

INSPECTION REPORT

TREGOZE PRIMARY SCHOOL

Swindon

LEA area: Swindon

Unique reference number: 126288

Headteacher: Mrs H Swanson

Lead inspector: Mrs L Brackstone

Dates of inspection: 9th - 11th February 2004

Inspection number: 258229

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	277
School address:	Sleaford Close Grange Park Swindon Wiltshire
Postcode:	SN5 6JU
Telephone number:	(01793) 876 800
Fax number:	(01793) 879 643
Appropriate authority:	The governing body
Name of chair of governors:	Mr M Tielemans
Date of previous inspection:	20 th April 1998

CHARACTERISTICS OF THE SCHOOL

Tregoze is a large primary school with 277 pupils on roll, which caters for pupils aged four to 11 years. The number of pupils on entry into school is 40 and this represents one and a half classes. This means that all classes have mixed age groups, except for one pure Reception class. The school is situated on the western edge of Swindon, serving the area of Grange Park, which consists of mainly owner-occupied houses. Pupils come from a wide range of backgrounds most of which are of white British heritage. Most parents are employed and about three per cent of pupils are eligible for free school and this is below the national average. Less than one per cent of pupils use English as an additional language and this is low. The proportion of pupils with special educational needs is ten per cent and this is below the national average. The proportion of pupils with statements for special educational needs is also under one per cent and this is below the national average. Children start school at the start of the school year in which they will be five. Most have attended local nurseries or playgroups. Attainment on entry is as expected for this age group. In 2001 the school was presented with a schools achievement award. At the time of the inspection the new headteacher had been in place for four weeks.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21872	Mrs L Brackstone	Lead inspector	The Foundation Stage English as an additional language Mathematics Information and communication technology
8992	Mr J Vischer	Lay inspector	
22790	Mrs J Pinney	Team inspector	English Art and design Design and technology Music Physical education
28170	Mr I Chearman	Team inspector	Special educational needs Science Geography History Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** school that provides a **good** standard of education in a very positive and caring environment. Standards achieved are **good** and everyone is fully involved in all aspects of school life. Pupils' attitudes are **very good** and behaviour **good**. The overall quality of teaching is of **high quality** and pupils benefit well from a wide range of curricular opportunities that are enriched by a **very good** range of activities. Leadership and management are of a **high standard** and the school provides **good** value for money.

The main strengths and weaknesses of the school are:

- By the end of Year 6, overall standards are **good**.
- Leadership and management are **good**. The new headteacher is very well supported by her acting deputy headteacher. All senior staff influence their colleagues effectively. The governors are very knowledgeable about school issues and provide very effective advice.
- The overall quality of teaching and learning is **good** and assessment procedures provide **good** quality information on how the pupils are progressing.
- Pupils have **very positive** attitudes to school and behave consistently **well**. Attendance is **very good** and well above average.
- Provision for pupils' personal development is **good** with social skills being developed particularly well.
- The curriculum is **good** and there is a **very wide** range of interesting activities provided.
- Provision for special educational needs is **good**.
- Pupils are well cared for and there are **good** opportunities for their views to be heard.
- Links with parents, the local community and other schools and colleges are **good**.

The school has tackled all of the areas for development identified at the time of the last inspection and has made **good** improvements since then in key areas such as leadership and management, overall standards achieved and the curriculum provided.

STANDARDS ACHIEVED

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

Overall achievement is good from Reception to Year 6 because the quality of teaching is consistently good. Children enter school with standards that are as expected for children of this age. By the time that they start Year 1 of the National Curriculum they have achieved well in their learning and most children will have attained the final stage of the Foundation Stage curriculum. The more capable children will have exceeded these recommended levels of attainment and work appropriately within the National Curriculum programmes of study. Achievement is good in Years 1 and 2. Standards in speaking and listening, reading and writing are well above average. Standards in mathematics and science are above average. In information and communication technology, standards are as expected. Standards in religious education meet the expectations of the locally agreed syllabus. Pupils continue to achieve well in Years 3 to 6 and by the time that they are ready to transfer to secondary school they have attained standards in all aspects of English that are well

above average and above average in mathematics and science. Standards in information and communication technology are above national expectations and well above in music. By the end of Year 6, the pupils exceed the expected standards of the locally agreed syllabus in religious education. Pupils identified with special educational needs and those who are gifted and talented make good progress in relation to their prior attainment. There are no differences in the attainment or achievement of boys and girls, any particular ethnic group or those for whom English is an additional language.

Pupils' personal development is good. It is promoted very well through the development of social skills and the good provision for spiritual, moral and cultural development. Pupils have very positive attitudes to school and the vast majority of pupils behave well in lessons and at playtimes. Attendance is very good.

QUALITY OF EDUCATION

The school provides a good standard of education. Teaching and learning is good throughout the school. A particular strength is the very good use teachers make of resources and this maintains pupils' interest well. They have good subject knowledge and fully understand the needs of their pupils. This enables the pupils to acquire the appropriate knowledge and skills. Teachers have high expectations of work and behaviour and good, trusting relationships are shared with the pupils. Lessons are well planned and teachers deploy a good range of teaching methods that help the pupils gain confidence and self-esteem. Homework is used well to reinforce learning. Equality of opportunity is promoted well and all pupils are fully included in all aspects of school life. However, occasionally, planning in the Reception does not always reflect the national guidelines for this specific stage in education.

Procedures for checking and tracking pupils' work are good. The curriculum is well planned and very interesting activities are organised to stimulate the pupils in their learning. Provision for pupils with special educational needs and those for whom English is an additional language is good. Pupils who have been identified as gifted and talented are also supported well. There is good support from parents and the close links that exist between the nearby secondary school are of very good quality.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are good. The new headteacher has a real strength of character and supports all her staff very well by radiating quiet confidence. She works very well with the acting deputy headteacher and her senior teachers who manage their areas of responsibility efficiently. Governors fulfil their statutory requirements and are very involved in the life of the school. They have a secure knowledge and understanding of the strengths and weaknesses of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are pleased with the school and value the very positive relationships that their children share with the adults in school. A small number of parents felt that the information they received about their pupils was not sufficiently detailed but inspectors could not support this view. Pupils are very proud of their school and explain how they get on well with the staff and other pupils and feel confident to speak their mind. One pupil explained to an inspector that the teachers '*turn lessons that could be really dull into extremely interesting ones*'.

IMPROVEMENTS NEEDED

The school has no major areas to improve but needs to consider the following minor issues:

- Check that the planning in the Reception class consistently follows the nationally agreed Foundation Stage programme.
- Ensure that the support provided by teaching assistants is of a consistently high standard.

- Review the time allocated to the special educational needs co-ordinator for her to undertake her paperwork.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards achieved are good. Children start school with standards that are as expected in all areas of learning. However, by the end of Year 6, standards are above average overall. All pupils achieve well in relation to their prior attainment because the quality of education is good.

Main strengths and weaknesses

- Standards in English and music are well above average by the end of Year 6.
- They are above average in mathematics and science.
- At the end of Year 6, standards in information and communication technology are above national expectations and standards in religious education exceed the requirements of the locally agreed syllabus.
- Pupils identified with special educational needs make good progress.
- There are no differences in the attainment of boys and girls, any particular ethnic group or those for whom English is an additional language.
- Teaching assistants are not always used to best effect.

Commentary

Standards on entry into school

1. Children start school with standards of attainment that are as expected in all areas of learning.

The school's results in national tests

2. In the results of the National Curriculum tests of 2003 for pupils in Year 2, as illustrated in the table below, attainment was well above average in reading, writing and mathematics. In comparison to schools with similar numbers of pupils eligible for free school meals, standards were well above average in mathematics and above average in reading and writing. In the teacher assessed science tests in Year 2, the number of pupils attaining the expected level was in the highest five per cent of results both nationally and when compared to similar schools.

Standards in national tests at the end of Year 2 – average point scores in 2003¹

Standards in:	School results	National results
reading	17.5 (17.8)	15.7 (15.8)
writing	16.4 (15.0)	14.6 (14.4)
mathematics	18.1 (18.5)	16.3 (16.5)

There were 34 pupils in the year group. Figures in brackets are for the previous year.

3. In the results of the National Curriculum tests of 2003 at the end of Year 6, as illustrated in the table below, standards were well above average in science, above average in English and average in mathematics. In comparison to schools with similar numbers of pupils eligible for free school meals, standards were average in English and science and below average in

¹ All levels of the National Curriculum are awarded a points score. The average score for all pupils taking the test is used to grade schools in each year. The expected average points at age seven is 15.5. Tables are adjusted to reflect the national average score before grading. The grades are shown in the summary.

mathematics. This is because a significant minority of pupils attained the lower than expected level in the Year 6 standardised tests because they had difficulties with mathematics. This had a negative impact on the mathematics results when compared to those in similar schools. However, when compared to the pupils' prior attainment at the end of Year 2, good gains had been made in achievement in mathematics and English. Achievement in relation to their prior attainment in science was satisfactory.

Standards in national tests at the end of Year 6 – average point scores in 2003²

Standards in:	School results	National results
English	28.2 (27.9)	26.8 (27.0)
mathematics	27.3 (27.6)	26.8 (26.7)
science	30.0 (28.0)	28.6 (28.3)

There were 44 pupils in the year group. Figures in brackets are for the previous year.

Inspection findings

The Foundation Stage

- Achievement is good in the Reception classes because the quality of teaching and learning is good. By the start of Year 1 of the National Curriculum, most children have met the expected standards in all areas of learning. The more capable children exceed these levels and are working comfortably within the National Curriculum programmes of study.

Years 1 and 2

- Pupils continue to achieve well in Years 1 and 2. By the end of Year 2, standards in speaking, listening, reading and writing are all well above average. This is because the subject is given a very high profile and teaching is of a good standard in Years 1 and 2. This is a good improvement since the last inspection. Teaching is of a consistently good level in mathematics and science and, consequently, pupils achieve well in these subjects and attain above average standards. This also represents good progress since the last inspection. Standards in information and communication technology are as expected and have remained similar to those found at the time of the last inspection. Music standards in singing and in playing tuned instruments are good. They have been well maintained since the last inspection because there is a talented specialist who inspires the pupils with her skills and shares her knowledge with the pupils. By the end of Year 2, pupils meet the expected levels of the locally agreed syllabus in religious education.

Years 3 to 6

- The good levels of achievement are maintained in Years 3 to 6. By the end of Year 6, pupils have achieved levels that are well above the national average in English and above average in mathematics and science. This is because the teaching remains good in Years 3 to 6. Teachers effectively plan together in year groups and this ensures that skills are gained progressively. Pupils needs' are particularly well matched in English and mathematics lessons where they are grouped according to ability. This really helps them achieve well at appropriate levels. Standards in information and communication technology are above national expectations by the end of Year 6. Their achievement is good because they have been provided with good support from the co-ordinator for information and communication technology, who has helped raise expectations of what the pupils are capable of achieving. The headteacher and governors have also invested in a great deal of resources to support this

² All levels of the National Curriculum are awarded a points score. The average score for all pupils taking the test is used to grade schools in each year. The expected average points at age eleven is 27. Tables are adjusted to reflect the national average score before grading. The grades are shown in the summary.

subject both within the classrooms and in the computer suite. As a result, standards by the end of Year 6 are better than they were at the time of the last inspection. Standards in music remain well above average and have been maintained at this high level since the last inspection because of the expertise and enthusiasm of the specialist musician. Standards in religious education exceed the recommendations of the locally agreed syllabus. This is as a consequence of the very high standards of speaking, listening, reading and writing that have impacted positively on this aspect of the curriculum.

Whole school issues

7. Pupils are effectively encouraged to use their literacy, numeracy and information and communication technology skills well across the curriculum. For instance, teachers make very good use of computer games to reinforce language skills and consolidate counting skills across the curriculum. Pupils with special educational needs achieve well against the appropriate targets set for them in their individual education plans. This is because they are supported well in their learning and provided with suitable activities in lessons. There are 40 pupils who have been identified as gifted and talented in a range of skills including music and sport. They achieve well in relation to their prior attainment because they are provided with an interesting range of activities that ensure that they work at their own level. There are no differences in the attainment of African, Asian and Caribbean pupils or those of mixed backgrounds, with all minority ethnic groups achieving as well as their white British peers. There are no differences in the attainment of boys and girls. Overall trends from 1999 to 2003 have been above the national average in the National Curriculum tests at the end of Year 2. Trends over the same period of time at the end of Year 6 have been average.

Pupils' attitudes, values and other personal qualities

Attitudes are very good. Both attendance and punctuality are very good. Behaviour is good. Provision for pupils' personal development is good.

Main strengths and weaknesses

- Attendance is very high.
- Pupils are very interested in school life and the range of activities provided.
- Pupils are very willing to be enterprising and take responsibility.
- Pupils are full of confidence and self-esteem.
- The school generates the ethos of taking on the responsibilities of living in a community very well.

Commentary

8. Over the past three years, attendance has been climbing steadily and is now very high. Unauthorised absences are negligible. The school promotes attendance well using small incentives for 100% attendance e.g. Badges, pens. Parents make very good efforts at getting their children to school on time and punctuality at the start of the day is very good. As a result, with the efficient registrations at the start of the day, lessons start very promptly.
9. Pupils' very positive attitudes are reflected in the enthusiasm they impart about their school and the numbers involved in the extra-curricular activities. Pupils in Year 6 are highly motivated to follow the extra learning activities for mathematics that are voluntary. They are self-reliant in a modest and natural way and yet are happy to work together when needed. Pupils help each other considerably, regardless of race or gender. For example, in a Year 6 English lesson, the girls were encouraging boys to be involved in deciphering parts of a poem instead of simply reorganising phrases electronically. All pupils are happy and cheerful around the school and like their school. Parents also agree that their pupils really enjoy coming to school and behave well in lessons and in and around school. Pupils with special educational needs are confident because they are fully included by teachers' planning and by the very good

support of the teaching assistants. They have good attitudes to learning in this secure and stimulating environment.

10. Pupils are very willing to be enterprising and take responsibility because they are respectful and mature in the way that they carry out the duties expected of them. For example, a playground monitor reporting back to the teacher on duty about over-excited and boisterous pupils, was quite firm and clear about what had happened. They are self-motivated in lessons and can work very well collaboratively and really put their mind to the task in hand. There is a small group of boys in Year 6 who can become silly and distracted but most work hard even when the objective of the learning is not clear. There have been no exclusions during the past year.
11. Pupils do feel well supported by the school and repay this expectation by their good behaviour. There have been no exclusions in recent years. Although minor incidents of racism have been recorded, pupils are mostly free from it. Bullying is low and when instances do occur, staff move quickly to resolve the issue. Implicit in the school is a sense of taking on the responsibilities of living in a community and being sensible. For example, pupils very well respect the school council. Representatives have been asked to place any comments on the display in the main entrance of the school. The range of comments reveals a complete freedom to say what they want and several indicate how much faith they have in the school's response to issues raised. A real sense of ownership is expressed.
12. The newly implemented house system is keenly followed and very effectively encourages pupils to play an active life in the school. This fostering of social integration and responsibility is a strength of the school and has a major impact on pupils' very positive attitudes and their consequent achievement. The moral, spiritual and cultural aspects of pupils' personal development are not as strong as this but nevertheless are still good. The sense of right and wrong is supported well by the house system of rewards and sanctions. Moments of spirituality occur regularly as, for example, in music lessons when the pupils all join in with gusto and enthusiasm. Pupils are given a good range of multi-cultural and multi-faith experiences as exemplified by the assembly schedule and by the various small displays dotted around the school. This is being extended well within Europe by the new Commenius project, which has linked the school with a school in France, Italy and Poland.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	2.9
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black African
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Any other ethnic group

Exclusions in the last school year

No. of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
252	0	0
4	0	0
2	0	0
1	0	0
6	0	0
1	0	0
5	0	0
1	0	0
2	0	0
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 provided by the school is good. Teaching and learning are good. The school provides a good curriculum, which is enriched by a wide range of visits, visitors, extra-curricular activities and a good range of resources. Links with parents, other schools and the local community are good. Pupils' care, guidance and support are good.

Teaching and learning

The overall quality of teaching and learning is good throughout the school. Procedures for tracking and checking pupils' work are also good.

Main strengths and weaknesses

- Very good use is made of resources.
- Teachers have good subject knowledge and fully understand the needs of their pupils.
- Teachers have high expectations of work and behaviour.
- Lessons are well planned and teachers deploy a good range of teaching methods.
- Homework is used well to reinforce learning.
- The teaching of pupils with special educational needs is good.
- Assessment is used well to inform staff about pupil progress.
- Planning in Reception does not always reflect the national guidelines for this specific stage in education.
- Although the teaching assistants responsible for pupils with special educational needs are used very well, others are not always deployed to best effect.

Commentary

Foundation Stage

13. Teaching in the Reception class and where children are taught in the Year 1 class is good overall. This confirms the views of the parents who were positive about teaching in the Foundation Stage and indicates that it has been maintained at a high standard since the last inspection. Teachers have a good understanding of the needs of this age group and have

established warm and positive relationships with the children. Teaching assistants are used well to interact with the children and this helps these youngsters develop their speaking and listening skills. Resources are used well and this stimulates the children's levels of concentration. For example, a teaching assistant had made a 'shape bag' and the children thoroughly enjoyed talking to the 'shape people' in this bag whilst their learning skills were being reinforced. All adults involved with the Foundation Stage children use lots of praise to encourage them and support them well in their learning. This was evident in a good lesson where the most capable Reception children were learning how to use a space bar on a keyboard. The teacher very carefully explained how it could be used when writing on the computer and then praised them well when they then tried to use it. Activities are challenging and this motivates the children's learning. For instance, children were required to explore rolling and sliding a range of shapes down a slope. They were able to carry this out easily but were challenged by the good quality teaching that required them to explain what was happening.

14. Planning in the Foundation Stage is satisfactory overall. It is of good quality when it uses the nationally agreed programme of study for this age group. The children are provided with suitable learning tasks and staff feel confident and secure within this framework. However, planning and teaching methods are not satisfactory when the National Curriculum programmes of study are used as a basis for activities. Although the more capable and confident Reception children who are in the Year 1 class are able to cope well with these programmes of study, the younger and less capable children in the Reception class have not yet met the final stage of the Foundation Stage curriculum. Therefore, it is not appropriate for them to be working at this level and has a negative impact on the learning capacity, resulting in less focus. During these National Curriculum based sessions in the Reception class, expectations of behaviour become weaker as the children struggle to cope with inappropriate input that requires extended spells inactively sitting on the floor.

Teaching in Years 1 to 6

15. Teaching and learning is also consistently good in Years 1 to 3 and this confirms the views of the parents and the judgements at the time of the last inspection. One of the strongest features of teaching is the way in which teachers use resources very effectively. This is particularly noticeable when class teachers reinforce skills and concepts using interactive white boards. For example, in a good mathematics session in a Year 6 group, the interactive whiteboard was used very well to illustrate where shapes will be after they have been reflected. These interactive boards are also particularly successful in encouraging and engaging pupils' interest. This ensures that all pupils are fully involved in lessons and supports the less capable pupils very thoroughly. Individual wipe-over boards are also very effectively used as a quick check to ensure that learning intentions identified have been understood.
16. Teachers in Years 1 to 6 have good subject knowledge and this ensures that the pupils acquire the appropriate skills. This is particularly evident in the pupils' development of information and communication technology skills, which are applied well by the teachers. Consequently, the pupils in their everyday learning, consolidate skills effectively. Planning for individual lessons is detailed and takes account of the full range of abilities that are found within each class. For instance, specific tasks are identified for pupils with special educational needs and the support available is clearly explained. Pupils who are particularly gifted and talented are also identified within planning and this ensures that their own specific needs have been acknowledged.
17. There are high expectations of work and pupils are encouraged to show good levels of concentration and apply themselves well to their learning. This is because the pupils really like and respect their teachers. All staff make effective use of questioning skills to maintain concentration and ensure that all pupils are fully involved in the sessions. For example, in a good Year 1/2 session, where pupils were developing their independent learning skills by looking at a range of reading material, the class teacher focused on a small group of boys who were reluctant and less capable readers. The teacher maintained a lively approach with an

emphasis on praise. This group made good gains in their learning because they felt very comfortable with their teacher and were continually encouraged to maintain their concentration on the book that they were reading. The school has been involved in evaluating the pace and challenge in mathematics lessons and inspection findings did not consider this to be an issue. Teachers also work hard to maintain high standards of behaviour and use a good range of strategies to ensure that a small number of immature boys throughout Years 3 to 6 are fully included in the sessions. Very occasionally, inexperienced teachers plan activities that are mundane and do not use resources sufficiently well to engage the pupils' interest. Consequently, pupils do not achieve as well as they could and this is unsatisfactory.

18. A good range of teaching methods is used, which include whole class, group and individual activities. In one Year 5/6 English lesson, the teacher encouraged the development of speaking and listening skills by organising an effective class debate on how to present an effective argument. The use of teaching assistants is satisfactory overall. Teaching assistants supports pupils with special educational needs very well and this ensures that they gain full access to the curriculum. Class assistants are used effectively to support learning in the computer suite. However, the input of teaching assistants is not consistent throughout Years 1 and 2 and, at times, they were observed having little involvement in the pupils' learning.
19. Homework is used well in Years 1 to 6 and provides good support for pupils' learning. In Years 1 and 2, home/school diaries work successfully between parents, carers and teachers. The pupils in these year groups are given an appropriate amount of work to do at home that is suitably based on learning spellings and reading activities. Pupils in Years 3 to 6 are provided with homework that extends their learning. For example, in a Year 3 mathematics session, which was based on the collection of data, the pupils were asked to survey their families and friends for information about their most popular television programme and then record their findings in a pictogram.
20. The quality of teaching for pupils with special educational needs is good and has been well maintained since the last inspection. Teachers and teaching assistants plan carefully to ensure that the learning is matched well to the pupils' individual needs. Progress towards well-defined and appropriate learning or behavioural targets is closely monitored. Pupils are fully included in all aspects of lessons. The special educational needs co-ordinator leads a very well trained and briefed team of teaching assistants to provide well planned and paced learning in classrooms, and for groups withdrawn from classes. This contributes significantly to the good learning seen. Ongoing assessment is good so that pupils know clearly what they have achieved and what they need to learn next.
21. Procedures for tracking and checking progress are good and this is a good improvement since the last inspection when it was considered an issue for concern. Statutory and optional testing is carried out annually. Detailed assessments are carried out in English, mathematics and science on a regular basis. The results of these assessments are used to plan for future work for pupils and provide information when writing their reports for parents. Informal assessments are carried out on all other subjects and the findings used to inform further planning. Teachers' marking is good overall; it is very good in mathematics where it tells them how well they have achieved but also how they can improve.

Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	3 (7%)	24 (59%)	11 (27%)	2 (5%)	0 (0%)	0 (0%)

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

The curriculum

The overall curriculum is **good**. It is satisfactory in the Foundation Stage and good in Years 1 to 6. A very good range of extra-curricular activities enriches the curriculum very well. The quality of the accommodation is just adequate. Learning resources are good.

Main strengths and weaknesses

- Leadership and management of the curriculum are good through action planning.
- The school plans a wide variety of interesting activities that are relevant to what the pupils need.
- The provision for personal, social and health education is very effective.
- All pupils have equal access to the curriculum and are provided for well according to their needs.

Commentary

22. The curriculum is good for pupils from Year 1 to Year 6. It is broadly based and reflects the school's determination to offer a wide range of opportunities to its pupils. It meets the requirements of the National Curriculum and the statutory requirements for religious education and collective worship. The school's provision for pupils in the Reception class is sound when it follows the national guidance for the planning of pupils' experiences. Subject leaders, many new to the role, are an effective team because the headteacher's vision for improvement in standards, by enriching the curriculum, is successfully shared with them. Through good action planning, the curriculum is modified so that pupils have better access to learning, knowledge and skills. For example, this is demonstrated by the pupils' improved investigative skills for science, and their good achievement in information and communications technology. Curricular provision has made a good improvement since the last inspection.
23. The quality and range of learning activities are good. The national strategies for literacy and numeracy have had a positive impact on raising pupils' standards. Information and communication technology skills are also used well to support learning across the curriculum. A wide range of visits enriches the curriculum, such as when pupils visit the Steam Museum or the Chedworth Roman villa. This makes the learning more interesting and meaningful to pupils. Older pupils benefit greatly from residential visits. The very good Commenius project familiarises them with schools and culture in Europe.
24. Pupils are prepared very well as they enter the school, as they move through different stages in the school, and when they transfer to their secondary schools. The wide range of extra curricular activities further enriches pupils' learning. For instance, the large number of pupils who learn to play a musical instrument enhances music provision very well. Subjects are enhanced by theme weeks. These features, and many others like them, reflect the high priority given to pupils' cultural development, creativity, and environmental awareness. Sporting opportunities through this provision are very good. Planning for cross-curricular learning is not yet as rigorous as it should be, and so not consistent across the school. However, the management team has sensibly identified it as a priority for action. The best practice uses links between art and design music to enhance learning.
25. There are good arrangements for pupils with particular gifts or talents. These pupils are identified and provided for both within classes, or by extra activities such as music or sport. Pupils with special educational needs and those needing English as an additional language have full access to the rich curriculum and all school activities. Pupils clearly know their targets for learning and share them with adults. Individual education plans target their special needs so that learning is challenging and appropriate.
26. The school's accommodation is adequate and the best possible use is made of cramped classrooms and cloakrooms. Older pupils have to move furniture to be able to assemble as a class for whole group discussion. The computer suite is wedged into a corridor space. A great deal of thought and planning goes into using these confined spaces so that learning is

not slowed. The school is planning to relieve this congestion with modification of the building. Resources are good in subjects, well organised and appropriate to pupils' needs. Outside areas are well planned to enrich learning. The school is proud of its very good use of interactive white boards to support learning.

Care, guidance and support

Provision for pupils' care, welfare and health and safety is good. The support, advice and guidance they receive based on monitoring, are good. Involvement through seeking and acting on pupils' views is very good.

Main strengths and weaknesses

- The way the school values pupils' views is very good.
- Pupils have a good trusting relationship with at least one adult.
- Pupils feel safe and secure.
- Induction procedures are good.

Commentary

27. The ethos of listening to and acting on pupils' views is very much a part of school life. The good relationships in the school ensure that pupils are listened to. In addition to this, the school council is very well established and pupils hold it in high esteem. All classes are represented on the council. There is no lack of confidence on their part that the school will not listen to or act on their views. A good example is the provision of playground monitors. The representatives had discussed the fact that some behaviour was getting out of hand at lunchtime simply because pupils tended to run from one end of the playground to the other without due regard for others. As the number of staff was limited and it was not serious bad behaviour, supervisors were not always aware of it. The resulting solution was to provide a pair of Year 6 monitors, rotating every week, who keep a check and report pupils back to members of staff. All parties are pleased with the way it works.
28. There are good induction procedures that help children and pupils settle quickly into school and to gain confidence and trust in the adults who work with them. Pupils are happy at school because they *'feel safe'* and *'I get on well with the staff and other pupils and I can speak my mind'*. Those pupils who were interviewed expressed very positively that there is more than one adult to whom they can turn and in whom they can trust. Views expressed in the questionnaire are not quite so positive but nevertheless almost 80 per cent agree. This has a significant impact on how secure pupils feel and adds to their sense of confidence and well-being. The high quality of the relationships between pupils also adds to their security.
29. The good quality of relationships between staff and pupils has an impact on the quality of guidance they receive for pastoral concerns, which is good. The quality of support, advice and guidance, based on academic monitoring, offered to pupils is also good. The tracking of their academic progress is good and pupils are well aware of how they can improve. For example, the very effective programme established to give Year 6 pupils additional support in mathematics. All staff work effectively as a team to ensure that pupils with special educational needs have appropriate targets for learning. These pupils feel confident in their good relationships with adults.
30. Pupils are supported satisfactorily by the procedures for child protection. Fresh training for all staff is planned. Pupils' welfare is supported by good health and safety procedures. All the usual procedures for risk assessment and health and safety checks are duly carried out and recorded. In addition, some key staff are trained in first aid and the local education authority, whose recommendations are being carefully implemented, has just carried out a safety audit. Supervision in the playground is good, with pupil help, and supports pupils' welfare well.

Partnership with parents, other schools and the community

The school has good links with parents and good links with the community. Links with other schools and colleges are good. Parents have positive views about the school.

Main strengths and weaknesses

- The approachability of the headteacher and the way concerns and complaints are dealt with are very good.
- Information about the school and the quality of information on pupils' progress is good.
- The seeking of parents' views is good.
- Links with the local secondary school are very good.
- Links with the community are good.

Commentary

31. The headteacher's visible presence at the beginning and end of the school day gives parents many opportunities to raise any concerns and has already established a constructive and approachable relationship. Parents are supportive of the school and regularly attend assemblies, sports and fund-raising events. Parents are welcomed as helpers and several help on a regular basis with cooking or reading. One parent is a qualified sports coach and is involved in training pupils after school. Several parents have helped in the school while their child has gone through from Reception to Year 6. Offers of help for trips and visits are always plentiful.
32. Overall provision to parents of information is good. Parents are kept in touch through friendly and informative newsletters covering all aspects of school life. They cover curriculum updates as well as reminders, say on attendance. Annual pupil reports provide good information; they describe what pupils can do very well but information as to how the child may improve is not so complete. There is very good information on personal development, principally through the pupil self-assessments, which give a vivid insight on how the pupil sees their development over that year. In the questionnaire responses, many parents indicated that they did not feel well-informed about their child's progress. This may be because the school decided last year to withdraw the attainment level data in favour of a more '*user-friendly*' phrase on attainment. The school is reintroducing the basic data.
33. The school has regularly polled parents every two years for their views on a range of concerns. This would be very good provision in itself if it were not for comments by some parents about the efficacy of the school's action taken to deal with them. Therefore, the provision is good, because of the well-established ethos of inviting parents' views. The new headteacher has not been in post long enough to deal with this issue. Pupils clearly expect their parents to be involved in homework and there is good liaison through home-school booklets. Parents of pupils with special educational needs are well included in the reviewing of pupils' targets and the school has good contacts with them so that they can contribute to their child's learning.
34. The school has good links with the community. These extend beyond what might be expected in similar schools through the very active Friends Association and through the breakfast club. The Friends Association raises large sums of money for the school regardless of what it is to be used for. Funds have supported the purchase of the interactive whiteboards, perimeter fencing and playground equipment for example. The well-run breakfast club forms part of the Big Adventure club with other branches in the area. This provides a good conduit for information sharing about events and activities.
35. The school's links with other schools and colleges are good. This is principally because of the very good links with Greendown secondary school, although there are other good links through the West Swindon sports programme for example. Conversely a good link with Oxford Brookes University for student training has temporarily lapsed due to the staff changes at the school. The links with Greendown revolve around the transition of Year 6 pupils. A detailed

programme of lessons, staff information and experience sharing, and other joint events such as assemblies is well-established and has a very positive impact on the ease with which Year 6 pupils can make the transition to secondary school where about 65 per cent of pupils go. Links to other secondary schools are satisfactory.

LEADERSHIP AND MANAGEMENT

Both the leadership and management of the school are good. The new headteacher is very enthusiastic and has a very clear vision for the school. She is very well supported by the acting deputy headteacher and efficient subject co-ordinators. Governance of the school is very good.

Main strengths and weaknesses

- The new headteacher is very enthusiastic and keen to develop teamwork.
- Subject co-ordination is good.
- Leadership and management of special educational needs are good but the co-ordinator does not have sufficient non-teaching time to maintain the paperwork.
- The governing body is very effective.
- Financial management is good.
- The senior administrative officer is very organised and provides a positive welcome to school.
- The special educational needs co-ordinator does not have enough non-contact time to lead and manage her role.

Commentary

36. The new headteacher has a very clear vision for the school and is working hard to develop a whole school approach to management. She is very well supported by her efficient, acting deputy headteacher and both support the younger and less experienced staff very well. Subject leadership and management are good overall. Mathematics, information and communication technology and music are co-ordinated very well. Science is well led and managed. Most other subjects are co-ordinated well although one or two co-ordinators are new to their posts and are developing their role steadily.
37. The leadership and management of special educational needs are good. The school's contacts with external agencies are used well to access resources and expertise. The funding and grant income is carefully managed for best value and governors' strategic contribution is very good. Pupils' individual education plans are carefully constructed and monitored as they move through the stages of learning. The line management of teaching assistants creates very effective partnerships with teachers for learning and provision. However, the special educational needs co-ordinator does not have enough non-contact time to manage administration, and importantly, to monitor the teaching and learning as it takes place.
38. Governance of the school is very good. The governing body has an effective committee structure in place and these all ensure that their statutory duties are all met. They are very involved in shaping the direction in which the school is going and this is exemplified by the very successful appointment of the new headteacher. All governors have an extensive knowledge of the strengths of the school and have a clear understanding of the areas that require improving. They have close links with subject co-ordinators and most are regular visitors into school. For instance, the governor responsible for special educational needs meets frequently with the named co-ordinator and is able to discuss aspects of this provision very thoroughly.
39. The school development plan is a detailed five-year document that is practical and has been developed from co-ordinator action plans and close analysis of results across the school. Good use is made of the data analysed by the local education authority and the school sets manageable targets for pupils and staff from this information. These are fully embedded into the performance management procedures for all staff. There are satisfactory procedures in place to monitor and evaluate the quality of teaching and learning. However, although the criteria used to observe teaching staff are consistent, the focus is not sharp enough to fully

evaluate the impact on pupil achievement. In recent years, the senior management team have worked hard to support the school through a large staff turnover and in conjunction with the governing body are fully committed to appointing appropriately. For instance, just prior to the inspection, the school interviewed for a new deputy headteacher but were confident in their decision not to appoint from the candidates available. New staff are inducted well and supported by their colleagues. Senior managers are very aware of the need to provide adequate time away from classroom duties in order that teachers can co-ordinate their subject areas. The school is involved in the initial teacher-training programme and is also providing a satisfactory placement for a teacher returning to teaching after a break in her career.

40. Financial management is secure. The school had an audit shortly before the inspection and the small number of areas that required improvement has already been rectified. The very well organised senior administrative officer and her colleague, organise day-to-day financial management effectively and provide a friendly and welcoming face to visitors arriving at school. As a governor herself, the senior administrative officer liaises closely with the finance committee and they ensure that the school gains best value for money. The governors fully understand the importance of seeking the views of parents and pupils and this is done efficiently. For instance, the school council are involved in the appointment of staff and parents have been involved in a consultation about the closing of the school kitchen. They sensibly compare the school's test results with both national and similar school results and analyse their findings carefully.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	622,050
Total expenditure	611,676
Expenditure per pupil	2,095

Balances (£)	
Balance from previous year	34,833
Balance carried forward to the next	45,206

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

41. Provision for children in the Foundation Stage is good and has improved since the last inspection when it was judged to be satisfactory overall. This was because curriculum planning was judged to focus too heavily on academic aspects and there were weaknesses in the provision for physical development. The children are accommodated in either a class with Year 1 pupils or a pure Reception class. They initially start school on a part-time basis and then are gradually introduced into full-time education after the first few weeks. During this inspection, there were 40 children in the Foundation Stage. Children start school with levels of attainment that are as expected. By the time they reach Year 1, all children have achieved well and most have reached the final stage of the Foundation Stage curriculum. The quality of teaching and learning in the Foundation Stage is good overall. Children's progress is carefully checked and tracked and this ensures that they achieve well. The more capable children tend to follow an adapted National Curriculum programme in the mixed age range class and this is appropriate for their ability. The curriculum in the Reception class is mostly based on the Foundation Stage, a nationally recommended programme of work and when this is used it is of consistently high quality. In the two weeks prior to the inspection, the Reception class introduced aspects of the National Curriculum to the planning, but this was not considered by the team to be effective for these children. The Foundation Stage staff work well together and the number of adults available to meet the needs of the children is good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Children are provided with a wide range of learning opportunities that promote their personal, social and emotional skills.

Commentary

42. By the start of Year 1 of the National Curriculum, standards in personal, social and emotional development are as expected and children achieve well. The children maintain concentration in class and small group situations when sessions have been appropriately planned to meet their needs. For example, in a mathematical development lesson the children eagerly searched the classroom for examples of different kinds of shape. They sit quietly when expected in story times but respond well when it is required. This was evident when the teachers suggested that they might talk to their partners about Jack and the Beanstalk. The children have a good awareness of their own needs. For example, they hang up their own coats and know that they must wash their hands before preparing the snack for their friends. Relationships with each other and with all adults in their classrooms are generally positive.
43. The quality of teaching and learning is good overall. Teachers have high expectations of behaviour and have established good quality relationships between themselves and the children. The wide range of learning opportunities ensures that the children gain many quality experiences. This was evident in one of the role-play areas that had been turned into a beanstalk. This successfully stimulated them and encouraged them to play with their friends.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching is good.
- Good use is made of a range of interesting resources.

Commentary

44. Children start school with standards in communication, language and literacy skills that are as expected for this age group. However, there is a significant span in attainment on entry into school; about one quarter of the youngsters in the Reception year group are more capable but there are a large group of children who are summer born and started school when they were only just four. By the time they are ready to start Year 1 of the National Curriculum, most children have reached the final stage of the Foundation Stage curriculum. The more capable children have exceeded these goals and are working comfortably within the National Curriculum. In relation to their prior attainment, the achievement of all children is good and this is because the quality of teaching and learning is good.
45. Most children use simple sentences to communicate with, although their enunciation is not always clear. They listen to each other in small groups and respond well to basic instructions from the teacher such as '*One, two, three listen to me*'. They enjoy listening and responding to stories. This was evident when their teacher told them a story and they were required to respond with different actions when animals' names were mentioned. The children are interested in books; they look at the pictures, know how to hold books and turn the pages correctly. They also understand that marks on paper have meaning and most write letter shapes accurately. For example, they were observed writing '*get well*' cards to Jack because he had fallen down the hill! Pencils are held correctly and patterns traced accurately.
46. Teaching is good overall. All adults have a good knowledge and understanding of the needs of the children. This helps the children gain confidence and develop their skills. They enjoy very good relationships with the children and make very good use of praise to stimulate them. Teaching assistants are used well to promote skills and interesting resources are used to stimulate the children's learning. For instance, the more capable children were observed writing stories about Jack and the Beanstalk using computers. This was also developing their word-processing skills and was enabling them to make good gains in their learning.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers use an effective range of practical activities to develop skills.

Commentary

47. By the time the children start Year 1 of the National Curriculum, they have attained the expected levels at the end of the final stage of the Foundation Stage. The more capable children have exceeded this level. All children achieve well in relation to their prior attainment because the quality of teaching is good. A particular strength is the practical approach that is used to reinforce skills.

48. Children count up to 10 and match the numbers to numerals. The more capable children work comfortably adding and subtracting with numbers between 1 and 10 and link their mathematical knowledge to everyday problems, such as adding on numbers shown by a dice. They use appropriate mathematical vocabulary. For example, they know that Jack was '*much smaller than the giant*'. They also compare the size of different objects using their hand span as a measure. The children recognise two-dimensional shapes and most can identify them in everyday life within the classroom. The more capable children name three-dimensional shapes. Teachers consolidate knowledge and skills well by preparing a good range of practical activities that help the children visualise their learning. This was observed during an effective mathematics lesson when a teaching assistant helped the children understand the difference between circles and squares by decorating simple cakes with different shaped sweets.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Good use is made of a well-equipped computer suite to develop the children's information and communication technology skills.
- Resources are well chosen to meet the needs of the children.

Commentary

49. Children achieve well with the development and awareness of the world around them and by the end of the Foundation Stage, levels of attainment are as expected. More capable children exceed the expected level in their use of information and communication technology skills. Teaching is good and activities planned by the teachers are interesting and this motivates their learning well.
50. Children enjoy using their information and communication skills to draw pictures and play games. More capable children use the well-equipped computer suite that has been suitably furnished to meet the needs of these youngsters. For instance, these older children were observed using a painting program to draw a picture of a beanstalk, which required the selection of a range of colours. They also confidently used their word-processing skills to write stories and the space bar to edit their writing.
51. Children in the Reception class understand the difference between old and new story books and confidently chat to adults about what they are planning to do in the future. For example, one child told the inspector she was looking forward to having a '*girlie night out with her Mum and a friend!*' More capable children in the Reception/ Year 1 class can recognise objects used in the past and understand what the modern alternative looks like. They develop an appropriate understanding about the cultures of other people when they discuss celebrations such as the Chinese New Year and Islam.
52. Good use is made of stories and books to stimulate the children's interest in their knowledge and understanding of the world around them. This was evident when the children discussed how beans, like those in the story of Jack and the beanstalk, could grow. The children then planted seeds and identified what was needed to make them grow. Staff make good use of the outside area to help the children to investigate and explore a wide range of materials such as sand, water and soil.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Achievement is good.
- Resources are good.
- The outdoor area is used well.

Commentary

53. Children start school with physical skills that are as expected for this age group. They achieve well and, by the time that they are ready to start Year 1 of the National Curriculum, they have attained the expected level at the end of the Foundation Stage curriculum. This is because the quality of teaching is good and the good quality resources are used well to develop the children's physical skills. At the time of the last inspection, a weakness was noted in the provision for physical skills, notably in the lack of a suitably resourced outdoor area. This has been rectified and now the children are taught physical skills well in outdoor and indoor sessions.
54. The children move confidently around the classroom and the outdoor area, which has been well prepared by the staff. They happily climb over and under the logs in the adventure play area and, when playing on the bicycles and tricycles, show a suitable awareness of each other. The children use a good range of equipment with growing confidence and this helps them to extend their skills further. For example, they develop their manipulative skills by making shapes using play dough and use pencils, scissors and paintbrushes safely and with developing control.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Good use is made of role-play areas.

Commentary

55. Teachers interact well with these young children and, from an average start on entry into school, they achieve well and start Year 1 having successfully reached the final stage of the Foundation Stage curriculum. Children who are more capable exceed this stage and have also achieved well in relation to their prior attainment.
56. Children are given good opportunities to explore different colour, shapes and textures. For instance, children in the Reception class have made collages using a wide range of material including sequins, net fabric and different types of rubber. They sing with real enthusiasm and gusto to familiar songs such as *'The wheels on the bus'*, *'Jelly on the table'* and know all the actions to their favourite *'Hop skip and jump'*. Teachers create interesting role-play areas and this helps the children develop their imagination. This was evident in a role-play area where the children were making porridge. They were able to relate the activity to the *'Three Bears and Goldilocks'* and the teaching assistant helped to develop their language skills further through relevant dialogue. This was also achieved very successfully in the Reception/ Year 1 class where a beanstalk had been created to help the children develop their knowledge of the

story of Jack. It was also used very well to help develop their mathematical language with the use of words such as '*large and small*'.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good, with very good features**.

Main strengths and weaknesses

- Standards are well above average at the end of Year 2 and Year 6.
- Teaching is good, with many very good features.
- There is good, systematic development of basic skills as pupils go through the school.
- Pupils have good attitudes and behave well.
- The guided reading sessions are very well planned and make a very good contribution to pupils' learning.
- Marking is used very well to move pupils forwards in their learning.
- Pupils are not set individual targets for improvement.

Commentary

Standards

57. Language has a high profile in the school. National comparative data in 2003 shows that in Year 2, standards in reading and writing were well above the national average and above the national average when compared with similar schools. In Year 6, tests in 2003 showed standards to be above average and the same as similar schools. Standards are rising because the school continues to strive for even higher standards in its attempts for continuous improvement and initiatives to improve attainment are proving successful. Standards have improved since the last inspection and are currently well above average in speaking and listening, reading and writing. The quality of teaching is good, with many strengths and pupils' understanding of basic language skills is developed well throughout the school. As a result, by the end of Year 6, pupils achieve very well against their attainment on entry to the school.

Speaking and listening

58. Standards in speaking and listening are well above average at ages seven and 11. Pupils are confident and express their ideas well. These high standards are attained because good opportunities are provided for discussion and debate. Teachers' good questioning effectively develops pupils' speaking skills by probing their learning. This enables pupils to ask telling questions of teachers and each other. For example, Year 2 pupils confidently took on the role of a story character as their classmates asked searching questions to establish the character's identity. Pupils are frequently encouraged to work with a partner, taking turns to talk and respond to a given issue and, as a result, they listen attentively to each other and are eager to respond with relevant comments and ideas. Pupils from ethnic minorities and with special educational needs are well included in class and group discussions. All pupils make very good progress in acquiring vocabulary and in their powers of expression as they progress through the school.

Reading

59. Standards are well above average in reading. Pupils achieve very well, developing their skills to tackle unfamiliar words and quickly learn to enjoy reading a wide range of books. Most pupils in Year 2 read accurately and with understanding. More capable pupils use punctuation, such as speech marks, effectively to aid their expression. They animatedly discuss the

content of the story and have a variety of favourite authors. Pupils have good reference skills. For example, in the school library, three Year 2 pupils independently used the classification system to find a book about cats. Year 6 pupils read confidently and with fluency from a wide range of fiction and non-fiction. They scan a text quickly to find the appropriate information and are developing well the ability to make deductions and understand inference in given texts. Pupils make very good progress in their reading because guided reading sessions are very well planned, with a clear focus on the specific skills to be developed, firmly based on the assessment of individual needs. Learning is enhanced well through the good use of resources to support reading, including information and communication technology. For example, a group of Year 6 pupils were clearly enjoying using the interactive whiteboard for a reading comprehension activity. They worked collaboratively in a mature manner and concentrated very well on the given task. Most parents support their children well in their reading and this has a positive impact on their learning.

Writing

60. Standards of pupils' writing are well above average. They write for a good range of purposes, including poetry. The teaching of knowledge and skills to enable pupils to become effective writers is very good. Spelling and handwriting are developed systematically as pupils go through the school and standards are high. Pupils have all they need to become effective writers and most of them write very well for their age. For example, in Year 2, almost all pupils successfully communicate through simple words and phrases, showing awareness of the reader. More capable pupils use connectives to write more complex sentences and have a good understanding of punctuation. For example, one pupil explained, *'I know you should put a full stop at the end of the sentence, but I've put a comma because I'm writing a list.'* In Year 6, pupils write fluently in their own developing style. Sentence structure, punctuation and spelling are good and powerful words, such as *'displeasure'* and *'irresponsible'* are used very well to enhance writing. Pupils are enthusiastic in their writing. For example, unprompted, they consult a Thesaurus for emotive words to include as they construct effective arguments on whether dogs should be banned from parks.

Teaching

61. Teaching and learning are mostly good with many very good elements. Teachers work very hard and enthusiastically on behalf of their pupils. In turn, pupils are expected to work hard and they do. The response by most pupils is a high level of interest and involvement in lessons. Praise and encouragement are used very well to maintain pupils' involvement in their learning. As a result, they develop confidence in, and an enjoyment of, language through their positive attitudes. Throughout the school, marking is used very well to move pupils forward in their learning. Teachers' comments give pupils a clear understanding of how they can improve and by Year 6, pupils and teachers usefully interact with each other in evaluating the quality of the work. Teachers in parallel classes plan together to ensure equality of opportunity for all pupils and learning objectives are well focussed towards individual needs. In one lesson observed during the inspection, the quality of teaching was unsatisfactory because activities were mundane and resources were not used well, resulting in pupils not achieving as well as they should.
62. English is well led and managed and reflects the co-ordinators' clear understanding of the national strategy. Through effective monitoring she has a clear idea of the strengths and weaknesses in the subject and has correctly identified priorities for improvement. Assessment procedures make a good contribution to pupils' learning, although they are not yet used to establish individual targets for improvement. Resources, including the school library, are good and are used well to enhance learning and motivate the pupils.

Language and literacy across the curriculum

63. The National Literacy strategy has been well implemented and appropriately adapted to support effective learning. Literacy skills are used and developed well across the curriculum. Pupils are given the opportunity to develop their reading skills when using books to find information. For example, in art and design, pupils in Years 3 and 4 used a web site to research information on the sculptor Henry Moore. In lessons, technical language is explained carefully, ensuring all pupils understand. Pupils use their writing skills well in subjects across the curriculum.

MATHEMATICS

Provision in mathematics is good.

Main strengths and weaknesses

- Standards are good at the end of Years 2 and 6.
- Teaching is good.
- Leadership and management are very good.

Commentary

Standards

64. Standards are above average at the end of Years 2 and 6 and all pupils achieve well in relation to their prior attainment. This represents a good improvement since the last inspection, when standards were as expected throughout the school. Standards have been maintained since the most recent results in Year 2, when nearly half of the pupils attained the higher level in the national tests. Standards in Year 6 have improved since the most recent tests, when nearly one quarter of pupils did not attain the expected level in the National Curriculum assessments.
65. Pupils in Year 2 add and subtract numbers between 1 and 100. They recall their knowledge of tables with confidence and understand the significance of less and more than signs. The more capable pupils successfully work at a higher level by solving real life money problems and checking their results with a calculator. Most measure in centimetres, weigh items in grams and accurately tell the time. Less capable pupils work within the expected level for their age group. They count and add using numbers between 1 and 50, they recognise two and three-dimensional shapes and understand the difference between one half and a quarter.
66. By the end of Year 6, more capable and average pupils are working at a higher than expected level. They work out the perimeter of irregular triangles, confidently recognise the *mean, medium and mode* and work out percentages of centimetres, metres and money problems. Pupils use their mathematical knowledge to work out problems and use different ways to interpret different types of data. Less capable pupils work within the expected level for their age and use repeated subtraction methods to work out division problems. They understand the difference between *'event, chance and probability'* and solve simple problems that involve proportions.

Teaching

67. Teaching and learning are good overall. A number of features are very good; these include the quality of teachers' marking, which is very detailed and provides a dialogue between teachers and their pupils. Learning objectives are very clearly identified for each lesson and pupils are encouraged to evaluate their own learning at the end of the teaching sessions. Procedures for tracking and checking are good. This enables pupils to be given individual targets that help them understand how they can improve with their skills. Sessions are carefully planned to ensure that the skills taught meet the needs of all the pupils, particularly as all classes consist of a two-year age span. This was observed in a good Year 1/ 2 lesson where the teacher grouped her class by ability and this enabled them to consolidate their learning of two-

dimensional shapes. More capable pupils worked together in a game that involved them describing the features of different shapes whilst their peers drew what they thought the clues referred to. The teacher worked alongside the less capable pupils who used a 'feely bag' to work out the properties of each shape. Other groups of pupils were supported well by a teaching assistant and a parent helper.

Leadership and management

68. The subject is very well led and managed. The co-ordinator has analysed test data and has identified areas that need improving. For instance, there was a drop in standards in the most recent tests in Year 6 and this has led to a focus on lesson pace throughout the school. This is being carefully monitored through work sampling and observing lessons. The co-ordinator has a secure understanding of the funds available for the subject and manages the good supply of resources well.

Mathematics across the curriculum

69. Pupils develop their mathematical skills well using their information and communication technology skills. For instance, they create tables to record data they have collected. Mathematical skills are also used well in design and technology sessions when the pupils need to measure with accuracy. Tally charts are used in geography lessons and this promotes numeracy skills.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- Pupils achieve well. At this inspection the quality of investigative science seen is improved.
- Teaching and learning are of good quality.
- Pupils are interested and enthusiastic about the work.
- Pupils learning English as a second language and those with special educational needs achieve well.
- Assessment of pupils' progress and learning through quality marking is in place.
- The most capable pupils sometimes achieve less than they should.

Commentary

Standards

70. Pupils' results in National Curriculum tests at age 11 were average in 2002. In 2003, the results of pupils in the national tests were well above average. The work of pupils aged seven justifies the teachers' own formal assessments that overall standards are now above average. This represents a good improvement since the last inspection. From the observations at this inspection and results of teachers' own assessments, it is likely that these standards will be maintained. This is because the school identified improvement in investigative skills and technical vocabulary as priorities for improvement and acted decisively to put these in place.
71. Pupils develop good knowledge, understanding and skills in the subject. They respond well to teachers' high expectations of the knowledge they can acquire and of their ability to use the proper scientific terms to represent that knowledge. Understanding is also well developed, as older pupils showed when asked to explain the various ways plants reproduce, or how simple circuits work using drawings using conventional symbols. Skills of investigation are good. Asked to evaluate an imaginary investigation, the oldest pupils are able to provide a good critique showing a sure understanding of the principles of a fair test. They respond thoughtfully

when asked to design an investigation of their own and have a good range of technical vocabulary to justify their thinking.

Teaching

72. Teaching is well planned to cover the curriculum systematically and to stimulate the interest that pupils show. The use of questioning, aimed at all groups of pupils, is a strength in the work of both teachers and teaching assistants. This helps all to develop good scientific vocabulary and challenges their thinking at a good level. Pupils' very good attitudes and behaviour are evident in the careful, accurate writing, diagrams and drawings they do, such as the drawings representing the phases of the Moon. Pupils learn well because teachers and teaching assistants have high expectations of them. Good guidance on recording work allows most pupils good opportunity to practise their writing skills while rehearsing their scientific understanding. Opportunities are missed to use information and communication technology skills to tabulate, present graphically or analyse data from their investigations. However, the more capable produce power point presentations on living things such as spiders. They have good opportunities to consolidate mathematical skills, for example when they construct line graphs.
73. Teachers' marking of pupils' work is of high quality in some classes, but is not yet consistent so that all pupils know their next steps in learning. However, planning provides well for less capable pupils and those with special educational needs and these pupils receive extra help. Pupils at an early stage in acquiring English language, are well provided for and learning is carefully planned so that they are fully included and achieve as well as other groups of pupils. Teachers plan well to successfully improve the learning for investigative methods. Most older and younger pupils have a good idea of what is a fair test and how to conduct a scientific experiment. Planning is not consistently successful in devising ways to challenge fully the most capable pupils and these pupils sometimes achieve less than they should. The best planning for these higher attaining pupils is seen in Years 5 and 6 but opportunities for collaborative scientific investigations that they organise for themselves are not in place.

Leadership and management

74. The subject co-ordinator gives keen, good quality leadership and management to the subject. Teachers are well supported with planning, guidance, and resources that lead to a consistency of approach that enriches the curriculum for all pupils. Teamwork is good and assessment of end of year results carefully monitored. Consequently, the school has a good awareness of strengths and weaknesses in teaching and learning on which to base future work or planning for improved practices. Strategies are newly in place to share targets for learning with pupils so that they can know how to improve. Pupils say that this self-evaluation is very helpful in knowing how well they are achieving.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards exceed national expectations at the end of Year 6.
- Achievement is good.
- Good use is made of the well-equipped information and communication technology suite and the interactive whiteboards in classrooms.
- The subject is very well led and managed.

Commentary

Standards

75. Throughout the school, all pupils achieve well and, consequently, standards at the end of Year 2 meet national expectations and by Year 6 they are exceeding them. This is good improvement since the last inspection and is a result of the installation of the well-used computer suite and the successful investment of interactive whiteboards in most classrooms.
76. By Year 2, pupils independently log onto computers and select the appropriate program. They know how to draw pictures using a sketching program and select different colours and shapes. For instance, Years 1 and 2 pupils were observed designing a new coat for Samuel Pepys who had lost his old one in the Great Fire of London. At the end of sessions the pupils can save their work, log off and then place the mouse and mat back in the appropriate positions.
77. By Year 6, pupils choose different sizes of font and select a wide range of colours. They use spreadsheets to record their mathematical findings, record data in picture form and write stories and poems using word-processing skills. More capable pupils use multi-media programs to create presentations and use computer programs to compose music. They confidently use the Internet to research historical facts such as life as an Aztec. Pupils also understand the main features of control technology and enjoy playing games on the computer, which develop these skills.

Teaching

78. Teaching is good. Staff effectively build on the knowledge and skills of the pupils and provide clear explanations for new techniques. This was observed in a good Reception/Year 1 lesson, where the teacher gave a very detailed demonstration of how to use the 'space bar', which was appropriate for the age and stage of the pupils. Pupils are managed well and good use is made of praise and encouragement. Pupils have positive attitudes towards this subject and enjoy working in pairs and independently. They are very keen to help each other. For example, in a Year 1/2 lesson, one pupil was overheard explaining to a classmate *'if you need some help, just ask me'*.

Leadership and management

79. Subject leadership and management are very good. The co-ordinator is fully aware of the importance of the development of these skills across the curriculum and works hard to maintain good quality provision. Resources are of good quality and both the computer suite and individual interactive whiteboards are used well. The school has also ensured that the computer suite is accessible and safe for age groups by providing adjustable seats by each computer.

Information and communication technology across the curriculum

80. Links across the curriculum are good. Pupils use their computer skills to extend their design and technology and numeracy knowledge. For example, pupils in Years 5 and 6 were observed creating a sketch of their bedroom on a computer screen. They used their numeracy skills to measure the dimensions accurately and then selected graphics to furnish their bedrooms. Computer skills are also used well to enliven subjects such as history, as seen in the Year 1 and 2 lesson that was related to a famous person and event. Good use is made of information and communication technology to record information gathered in mathematics lessons.

HUMANITIES

History and Geography

81. History and geography were not the main focus of this inspection. Therefore, it is not possible to give overall judgements about provision in these subjects across the school. Pupils from different groups and of different capabilities were seen to have equal opportunities to learn.
82. In **history**, pupils' work was sampled, two lessons were seen and discussion with pupils took place. This evidence indicates that standards in Years 3 to 6 are at least broadly average. Standards in Years 1 and 2 are broadly average.
83. Pupils have a sound range of learning that covers all the requirements of the National Curriculum. Pupils in Year 2 visit places such as the Steam Museum. This encourages pupils to build historical skills in using sources of evidence, to undertaking historical enquiry. They learn about famous people in the past. By the time pupils are eleven they have built on these early experiences so that they have a sound sense of chronology. Many can independently conduct historical enquiry, using first hand and secondary sources of evidence, to investigate the past in topics such as the Vikings and the Aztecs.
84. In **geography**, the pupils' work was sampled and two lessons were seen. Standards are broadly average but less secure than for history. Coverage varies between year groups and classes. In Year 2, pupils learn about their local environment and draw satisfactory maps. In conducting a traffic survey, they learn to evaluate information through using tally charts and graphs. Pupils show in discussion that they have the required knowledge of places and their features. In Year 6, they are enthusiastic about the good Comenius project and have sound knowledge about countries in Europe from this source. They examine issues in the environment and have a sound understanding of Man's effect on the planet. Their mapping skills are satisfactory and these are used in the real world during their residential visit, for instance when they take part in orienteering.
85. The enthusiastic co-ordinators for both these subjects are newly in place. A close examination of their files shows that their recent shared analyses through monitoring of pupils' work and planning, accurately defines what needs to be done to improve both subjects. These subjects are under pressure from the drive to raise standards in mathematics and English, and have a lower priority. There is a determination by staff to provide the best quality possible and see whole staff interest in developing cross-curricular working. This is evident in the much higher quality of work seen in Years 3 and 4 where the pressure is least. The eponymous Barnaby Bear of Infant fame is photographed everywhere in the Gambia and this imaginative approach stimulates pupils' good learning about a contrasting environment.
86. In other year groups, coverage and quality vary between classes as does marking quality. The good senior management and co-ordinators place a high priority on cross-curricular development in planning and this is ensuring that as many literacy and mathematical skills as possible are learned in the context of humanities, so raising the subject profile. Opportunities for pupils to write at length in different contexts are not consistent across classes in these subjects. The work is frequently focused around worksheets and this further reduces opportunities. In a Year 6 lesson on Viking settlement, pupils did not understand the geographical concept of flood plain, and so why it was not a good place to build a village. This cross-curricular opportunity was missed. More interlinking of subjects is seen as a priority by the school, and the humanities is a rich area for diversity. Information and communication technology is satisfactorily used in both subjects.

Religious education

The provision for religious education is **good**.

Main strengths and weaknesses

- Teachers plan well and have good knowledge and understanding.
- The subject co-ordinator gives good leadership in improving the subject.

- Careful attention is given to learning from religions, as is given, to learning about religions.

Commentary

87. No lessons were seen in Year 1 and Year 2 and only two lessons seen for older pupils. Further evidence was gathered from the scrutiny of pupils' work, and talking to teachers and pupils. This shows that the standards attained by the pupils in Year 2 are satisfactory and by Year 6 are good. At the last inspection, standards in Year 6 were in line with those expected nationally. The school has updated its curriculum and this has made a good improvement. The teaching team organises cross-curricular links well so that pupils' spiritual and moral development is enhanced. Consequently, pupils' achievement is good. Learning is further consolidated through well-planned school assemblies.
88. Teachers make effective use of a scheme of work, which meets all the requirements of the locally agreed syllabus, in the good planning of lessons. A planned programme of visits and visitors enriches the pupils' experiences. For example, a local vicar has explained the importance of God in her life, and her vocation through her work. This helps pupils to understand how religious faith influences the way people live their lives. Good use is made of religious artefacts, as in the display of Muslim symbolic objects, and these are treated with respect. Good questioning, in a high quality lesson for Year 3 and 4, enabled pupils to relate what they were learning to their everyday lives, when they worked in groups to identify a charter of fairness to help care for disadvantaged people in our World. Drama is used well when they role-play the experience of poor families in the Third World.
89. Pupils are curious about, and interested in, everything they learn and this helps them to have a good appreciation of the wonder of life. Relationships are very good because the learning helps pupils to understand themselves, others in their world, and the importance of faith and trust in dealing with hardship and cruelty. Pupils demonstrate these qualities when they interpret Psalm 23 for the fictional character David, a Jewish child who has escaped from a concentration camp seeking courage to survive. In this way, as in other activities, literacy skills are well consolidated.
90. Because the good teaching and good planning carefully structure pupils' learning so that they build knowledge and understanding in a logical way, the learning is well matched to pupils' different abilities and needs. In Year 2, systematic use of the locally agreed syllabus has enabled the pupils to satisfactorily understand what something special is. They have a sound understanding of what makes religious festivals, such as Christmas, special. Pupils in Year 6 have a better understanding about religions. They have a good understanding of the common strands and how this helps in understanding different traditions and cultures in religious faiths. Most have a good grasp of the important events in the life of Christ and of the symbolism of Muslim and Jewish acts of worship.
91. The subject co-ordinator is enthusiastic and well trained. Good displays around the school, such as '*Sarah's Bag*', denoting Christian special belongings taken to church, are used well to promote learning. Good leadership and management are given to the subject through the monitoring of pupils' work and of some of the teaching. An action plan for improvement has been drawn up and shared with the very effective school governors. This will include systematic assessment of the pupils' learning and progress through the good curriculum, and the extension of cross-curricular links with drama and music.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and Design and technology

92. No lessons were seen in art and design or in design and technology so it is not possible to make an overall judgement on provision in these subjects. However, inspectors spoke to co-ordinators and pupils and looked at teachers' planning and pupils' work. Examination of work around the school and in sketchbooks indicates that teachers plan an interesting and varied range of activities in **art and design**. Pupils are given the opportunity to explore and develop their ideas in two and three dimensions. They are becoming familiar with the work of different artists and use information technology to assist them in their learning. For example, pupils in Years 3 and 4 used a web site to research information and communication technology about the sculptor Henry Moore. They planned and drew designs and used wire and malleable materials to create effective models in his style. There are effective links with other areas of the curriculum. For example, as part of their history project on The Great Fire of London, pupils in Years 2 and 3 drew pencil sketches of Samuel Pepys and King Charles the Second. In Years 5 and 6 there is a good use of sketchbooks to allow the practice and reinforcement of techniques and as a record of pupils' progress. Pupils' work in their sketchbooks is regularly marked and teachers' comments convey clear messages for improvement. However, the use of sketchbooks is inconsistent throughout the school.
93. In **design and technology**, a discussion with pupils and scrutiny of their work indicates that the key elements of the subject; investigation of ideas; learning a range of skills; and designing and making using a variety of materials; are covered appropriately. For example, as part of a project on *The Playground*, pupils in Years 1 and 2, visit a playground to investigate the equipment, draw and label their own designs and use a range of materials to construct their own designs. They usefully evaluate the finished result for ways of improvement. There are good links with art and design, science, religious education, information and communication technology and mathematics. For example, Year 6 pupils investigated the *'perfect loaf'* and used their numeracy skills well to present the results of tests in charts and line graphs. Pupils have positive attitudes to the subject and clearly value their work. Work is consistently well presented, with design booklets accompanying the finished product. In discussion, pupils express their enjoyment of design and technology, because *'you can create an object, like shelters'*.
94. The leadership and management of the subjects are satisfactory. Both co-ordinators are new to the role and have had no time to influence standards or provision. However, they have a clear idea of areas for development, including greater consistency in the monitoring of teaching. The curriculum is effectively planned over a two-year programme to ensure the systematic development of skills and knowledge within the mixed age classes.

Music

Three music lessons were seen during the inspection; the teaching and other activities observed would support the view that provision for music is **good**.

Main strengths and weaknesses

- Very good opportunity is provided for pupils to learn to play a tuned musical instrument.
- The expertise of music specialists is used well to enhance pupils' learning.
- The quality of teaching and learning is good overall and pupils achieve well.

Commentary

95. Pupils make good progress throughout the school and achieve well overall. Pupils aged seven to 11 achieve very well in singing and in playing tuned instruments. In this aspect of the program of study, standards are well above expectations by Year 6. These high standards have been maintained since the previous inspection.

96. In Years 1 and 2, pupils have appropriate opportunities to perform simple rhymes and songs. Their singing is tuneful and they can recall and copy a rhythmic pattern, clapping a steady beat in unison with the rest of the class. Pupils name a variety of percussion instruments and are familiar with the sound they make. In Years 5 and 6, pupils sing well a variety of songs. They confidently maintain their own part while singing a three part round and sing the melody or harmony of a song equally well. Pupils have a growing knowledge of different types, styles and moods of music from both their own and others' heritages, by studying composers and learning music such as 'A Paris' from France.
97. For pupils aged seven to 11, the curriculum is considerably enriched through the opportunity to play and perform with musical instruments. By Year 5, all pupils play a musical instrument. They receive weekly tuition in playing the recorder and have the opportunity to play in the school band. The curriculum is further enriched through the opportunity to perform regularly in school performances and through tuition from visiting specialists. In all, 134 pupils play a tuned musical instrument. This very good provision has been maintained since the previous inspection.
98. Overall, teaching and learning is of high quality and during the inspection an excellent lesson was observed.

Example of outstanding practice

A recorder lesson with a Year 5 class of 30 pupils, which enabled every pupil to achieve highly. One lesson of excellent quality was observed in Year 5.

The teacher was an expert musician and transmitted her own enthusiasm for the subject to the pupils, who responded very positively and rose to the high level of challenge as they confidently played a variety of tunes on descant and treble recorders. This included pupils playing 'Day is done' to the tune of Frere Jaques in a round and then reading music to play 'A Paris'. Each pupil was given individual praise and support; the less capable shadowing the more capable, until by the end of the lesson all the pupils were fully included in the performance. They showed delight and pride in their performance and, for all, their self-esteem was raised by their achievement.

99. All teachers plan and organise lessons effectively, providing appropriately challenging tasks that engage pupils' interest. Mostly, lessons are conducted at a brisk pace and pupils are well managed. Interactive whiteboards are used well in lessons to support and motivate pupils, but overall there is limited evidence of the use of information and communication technology to support learning.
100. The co-ordinator is very knowledgeable and has used her expertise very well to maintain the high profile of music in the school and the good standards by the end of Year 6. Resources are very good and used well.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- A wide range of extra activities supports the physical education curriculum.
- The subject is well linked with the programme for personal, social and health education.

Commentary

101. During the inspection, lessons were observed in dance, games and gymnastics. In these activities, standards meet expectations and have been maintained since the last inspection. In swimming, standards exceed expectations. By Year 6, almost all pupils swim the recommended 25 metres and many exceed this standard. The school has successfully

developed physical education and all pupils achieve satisfactorily. The whole school approach to ensuring a healthy lifestyle has had a good impact on pupils' thinking and enthusiasm for the subject.

102. Teaching and learning are satisfactory, with good features. Teachers have a secure knowledge of the subject, lessons are well planned and the learning intentions are shared with the pupils so they know what is expected of them. Activities are well organised with a clearly structured programme to give all pupils the maximum opportunity to engage in physical activity. Teachers have good relationships with the pupils. They praise and encourage their performance, demonstrating high expectations. The pupils rise to the challenge with positive attitudes. They mostly behave well, although in Year 6, a minority of boys do not collaborate well and their behaviour is immature. The teachers have good knowledge of individual pupils. They make sure that all pupils, including those with English as an additional language and those with special educational needs are well included, sometimes changing their objectives during the lesson to more appropriately meet individual needs.
103. The school covers the physical education programme thoroughly and enhances it well through the inclusion of a wide range of extra-curricular activities, including football and netball. Pupils enjoy the regular participation in sporting events with other schools. The school has made a commitment to the development of pupils' personal, social and health education through the national 'Healthy Schools Initiative' and it links well with the physical education programme. For example, recently, the school had a special 'PE' focus week, which had a beneficial impact on raising pupils' awareness of health issues and improving their physical fitness.
104. Leadership and management of the subject are satisfactory. The subject co-ordinator has only been in role for a short time so has had no opportunity to have an impact on standards. However, she has prioritised an action plan for the future development of the subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for pupils' personal, social and health education is **good**.

Main strengths and weaknesses

- Provision has a good impact on pupils' personal development.
- Pupils enjoy the lessons, which they find interesting.

Commentary

105. The subject forms an integral part of the caring nature of the school with the emphasis on giving pupils confidence. Pupils look forward to the lessons and enjoy taking part in choosing the topic. The curriculum for personal, social and health education is very good and circle time (a period in which pupils sit in a circle and tell each other and listen to the concerns, feelings, achievements, etc. of others) is a strength of the school.
106. Effective policies and practice are in place for drugs and sex education. This results in the pupils' good attitudes and relationships. For example, they decide what concerns they are going to talk about in circle time. This has the effect of improving pupils' self-esteem and self-confidence well. The teacher, often with the constructive support of a teaching assistant, sensitively leads the sessions. Lessons for older pupils often require some targeted consideration of matters that require pupils to think hard about new areas. Pupils can find these challenging, such as when they are required to isolate the important things about a fellow pupil's character that make them unique. However, they apply themselves well and find the sessions different and interesting.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
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	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	2
The leadership of the headteacher	2
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).