupils with special educational needs play an important role in deciding what the school will do to help them. They are always involved in the termly review meetings which are chaired by the headteacher or the assistant special educational needs co-ordinator. Together with their parents, school staff and any external specialist who can attend, they are fully involved in discussing the progress they have made towards achieving their targets. Reports are also provided by the support staff who have worked with them during the last term. Their new targets for the next term are then set against the approaches the school will use to help the pupil meet them. The next individual plan is written at the meeting so pupils and parents are fully aware of what they are working towards. Although this is identified in the latest national guidance on special educational needs as good practice, the high degree to which the school seeks to involve these pupils in their own learning is unusual and highly commendable.

15. The provision for personal, social and health education is very good. A school scheme complements and gives a coherent structure to the systems that are in place to recognise pupils' achievements and to promote their understanding of issues such as drugs, sex and health education. Activities in lessons are enriched well by visits and visitors to school and residential visits are organised for pupils in Years 4, 5 and 6 to where they take part in outdoor activities. There is a very good range of activities at lunchtimes and after school for pupils to further their interests in sports, drama and the creative arts. The school keeps very thorough records about which pupils attend. The records show that the proportion of pupils who attend is very high and very few pupils do not take part in at least one activity. Professional coaches are brought in to provide specialist skills in areas such as athletics. Although the school does not have easy access to a school field it deals very effectively with the shortcomings of the building that was originally designed as a secondary school so there is no significant effect upon the quality of education. Drama and music have a high priority. A good range of peripatetic music teachers come to school to provide those pupils who wish to extend their interests in this area are able to do so in woodwind, strings, percussion and keyboard. The school puts on its own musical and dramatic productions. The week before the inspection, pupils had performed a production that had been written by one of the teaching staff. The video and CD of the production supports parents views that it was of very good quality and involved boys and girls of all ages and abilities.
16. Although, the school building is very dated, it has been improved significantly recently and further improvements are planned in the summer of this year. The developments in the facilities for ICT provision since the last inspection are of particular note. Each class has a its own dedicated ICT area with sufficient computers to enable small groups of pupils to work on their own. Each classroom has a data projector and further improvements are planned, including providing more laptop computers so pupils can work at their desk and ICT becomes an even more integrated aspect of teaching and learning. The caretaker and his team take a great pride in ensuring the premises are maintained to a very high standard, but teachers also make excellent use of the available space to celebrate pupils' achievements through displays of work which makes the school a very bright and stimulating place to learn. In addition, the recently refurbished library is a very good resource and well stocked. All children and pupils throughout the school have regular access to the library. This effectively stimulates their interest in books and reading. ICT is also an important element of the management of the library. Books are all bar coded and pupils register withdrawals and returns by putting their left thumb of an optical scanning pad that recognises their unique thumbprint.

Care, guidance and support

Provision for ensuring pupils' care, welfare, health and safety is very good. Support and guidance for pupils is very good. The school has very effective procedures to involve pupils in the work of the school.

Main strengths and weaknesses

- Procedures to ensure pupils work in safe and healthy environment are very effective.
- Relationships between adults and pupils are excellent.
- Support for pupils with emotional and behavioural difficulties is very good.
- Arrangements for pupils starting in school are good.
- The school involves pupils very effectively in its daily work and strategic development.

Commentary

17. Among parents, the very high standard of care and concern for pupils' welfare is seen as a significant strength of the school. Most parents feel that the school develops the 'whole person' well, based on excellent relationships between staff and pupils. Inspection evidence supports their view. The school has established very comprehensive procedures to ensure pupils' safety and welfare, including risk assessment. All staff know and understand the procedures for child protection. The procedures to help pupils new to the school at the start of Year 3 or through the year are good. New pupils make several visits to school and Year 2 pupils from the main infant feeder school are invited to see school productions. As a result, pupils settle very quickly into school routines and become part of the school.
18. Support and guidance procedures for pupils are founded on the excellent relationships between adults and pupils. As a result, pupils say that they have great confidence in the staff and know that if they have a problem they will be listened to and their concern taken seriously. The informal arrangements to support pupils personally very effectively complement the more formal assessment procedures which focus primarily on pupils' academic progress. This extends to the supervision at lunchtime when staff can frequently be seen talking to pupils and joining with their activities rather than just organising the consumption of packed lunches. However, a key factor is the role of support staff. Their sensitive and flexible approach to the pupils with whom they work ensures that these pupils are fully included in the school and thrive in the knowledge that whatever they do in lessons or around school will be treated in a fair and constructive manner. The headteacher also plays an important role in this work. She regularly checks that pupils who are not happy or having problems coping with school are doing alright by speaking to pupils on the corridor or making a point of popping into a classroom. She also sets targets with pupils to help them improve their behaviour and runs a lunchtime club for those pupils, several of whom have special educational needs, who find the informality and lack of structure at lunchtime difficult to deal with. The club gives the headteacher the opportunity to spend time with these pupils in an informal setting and to subtly prepare them for forthcoming events in school that they might find difficult, such as a visit to their secondary school, or unfamiliar visitors in school such as the inspection team! As a result, lunch times for these pupils are positive experiences that help them feel safe and secure.
19. Pupils have very positive views about how much they are involved in the school's work. They undertake their roles very seriously and play a very important role in the daily organisation of the school and its development taking an increasingly prominent role in the school as they grow older. Central to this is the school council and house captain system. The council representatives are elected by each class. House captains are elected from Year 6 by the whole school following a hustings and secret ballot. However, those who do not succeed are given a different area of responsibility such as working in

the library or organising some other aspect of the school. This approach effectively helps develops pupils' understanding of their role as 'citizens' and the essence of democracy. The school council is guided by the assistant head in its deliberations, but also has positive links with governors, other staff in school and the parents association. It has been the driving force behind a good number of important developments in school, such as the improvements of the outside facilities available for pupils at lunchtime. Activities such as handball are organised on a rota basis by pupils and there are separate areas for ball games and a quiet area where pupils can sit and read or just talk to each other. The school council also takes a prominent role in organising fund-raising activities for the charities the school supports.

Partnership with parents, other schools and the community

The school has established good links with parents. Links with the community are good and satisfactory with other schools.

Main strengths and weaknesses

- The procedures to ensure that any concerns or suggestions from parents are addressed are very effective.
- The information provided for parents on the work of the school is good.
- The arrangements for transferring pupils to the next stage of their education are good.
- The school has few educational links with other schools in the area or farther afield.

Commentary

20. The good links the school has established with parents are based on providing many opportunities for parents to meet staff and providing written information in an easily accessible 'plain-English' style. A significant proportion of parents who returned the questionnaire were concerned about the information they get about their child's progress. However, those at the parent's meeting spoke highly of performance reports, which they felt were specific to their child and gave a clear picture of progress. The inspection team's views concur with these parents and have the view that there is little more the school could do to give parents an opportunity to find out about their child's progress. Parents also receive termly progress reports, are informed regularly of what is to be taught through curriculum newsletters and there is a termly open evening. The school has also canvassed parents views when significant changes to school routines are being considered such as changing the times of the school day. As a result, most parents feel that complaints are dealt with very effectively by school with positive suggestions by parents being taken on board and feel confident that if they have a problem they can approach the school and it will be dealt with promptly. The school has very good procedures to involve parents of pupils with special educational needs in planning the provision the school is putting in place for their children. They are invited to each review meeting which are held each term and because the new individual plans are written at the meeting are very clear about how well their children are doing. Several parents who attended the meeting for parents, including some whose children have complex and specific needs, could not speak highly enough of the support given to their children.
21. Parents also feel that the school is an important part of the community. The premises are used by a private after-school club and other events take place in the evening. However, the links also make positive contribution to pupils' learning through the senior citizens

who help regularly in school with reading and supervising the library. An added bonus of these links is that it helps pupils to appreciate that older members of the community have experiences and skills that are relevant to them.

22. The school has established sound links with other local schools and the University, but these are developing well. The effective links with the feeder infant school, with whom the school shares several governors, ensure that arrangements for pupils transferring from the infants are good, although there are no arrangements for pupils to study units of work that bridge the transition to further ease their transfer. However, other projects with other schools are beginning to make a significant contribution to the quality of education provided for pupils. For example, links with two secondary schools who have gained specialist school status for Modern Foreign Languages and Business and Enterprise are contributing to extra-curricular clubs for French and Spanish and weekly ICT technical support. The basic arrangements for managing the transfer of pupils in Year 6 to secondary school are satisfactory. This is a challenge for the school because pupils transfer to several different secondary schools. As a result, there are few curriculum links or joint teaching and learning initiatives with secondary staff to give additional support to pupils transferring. However, parents at the meeting for parents felt that their children were adequately prepared for transfer and had settled in well.

LEADERSHIP AND MANAGEMENT

The school is very well led and managed. Governance of the school is good. The headteacher's leadership of the school is excellent. She is very well supported by the assistant headteacher and other key staff. The school deals well with the potential barriers to learning caused by high proportion of pupils with significant and diverse special educational needs.

Main strengths and weaknesses

- The headteacher has a crystal-clear vision for school and sets an excellent example to staff and pupils through her approach to her own work.
- The assistant headteacher and subject leaders of core subjects have a very clear understanding of their role and fulfil their duties very effectively.
- Due to very effective management all the issues identified at the last inspection have been effectively addressed.
- Governors are supportive of the school and play an important part in evaluating the quality of teaching and learning.

Commentary

23. The headteacher is the driving force behind the school and the architect of its success as a very inclusive school that values the contribution of all pupils and staff. She has a very clear vision and extremely high aspirations for the school as an institution that reflects the diversity of its pupils' experiences, skills and attributes through all aspects of its work. Significant and difficult staffing problems resulted in the school losing three members of staff in a very short period of time. Together, the headteacher and the assistant head motivated and inspired all staff to share in their vision for the school and created a very cohesive staff team based on sharing good practice and very good teamwork. This includes all adults who work within the school and extends to pastoral, administrative, lunchtime and caretaking staff in addition to the academic teaching and support staff.

Together they have created a school with a very positive ethos and distinctive approach to meeting the needs of its pupils. Parents also hold the headteacher in very high regard and believe the school is well run.

24. Since the last inspection, the school has responded well to all the key issues identified. All of them related to aspects of the management of the school, including the effectiveness of subject management. Leadership is very effective in English, mathematics and information and communication technology. These teachers are very good role models for the rest of the school through their own teaching and their management of their own areas. Teaching is now very good in English and mathematics and provision in information and communication technology is improving quickly. However, these subject leaders have very clear plans to improve provision further in their subjects in the drive to raising standards. The special educational needs co-ordinator has had an excellent impact on developing the provision in response to the latest national guidance. The provision is now excellent and enables the school to deal very effectively with the potential problems that those pupils can cause for teachers and other pupils. In other subjects, due to the changes in teaching staff in the last two years, a significant proportion of the current subject leaders have been in post for only a short time. Nevertheless, they give good leadership to their areas. They have developed a clear understanding of their wider role in school, form a strong team and support the headteacher well in the development of the school and have detailed action plans in place to develop their subjects. This is the result of the good opportunities all subject leaders have had to monitor the provision and the quality of teaching and standards in their subjects by observing lessons, looking at pupils' work, assessment data and evaluating colleagues planning. The feedback given to colleagues has been effective in improving the quality of teaching and learning in science reflected in the rapidly improving standards. However, due to the short time scale, as yet their impact in most other subjects on provision has been limited to improving the resources available for teachers.
25. The basis of the school's good improvement since the last inspection is the very good self-evaluation procedures. As a result, the headteacher and senior managers have a very good understanding of how effective the school is in the different aspects of its work and what it needs to develop further. They monitor and analyse pupils' academic performance in national and school tests well and use the information effectively to identify whole school priorities for development. Performance management and professional development procedures for teachers are intrinsically linked to improving standards and the school development plan that very clearly identifies school priorities with the measures by which success will be evaluated.
26. Governors are very supportive of the school and share the headteacher's vision for its future. They ensure that the school meets its statutory responsibilities, including the effective promotion of the school's racial equality policy. They have an effective committee structure that enables them to monitor all aspects of the school's work, including teaching and learning and curriculum developments. In addition, several governors are regularly in school, visit classes on an informal basis and contribute well to the range of activities provided. Several have been involved with the school for a long time and believe passionately in its role, not just as an academic institution, but as an important part of the local community. In this way they make a significant contribution to the cohesiveness and community ethos of the school.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	544,360
Total expenditure	475,880
Expenditure per pupil	2,490

Balances (£)	
Balance from previous year	57,990
Balance carried forward to the next	61,540

27. The financial management of the school is very good. Governors and the headteacher are constantly striving to ensure that the school gets best value from its spending. The apparent significant carry forward figures in the table above do not reflect the true state of the budget because they include significant sums that the school has saved. This is due to be spent on major refurbishment of part of the school during the 2004 summer holidays. These will include improving classroom spaces, creating study areas in two classrooms and improving ICT facilities in the same areas.

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

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Due to very good teaching pupils achieve very well to reach standards that are well above average.
- The subject leader has a very clear understanding of the strengths of the subject and what needs to be done to improve it further.
- Pupils learn to use and apply their literacy skills very effectively in English lessons and in other subjects.
- Although teachers provide good opportunities in lessons for pupils to discuss their work, there is no systematic whole-school approach to planning for drama and role play in lessons.

Commentary

28. Standards in English have gradually been improving at a rate above the national trend. Compared to similar schools, in 2003 pupils attained very well relative to their results in their respective results at the end of Year 2. These results were recognised nationally with the School Achievement award. The proportion of pupils attaining the higher than expected levels placed the school in the top five per cent of schools nationally and within its comparable schools groups. As pupils move through the school they are achieving very well to attain good standards. However, in order to get a clear view of the current standards in Year 6 it is important to look at the performance of different groups of pupils because there are an unusually high proportion of pupils with significant special educational in this group. These pupils have achieved very well compared to their starting point when they joined the school, but few of them are expected to reach the national expectations. However, those pupils who do not have identified special educational needs have also achieved very well and a high proportion is working at levels that exceed national expectations. As a result, inspection evidence and early indications from this year's national tests are that standards in the most recent national tests are still above average.
29. The very good teaching is characterised by three key factors. Firstly, teachers have very high expectations of pupils' behaviour and performance. They reinforce these very consistently and plan a very good range of activities in lessons that consistently challenge pupils of all abilities. They place a very strong emphasis on pupils to develop their basic skills of spelling, punctuation and grammar, but more importantly, to use these basic skills by expecting pupils to write for themselves in a broad range of different styles. As a result, pupils behave very well in lessons and they are stimulated and enthused by lessons. Secondly, teachers have a very clear idea about how to use support staff in lessons to work with individual pupils and small groups. In their turn, support staff have a

very clear understanding of their role and execute it with no little skill and sensitivity to the needs and feelings of the pupils they support. Given the potentially challenging nature of the difficulties a few of the pupils have, the fact that there were no significant problems seen in lessons is a major complement to the skill of the support staff and the care with which the school had prepared these pupils for the inspection. Finally, teachers place a high priority on involving pupils in lessons. They do this by asking a good range of questions, mixing closed and open-ended questions well to match the nature of the discussion. In the best lessons, teachers target the questions very effectively to individual pupils and draw each person into the discussion. They have a good understanding of the importance of extending the thinking of higher attaining pupils by following up initial answers and expecting pupils to explain why they have that particular opinion or standpoint.

30. Teachers also give pupils plenty of opportunities in lessons to discuss what they are learning about with each other and to work in small groups. These activities give pupils good opportunities to develop their speaking and listening skills and gives pupils good opportunities to learn from each other. However, there are fewer systematically planned activities in lessons for pupils create drama and role play activities with the main method for pupils to record ideas about a topic being through their writing. Given the high proportion of pupils with special educational needs, this limits the scope for those pupils whose writing skills are less well developed to fully express their ideas and feelings.
31. The subject is led and managed very well. Since the last inspection, the subject leader has given a proactive lead to the subject. She is a very good role model for other staff through her own teaching and enthusiasm for the subject. The very effective monitoring procedures enable her to have a very clear idea on the strengths of the subject and the areas for improvement. Her comprehensive notes and feedback to staff give other staff very clear ideas on the areas that need further improvement and ensure that staff do not become complacent. Assessment procedures are very thorough and the information is used very well to complement what emerges from the subject leaders observation of lessons and scrutiny of teachers panning and pupils' work as the basis to set priorities for improvement. Teachers' marking is not consistent across all classes and is not always sufficiently focussed on the objectives of the lesson, but is useful and generally gives pupils a clear idea on how they can improve their work. Pupils have clear learning targets and there are examples of pupils and teachers have a positive written dialogue with each other at the end of a piece of work.

Language and literacy across the curriculum

32. The use of other subjects to reinforce pupils' literacy skills is good. Teachers use other subjects well to promote pupils' literacy skills through other subjects. For example, in most classes, teachers provide good opportunities for pupils to use their reading skills to research topics, sometimes in the library, and answer questions by finding answers in written text. Teachers also use other subjects such as history, science and geography effectively to write in a broad range of different styles. This approach makes a significant contribution to the good standards of work seen in Year 6 and the very high proportion of pupils who attain the higher levels in national tests.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Very thorough teaching leads to pupils developing a very secure understanding of how to use and apply their mathematical skills to solve problems and achieving very well.
- Standards attained by pupils in Year 6 that do not have specific special educational needs are well above the national average.
- Due to very effective monitoring procedures the subject leader has a very clear understanding of the strengths of teaching and learning is very well led and managed.

Commentary

33. In the previous inspection standards in Year 6 were judged to be similar to the national average. In 2003 national tests indicated that standards were above average. In the current Year 6 standards are above average when the unusually high proportion of pupils with specific special educational needs are included, but well above average otherwise. The achievement of pupils with all levels of prior attainment is very good in all areas of mathematics, and throughout the school. A high proportion are working at levels above those expected.
34. Pupils gain an unusually wide breadth of knowledge, skills and understanding. By the time they leave the school even those with low attainment draw together a variety of mathematical and other skills to solve problems. They present work carefully using correct mathematical notation making it easy for them to look back and remind themselves of techniques. Within the four years in the school pupils cover a great deal of ground giving them a very secure basis for future learning. Their very good mental arithmetic skills and rapid recall of number facts supports their learning very well. Pupils demonstrate a clear understanding of the work covered and they are consistently involved assessing their own learning. This helps them accept their own weaknesses and use this knowledge to improve.
35. Teaching is very good overall and never less than satisfactory, a great improvement on the previous inspection. One lesson was excellent. In this lesson the teacher capitalised on the current enthusiasm to support England's football team in the European Cup and used it to revisit and develop an understanding of statistics. There are high expectations of behaviour and the quantity of work completed, even for those with special educational needs. Skills and understanding are rigorously developed. Pupils with all levels of prior attainment are suitably challenged through the tasks provided and enjoy their lessons. Behaviour and attitudes are mostly very good so little time is wasted in lessons. Where pupils have learning difficulties associated with behavioural problems, they are well managed. Teachers consistently identify and use key vocabulary effectively in their planning, target questions to make sure pupils with all levels of attainment participate in whole class discussions and ensure pupils explain their reasoning, supporting the development of communication and thinking skills as well as reinforcing mathematical skills. Information and communication technology is used very well as both a tool for teaching and for independent learning. Although there are some inconsistencies in the quality of marking, it is never less than satisfactory and is consistently supportive of pupils. Information collected through assessing pupil's work is used well in planning further lessons.

36. The subject is very well led and managed by a knowledgeable teacher who has a clear grasp of the quality of the provision. Any weaknesses for example in pupils' performance in a topic in any year group are systematically identified through analysis of pupils' work and lesson observations and rectified.

Mathematics across the curriculum

37. Numeracy skills are used very well to support other subjects and developed through them making efficient use of time. In science, for example, pupils learn how to collect, record, collate, present and interpret data particularly well and a variety of measuring skills are used frequently.

SCIENCE

Provision in science is **good** and improving.

Main strengths and weaknesses

- Standards of attainment in Year 6 are above the level expected.
- Teaching is very good and is raising standards so that achievement in science is very good across the school.
- Pupils are given a very thorough grounding in all areas of science and are well prepared for secondary education.
- Literacy and numeracy skills are developed very well through science.
- A newly appointed coordinator is making a good start to improve provision and standards.

Commentary

38. In 2003 national tests standards were average when compared with both all schools and similar schools. Difficulties out of control of the school have meant some disruption in coordination of the subject; one factor affecting standards in 2002, which were below those in English, and mathematics. Standards are also generally lower than those in English and mathematics on entry. In the current Year 6 standards in science are much improved on previous years despite the well above average proportion of pupils with special educational needs. Inspection evidence and the early indications from this years national tests show that due to the good proportion of pupils are working at the higher than expected levels, standards are above those expected with all pupils achieving well. As a result of effective teaching all pupils gain a wide breadth of knowledge, skills and understanding in science and receive a thorough grounding in all aspects of the subject, including how to design and carry out experiments, record results, draw conclusions and evaluate and improve their methods. Because of this the attainment of pupils without special educational needs is above average. Standards in Year 4 are also above those expected nationally indicating that provision is improving and has begun to work through the school.
39. Teaching, and therefore learning, is very good. Teachers plan very well together and learn from each other's mistakes. Lessons are well structured and organised. Good use is made of a wide range of resources, including information and communication technology to stimulate pupils' interest and develop a spirit of enquiry. Both subject specific and a wider range of demanding vocabulary is carefully identified, explained and

developed in all lessons. An unusually wide range of literacy and mathematical skills are developed very well through science and used well to support learning.

40. A very recently appointed, but relatively inexperienced subject leader has made a very good start in managing the subject and is already providing good leadership, well supported by senior teachers. This is leading to improving provision and subject expertise.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are above those expected nationally in Year 6 and improving throughout the school. Pupils achieve very well.
- The quality and range of available resources are very good.
- There has been considerable recent improvement in the use of ICT by both for teaching and for independent learning.
- Very good use is made of ICT to support pupils with special educational needs.
- The subject leader provides a very good role model for others.

Commentary

41. By the end of Year 6 the pupils, including those with special educational needs at the least reach the standards expected for their age, standards overall are above those expected and pupils with all levels of attainment achieve very well. No comparison can be made with standards in the previous inspection, because curriculum requirements were much less demanding. The standards attained in presenting information designed to convey information to others is particularly good, for example in the design and construction of newspapers and in the use of multimedia presentations. All areas of learning are covered although there is less emphasis on control in Year 6. Pupils have a very good grasp of the power of information technology and its potential. This is partly due to the use of a range of ICT resources and quality of preparation by teachers to present their lessons. There are clearly some inconsistencies in teachers' subject expertise in the use of up-to-date equipment, but this is being catered for.
42. Insufficient specific lessons were seen to make a judgement on teaching, but computers and other forms of ICT equipment are used in many lessons, and the confidence of pupils and the evident skills they demonstrate suggests that this is at least good. In one Year 3 class pupils collect and set up laptops, showing a high degree of responsibility. They log on, bring up a program and operate a keyboard, touch pad or mouse efficiently. Very good use is made of ICT to support pupils with special educational needs and involve them in lessons. For example two pupils in Year 3 were able to enhance the work their class was doing to help Year 2 pupils prepare for their move to junior school by using a video camera to record their impressions of the school.
43. The subject leader leads the subject very well. One of the key strengths is that he has very good expertise in up-to-date equipment and techniques and provides a very good role model for others. The recent emphasis governors have placed on improving resources is raising standards throughout the school and equipping pupils very well for

future education. Effective use is made of a technician to ensure systems work efficiently when they are needed for lessons. Great care is taken to protect pupils from the dangers of Internet use. The school web-site, designed and executed by pupils, with expert support, is a useful tool for parents to keep informed about the school.

Information and communication technology across the curriculum

44. ICT is used well to support learning in other subjects. It is used particularly well in English and its use is continually being improved. Activities are never superficial and always add an extra dimension to the subjects they are supporting. For example, they are used to support reinforcement of skills and knowledge, research, drafting and redrafting work, and creativity, particularly in art. Subject leaders are expected to check and support provision within their own area of responsibility regularly.

HUMANITIES

45. **Geography** and **history** were sampled during the inspection. There were not enough lessons in either subject to make secure judgements on the quality of provision or standards in either subject. Pupils' work shows that pupils are given good opportunities to use their literacy and numeracy skills in lessons.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Standards are those expected in the locally Agreed Syllabus.
- Literacy skills are used well to support learning.
- There are some inconsistencies in marking.
- Leadership and management are good.

Commentary

46. By the end of Years 6 the pupils reach the standards expected for their age and achievement is satisfactory. This is the same as judgements made in the previous inspection. There is a good balance between learning about religions and through religions, and between learning about Christianity and other world religions. Pupils successfully identify similarities and differences between different religions.
47. Teaching, and hence learning, is satisfactory. Lessons are well planned and resources used effectively. Pupils behave well and have good attitudes to their learning so little time is lost in lessons. They learn to listen to other pupils' contributions respectfully. Since the previous inspection, pupils have begun to record their work in a variety of ways, enhancing and supporting their development of literacy skills. Learning is not just related to facts, pupils are expected to contribute to class discussions and express opinions but there is sometimes a lack of challenge for pupils to think carefully about meanings. Work is marked, but some marking is still limited in the amount of support it gives to pupils. Lessons are well planned and organised, and objectives are clear. A satisfactory range of visits to places of interest and visits from representatives of religious organisations are provided to give pupils first hand experiences.

48. The subject leader provides good leadership, effective management, has a clear understanding of the strengths of the subject and the areas for development, and has sought appropriate advice and guidance on how to improve provision.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

49. There was insufficient evidence available to make secure judgements on provision or standards in **physical education**. The curriculum provides a satisfactory range of experiences for pupils to develop their skills in the different strands of the subject, but provision in lessons is very well supported by the very good range of activities at lunchtime and after school often employing the skills of specialist coaches.
50. The school has gained the Arts Mark award for its provision in the arts. During the inspection, provision was only sampled, therefore judgements are not made on standards or the quality of teaching and learning.
51. In **art and design**, pupils are given a wide range of experiences in different media and skills are developed systematically. They study the work of a variety of artists, past and present and across different cultures. These studies are thorough and involve skills such as research and historical awareness as well as specific skills in the use of materials and equipment. Areas of study such as modelling, sculpture and photography are also included and specialists or visits to places such as sculpture parks support the pupils' learning. Teachers are supported by a new, well-structured scheme of work.
52. During the week of the inspection there was a specific focus on the food technology element of **design and technology**. In the two lessons seen teaching was good and very good. Lessons were planned carefully to develop an understanding of all the required areas of assessing materials prior to preparing a design, developing the skills of using tools and utensils, taking into account health and safety issues, designing for a purpose, making and evaluating. In Year 6 the subject was linked well to a recent science project about micro-organisms. Very good collaborative work was seen in Year 3 that involved many skills and linked together many subjects. This was the design and production of a display, and clearly demonstrated an understanding of designing, making and finishing for a purpose. The previous report stated that the curriculum was insufficiently broad, that specific skills were not sufficiently developed, and that activities did not give pupils the opportunities to make choices. All these areas have been addressed well and standards are clearly improving through careful management and very clear and knowledgeable leadership.
53. In the week prior to the inspection all who wanted were involved in a **music** and drama production, that also brought together many other skills. The whole production was written by the coordinator to make the best use of the pupils' skills. Pupils were given the opportunity to perform in front of a wider audience, an activity much appreciated by parents. This showed that pupils' confidence in singing and playing instruments publicly is good. The wide range of instrumental tuition provided by specialists and extra-curricular clubs led by teachers for example in ocarina, recorder, choir, strings and woodwind, make a very good contribution to the standards of a good number of pupils. The school is very well resourced both with electronic equipment and other musical

instruments and a designated music room means that time is not wasted reorganising space to enable musical activities to take place.

PERSONAL, SOCIAL AND HEALTH EDUCATION

54. The school makes very good provision for pupils in personal, social and health education. Since the last inspection, the appointment of a new co-ordinator has given added emphasis to development of this aspect of the school's work. She has led the introduction of a whole-school scheme of work that has given coherence and clarity to the provision across the school. Throughout the school, staff place a high priority on involving pupils in discussions, encouraging them to consider their work and to express their views and opinions. The very positive attitudes and good behaviour of pupils show that the school makes good provision for developing pupils' personal skills and qualities. Due to the excellent relationships in school between adults and pupils, all staff, including the lunchtime supervisors contribute well to this provision. There is a consistent system in school of rewards and certificates and pupils understand these systems very well.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	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	3
The school's links with other schools and colleges	4
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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