

INSPECTION REPORT

**THE WHITE'S WOOD LANE COMMUNITY
JUNIOR SCHOOL**

Gainsborough

LEA area: Lincolnshire

Unique reference number: 120489

Headteacher: Mrs J Dagg

Lead inspector: Mr A C Matthews

Dates of inspection: 28th June – 1st July 2004

Inspection number: 258171

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: 150

School address: White's Wood Lane
Gainsborough
Lincolnshire
Postcode: DN21 1TJ

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Appropriate authority: Governing Body
Name of chair of Mr D Taylor
governors:
Date of previous May 2002
inspection:

CHARACTERISTICS OF THE SCHOOL

White's Wood Lane Junior School is situated in the town of Gainsborough, Lincolnshire and is in an area of high deprivation. The great majority of pupils come from this surrounding area. The school roll has fallen since the last inspection and there are now 150 pupils in the school taught in six mixed-age classes. There are few children from minority ethnic families and no pupils speak English as an additional language. There is an above average proportion of pupils in receipt of free school meals and a high proportion of pupils with special educational needs. The proportion of pupils with a Statement of Special Educational Need is very high. Pupil mobility for last year was above average. Pupils' attainment on entry to the school is well below average overall. The school has recently been awarded the Football Association Charter Standard and is involved in the Children's Fund initiative to support families.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19410	Mr A Matthews	Lead inspector	Design and technology, information and communication technology (ICT), mathematics, physical education, science, personal, social and health education and citizenship, special educational needs
9224	Mr M Vineall	Lay inspector	
20932	Mr T Boyce	Team inspector	English
2758	Mr I Jones	Team inspector	Art, geography, history, music, religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **satisfactory** and improving school. It provides a good quality of education and gives satisfactory value for money. Teaching is good overall with a high proportion of good practice. This results in pupils making good progress and achieving well. Significant improvements in all aspects of the school have not yet been reflected in national test results. The school is well led and managed.

The school's main strengths and weaknesses are:

- The teaching is consistently good and pupils of all abilities are fully included in the school's activities.
- The school management is effective because all staff have a good understanding of their roles and responsibilities and how they can contribute to improving the school further.
- Teaching assistants are well qualified and together with teachers provide well-focused support and very good care to individuals and groups of children.
- Pupils with special educational needs are well supported and achieve well.
- The school's curriculum is good and enhanced by a very good range of extra-curricular activities.
- Whilst pupils' attitudes and behaviour are often good at the beginning of the day, a significant proportion of pupils lose concentration and become easily distracted during the afternoon sessions and this disrupts their learning in certain subjects.
- Although pupils are achieving well, standards are still below average in English and science and well below average in mathematics at the end of Year 6.

The school has improved well since it was last inspected in 2002. An effective response to the last report, where the school had serious weaknesses, has led to improvements in the quality of teaching and achievement, the curriculum, leadership and management and the way pupils' progress is tracked. Standards have risen in reading, writing, mathematics and science, although standards in mathematics have remained well below average. The headteacher and English and mathematics subject leaders regularly monitor the quality of teaching and learning in the classrooms and all staff scrutinise pupils' work to ensure they are achieving satisfactorily. The governing body ensures all statutory requirements are met and have an increasing awareness of the school's strengths and weaknesses.

STANDARDS ACHIEVED

Year 6 results

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

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

Throughout the school, the great majority of pupils are achieving **well**. This is particularly so in the acquisition of the skills of numeracy and literacy where all pupils are benefiting by being grouped by ability for these lessons. The 2003 national tests showed that pupils' attainment was well below average in all three of the above subjects and that pupils had made well below average progress since Year 2. However, when compared to schools which draw their pupils from a similar background the attainment of these pupils was above average in English and science and average in mathematics. Pupils enter the school with attainment that is well below average. The present Year 6 pupils had a disrupted start to their schooling in Years 3 and 4 at the end of which time the school was put into serious weaknesses. Since then, the improvements mentioned above are leading to pupils making good progress, with an increasing proportion of pupils working at the higher levels. By the end of Year 6, pupils' attainment is below average in English and science and well below average in mathematics. In information and communication technology and religious education, pupils achieve well and attain average standards. In all other subjects inspected, pupils' attainment is in line with national expectations, except in art and design where standards are above expectations. Pupils with special educational needs are well supported and achieve well. Standards in pupils' writing have improved recently because of the school's successful focus on this area.

There is a caring and supportive atmosphere, with the school going out of its way to include pupils of all abilities and backgrounds in its activities. Attendance is satisfactory. The spiritual, moral, social and cultural development of the pupils is **good**. Pupils have satisfactory attitudes to school. Their behaviour is satisfactory overall but varies through the day. In morning lessons pupils usually apply themselves well to their learning and behave well. However, towards the end of the afternoon a significant proportion of pupils find concentration and application difficult and this affects their learning and sometimes that of others in the class.

QUALITY OF EDUCATION

The quality of education is **good**. Throughout the school, the quality of teaching and learning is **good** overall and sometimes very good. There is very good support from the experienced classroom assistants who work very effectively and sensitively with individuals and small groups. Pupils learn well because teachers use their good subject knowledge and knowledge of the pupils to make lessons as interesting as possible. In lessons where pupils are not grouped by ability, the ability spread is sometimes too great for all pupils to make the progress of which they are capable. The school has developed good assessment procedures and teachers use the results from these to match the learning activities to pupils' needs. Teachers mark pupils' work conscientiously and consistently inform pupils how they can improve their work and move towards their individual targets. In mathematics, however, the school's corrections policy is not carried out consistently and pupils are not always learning from their mistakes.

The curricular provision is good overall. The curriculum for English, mathematics and information and communication technology is good, with pupils making increasing use of computers to support their learning in other subjects. The curriculum benefits from a very good range of extra-curricular activities which are highly popular with the pupils. Provision for pupils who have special educational needs is good and helps these pupils achieve well. Accommodation is satisfactory overall, although the computer suite is too small for a whole class to be taught together. Resources are satisfactory overall. There is a good partnership with parents and close and effective links with the local group of schools. The school provides a very good level of care for all its pupils and makes good use of outside agencies to support pupils with specific learning or emotional difficulties.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good** overall. The headteacher, ably supported by her two senior teachers, has been instrumental in leading the school into a period of stability and improvement. Her enthusiasm and determination to improve the school's provision has a positive impact on all staff who work very well as a team. The headteacher has a clear vision of what needs to be done and high aspirations. These qualities have led to good improvements in the school's educational provision. The school is managed well. Governance is satisfactory. Governors have worked hard since the last inspection and have improved their support and monitoring of the school's work. At present the governing body is very reliant on the expertise of one governor. However, it now has several new and enthusiastic members and is united in its desire to continue to help the school move forward. The school provides very good in-service training for staff that is meaningfully linked to targets in its improvement plan.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are happy with the school's provision and pupils enjoy coming to school.

IMPROVEMENTS NEEDED

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

- Raise standards further in English, mathematics and science;
- Review the organisation of the afternoon's timetable so that it addresses the current difficulties with pupils' behaviour and concentration.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Pupils achieve **well** as they move through the school. Attainment at the end of Year 6 is below average in English and science and well below average in mathematics.

Main strengths and weaknesses

- Pupils' achievement has improved since the last inspection and average and higher-attaining pupils are now making good progress.
- Pupils with special educational needs make good progress and achieve well against their prior attainment.
- Whilst the proportion of higher-attaining pupils is increasing, standards overall are below average at the end of Year 6 in English, mathematics and science.

Commentary

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

Standards in:	School results	National results
English	24.9 (25.8)	26.8 (27.0)
Mathematics	24.5 (25.7)	26.8 (26.7)
Science	27.6 (27.4)	28.6 (28.3)

There were 42 pupils in the year group. Figures in brackets are for the previous year

1. Although at the end of Year 6 pupils' attainment in the National Curriculum tests has been consistently below the national average, there has been a slow but steady improvement in pupils' achievement. This trend is in line with the national trend for improvement. When the school was last inspected in 2002, higher-attaining and average-attaining pupils were making unsatisfactory progress, particularly in English and mathematics. As a result of recommendations from the report, the school implemented setting by ability for Year 5 and Year 6 pupils in these subjects and this is being successful in raising pupils' achievement. In the 2003 national tests, these setting arrangements had not had time to have an impact on pupils' overall attainment. This group of pupils also had a large proportion of boys with learning and behavioural problems that had a significant impact on the achievement of this year group. Pupils' attainment in these tests was well below average in all three of the above subjects and they had made well below average progress since they were in Year 2. However, when compared to schools of a similar background attainment was above average in English and science and average in mathematics. The present Year 6 pupils have benefited from a full five terms of setting, which is leading to improved achievement for all pupils in English and mathematics compared to the time of the last inspection. This improvement will not be clearly evident in this year's National Curriculum test results as the cohort has a very high percentage (over 40 per cent) of pupils with special educational needs and a very high proportion of pupils with a Statement of Special Educational Need. Despite this, evidence from the inspection shows that there has been an improvement in attainment compared to last year with

the present Year 6 pupils attaining standards that are below average in English and science and well below average in mathematics. Whilst Year 6 girls outperformed boys in the 2003 National Curriculum tests in all subjects, there is no significant difference in the present group of Year 6 pupils.

2. In the majority of other subjects inspected, pupils are achieving well. In information and communication technology, religious education, design and technology and physical education, pupils' attainment is in line with national expectations. In art and design, some elements of information and communication technology and in swimming, pupils' attainment is above expectations. Pupils' attainment in history and geography is in line with national expectations and pupils are achieving satisfactorily. No judgement was made in music as no lessons were seen.
3. The pre-inspection analysis of the test data raised questions about the performance of the higher-attaining pupils and whether or not these pupils were sufficiently well challenged. Inspection evidence confirms that throughout the school higher-attaining pupils are achieving well because the work that is set for them is challenging and well matched to their needs. The proportion of pupils working at the higher level 5 has improved year on year and over a third of the present Year 6 are achieving this level in science. This represents a considerable improvement since the last inspection.
4. The good teaching contributes significantly to pupils' achievement. Teaching assistants are very well briefed and their close working relationship with teachers helps to ensure that pupils' individual needs are well planned for. Similarly the school's strong assessment procedures for all pupils help teachers tune their planning to ensure that pupils build successfully on their previous knowledge. This is particularly noticeable in the progress of the higher-attaining Year 5 pupils which has been very noticeable this year.
5. The school has effective systems to analyse the performance of pupils with special educational needs and ensure a good level of support for these pupils in lessons. This is particularly the case when pupils are set by ability for numeracy and literacy where, despite being in the lower sets, these pupils have positive attitudes to their work and have a good desire to improve. Teaching assistants are fully involved in the drawing up of pupils' individual education plans and keep very good track of pupils' progress when they are supporting them in lessons. This helps to ensure that pupils' strengths are built on and weaknesses addressed in teachers' future planning. As a result of this good support, pupils with special educational needs make good progress, as they did at the time of the last inspection, and achieve well.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and behaviour are both **satisfactory**, but improving. Attendance is **satisfactory**. Pupils' spiritual, moral, social and cultural development is **good**.

Main strengths and weaknesses

- Attendance is better than expected for a school of this background and there are very efficient measures to maintain this.
- Pupils enjoy the large range of extra-curricular activities, which make a positive contribution to their self-esteem.
- Good work is ongoing on behaviour management and in encouraging better attitudes by pupils in school

- Provision for pupils' moral and social development is carefully planned and helps pupils mature.
- A significant minority of pupils have difficulties with concentration and behaviour towards the end of the school day.

Commentary

Attendance

Attendance in the latest complete reporting year 2002 / 2003 as a percentage

Authorised absence		Unauthorised absence	
School data	5.9	School data	0.1
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.

- Attendance is consistently close to the national average which is particularly good for this school and owes much to the consistent and efficient attention to this by the headteacher, school secretary, educational welfare officer and parents.
- Many pupils join the school with low self-esteem or other social problems and much is done to develop these pupils, even beyond the good work done within special educational needs. In Year 3, the 'Pyramid Club' picks up new entrants needing particular support, whilst for all pupils a host of activities at lunchtime and after school help build pupils' confidence. Several examples were seen of this including a vigorous and enthusiastic performance by the cheerleaders club and a beautiful solo preview performance from a forthcoming 'Ali Baba' show by the drama club. Other initiatives such as the breakfast club help pupils mature and flourish in school. Such activities clearly represent effective redressing of a key issue at the last inspection.
- Another issue in the previous report was that of unacceptable attitudes and behaviour. Much progress has been made here also. Although attitudes to school and work and behaviour are only satisfactory overall, they have improved and continue to do so. Much work has been done to develop and implement a simple, consistent behaviour management system which pupils respect, recognise its fairness and understand all the rewards and sanctions that go with it. Pupils now say that levels of bullying and harassment are low, and if they do occur, they are dealt with quickly and effectively. Racial harmony is good and pupils of all backgrounds play and work happily together. Good and sometimes very good behaviour was seen, but such behaviour has to be carefully managed by teachers and the teaching assistants and increasingly by school prefects and other senior pupils. There remains a need for such good behaviour to become spontaneous and self-imposed. Whilst pupils' attitudes to their work have improved, the concentration of a significant minority of pupils still causes concern. These pupils show at least satisfactory concentration skills in the morning, but towards the end of the afternoon many of them are unable to sustain concentration and this leads to deterioration in their general attitudes to work and their behaviour.
- Personal development is good overall. Moral development in particular is well promoted, through personal, social and health education, religious education and through teachers' and other adults' everyday interaction with pupils. Spiritual

development is also good with pupils encouraged to value the individual. Assemblies contribute well to this dimension. Social development is also good, supporting the good work on improving behaviour. Cultural development is satisfactory overall, with some good contributions from the arts and humanities subjects. However, more could be done to make pupils understand the significance and nature of a multicultural society beyond the start made in religious education lessons.

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	145	5	0

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

Three pupils were excluded last year for fixed terms. Agreed procedures for these exclusions were carefully followed.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Teaching, learning and assessment are **good**. The curriculum is **good** with a **very good** range of enrichment opportunities. Accommodation and resources are **satisfactory**. The pupils' welfare, health and safety are **very well** planned for and the school is **good** at supporting its pupils and valuing their views. Links with parents, the community and local schools and colleges are **good**.

Teaching and learning

The quality of teaching and learning is **good**. The quality of assessment of pupils' work is **good**.

Main strengths and weaknesses

- The headteacher's monitoring of teaching and learning in the classrooms has led to noticeable improvements in the school's provision.
- Teaching meets the needs of pupils with special educational needs well and has a positive impact on their learning.
- Teachers use the good assessment procedures effectively to monitor pupils' progress.
- Although teachers manage pupils' behaviour well in the morning and early afternoon sessions, a disproportionate amount of their teaching time is spent on this aspect in the late afternoon sessions.
- Teaching assistants are hard working, knowledgeable and used very well to support pupils' learning.
- Teachers mark pupils' work thoroughly and the great majority of pupils are clear about how they can improve.

- Teachers' planning is good, but in some lessons teachers do not challenge the full range of ability in the mixed-age classes.
- Teachers have good strategies for developing pupils' speaking and listening skills.

Commentary

Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	14	5	1	0	0

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

10. There have been good improvements in the quality of teaching since the last inspection, particularly in the proportion of good and very good lessons. After the last inspection, the school introduced setting by ability for pupils in Years 5 and 6 for literacy and numeracy and this has had a good impact on their learning in the last two years. Setting by ability in Years 3 and 4 was introduced in the spring term of this year and this too is helping teachers plan more accurately for a narrower ability range in each of their sets. As a result, the great majority of pupils are challenged well, carefully supported and are achieving well in these two subjects. Another weakness at the time of the last inspection was teachers' management of pupils' behaviour. This is now good overall and strong in the morning and early afternoon sessions when pupils are interested and concentrate well. In the last hour of the afternoon sessions there is a noticeable deterioration in pupils' concentration and behaviour. As a result, teachers have to spend a disproportionate amount of time managing pupils' behaviour and the quality of learning suffers. This situation is sometimes exacerbated by the very wide range of ability that exists in the mixed-age classes which makes it extremely difficult for teachers to challenge all pupils and keep them on task.
11. The quality of assessment has improved significantly since the last inspection and is now good. Assessment is used well to track pupils' progress through each year and also to inform teachers' planning. As a result, teachers are now more skilled in ensuring that strengths are built on and weaknesses addressed. Teachers mark pupils' work carefully and consistently inform pupils what they need to do to improve their work. However, the school's correction policy is not regularly followed in mathematics and pupils are not always learning from their mistakes. Homework is set regularly and older pupils have a clear understanding of how it helps their learning.
12. Teachers are consistently good at creating opportunities for pupils to develop their speaking and listening skills which are weak when pupils begin in Year 3. Teachers make good use of these skills in lesson introductions and in the way that they develop pupils' learning through careful questioning. This encourages pupils to share their ideas, which, in the best cases, are then reinterpreted by the teachers so that all pupils benefit from their peers' answers. This was particularly effective in a Year 3/4 science lesson when pupils were sharing their ideas about how to change the brightness of a bulb. Plenary sessions at the end of lessons are carefully planned and, in the most effective cases, are used to assess pupils' understanding of their new learning. Particularly effective in a Year 5/6 numeracy lesson was the use of red and green squares that pupils held up to indicate to the teacher their understanding of the new concept being taught. Teachers also make very good use of the teaching assistants who often work with an individual or with small groups who have identified learning or behavioural problems. As a result, these pupils are included well in the lesson and are given very good encouragement to keep on task and complete their work. Resources are used effectively in English, mathematics and science to

consolidate and extend pupils' learning. Teachers are planning increasing use of computers to develop pupils' learning in other subjects. This is particularly strong in mathematics and in aspects of English, history, religious education and science.

13. Pupils who have special educational needs are well taught and receive good support. Teachers and teaching assistants support their learning well and effectively develop these pupils' confidence and self-esteem. This is particularly noticeable in the lower ability sets for numeracy and literacy where pupils often have very positive views about their learning. Individual education plans are carefully drawn up and used well by the teachers and teaching assistants to plan work for the pupils. The targets in them are clearly focused on the next stage of the pupils' learning and amended regularly to build on pupils' successes and extend their learning to the next stage.

The curriculum

The curriculum is **good** overall. Enhancement activities are **very good**. Accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- The curriculum has improved considerably since the last inspection.
- The curriculum for pupils with special educational needs is good.
- The introduction of setting for English and mathematics is having a positive effect upon the progress of pupils.
- The school provides a wide range of extra-curricular activities that enhances provision very well.
- The organisation of curriculum time and the structure of the school day do not take sufficient account of pupils' current learning needs.

Commentary

14. The school has addressed successfully the issues raised by the previous inspection and now provides a broad curriculum that meets statutory requirements. Good subject leadership has enabled revised schemes of work to be introduced, resources to be improved and the progress of pupils to be monitored. These improvements enhance the curriculum experiences of the pupils.
15. Pupils with special educational needs have access to a full curriculum. Individual education plans are detailed and identify well-considered targets that accurately reflect each pupil's current learning needs. Aply supported by teachers and teaching assistants, these pupils are fully involved in all lessons and achieve well.
16. The school has recently introduced a system of setting pupils by ability in English and mathematics. Pupils are set across Years 3 and 4, and Years 5 and 6. The reduced ability range in each group has enabled teachers to tune activities finely ensuring a closer match with the learning needs of each pupil. As a result, pupils make faster progress and achieve at a higher rate.
17. The provision for curriculum enrichment is very good. Over the last eighteen months, the school has introduced a varied range of extra-curricular activities and visits. The school has been successful in developing activities that particularly interest the pupils. For example, in addition to a wide range of sporting and art clubs, pupils are able to join a cheerleader training group. These activities take place during the lunch break and after school and are well attended. Older pupils are involved in residential visits.

These make a valuable contribution to the development of pupils' confidence and self-esteem.

18. Over the last two years, the school has made adjustments to the use of curriculum time and the structure of the school day to help meet the specific learning needs of the pupils in the school. These changes have been reasonably successful and have enabled teachers to improve pupils' behaviour and attitudes and teach a full curriculum. However, the school is very aware that it needs to review subject time allocations and the structure of the day, particularly of the afternoon, in light of its improving situation and the current needs of its pupils. The inspectors consider the school is correct in identifying this area for review.
19. The resources have been improved over the last two years in both quality and quantity, and enhance the curriculum provision. The accommodation is broadly satisfactory, but space in the computer suite and access to parts of the building are somewhat limited. The school is fully aware of this situation and, through a building programme to take place during the coming academic year, has taken effective action to address these problems.

Care, guidance and support

Very good procedures exist to ensure all pupils' welfare, health and safety and pupils are **well** involved in the work and development of the school. **Good** support and advice is provided for pupils.

Main strengths and weaknesses

- Very good attention is given to key issues of care such as child protection and health and safety.
- Relationships between adults and children are strong, and staff have good knowledge of individual pupils.
- Very good work is done to ensure a smooth transfer of pupils into Year 3 from the infant school and onwards from Year 6 to various secondary schools.

Commentary

20. The very good emphasis put on care and support of individual pupils is one of the major strengths of this school. Meticulous attention is given to child protection, led by the headteacher but with all staff aware of their roles and refreshed through training. Health and safety issues are similarly efficiently managed by governors, the headteacher and other staff, with risk assessment a regular part of activity planning. Efficient records are kept where necessary. The result is a healthy, safe and supportive school that underpins pupils' confidence.
21. But care goes further and draws heavily on the very good relationships that exist between all adults in the school and pupils, with staff demonstrating first-class knowledge and understanding of individual pupils. Each child has several adults whom they would be prepared to confide in, or consult. Warm, easy relationships drive much of the effective personal development that goes on – not just with class teachers, but with teaching assistants, the school nurse and the school secretary; it is a real team effort.
22. Induction, both into Year 3 and onward from Year 6 is handled very well, with much work done to smooth such transitions. Parents readily acknowledge this. For

instance, the school identifies those individuals who it is felt might find the move to their secondary school traumatic and special arrangements for extra visits and support are made. The care and welfare of pupils is at the heart of all the good work going on in this school.

Partnership with parents, other schools and the community

The school enjoys **good** and beneficial relationships with all its key stakeholders – parents, the local community and other educational establishments.

Main strengths and weaknesses

- There are good communications with parents, with very good and thorough reports on progress.
- The school works well and imaginatively to engage as many parents as possible with the school and their children's education.
- Close links with the community both enhance the curriculum and ensure the school is seen as a valuable part of the local area.
- Good links with other schools and colleges bring many benefits to the school.

Commentary

23. The school has worked tirelessly to develop and nurture the relationship with their parents. Communications have been improved and are now good. Newsletters have a sharp, newsy style and are now fortnightly, letters are sent home to explain the work to be tackled in each class. There are now three parents' evenings during the year and other parent workshops such as art and touch-typing. Reports to parents are very good, give thorough and detailed diagnostic comments and include indications of progress in relation to national norms as well as targets for the future. Interim, short 'progress cards' go home mid-term to add to parents understanding of progress and behaviour. A few parents help in school, others help on trips and many support the 'Friends' organisation which raises significant funds. The school continues to try hard to engage parents more in their children's work but, whilst satisfactory now, parents could respond more positively in this respect.
24. Good relationships and links have been forged with several parts of the local community. The school has a significant presence at events such as the local music festival and the Riverside Festival and has used its own major events (notably the Anniversary) to draw local people into the school. Visits out to local sites regularly enhance relevant curriculum areas. Similarly, several visitors come into school from the locality to enrich teaching in art and drama.
25. Similarly good links have beneficially been created with and through other local schools and related groups. The school and the headteacher are very active in the Gainsborough partnerships of schools and benefit from this through joint training days and extra funds for projects. In addition, membership of the local education/business partnership brings good benefits through business contacts. Good links also exist with various colleges that bring students into school for work experience. Initial teacher training is also another link the school traditionally worked with and will soon be revived. Many additional resources are created through such links.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. The leadership and management of the headteacher and other key staff are **good**. Governance is **satisfactory**.

Main strengths and weaknesses

- The headteacher leads effectively and, with the help of the staff team, has managed the ongoing development and improvement of the school well.
- Teaching and non-teaching staff form a closely-knit team and work effectively in the day-to-day management of the school.
- The school has good self-evaluation procedures and the information is used effectively to give a clear direction to its developments.
- The leadership and management of the most important subjects are good and helping to improve pupils' achievement.
- Very good systems support new staff and ensure the ongoing professional development of existing staff.
- The school makes effective use of assessments to track pupils' progress through the school.
- Governors give good support to the school but have yet to develop a broad range of expertise.

Commentary

26. The headteacher has worked hard and effectively to improve the school's provision since the last inspection. Weaknesses identified at that time, when the school was designated as having serious weaknesses, have been systematically and effectively addressed. This is now a confident and improving school which is clearly focused on the further development of its provision. Teamwork and a strong ethos for self-evaluation are strengths of the school. The tracking of individual pupils' progress is carried out rigorously and information used effectively to improve provision. However, a weakness in the present provision is the timing and organisation of the school day which does not take full account of the learning and behavioural needs of all pupils.
27. The management of the school is good. All members of staff have a secure understanding of how the school is expected to run and carry out this policy in a consistent fashion. The role of the subject leader has improved significantly and has been particularly carefully developed. Subject leaders have benefited from good quality in-service training and good support from the local education authority subject consultants. As a result, they lead their subjects confidently and knowledgeably and this has led to particular improvements in the provision in English, mathematics, science and special educational needs since the last inspection.
28. The school has developed good self-evaluation procedures and uses these effectively to draw up improvement plan priorities. Views of governors, staff, parents and pupils are carefully considered. These, together with information from the school's monitoring systems, enable the school to set very specific targets for its improvement plan. These are having a direct impact on improving the school's provision and pupils' achievement. The close and effective teamwork is reflected in the very good arrangements for the support of newly qualified teachers and the very good ongoing development of other staff. Performance management is well implemented and effectively linked to developments in the improvement plan. Careful identification of improvement plan priorities, allied to well-focused training, maximises the impact of initiatives.

29. The governance of the school is satisfactory and the role of the governors has improved since the last inspection. All statutory requirements are met and governors have an improved knowledge about the school's performance. A combination of information gleaned from governors' visits and from the headteacher's regular reports gives them a secure appreciation of the strengths of the school and the areas that need to be improved. Governors are keenly aware of the progress and end-of-year targets for the Year 6 pupils and rightly see improving their knowledge of the achievement of pupils in other years as a priority. Some governors have close links with the main subjects and have monitored books with subject leaders to gain information that is shared with the full governing body. At present the governors are very reliant on the skills and knowledge of the vice-chairman and rightly understand the need to develop their own expertise.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	414 520	Balance from previous year	32 340
Total expenditure	410 325	Balance carried forward to the next	36 535
Expenditure per pupil	2 614		

30. The governors manage the budget carefully to ensure enough money is available for planned developments. Governors receive good information from the school's hard working administrator who works closely with the finance committee. The higher than average carry forward is to cushion next year's budget from the school's falling roll and also to buy computers for the new computer suite which is to be built during the next financial year. The governors apply the principles of best value well, particularly in the areas of consultation and comparison.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well but standards are below average throughout the school.
- Pupils with special educational needs are well supported and achieve well.
- Standards in writing are improving well.
- Teaching and learning are good.
- The leadership and management of the subject are good.
- Teachers make good use of pupils' literacy skills in other subjects.

Commentary

31. There has been a good overall improvement in the provision for English since the last inspection. Standards are now below the national average by the end of Year 6. This is an improvement to that found in 2003 when the results of national tests showed pupils to be well below average when compared to all school nationally. When compared to schools that have a similar proportion of pupils eligible for free school meals the scores gained by the pupils in 2003 were above average, but when compared to similar schools, by their prior attainment in Year 2, standards are well below average. Inspection evidence and data produced by the school shows that attainment on entry to the school is well below average.
32. Earlier in their schooling, pupils had a very disturbed education. This particularly affected the progress made by the present Year 6, especially when they were in Years 3 and 4. When the achievement of these pupils is viewed over their four years as juniors, it has been satisfactory. However, the school has worked hard to overcome the detrimental effects that these difficulties had upon pupils' learning. Significant improvements have been made over the last two years, especially to the quality of teaching which is now good overall. Setting by ability is also helping teachers to ensure that pupils of different abilities are regularly challenged by the work they are set. Consequently, pupils are now achieving well, but the full impact of the improvements has yet to be reflected in pupils' attainment in national tests. The achievement of the unusually large number of pupils with special educational needs is also good because teachers and teaching assistants are very skilled at supporting these lower-attaining pupils, a significant proportion of whom also have emotional and behavioural difficulties.
33. Standards are well below average in speaking and listening and many pupils lack the confidence to speak in front of an audience with any confidence. This is mainly because they have a very limited vocabulary and are ill equipped to articulate their thoughts clearly. The school is aware of this weakness and is looking to provide improved opportunities for speaking in all areas of the curriculum. Good use is made of drama in some classes and this is helping to develop pupils' confidence and self-esteem. Standards in reading are also below average and pupils' inability to comprehend the text does have a limiting impact on the work that can be tackled in other curricular areas. Teachers take these weaknesses into account when planning

their lessons and most activities are very well matched to the pupils' prior attainment. Standards in writing, though below average overall, are responding very positively to the concerted efforts that have been made by the school over the past year. There has been a significant improvement throughout the school in the standards of spelling, grammar, punctuation and handwriting as teachers have worked very hard teaching basic skills and providing the pupils with a range of simple strategies to help them improve the quality of their writing.

34. Teaching and learning are good overall. A thorough examination of pupils' books shows that teachers know their pupils very well and provide them with a wide range of interesting work that is well matched to their prior attainment. In the best lessons work is very practical and pupils are taught a wide range of simple but effective strategies that help them to remember spelling, grammar and punctuation rules. Work is marked with care and pupils are given much helpful advice about how to improve the quality of their work. Regular improvement targets are set and pupils have a realistic understanding of how well they are doing. Relationships within classes, especially between teachers and pupils are good, and sometimes very good, and this encourages pupils to have a go without any fear of being wrong.
35. Most pupils have positive attitudes to the subject and behave well most of the time although a small number, including pupils who have quite complex emotional and behavioural problems, find great difficulty maintaining their concentration and are easily frustrated if things do not go well for them. Teachers and teaching assistants are particularly effective at managing the behaviour of these disruptive pupils and, as a result, their behaviour is not allowed to have a negative impact on the learning of others. This is an improvement from the situation found in the previous inspection. Relationships between pupils are satisfactory, but fragile, and staff are very skilled at coping with these sensitive situations as they arise. As a result, lessons are calm and generally productive.
36. The subject leader provides effective leadership and management to the subject and has overseen well the recent improvements in the provision for writing. She has evaluated available assessment data, monitored quality and standards throughout the school and has a very realistic understanding of the school's strengths and weaknesses. Under her capable management the curriculum, which is already proving effective in underpinning improvement, particularly in writing, is continuing to evolve and she is well aware of the need to improve speaking and listening skills throughout the school. Assessment is well planned and the results used well to inform the teachers' future planning.

Language and literacy across the curriculum

37. Although pupils' language and literacy skills are generally below average, they are given good opportunities to improve their skills in other subjects. This is particularly so in history, geography and religious education where they are encouraged to produce writing in many different genres including play scripts, descriptions and persuasive writing. The use of drama is developing well and is having a positive impact both on speaking skills and on pupils' personal and social development.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils are achieving well, although standards are well below average.
- Setting by ability is enabling teachers to challenge different groups of pupils and to build well on their previous learning.
- The subject is well led and managed and assessment is used effectively to track pupils' progress.
- Pupils' limited recall of number bonds and tables is restricting their progress in mental mathematics.
- Good use is made of information and communication technology to consolidate and extend pupils' learning.

Commentary

39. Standards in the 2003 National Curriculum tests for Year 6 pupils were well below average compared to all schools, but average when compared to schools where a similar percentage of pupils are eligible for free school meals. Evidence shows that these pupils made well below average progress from when they were in Year 2. Evidence from the inspection shows that standards of the present Year 6 remain well below average, with the proportion of pupils working at the higher levels also being well below average. However, a greater proportion of pupils are now working at the higher levels, compared to when these pupils were in Year 2. Whilst the present standards are similar to those at the time of the last inspection, the proportion of pupils with special educational needs in the present Year 6 is much higher than average. At the time of the last inspection, higher and average attaining pupils were making unsatisfactory progress. Since then, the school has improved the provision for the subject by introducing setting by ability. This is helping teachers to focus their lessons more accurately on the range of pupils in their sets to ensure that they all are now consistently challenged. As a result, pupils of all abilities are now achieving well. Particularly impressive is the proportion of higher-attaining Year 5 pupils who are working at the higher levels. This is because they have benefited significantly from being in the same ability set as the higher-attaining Year 6 pupils. Whilst in the 2003 national tests for Year 6 pupils, girls outperformed boys, in the present Year 6 class there is no significant difference between the attainment and progress of boys and girls.
40. The quality of teaching and learning is good and leads directly to the good progress that pupils make through the school. A significant proportion of lessons seen during the inspection were very good with pupils making particularly good progress. Instrumental in pupils' good achievement is teachers' very good questioning which helps pupils build well on their previous knowledge. Teachers also use their good subject knowledge to assess pupils' understanding and to ensure that the work set and the pace of the lesson matches the pupils' ability. Older pupils are encouraged to assess their own learning and share this with their teachers who adjust planning to reinforce pupils' strengths and address their identified weaknesses. This is particularly effective practice, and improvements are clear in the analysis of these pupils' work. Pupils' achievement is also good because teachers' marking is not only encouraging but also identifies what pupils need to do to improve their work. Despite pupils benefiting from teachers' marking, teachers apply the school's corrections policy inconsistently and pupils are not always learning from the mistakes they make.

All numeracy lessons take place in the morning when pupils' concentration skills are at their best. However, teachers have good skills to ensure pupils keep on task and behave well. As a result, lessons are calm and productive with most pupils enjoying their learning.

41. Pupils with special educational needs are particularly well supported and make the same good progress as their peers. Teachers understand their learning needs well and are sensitive to the amount of 'wait' time they give these pupils to answer questions. As a result, these pupils are enthusiastic about the subject and have strong self-esteem about the progress they are making. Particularly important in their work is the support given by the experienced and knowledgeable teaching assistants who work very effectively with pupils in the different sets. The planning of pupils' work is often informed by the pupils' individual education plans and very careful assessments are made by the teaching assistants to inform the planning of subsequent lessons.
42. The subject is well led and managed by a subject leader who, through analysis of pupils' work and national curriculum test results, has a good understanding of strengths and weaknesses. Assessment in the subject is good and helps the school to set accurate targets for pupils to achieve by the end of each school year. These targets are regularly reviewed by the class teacher in conjunction with the subject leader and the headteacher. As a result, any concerns about the progress of individual pupils is quickly identified and additional support strategies, such as *Springboard*, quickly put into place to help these pupils overcome their perceived weaknesses. The school has built up a good range of computer programs which are used well by the teachers in lessons to consolidate and extend pupils' knowledge of particular mathematical topics.

Mathematics across the curriculum

43. Whilst the school has not yet fully addressed the planned development of pupils' mathematical development in other subjects, they still have a satisfactory range of opportunities to use and develop these skills. Pupils make effective use of their numerical and data handling skills in science to record, tabulate and make graphs of their results. Pupils make good use of their number skills in history to calculate how long ago certain events happened. Accurate measuring was also clearly shown in several design and technology topics that pupils have undertaken during the last year.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teaching is good and pupils are achieving well.
- Standards have risen since the last inspection, but pupils' overall attainment is still below average.
- There has been a big improvement in the proportion of pupils achieving the higher levels at the end of Year 6.
- The strong emphasis on practical and investigational work is helping pupils understand the links between different aspects of the subject.
- The time gaps between teaching different aspects of the subject are sometimes too large.

- The very wide range of ability in the classes makes it extremely difficult to teach successfully the more complex aspects of the subject.

Commentary

44. Evidence from lessons, talking to pupils and looking at their work, indicates that the attainment of pupils at the end of Year 6 is below average. This is an improvement on last year's National Curriculum test results and also on pupils' attainment at the time of the last inspection. This improvement is also significant because the present group of Year 6 pupils has a very high proportion of pupils with special educational needs. A good improvement in the school's provision since the last inspection is enabling all pupils to achieve well and indications are that the improvements will continue. There is a significant increase in the proportion of pupils attaining the higher level 5 at the end of Year 6, with over a third of the pupils now attaining these levels.
45. Throughout the school pupils are achieving well and making good progress. The majority of pupils are keen to learn and show good collaborative skills when working on practical tasks. Pupils with special educational needs also make good progress because of the very good support they receive from the teaching assistants.
46. The quality of teaching and learning is good overall and leads directly to the pupils' overall good achievement. There has been a clear improvement since the last inspection in the way that teachers challenge the pupils of different abilities and in the development of their skills and knowledge. However, some difficulties still need to be addressed for the improvement in pupils' achievement to be built on. For example, there is a very large range of ability in each of the classes and in certain aspects of the subject, such as *friction* and the *earth, moon and sun*, teachers have found it difficult to enable all pupils to understand these concepts. The school is rightly considering setting the pupils by ability for these more difficult aspects to ensure that pupils of all abilities are taught and challenged at the appropriate level. The quality of teaching and learning varies with the time that the subject is taught in the afternoon. Pupils' behaviour and concentration are generally good at the beginning of the afternoon, but for the last 45 minutes pupils find it increasingly difficult to concentrate on the tasks and teachers spend a disproportionate amount of their teaching time managing pupils' behaviour. As a result, the progress that pupils make is not as good as it could be. In the two lessons seen, one was good and one satisfactory. In the good lesson in the Year 3 / 4 class, pupils behaved well, worked with enthusiasm and made good progress in their investigation on factors that changed the brightness of a bulb. In the satisfactory lesson which started well, pupils' concentration and behaviour slowly deteriorated, with a significant minority not working to their potential.
47. The science curriculum is satisfactory and used well by the teachers to plan their work. There has been an improvement since the last inspection in the teaching of technical language and in the way that links with mathematics and information and communication technology are integrated into the subject. There has also been a good improvement in the emphasis on investigational work where pupils are making increasing links between different aspects of the subject, such as when they separated materials. However, the school has correctly recognised that certain important aspects of the subject are not taught regularly enough. For example, Year 3 and 4 pupils have focused very little on the living processes this year and pupils in Years 5 and 6 have done very little work on materials. As a result, there is a lack of balance in the development of pupils' skills and knowledge as they move through each year.

48. The subject leader provides good leadership and management and has worked hard to improve the school's provision. She has been given time to monitor teaching and learning and provision in each class. She has rightly identified the introduction of target setting for individual pupils to enable their progress to be tracked more carefully and to ensure all classes make sufficient progress in each year.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teachers are confident to teach all aspects of the subject.
- Pupils are achieving well through the school.
- Computers are used well to support pupils' learning in English and mathematics and increasingly in the other subjects.
- The present information and communication technology suite is not large enough for whole class teaching.

Commentary

49. The good improvements described at the time of the last inspection have been continued and are leading to pupils of all abilities achieving well in the subject. By the end of Year 6, standards of attainment are in line with national expectations but are above average in the communication aspect of the subject. Pupils are making increasing use of information and communication technology to support their learning in other subjects and, because of this, the skills they are learning in lessons are consolidated well.
50. By the end of Year 6, pupils are enthusiastic about the subject and show good confidence in the way they use computers in all aspects of the subject. They set up databases and interrogate them knowledgeably. They use a publisher program very effectively, such as when producing a holiday brochure with information and pictures gleaned from the Internet. There are particularly good links with topic work, such as when Year 6 pupils produced a Powerpoint presentation on their history topic of Ancient Greece. Pupils have a good understanding of audience and use word processing programs imaginatively to set out their work in an eye-catching way, clearly seen in a poem entitled *Genius*. In lessons, pupils collaborate well and work effectively together and, as such, the subject makes a good contribution to their spiritual, moral, social and cultural development.
51. The quality of teaching and learning is good and teachers' planning is well informed by the good on-going assessments that they carry out. As a result, pupils' skills are developed in a systematic way. Pupils in Years 3 and 4 are developing skills in all aspects of the subject and using computers increasingly to support their learning. For example, pupils took on the role of Henry VIII and word processed a letter to a friend describing why he needed a divorce. The recently acquired interactive white board is being used increasingly for class lessons but locating it in the library, which is very cramped, means that it is not ideal for whole class lessons. Similarly the computer suite is too small for whole class teaching and learning is restricted when a class is split for these sessions, with half remaining in the classroom. The building programme that starts next term includes a new computer suite that should allow whole class teaching. The school has also rightly recognised the potential of the

interactive whiteboards and the provision of these in all classes is part of the subject development plan. The school has good links with a local secondary school where pupils in Years 5 and 6 are taught the control and monitoring aspects of the subject. The subject leader leads and manages the subject well and has a clear focus on improving the school's provision further and integrating computers further into pupils' learning across the curriculum.

Information and communication technology across the curriculum

52. There is satisfactory use of information and communication technology to support pupils' learning in other subjects. Pupils have regular opportunities to practise and reinforce the skills they have learnt in computer lessons to extend their learning in other subjects. Good examples were observed in English and mathematics and the acquisition of more carefully chosen programs should ensure the increased use of computers across the curriculum.

HUMANITIES

53. **History** and **geography** were not a focus for this inspection. Consequently, insufficient evidence was gathered in each subject to enable a secure judgement to be made about the quality of provision. Two lessons were observed in history, but none in geography. Work in pupils' books was examined in both subjects. It is of an average standard overall. Discussions with pupils confirmed this judgement. History and geography are taught as separate subjects in alternate half terms. Planning follows a two-year cycle of topics to ensure that pupils in mixed-age classes do not repeat the same work. Overall, this is working well. The work covered by pupils in their books follows the school's scheme well and reflects national guidance.
54. By the end of Year 6, the pupils have a sound overall historical knowledge. That said, they have a good knowledge of more recently studied topics, such as the Victorians. They recalled in telling detail their use of the 1841 and 1891 census information to research life in those times. They drew comparisons between the two sets of information and identified how life had changed. In addition, the experience of dressing as Victorians and being taught by a 'Victorian' teacher during a school visit helped the pupils gain a greater understanding of life in past times.
55. In geography, the older pupils talked about their experiences on a residential visit, during which they undertook a river study. They talked confidently and knowledgeably about other geography topics. For example, they studied traffic in the local area and made proposals to make the roads safer. Knowledge gained from recently covered topics was fresh in their minds and was easily recalled, often with considerable enthusiasm. However, their more general geographical knowledge, for example about places in the world and using maps, was less secure.
56. The quality of teaching observed in history was good in both lessons with pupils enthusiastic to learn. Lessons were well planned with activities adjusted to take account of the pupils' different stages of learning. However, these two lessons do not provide sufficient evidence to make a secure overall judgement about the quality of teaching in the subject. The pupils' literacy, numeracy and information and communication technology skills are generally used and developed well in these subjects. For example, pupils wrote letters to the council as part of their geography study of road use and created graphs from data gathered from census information in

history. The leadership and management roles of the subject leaders are satisfactory in both subjects.

Religious education

Provision in religious education is **good**

Main strengths and weaknesses

- Pupils are achieving well.
- The subject leader monitors pupils' work carefully.

Commentary

57. Standards seen are in line with the locally agreed syllabus for religious education, as they were at the time of the last inspection. An analysis of pupils' work and discussions with them indicate that there has been a good improvement in achievement since the last inspection with achievement now being good throughout the school. This improvement follows a disturbed period in the school's history when the achievement of pupils declined.
58. Observations of lessons, the scrutiny of pupils' work, teachers' planning and school documentation and discussions with pupils indicate that teaching overall is good and results in pupils achieving well. The work in pupils' books covers the areas outlined in the school's scheme effectively and reflects the requirements of the locally agreed syllabus. Overall, pupils are developing a clear understanding of different faiths and are able to discuss the main features of different religions, including the relevance of specific festivals, such as Diwali. Pupils are developing an increasing awareness of how people's faiths affect their lives and of the importance of customs and ceremonies to the different faiths.
59. The leadership of the subject has improved since the last inspection and is now good. The curriculum is planned on a two-year cycle to accommodate the mixed-age classes. This is working well and helps to ensure that pupils develop their understanding and knowledge systematically year-on-year without repeating topics.
60. The monitoring of religious education has improved since the last inspection. Pupils' work is regularly scrutinised to establish subject coverage and the standards attained. Discussions with pupils are used effectively to gain a clear insight into their understanding of what has been taught. The subject leader has a clear and accurate view of the standards attained by pupils throughout the school and of areas to be developed to improve further the overall provision.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

61. During the inspection no lessons were observed in art and design or design and technology and only one was observed in music. It is therefore not possible to make an overall judgement on the quality of the school's provision in these subjects.
62. Although the evidence gathered by inspectors in **art and design** was limited to the scrutiny of pupils' work, there are clear indications that the overall standard attained is above that expected for pupils of their age. This represents an improvement since the last inspection. Displays throughout the school show a good wide range of art work.

These include paintings, some in the style of famous artists such as L.S Lowry, portraits drawn in charcoal, pencil and pastel, clay work and sculpture. Work of high quality is on display around the school, including examples of printing influenced by the work of William Morris. Much of the art and design work in the school is linked to learning in other subjects. For example, portraits of the wives of Henry VIII are of a high standard and linked to work in history. The art and design subject leader is highly enthusiastic and is very successfully working to ensure that pupils achieve well and experience a wide and rich curriculum. Teachers plan their art and design lessons following the guidance set out in the school's well-constructed scheme of work. As a result, the pupils develop their skills and knowledge systematically as they move up through the school.

63. In **design and technology**, the strengths of the last inspection have been maintained and the weaknesses in pupils' evaluation have been addressed well. As a result, pupils are achieving well and standards at the end of Year 6 are in line with national expectations. Pupils have access to a good range of materials and are developing appropriate measuring, cutting and assembly skills, clearly shown in Years 3 and 4 with pupils' fairground rides. Skills are well developed in Years 5 and 6, where pupils have a good appreciation of the importance of a well-finished final product. Pupils' designing skills are good and their planning clearly identifies materials, tools and the chronology of the making task. Pupils enjoy the practical and collaborative nature of the subject and in this way it makes a good contribution to their moral and social development. Teachers' planning ensures good links with other subjects, such as pupils using their knowledge of circuits when designing and making a torch. Pupils' making skills are carefully developed through the use of focused tasks. For example, pupils in Years 3 and 4 cut out, scored and joined a net prepared by the teacher before designing and making their own container. The subject leader leads the subject well and the subject's profile is enhanced by a very popular after-school club.
64. **Music** was not a focus of this inspection and, consequently, few observations of musical activities were made. The nature of the subject means that little written recording of work takes place. However, pupils speak with some enthusiasm about their work in music. In particular, Year 6 pupils talked about how they enjoyed studying Caribbean music. Few, however, were learning to play a musical instrument. The newly-appointed music subject leader, who is a music specialist, leads the development of the subject well. She has introduced improvements to the curriculum and raised the profile of music in the school. A recently introduced scheme sets out a two-year cycle of activities. This effectively supports teachers in planning activities that build systematically upon pupils' previous learning. Plans identify learning objectives and assessment opportunities well. The subject leader monitors teachers' plans to establish subject coverage and withdraws pupils from each class to assess their progress and attainment. Consequently, the subject leader has a clear perception of how well the pupils are learning and what aspects of the subject need improving.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils enjoy the subject and benefit from a very good range of popular after-school clubs.
- Although standards in swimming are above national expectations, a disproportionate amount of physical education time is taken up for this activity.
- Pupils take part in a wide range of inter-school competitions.

Commentary

65. Pupils achieve well in physical education and standards overall are in line with expectations. Standards in swimming are above those expected of pupils of a similar age. Overall, there has been a good improvement since the last inspection.
66. Physical education is a popular subject because pupils of all abilities are well supported and challenged. The quality of teaching and learning is good and lessons are well planned to ensure that pupils experience an appropriate amount of rigorous activity. Teachers use their good subject knowledge to develop pupils' skills and integrate these new skills into meaningful activities. This was clearly seen when pupils' fielding and throwing skills were effectively incorporated into a game of rounders. Pupils enjoy the collaborative nature of the subject, behave well in lessons and work well with each other when practising skills. Pupils respond well to challenging demands from the teachers. For example, in swimming, pupils worked particularly hard at their practices, designed to improve the quality of their leg kick in the front crawl stroke. Here the skills of the teacher identified individual pupils' strengths and weaknesses and set appropriate practices to enhance the pupils' overall performance. Pupils who swim also benefit from the very good teaching of the swimming coaches who teach at the local leisure centre where the pupils swim.
67. The curriculum for the subject has been well developed by the subject leader and is now good. Although standards in swimming at the end of Year 6 are above expectations, the school has rightly recognised that the two terms of swimming teaching which pupils receive every year takes a disproportionate amount of time from the allocated time for the subject. Plans to increase the length of each swimming session but reduce the number of lessons appears an appropriate compromise which will release more time for the teaching of dance which the subject leader is keen to develop further. Her leadership and management of the subject is good and she brings to the subject a high level of expertise in many areas of the subject. Her strong conviction that the pupils in the school benefit from extra-curricular activities and competitive matches is clearly shown in the pupils' enthusiasm for the subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

68. No lessons were seen in personal, social and health education and citizenship and therefore it is not possible to make an overall judgement on the quality of provision. However, the available evidence and the way that the school integrates the subject into aspects of its work, indicate that the provision is good. Teachers work hard to give pupils a clear understanding of the need for rules and the importance of

maintaining them well. There are well planned opportunities for them to take part in discussions and to develop social skills, such as learning to take turns, share, work and play together, and help each other. Through science and physical education lessons, pupils learn about the importance of personal hygiene, diet and exercise. Sex and relationships education and awareness of drug and alcohol abuse are dealt with effectively in science lessons. Pupils have regular circle time to discuss issues which are important to them and some also take part in the school council, which enables them to play a more active part in the life of the school. The school's plan to establish class councils which will feed information into the school council meetings is a good initiative and should widen pupils' opportunities to work together whilst deepening their understanding of citizenship.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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