

# INSPECTION REPORT

## **WALTHAM HOLY CROSS JUNIOR SCHOOL**

Waltham Abbey Essex

LEA area: Essex

Unique reference number: 114916

Headteacher: Mrs Diane Stygal

Lead inspector: Mr Paul Evans

Dates of inspection: 22<sup>nd</sup> - 24<sup>th</sup> March 2004

Inspection number: 258296

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Junior  
School category: Community  
Age range of pupils: 7 - 11  
Gender of pupils: Mixed  
Number on roll: 343

School address: Quendon Drive  
Waltham Abbey  
Essex  
Postcode: EN9 1LG

Telephone number: (01992) 712 775  
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Appropriate authority: Essex  
Name of chair of governors: Ms Pat Brooks

Date of previous inspection: 7<sup>th</sup> June 1999

## CHARACTERISTICS OF THE SCHOOL

Waltham Holy Cross Junior School, Waltham Abbey, is a larger than average school which shares a site with the adjacent Waltham Holy Cross Infant School. The school provides education for 343 children: 165 girls and 178 boys, aged 7 to 11 years of age. The majority of the children live in Waltham Abbey, which is below average in socio-economic terms. The proportion of pupils known to be eligible for free school meals is broadly in line with the national average. There is a very small number of pupils in the school who do not have English as their first language. However, whilst this number is higher than in most schools these children are not at the early stages of acquiring English and are truly bilingual. The proportion of pupils on the school special educational needs register is below the national average as is the number of pupils with a statement of special educational needs.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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14404	Alan Rolfe	Lay inspector	
27773	Faith Mackenzie	Team inspector	Science Art and design Design and technology
20560	Paul Adams	Team inspector	Special educational needs Citizenship Geography History
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Waltham Holy Cross Junior School is a **very good** school. It is a happy school in which pupils achieve very well and are very well prepared for the next stage of their education. The headteacher provides excellent leadership for the school. Very good teaching and learning enables pupils to reach very high standards by the time that they leave. Governance of the school is very good and financial management is very good. The leadership and management of subject co-ordinators are very good. Pupils' attitudes and behaviour are very good and provision for their spiritual, moral, social and cultural development is very good. The excellent systems for assessing and monitoring pupils' progress contribute very highly to their success. The school provides **excellent** value for money and offers a **very good** education for all its pupils.

### The school's main strengths and weaknesses

- The leadership and management of the headteacher are excellent. This promotes very good leadership and management in subject co-ordinators and governors.
- The professional development of staff is excellent which promotes the very good quality of teaching and the very good support given to pupils by teaching assistants.
- Standards in national tests have been very high for the past two years and are in line to continue at this high level.
- Attendance is unsatisfactory.
- Curriculum development is excellent, and the assessment of pupils' progress and the tracking of their attainment as they move through the school are also excellent.
- The promotion of equality of opportunity is excellent and pupils' spiritual, moral, social and cultural development is very good.
- The quality of teaching in physical education is not as consistently high as the school wants.
- The quality of marking, in a small amount of work, is not as good as the best marking seen in the school, and occasionally teachers do not record pupils' attainment of their targets.
- Parents do not respond as well as they should to the very good information that the school provides about how they can help their children to learn.

**The school has made excellent improvement since the last inspection.** Standards in national tests at the end of Year 6 are well above average in English and in the top five per cent nationally in mathematics and science. Standards have risen from being well below average in all three subjects in 2000. All issues raised in the last inspection report have been dealt with very well.

### STANDARDS ACHIEVED

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

*Key: A\* - top five per cent nationally; 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.*

**The overall achievement of pupils at the end of Year 6 is very good.** The small number of pupils for whom English is an additional language are all bilingual and need no specialist provision. However, the school has good strategies in place if such pupils need help and these pupils achieve very well. Pupils with special educational needs achieve very well throughout the school. In national tests in 2003, at the end of Year 6, standards in English were well above average. Standards in mathematics and science were in the top five per cent nationally. When compared to schools whose pupils attained similarly at the end of Year 2 standards achieved by the school were well above average in English and in the top five per cent in mathematics and science. The trend of improvement during the past three years has been excellent. Inspection evidence shows that standards are in line to continue at the very high levels of the past two years in English, mathematics and science. Standards in information and communication technology (ICT) are at least in line with expectations. However, they could not be accurately judged because all evidence had been lost from the school's computer system shortly before the inspection, due to a computer error. Standards in geography and physical education are above expectations. In history, music, art and design and design and technology standards are at least in line with expectations. Standards in religious education exceed the expectations of the locally agreed syllabus.

Pupils' attitudes and behaviour are **very good** throughout the school. Their spiritual, moral, social and cultural development is **very good**. However, the levels of attendance are below the national average and are **unsatisfactory**.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **very good**. The quality of teaching is **very good** overall. However, the marking of some work does not always reach the highest standards seen in the school. While the quality of teaching in physical education is never unsatisfactory, it is not as consistently high as the school intends and strategies are in place to correct this. Relationships between pupils and between them and all staff are very good throughout the school. Pupils are always provided with interesting activities. The ethos of the school is excellent. Pupils' attitudes to their work and their behaviour are very good.

The quality of the curriculum offered by the school to all its pupils is **very good**. There is excellent enrichment of the curriculum through extra-curricular activities, educational visits and visitors to the school. Pupils are very well cared for and receive **very good** support and guidance. Procedures for child protection, health and safety are **very good**. The school has **satisfactory** links with parents, and good links with the community and with other schools.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the headteacher are **excellent**. She has an excellent educational vision for the school. Financial management is very good and the governors have a very good understanding of the strengths and weaknesses of the school. They have a very good working relationship with the headteacher. The quality of teamwork is very good throughout the school and subject co-ordinators undertake their role very well.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents have very positive views of the school. In questionnaires, at their meeting with the lead inspector and when spoken to during the inspection, parents were very complimentary about

the school. Pupils are also very pleased with their school. They are particularly pleased with the way that their views are respected and acted upon. They have confidence in all adults working in the school. Inspection evidence shows that pupils behave very well, work very hard and generally find lessons interesting.

## **IMPROVEMENTS NEEDED**

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

- Ensure that the marking of all work matches the highest quality seen in the school and that all teachers record pupils' attainment of their targets promptly.
- Further raise the awareness of parents to the school's very good provision of information for them and their duty of partnership in the education of their children.\*
- Impress on the parents the importance of their children's regular attendance at school.\*
- Implement the school's planning to raise the quality of teaching in all physical education lessons to the best seen in the school.\*

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\* These issues have already been identified by the school and strategies are being developed or are in the early stages of implementation.



## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Standards are **very high** overall. Achievement throughout the school is **very good**, based on pupils' levels of ability and their prior learning.

#### Main strengths and weaknesses

- The school's strategies for promoting educational inclusion are excellent.
- At the end of Year 6, standards in English, mathematics and science have improved at an excellent level since the last inspection and since national tests in 2000.
- Very high targets are set for pupils' attainment and standards in English, mathematics and science are **very good** throughout the school.
- The high expectations of pupils' attitudes to their work and behaviour have a positive impact on the standards that they achieve.

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

Standards in:	School results	National results
English	28.5 (29.8)	26.8 (27.0)
mathematics	31.5 (29.7)	26.8 (26.7)
science	32.2 (32.3)	28.6 (28.3)

*There were 78 pupils in the year group. Figures in brackets are for the previous year.*

#### Commentary

1. When pupils join the school, their attainment in English, mathematics and science, shown by the results of national tests, is above average. The school works very hard to include all its pupils in everything it does. It analyses its results according to gender, ethnicity, year group, special educational needs and many other categories. The results of this analysis are excellently used to write 'Individual Inclusion Plans' (IIPs). These plans are very well used in classrooms to match future provision to each pupil's growing levels of attainment. Because of this, all pupils from the least to the most able are fully extended and all reach their perceived potential and many exceed this. Provision for pupils with special educational needs is excellent and these pupils achieve very well throughout the school. Although the school has very good strategies for supporting those pupils who speak English as an additional language, at present all are truly bilingual and there is no need for extra support.
2. In national tests in 2003, standards in English were well above average; in science and mathematics they were in the top five per cent, when compared to all schools nationally. This shows excellent improvement since the last inspection when standards were below average in English and mathematics and well below average in science. There are no significant differences in the achievements of girls and boys. The school now sets very high targets for pupils' attainment in national tests and in 2003 it exceeded its targets for both English and mathematics. Targets for 2004 have been set at even higher levels.

3. When compared to the results of similar schools, the Waltham Holy Cross results in 2003 tests were in the top five per cent nationally for the proportion of pupils reaching Level 4 and above in mathematics and science, and well above average in English. The percentage of pupils who reached the higher than expected Level 5 was above average in English and in the top five per cent nationally in mathematics and science. The trend over time shows that between 2000 and 2003 the school's improvement in its national test results has been excellent in English, mathematics and science. The school's results have improved from being well below the national average in English, mathematics and science in 2000 to being well above average in English and mathematics and in the top five per cent nationally in science in 2002. These high standards were maintained in English and science and further improved in mathematics in 2003.
4. Inspection evidence shows that at the end of Year 6 standards are now well above average in English and mathematics and science. Standards in information and communication technology (ICT) are at least in line with expectations. It was difficult to judge standards in ICT because shortly before the inspection, the school's computer system developed an error which erased the pupils' folders and all the work that had been saved in them. In spite of employing the services of ICT experts this work could not be recovered. Inspection evidence also shows that standards in geography and physical education are above expectations. In religious education standards are above the expectations of the locally agreed syllabus at the end of Year 6. Music, history, art and design and design and technology were sampled during the inspection and standards are at least in line with expectations.
5. The school has very good strategies for promoting good attitudes to work and good behaviour in lessons and pupils respond very well. They become very mature in their attitudes to their work. They learn to appreciate that with hard work they can succeed and because of this they all achieve very well and are very proud of the high standards that they reach.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes, behaviour and relationships with others are **very good**. Their personal development, including their spiritual, moral, social and cultural development, is **very good**. Attendance is **unsatisfactory**, but punctuality is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils have very good attitudes to school and learning.
- Behaviour is consistently very good.
- Pupils' personal development, including their spiritual, moral, social and cultural development, is very good.
- Relationships between staff and pupils are very good and make a positive contribution to pupils' learning.
- Attendance is unsatisfactory, below the national average, but punctuality is satisfactory.

### **Commentary**

6. Pupils' very good attitudes to work make a positive contribution to their learning. In discussion, virtually all pupils say they enjoy coming to school and are able to identify favourite subjects. A significant number of pupils participate in the wide range of extra-

curricular activities provided by the school. The majority of pupils are very interested in what they are doing and take an active part in all aspects of lessons. They listen attentively to their teachers' instructions, maintain concentration over time and make a positive contribution to classroom discussions. Most pupils are confident, willing and able to talk about their work and explain their ideas to inspectors. Pupils with special educational needs show good attitudes to work and behave well in lessons and around the school. This has a positive impact on pupils' learning and achievement.

7. Behaviour is very good. In the majority of lessons seen behaviour was very good and on occasions excellent. As a result of pupils' very good behaviour the atmosphere in classrooms is pleasant, relaxed and friendly. This has a significant and positive effect on pupils' learning and rate of progress. Most pupils are fully aware of what is and is not acceptable behaviour. They have a good understanding of the school rules, like the school's merit system and readily accept the principle of sanctions as an appropriate response to the few instances of poor behaviour. Outside of lessons, before and after school, at breaks and lunchtime pupils socialise and interact very well together. Pupils treat the school's accommodation and equipment with care and respect. There is no evidence of vandalism and there is little or no litter around the school.
8. Bullying is rare. The school has a good anti-bullying policy that makes clear that bullying will not be tolerated. Parents and pupils have indicated that these procedures are effective. In the last academic year two pupils were subject to fixed-term exclusions; there were no permanent exclusions. Inspection of exclusion records indicates that the use of exclusion was appropriate in the circumstances.
9. There is good provision for pupils' spiritual development. Regular assemblies include time for prayer and thoughtful reflection. Through the school's personal, social and health education programme (PSHE), particularly in 'circle time', pupils are encouraged to explore their feelings and emotions and their relationships with friends and family. Spiritual links are also found in subjects such as religious education, science and history. This promotes a feeling of confidence in pupils in the security of their learning environment.
10. The provision for pupils' moral, social and cultural development is very good. As a result, pupils gain a clear understanding of the difference between right and wrong and are aware of the school's code of conduct that encourages them to be responsible for their own actions and consider the impact of their actions on others. Pupils are encouraged to help one another and show consideration for others. Relationships between staff and pupils and the pupils themselves are very good. Staff are very good role models, openly valuing pupils' opinions and ideas, which effectively promotes their self-esteem. Pupils have many opportunities to work collaboratively in pairs and small groups. The range of visits they undertake also enhances pupils' social development, as do the visitors to school that they meet and the extra-curricular activities in which they participate. In religious education, Judaism and Hinduism are studied along with Christianity, effectively promoting the pupils' cultural development through a greater awareness of the beliefs and traditions of other major world faiths. Staff provide appropriate images in displays and in their choice of books and stories, which help pupils understand the multicultural nature of the society in which they live. Well planned trips to museums and theatres help to broaden pupils' cultural awareness.

11. Overall, attendance is unsatisfactory. Unauthorised absences are well above national averages. A significant minority of pupils are taken on holiday in school time and this adversely affects their attendance. The school monitors registers on a regular basis and contacts parents where attendance is a cause for concern. Most pupils are punctual, however a significant minority arrive late on a regular basis.

**Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	5.4	School data	1.4
National data	5.4	National data	0.4

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

**Ethnic background of pupils**

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	295	2	0
White – Irish	1	0	0
White – any other White background	16	0	0
Mixed – White and Black Caribbean	9	0	0
Mixed – White and Black African	1	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	3	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	2	0	0
Pupil/parent preferred not to say	3	0	0
Information not obtained	8	0	0

**Exclusions in the last school year**

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

### Teaching and learning

The quality of teaching is **very good** and, as a result, pupils' achievement is **very good**.

## Main strengths and weaknesses

- There are many examples of very good and some excellent teaching. These lessons are characterised by teachers' very good subject knowledge, the quality of questioning, challenge, pace and productivity.
- Short-term planning is consistent and very well planned across the school and within year groups; this aids the match of work to the needs of various groups of pupils.
- A variety of teaching styles is used, which engages pupils' interest and adds to their contributions in lessons.
- Activities are focused and teachers' questioning skills involve all pupils and develop their understanding.
- Teaching focuses on meeting the needs of individual pupils, including special educational needs.
- In English, mathematics and science there are excellent procedures to track pupils' progress and identify those who need support.
- There is some inconsistency in marking and recording pupils' attainment of their targets.

## Commentary

12. The very good quality of teaching is a significant strength of the school and makes a major contribution to the achievement of all pupils. There has been very good improvement in the quality of teaching since the last inspection, when it was satisfactory.

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2	8	13	3	0	0	0

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

13. Thirty-one lessons or parts of lessons were seen. Five of these were seen for too short a time to judge the quality of teaching. Ten lessons had very good or excellent teaching. The essential qualities demonstrated in these lessons were the teachers' very good subject knowledge, the quality of questioning, challenge, pace and productivity. In a Year 6 English lesson the teacher demonstrated good subject knowledge as she provided excellent development of language. Her precise use of words and adventurous vocabulary were an excellent model for her pupils.
14. Lessons are very effectively planned by the teams within each year group. This means that the school is providing suitable learning challenges and responding to pupils' different learning needs. In a very good history lesson on the ancient Egyptians, a Year 4 teacher took on the role of a pharaoh by whom her pupils were given an audience. The teacher used the exchanges with her pupils to very effectively develop pupils' knowledge and understanding of ancient life and beliefs. Observations of the same lesson in the other Year 4 classes demonstrated very good consistency, all teachers using the same vocabulary and role-play style.

15. Where a wider variety of teaching strategies and well-chosen tasks are used, pupils are successfully engaged and learning is made fun. For example, in a Year 5 religious education lesson the teacher used artefacts, photographs, music and drama; as a result pupils were confidently able to represent and interpret symbolism within the events of Holy Week. Overall the excellent attitudes of pupils, combined with teachers' high expectations of behaviour, promote effective learning.
16. Where teaching is effective, skilful questioning is used to involve all pupils in discussion and help them to develop a deeper understanding. In the best lessons, one-word answers are met with 'Tell me more' or 'Explain what you mean'. This was evident in an effective geography lesson in Year 3, as the teacher promoted the use and understanding of a key in map work.
17. The individual targets for pupils with learning difficulties are accessible within classrooms. Teachers and support assistants know these targets and very effective use is made of them in planning lessons. Consequently, teaching focuses on individual pupils' special educational needs, or the areas in which more able pupils need extension, where it is appropriate to their needs and they make very good progress. Teachers are confident in assessing pupils' work against the levels described in the National Curriculum. In English and mathematics and science there are excellent procedures to track pupils' progress and identify those who need support; these are used effectively, having a positive impact on learning.
18. The marking of a small amount of pupils' work is not as good as the best marking seen in the school. Written comments, when made, are not sufficiently evaluative to help pupils to improve their work. Opportunities are taken by the senior management team to monitor teaching and learning, by observing lessons and looking at pupils' work.
19. In recent years the leadership of the school has worked successfully to raise the quality of teaching and learning. Improvement in teaching and learning since the last inspection is very good.

## **The curriculum**

The curricular provision is **very good** overall.

## **Main strengths and weaknesses**

- There is excellent provision for pupils with special educational needs with excellent provision to promote equal opportunities and inclusion.
- There is excellent support for learning outside the school day.
- The school has undertaken a very good range of initiatives in recent times, to improve and enrich the curricular provision.
- The provision for personal, social, health and citizenship education offers good support to pupils.
- There is very good teamwork within the school.
- The accommodation and resource provision is good.
- There are no significant weaknesses in provision.

## Commentary

20. The school promotes equality of opportunity for all pupils very well and promotes the 'Every learner' principle. It has ensured that all relevant policies and procedures, including a 'Race Equality' policy, are in place. This ensures that all pupils achieve very well.
21. The school provides excellent opportunities for enrichment, including a wide range of extra-curricular provision, including clubs to promote musical, sporting, linguistic and artistic skills. Of particular note are the very good French clubs, one for each year group. Pupils are keen to attend and their learning of another language is well promoted. The school offers very good opportunities for sport, competing against other schools in football and netball events. The school achieved the Sports Active-mark Gold' achievement award in 2003. The pupils are effectively introduced to a range of activities that promote learning about the environment, with visits to places of interest. An example of this is the visit to Hampton Court, in the context of Tudor studies. The Year 6 school journey, which in previous years has been to France, is an opportunity for older pupils to participate in a residential visit. The school has developed the school garden, for scientific studies. The involvement of pupils in curriculum weeks, in the expressive arts or in science has enriched the curriculum significantly. The school has applied for the 'Arts-mark Gold' award. Literacy and numeracy programmes are implemented effectively, with the school attaining 'Basic Skills' awards. This very high level of provision has a significant impact on pupils' learning and achievement.
22. There is very strong evidence of dynamic curriculum development. This results in the school offering a well-focused, up-to-date curriculum framework, in which pupils are given the potential to succeed. There are a number of high level examples of curricular innovation, including the 'Inclusion Initiative', which ensures that all pupils are given the very best chance to achieve well. The school is developing educational links with other European countries. Within school, the curriculum is organised to utilise teachers' strengths, to the benefit of pupils. The school engages in whole school projects, such as a dramatic production and participates in a number of charity events. These initiatives raise pupils' self-esteem and self-confidence which has a significant impact on the standards that they reach.
23. The curriculum includes good provision for pupils' personal, social, health and citizenship education. The provision is based upon a structured scheme of work with themes for each year group and is linked to the 'Healthy Schools' initiative and includes sex education, as well as advice on drugs and alcohol. The school has developed good links with external agencies, for instance the local services, to the benefit of the pupils' education in this area.
24. Staffing levels are good overall, with a good ratio of classroom support assistants. There are very good examples of co-operation and teamwork within the teaching staff and willingness to work hard to assume curricular responsibilities and undertake relevant in-service to improve standards within the school. The school has developed good resources and accommodation to support the teaching. Resources to support curricular provision are generally good and well organised. The levels of expertise of the staff and the way the school uses its accommodation and its resources for teaching and learning have a positive effect on pupils' learning and achievement. This level of provision is a very good improvement since the last inspection when the curriculum had several weaknesses.

## Care, guidance and support

This is a very caring school, in which pupils feel secure and happy and where they can learn and develop effectively. Procedures to support and guide pupils are **very good** overall. The school actively seeks and values pupils' views of the school.

## Main strengths and weaknesses

- Relationships between staff and pupils are very positive and help to provide a very good standard of pastoral care and academic support.
- The provision for health and safety is good.
- The school actively seeks pupils' views of the school.
- There are very good procedures for the induction of children into the school.

## Commentary

25. The school is committed to providing a safe working environment for staff and pupils. The health and safety policy meets statutory requirements and is very well implemented by the headteacher. Procedures for general risk assessments are in place and inspections are carried out on a regular basis. First aid provision is good and good records of accidents and injuries are maintained. The arrangements for child protection are good. The headteacher is the designated teacher and has received appropriate training.
26. Pupils are provided with a very good level of personal support and guidance that is underpinned by teachers' good knowledge of them and the very good relationships between them. Pupils say that they are confident to approach teachers should they have any problems and that they would be provided with appropriate guidance and support. Staff maintain good records of pupils' academic and personal development; all pupils have discussions about targets for improvement and how they can achieve these targets. The school provides very good care and support for pupils with special educational needs, which have a positive impact on their learning.
27. The school has very good procedures for the induction of children into the school. They work closely with the main infant feeder school to ensure a smooth transition into the school. Parents are given a wide range of information and guidance about these procedures and how they can help to prepare their children for school life. Parents and children have opportunities to visit the school and meet with their teachers prior to admission. These procedures enable children to settle quickly into the school environment. The school actively seeks pupils' views of the school, mainly through the school council and discussion time in lessons. The school values these views and, where practicable, takes them into consideration when reviewing policies and procedures. This raises pupils' self-esteem and self-confidence, which further promotes their learning and achievement.

## Partnership with parents, other schools and the community

Overall, the school's links with parents are **satisfactory**, although, despite the schools' best endeavours, parental involvement in their children's learning is unsatisfactory. The school has developed good links with the community and other schools which make a good contribution to pupils' learning.



## **Main strengths and weaknesses**

- Parents hold very positive views of the school.
- The quality of information given to parents is very good.
- The involvement of the school in the community and the links with other schools are good.
- Parental involvement in their children's learning is unsatisfactory.

## **Commentary**

28. Overall, the quality of information given to parents is very good. The school brochure and annual governors' report provide a wide range of information about the school and its activities and meet statutory requirements. Regular newsletters and letters about specific events, including information about what their children are studying, ensure that parents are kept up to date about current school activities. Parents are invited to two parents' meetings each year at which time they can discuss with teachers their children's progress. Attendance at these meetings is very good. Pupils' annual reports are of good quality, they give clear guidance on pupils' attainment and progress and identify targets for improvement. Parents also receive termly updates on their children's reading and spelling ages and a half-yearly progress report. The school actively seeks the views of parents primarily using questionnaires; parents' responses are analysed so that parents' views may be incorporated into new or revised school policies and procedures. The parents of pupils with special educational needs are offered every opportunity to be involved in reviews and target setting for their children.
29. Overall, parents have very positive views of the school. In particular, they are pleased with the quality of teaching, the expectation that their children will work hard and the way in which the school is helping their children to become more responsible and mature. They are also pleased with the progress their children make, the way in which the school is led and managed and the wide range of extra-curricular activities provided by the school. Evidence from the inspection confirms these positive views of the school.
30. The school works very hard to involve parents in their children's education but their efforts have had only limited success. Only a very small number of parents help in the school and attendance at curriculum evenings arranged by the school is poor. Very few parents have attended the twice weekly "drop in" surgeries provided by the headteacher. There is a parent teacher association, however; it is dependant on a very small number of members and therefore not very active. Overall, parental involvement in the life of the school is limited and has little impact on pupils' learning and is thus unsatisfactory.
31. The school's links with the community are good and make a significant contribution to pupils' learning. There is a very good range of visitors to the school, including artists, musicians and theatre companies, who enhance pupils' learning in drama, art and design and music. The school makes good use of the local community: visits to a local museum and countryside centre support pupils' learning in art, geography and science, local field trips support pupils' learning in history, science and geography and links with the local parish church support pupils' spiritual and cultural development.
32. The school's links with other educational establishments are good. Strong links have been established with the local secondary school, to which the majority of pupils transfer. Curriculum links with the secondary school are good, including the use of the secondary school's facilities for music and physical education. Collaborative working in art, drama

and music is strong. The school has developed good transitional arrangements, including effective liaison between staff and the transfer of information relating to pupils' academic and social skills. Pupils have a full day's induction at the secondary school, when they meet their form tutor and experience a range of lessons. All these activities have a positive impact on pupils' learning.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **very good** overall. The leadership of the headteacher is **outstanding** and both the management and the governance of the school are **very good**. Financial management is **very good**.

### **Main strengths and weaknesses**

- The school's very high standards result from the headteacher's inspirational leadership.
- The school has a highly inclusive ethos.
- Strategic planning and school self-evaluation are of outstanding quality.
- Teaching teams are highly effective.
- Finances are being very well used to support improvement plans.
- Governors are making a very good contribution to school improvement.

### **Commentary**

33. The clarity of vision and very high aspirations of the headteacher for the improvement of the school are exceptional. Her very strong sense of purpose has been the driving force behind action taken to attain the high standards pupils have reached in the last two years. Other key members of staff are making a very good contribution to the leadership of the school. The school's commitment to providing an inclusive ethos for all pupils is excellent. The approach to strategic planning is rigorous and very effective, because it derives strongly from information arising from the evaluation of the quality of teaching and of pupils' work as well as from the audit of finances. Teaching staff, governors and the school council are closely involved in the further development of the school through their contributions to the planning process. Co-operative teamwork within the school is highly developed. All this promotes pupils' achievement very well.
34. The governance of the school is very effective. Through their input to strategic planning, governors are making a very good contribution to the school's development. Their understanding of the school's strengths and weaknesses is well founded because of the high quality of the information provided for them by the headteacher. This is supplemented by governors' direct experience of the school resulting from their designated individual responsibilities and their attendance at professional development opportunities for teachers. Governors have learned to question professional matters more rigorously and thus provide greater challenge for the senior management team. The work of governors impacts very well on pupils' learning and the standards that they reach.
35. The school makes first-rate use of self-evaluation evidence from a good range of sources to inform its future planning. Information about the school's performance in national tests and internal information about pupils' performance are used very effectively to set targets for year groups and for individual pupils. Both the performance management of teachers and their further professional development are very well related to the school's overall improvement plan, as also is the management of its finances. The most effective practice

among the teaching staff is being well used as a model for others. Pupils are well supported in their learning and achievement through this high quality management.

36. Teachers are being very well deployed in teams within the school. Managers are aware of the reasons underlying difficulties in recruiting permanent staff of sufficient calibre, which are particularly related to a lack of local public transport. They are making good temporary provision to assure the quality of teaching. Financial management is very effective, because it is based on the principles of best value. The high carry-forward figures, which arise from the surplus accumulated for additional building works now in abeyance, are being used to good effect year by year in support of school improvement plans. This impacts very well on pupils learning.

***Financial information for the year April 2002 to March 2003***

Income and expenditure (£)		Balances (£)	
Total income	822,888	Balance from previous year	85,367
Total expenditure	752,512	Balance carried forward to the next	70,376
Expenditure per pupil	2,315		

37. Since the last inspection, the principal aid to raising pupils' standards and achievement has been the excellent leadership of the headteacher. This has included in particular the quality of strategic planning and self-evaluation and the creation of effective teaching teams. The greatest barriers remain the unsatisfactory attendance of some pupils and the unsatisfactory response by a minority of parents to the school's efforts to raise pupils' aspirations and attainment.

**Example of outstanding practice**

**Pupils' standards at the Waltham Holy Cross Junior School have risen in four years from among the lowest nationally to among the highest through the inspirational leadership of the headteacher.**

The school serves a catchment designated as suffering from deprivation. At the last inspection in June 1999, the standards of pupils were in the bottom five per cent nationally. By summer 2003, results in all core subjects were in the top five per cent; the value added from Year 2 to Year 6 showed that the school's results were well into the top five per cent nationally and the school was the twelfth most improved in the country. The change has been brought about by the leadership style of the present headteacher. She combines high aspirations and commitment to all pupils with the strong motivation of staff. Rigorous self-review and reflection and a willingness to innovate, take place alongside delegation to and empowerment of teachers and a consultative management style. This results in a strong sense of teamwork directed towards a common purpose. Notwithstanding the focus on standards, a broad, balanced and rich curriculum has been developed, with a strong emphasis on the performing arts. The school's ethos is one of very high expectations and strong encouragement for pupils. As a consequence, pupils are self-assured and confident about their learning. The ethos also leads to an atmosphere of mutual respect between teachers and children.

## **PART C: THE QUALITY OF EDUCATION IN SUBJECTS**

### **SUBJECTS IN KEY STAGE 2**

#### **ENGLISH**

Provision in English is **very good**.

#### **Main strengths and weaknesses**

- Pupils' standards are well above the national average.
- Pupils' achievement is good in speaking and listening and very good in reading and writing.
- The quality of teaching is very good.
- Teachers are developing pupils' language use very effectively.
- English is very well led and managed.

#### **Commentary**

38. In the National Curriculum English tests at the end of Year 6 in 2003, pupils' results were well above the national average. The school's results in English have improved from below the national average at the time of the last inspection. In 2001, pupils attained above average standards and in each of the last two years, pupils have attained well above average standards, both nationally and in comparison with similar schools.
39. Pupils in Year 6 are achieving very well overall in their English work. In speaking and listening activities, they are achieving well and sometimes very well. In an outstanding English lesson, for instance, pupils used their 'talk partners' to develop their ideas for creative writing and later produced a short, dramatised group presentation on the theme of being caged, which showed sensitive and well chosen use of language. Pupils of all levels of attainment read very well, with evident fluency and confidence and with very good expression, indicating very good understanding and enjoyment of reading. They are attaining very good standards in their written work and in their handwriting.
40. Teachers work in teams to plan lessons of very good quality with clear purposes. Planning includes taking very good account of pupils' individual needs in matching work to their previous levels of attainment. Lessons are well organised and well paced and in the best teaching, achieve very good momentum, which engages pupils' interest and attention. Pupils have frequent opportunities to develop their understanding by discussing their work with each other. Lower-attaining pupils are very well supported by teaching assistants, which ensures their good progress.
41. Teachers display a good command of English, which they use very well to present new words carefully, to provide clear explanations and to clarify the tasks set for pupils. Teachers' effective use of language also provides a very good model for pupils' own speech. In the best lessons, teachers listen very carefully to what pupils say and respond sensitively to them. Teachers set high expectations and are very good at offering pupils praise and encouragement. Teachers mark pupils' work regularly and consistently. For their part, pupils show very positive attitudes to work in English lessons and co-operate very well with their teachers and with one another. They apply themselves very well to the range of oral and written activities.

42. The leadership and management of English are very good. The co-ordinator has a good understanding of how pupils' achievement can be raised, and has applied her knowledge to good effect. She holds the budget for English and this is effectively linked to the action plan for the subject. Subject planning is strong and involves good attention to pupils' learning styles and other cross-curricular issues including use of ICT. Target-setting for pupils is effective, but teachers are not consistently reviewing pupils' progress towards their targets. Since the last inspection, there has been very good improvement in the quality of English provision.

### **Language and literacy across the curriculum**

43. Teachers use the opportunities provided by other subjects, such as religious education, music and physical education, to promote language and vocabulary development. In addition, teachers use written work in history and geography to extend pupils' knowledge of factual writing.

### **MATHEMATICS**

Provision in mathematics is **very good**.

### **MAIN STRENGTHS AND WEAKNESSES**

- Pupils' achievement is very good and they attain very high standards.
- The quality of teaching and learning in lessons is good overall and the co-ordinator gives very good guidance.
- Assessment systems are high quality and teachers use them very well to match work to pupils' growing levels of ability.
- Setting by ability is very well used to promote pupils' achievement.

### **COMMENTARY**

44. In Year 6, results have improved dramatically in National Curriculum tests since 2000. In the 2000 tests, the proportion of pupils reaching the average Level 4 and above was well below the national average. In the 2003 tests the proportion was in the top five per cent nationally and the proportion of pupils who reached the higher than expected Level 5, was also in the top five per cent nationally. This shows an excellent trend of improvement. When compared to the results of similar schools, the school was in the top five per cent in both 2002 and 2003. There was no significant difference between the attainment of boys and girls. Pupils in the present Year 6 entered the school with standards that were average and they are in line to repeat last years' high levels in national tests in 2004. This shows very good achievement since they joined the school. Because of the use of high quality individual learning plans (IIPs), all pupils, including those with special educational needs are achieving very well.
45. The teaching and learning of mathematics are very good overall, with some which is excellent and this is a major factor in pupils' good achievement. Teachers' planning is very detailed. They question pupils well and involve them actively in all parts of the lesson. Lessons are taught in groups set by ability. Even within these groups teachers match work to pupils' levels of achievement very well and the outcome is that all pupils learn very well and all reach their potential. Teachers plan to include the use of ICT in the teaching of

mathematics. However, because of the loss of recorded evidence through a computer fault, this area can only be judged as at least satisfactory.

46. Assessment systems have been improved since the last inspection. The school uses a very good system to set targets and to track pupils' progress throughout the school. This information is very well used to agree individual targets with pupils so that they have ownership of their own learning and are clear about what the next steps are. Able pupils are always challenged very well, which is clearly shown in the very high proportion of pupils who reach the above average Level 5 in national tests.
47. The leadership and management of mathematics are very good. The co-ordinator manages the resources for teaching and learning in the subject very well and monitors teaching and learning by observing lessons and looking at pupils' work. This has a positive impact on the quality of teaching and on pupils' achievement. There has been a very good improvement in overall provision since the time of the last inspection.

### **Mathematics across the curriculum**

48. Pupils make very good use of mathematical skills in a good range of subjects including science, geography and history. For example, they use numeracy skills to ensure fair testing and record numerical data found in their experiments. Timelines are used to develop pupils' sense of chronology in history and also to record data in geography. This has a positive impact on pupils' learning.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Pupils' attainment is very good, relative to national averages and standards achieved within similar schools.
- Pupils have good concentration and achieve very well.
- There is a good balance of teaching across the range of attainment targets.
- The co-ordination is very good and there are very good planning and assessment structures, supported by a scheme of work and well stocked resources;
- There is insufficient incorporation of the usage of ICT within the teaching and recording of this subject.

### **Commentary**

49. Standards of attainment are well above average by the end of Year 6 with pupils achieving very well. National Curriculum tests in science in 2003 confirm the inspection findings. Pupils' attainment has improved considerably since the last inspection and most achieve very well. National statistics indicate a trend of very significant improvement in results since 2000 and school targets together with inspection evidence indicate that standards in 2004 are in line to be similar to those in 2003. There are no significant differences between the attainment of girls and boys overall, although the school's analysis of test results has revealed that there are some gender differences in the performances of pupils in different topics. Pupils with special educational needs achieve very well. In lessons pupils have a high degree of involvement and concentration.

50. By the end of Year 6 pupils show very good skills when devising and recording their investigations. For instance, Year 6 pupils investigating materials and properties made detailed explanations and records on reversible and chemical changes of materials. Pupils understand the importance of variables in maintaining fair tests. This was apparent in a Year 4 lesson where pupils were investigating methods of muffling sound. Pupils are able to use scientific vocabulary to explain their findings and to record the results on an appropriate chart, graph or diagram. The usage of ICT is limited in this context currently, but the school has identified this as an area for development within its action planning.
51. Two science lessons were seen in Years 4 and 6 but samples of pupils' work were scrutinised from all year groups and the outcome of work from parallel classes was observed. Overall there was evidence of good teaching. There is a good balance of teaching across the range of attainment targets. This represents an improvement from the last inspection report, when there were limited opportunities for experimentation and investigation. The good features of teaching included good subject knowledge, effective questioning by the teacher with good inclusion and support for pupils of all abilities during the lessons. This results in pupils achieving very well.
52. The co-ordination of science is very good. Under the guidance of the science co-ordinators the overall provision, including resourcing, has improved and they have introduced very effective planning and assessment structures to boost the teaching. They have also identified relevant development objectives for the subject. This contributes strongly to pupils' learning and the standards that they reach.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Year 6 pupils report confidently about their achievements in using multi-media material and producing presentation work using ICT.
- The interactive whiteboard technology is being effectively used to model ICT procedures for pupils.
- Planning for the further improvement of ICT use by pupils is good.

### **Commentary**

53. The recent total failure of the school's ICT system resulted in the loss of all pupils' stored files of work over several years. Only one lesson of ICT was observed during the inspection and this was with Year 3 pupils. Standards in Year 6 have therefore been inferred from discussion with a group of pupils, from information available from displays and from ICT use in other subjects. Pupils speak knowledgeably and with understanding about producing a presentation using ICT and about adapting multi-media material for a younger audience. On the basis of this evidence, standards in Year 6 are at least in line with national expectations.
54. Lesson planning is well devised to ensure that work is matched to pupils' previous attainment. Good use is made of the interactive whiteboard technology by the class teacher to model for pupils the task of accessing a database and using icons to display

bar graphs. Good lesson organisation is evident through the effective deployment of the teaching assistant to support the majority of pupils undertaking a related task while others use the computer terminals in the ICT suite to access and print their own bar graphs. The teacher makes very good contact with the pupils and sets high standards for pupils' attention and responses to questions. Pupils in other year groups have used an art program to produce repeating patterns and technological devices to control a motor.

55. The leadership and management of ICT are good. Longer-term planning indicates good coverage of the ICT curriculum. Improvement planning is effective in that it focuses on the further development of pupils' ICT skills in different contexts. The ICT budget is well linked to the subject plan. The access policy for Internet use by pupils provides for effective security. Improvement since the last inspection is satisfactory.

### **Information and communication technology across the curriculum**

56. Satisfactory use is being made of ICT in a range of other subjects. For example, Year 6 pupils use a word-processing program and Clipart to complete writing tasks. Pupils in Year 4 make successful use of Internet access when they plan arrangements to spend a week in the Lake District. In religious education work, a paint program is effectively used by some Year 3 pupils to produce illustrations of a festival.



## HUMANITIES

### Religious education

Provision for religious education is **good**.

#### Main strengths and weaknesses

- The quality of teaching is good.
- The coverage of the beliefs of different faiths is good.

#### Commentary

57. In the lessons seen in religious education the quality of teaching and learning was good or very good. Strengths lay in the teacher's very good relationships with her pupils and her confidence in their knowledge and understanding from prior learning. This means that she can work at pace, using vocabulary that goes beyond pure description. The pupils show standards that are above expectations, being able to represent Easter events symbolically. Artefacts are well used to illustrate this new learning. This promotes pupils' learning well. This is good improvement since the last inspection when standards were in line with expectations.
58. Work in pupils' books show that they learn about Christianity and other main religions. In Year 3 pupils have written about the features of a church and how it is similar to other special places of worship. They are aware of the Hindu festival of Holi and have made very good ICT generated illustrations. In Year 4 the good use of artefacts related to Judaism illustrates key elements of the religion. Pupils have written about the ingredients of a Seder meal at Passover. In Year 6 pupils know the story of David and Goliath and its place in both Jewish and Christian faiths. Links with literacy are promoted as they have written newspaper reports using appropriate reportage style. These show their understanding of how David's bravery was a key event in the Old Testament. This contributes well to pupils' spiritual and cultural development. Overall the leadership and management of religious education is good.

### History and Geography

59. These subjects were sampled during the inspection. Consequently no judgement is made on overall provision. In the one **history** lesson seen, in a Year 4 class, teaching and learning were very good. This was because of the very good relationships in the classroom. The teacher is confident in her pupils and able to set them paired tasks, preparing questions for use later in the lesson. She uses very good subject knowledge to describe ancient Egyptian life and beliefs. Pupils show understanding, being aware of the power of the Pharaoh over the ordinary people and knowing that a pyramid will need an architect, tens of thousands of slaves and stone masons. Pupils write factual accounts, in their own words, about what they have learned, which promotes their skills in writing. This contributes well to their learning in history and their cultural development.
60. Talking to pupils and examining their work in books shows that, in Year 6, pupils have learned about life during World War II. The quality of their learning was enhanced by a visit to the Royal Gunpowder Mills. This involved some role-play experiences, aimed at deepening their understanding of the impact of war on the lives of local people.

Consequently, pupils learned more about evacuees, rationing and the suspicions held about spying. The higher attaining pupils are aware from studying newspapers and posters that propaganda and censorship were features of this time. Again pupils' knowledge and understanding of the past and of their own culture are well promoted through this work.

61. Only a very small number of lessons were seen in **geography**. The quality of teaching and learning was good. Teachers build well on pupils' previous learning. They use well-timed and clearly related tasks that promote understanding of the structure and development of settlements. Pupils were able to create their own plans, showing that settlements are built close to certain geographical features. Through good use of Ordnance Survey maps pupils improve their understanding of land use.
62. Discussion with pupils in Year 6 shows that they know about major mountain ranges in different continents. They understand that height affects temperature and atmosphere, having an impact on vegetation and animal life. Consequently, they are aware of the 'treeline' and how animals adapt to mountainous conditions. Scrutiny of work in pupils' books indicates good standards across the school. For example, in Years 3 and 4 pupils are introduced effectively to key and scale. In Years 5 and 6 they are aware of the link to height with the colour range on an Ordnance Survey map and can locate places using six-figure grid references.
63. Good use is made of educational visits, which often fosters cross-curricular links with mathematics, science, ICT and history. In Year 3 pupils have visited Waltham Abbey and considered why monks settled there; in Year 4 the pupils' data handling skills are developed as they prepare a survey of leisure activities. In Year 5 pupils use information from a visit to the local water treatment works to examine how water affects different materials. In Year 6 pupils use the Internet to investigate activities in the Lake District, prior to a field trip later in the year.
64. The subject is very well planned and the curriculum plan ensures good coverage and progression. There are very good strategies for curriculum development, for instance, as a result of review, the school identified mapping skills as an area for development, evidence from the inspection shows that they have successfully addressed this issue. This level of planning and curriculum development impacts well on pupils' learning and achievement.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **Music**

65. Music was sampled during the inspection. The school meets the requirements of the National Curriculum in this subject. Standards are at least in line with expectations overall.
66. Music sets the mood as pupils enter assemblies and contributes to pupils' spiritual and cultural development. They listen carefully to music from a very good range of other countries. Pupils perform songs to parents at Christmas and Easter. These opportunities promote pupils' self-esteem and self-confidence and this promotes their achievement well. From looking at pupils' compositions it is clear that standards in composing are well

above expectations throughout the school and writing skills are enhanced well in pupils' lyric writing.

67. There is a very good scheme for assessing pupils' achievement and carefully matching that to National Curriculum levels in music. This is a very good tool for promoting pupils' attainment and is typical of the work of the very effective music co-ordinator.

### **Art and design and Design and technology**

68. These subjects were not an area of focus for the inspection and only a limited range of evidence was sampled.
69. In **design and technology** no lessons were seen during the inspection, although a sample of work was inspected. As a result, no judgements can be made about teaching, learning or standards within design and technology, although the subject is regularly taught. In Years 3 to 6 there is evidence of designing, making and evaluating, with a good progression in learning via different topics. In **art and design** only two lessons were seen and the teaching was respectively good and very good. In Year 3, the teacher used very good explanations and questioning skills, creating an ambience of Africa with relevant music, introducing the techniques pupils would use in making repeating patterns, using different media. Pupils collaborated well and sustained concentration to produce work of a good standard. In Year 6, the teacher gave good encouragement for observational skills in sketching. The general standard of work on display, showing a variety of media used including textiles, collage, printing, pastels, charcoal, paint and sculpture is good and some of this reflects participation in themed 'Expressive Arts' weeks. The work in sketchbooks is of variable standards and this is rightly a development focus for the school. There is good encouragement for pupils to evaluate their work. The resource provision is very good and well organised.

### **Physical education**

Provision for physical education is **good**.

### **Main strengths and weaknesses**

- The school has been awarded the 'Sport Active Gold' award.
- The provision for dance is good throughout the school.
- Traditional games skills are very well taught.
- The quality of teaching varies between satisfactory and very good.
- The subject co-ordinator is very highly skilled.

### **Commentary**

70. The school is rightly proud of the breadth of the curriculum that it offers in physical education. It recently put forward an application to be awarded the nationally recognised 'Sport Active' award. When external monitors assessed the schools' provision across all areas of physical education it was judged to be in the 'Gold Medal' category. This is a significant achievement for the school and impacts very well on pupils' learning and achievement.

71. In keeping with its commitment to the creative arts, the school provision for dance is good. The youngest pupils are taught to listen carefully to music, to interpret what they hear and to fit their movements to the rhythm, pulse and beat. Good teaching promotes the development of poise and the high expectations of the use of space encourage an awareness of the range of movement that is possible. By the time that they reach Year 6, pupils have a good range of movements. They also develop a very keen awareness of the power or subtlety of different pieces of music and fit graceful or strong movements to it, showing a very good interpretation of sounds. Throughout the school, pupils make good progress in dance and their achievement is good by the time they leave. Dance also contributes strongly to their cultural development.
72. Traditional games skills are very well taught throughout the school and well supported through a good range of extra-curricular sports clubs. The school enters many games and sports competitions and is often successful. Pupils' achievement is very good and the well-subscribed sports clubs benefit those who attend and contribute significantly to their achievement and the standards that they reach.
73. The quality of teaching and learning seen in lessons ranged from satisfactory to very good and was good overall. The very highly qualified subject co-ordinator gives very good support and guidance to all staff, teaches the subject very well and provides a very good curriculum balance for all classes. However, not all teaching and learning is yet as good as the co-ordinator and the school want it to be. Strategies are being implemented to raise the quality of all teaching to the best seen within the school.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

74. This subject was sampled. All pupils express pride in their school and the excellent school ethos promotes a sense of community. There are effective links with other subjects that help to promote pupils' learning. Pupils' awareness of drug use and misuse and sex education is supported well within science. The school council is viewed positively and pupils are keen to fulfil their role as council members. The idea of 'friendship stops' in the playground was identified by pupils as a development arising from the school council. The school's planning for personal, social and health education and citizenship and progression across year groups was evident. In Year 3 pupils write about learning to play happily, recognising the value of friendships. In Year 5 they are encouraged to think about wishes they have for themselves and for the world; this encourages them to think more widely about others. This provision has a positive impact on pupils' self-esteem and self-confidence.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	1
Value for money provided by the school	1

<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2

<b>Pupils' attitudes, values and other personal qualities</b>	<b>1</b>
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	1
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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