

INSPECTION REPORT

NORTON ROAD PRIMARY

Luton

LEA area: Luton

Unique reference number: 109548

Headteacher: Mr M Austins

Lead inspector: Mr P Edwards

Dates of inspection: 8th – 11th December 2003

Inspection number: 259790

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 years
Gender of pupils:	Mixed
Number on roll:	295
School address:	Norton Road Luton Bedfordshire
Postcode:	LU3 2NX
Telephone number:	01582 571169
Fax number:	01582 566394
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr I Rowlands
Date of previous inspection:	9 th November 1998

CHARACTERISTICS OF THE SCHOOL

Norton Road Primary is an above average sized primary school situated on the outskirts of Luton. It serves an area with a wide range of social and economic backgrounds. Currently, 158 boys and 137 girls attend the school. On entry to the school attainment is well below average. Most pupils come from white British and Asian Pakistani ethnic backgrounds and there are small numbers from a range of other different ethnic backgrounds. About 25 per cent of the pupils are at an early stage of learning English as an additional language. The school has identified just over 18 per cent of the pupils as having special educational needs, which is similar to the national average. The proportion of pupils who join and leave the school other than at the usual times is much higher than is seen nationally. Since the previous inspection there has been a high turnover in staff, including headteachers.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21069	Mr P Edwards	Lead inspector	Mathematics, information and communication technology, physical education and music
19335	Mrs S Dixon	Lay inspector	
31807	Mr D Carpenter	Team inspector	The Foundation Stage, science, art and design and design and technology
22704	Mr G Williams	Team inspector	English, geography, history, religious education and special educational needs.
22361	Mrs M Gough	Team Inspector	English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

After a period of change which has seen a large turnover in headteachers and significant staff movement and absences, the school now provides its pupils with a **good** level of education. The overall quality of teaching is good with examples of very good practice taking place. Pupils are now making good progress and achieving well. The headteacher is leading and managing the school very effectively. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards in English, mathematics and science are below national expectations
- There are too few opportunities for the pupils to develop literacy skills across the curriculum
- Children are provided with a good start to their education in the Reception classes because of the good teaching
- Standards in religious education, art and design and design and technology are above expectations by the end of Year 6
- Teaching and learning is good overall although the large number of staff on the Registered Teacher Programme reduces the amount of very good teaching
- The arrangements to support pupils with special educational needs and those who are learning English as an additional language is very good
- The pupils behave very well and there is a high degree of racial harmony

The school has made satisfactory progress since the previous inspection. Standards in information and communication technology, religious education, art and design and design and technology have improved. Standards in mathematics and science have been maintained although standards are lower in English.

STANDARDS ACHIEVED

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

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.

Standards are below average although the pupils are now achieving **well**. Children in the Foundation Stage achieve well from a low starting point. However, only about half are on course to achieve the Early Learning Goals in all aspects of learning by the time they enter Year 1.

In Years 1 and 2 the pupils are generally achieving well in reading, writing and mathematics although standards remain well below expectations. Considerable effort goes into ensuring those pupils who are learning English as an additional language and those with special educational needs make the progress of which they are capable. In Years 3 to 6 the pupils continue to make good progress. Nevertheless standards are below expectations in English,

mathematics and science. The disappointing 2003 National Curriculum test results were due in part to the higher than average proportion of pupils with special educational needs but also to the significant disruption caused by staff absences and resignations.

The pupils achieve standards that are above expectations in art and design, design and technology and religious education. However, there are too few opportunities for the pupils to develop their literacy skills through writing and recording work.

The school's provision for the pupils' spiritual, moral, social and cultural development is **very good overall**. Spiritual development is good and social, moral and cultural development is very good. The pupils' attitudes towards school are good and their behaviour is very good. Attendance is unsatisfactory.

QUALITY OF EDUCATION

The school provides a **good** quality of education.

Teaching is **good overall**. As a result of the good teaching in the Foundation Stage the children make a good start to their learning. Throughout the school teaching and learning are good in the key areas of reading, writing and mathematics. There were examples of very good teaching observed during the inspection but the effectiveness of this is diluted due to the necessity of the more experienced teachers being required to support teachers in training. The school provides the pupils with a satisfactory range of learning opportunities, which are enriched by a good number of out of school activities.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good overall**

The headteacher provides the school with very good leadership and management and he is very well supported by the deputy headteacher. The high turnover in headteachers during the past few years and also of other key staff has meant the impact of the senior management over time has been restricted. The large number of staff who are not able to take on subject responsibilities also means that the workload is not evenly distributed. However, staff with responsibilities fulfil their roles effectively.

The governors are very supportive of the school and have a good understanding of its strengths and weaknesses. They fulfil their statutory duties well. The governors' role in monitoring the work of the school is satisfactory. There is full compliance with all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The majority of parents are very satisfied with the work of the school and indicated that since the arrival of the current headteacher improvements had been evident. They are particularly concerned at the high turnover in staff and number of supply teachers. A number of parents expressed their concerns regarding the lack of activities for their children to take part in at lunchtimes and playtimes, an area that the school is addressing. Parents felt that any issues or concerns were generally addressed well and they felt that they could discuss problems easily with staff.

Most pupils expressed a liking for the school and enjoy their lessons. Pupils appreciate the support provided by staff and indicated that all of the children get on well together.

IMPROVEMENTS NEEDED

The most important things the school should do are:

- raise standards in English, mathematics and science;
- ensure that literacy skills are used in all areas of the curriculum.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement throughout the school is now good. There is no significant difference in the attainment of boys and girls or by any particular group of pupils. By the age of eleven, standards in English, mathematics and science are below national expectations.

Main strengths and weaknesses

- Children make good progress in the Foundation Stage although, by the end of the Reception Class, only a small number will achieve the Early Learning Goals
- Pupils are now making good progress in English and mathematics because of the good quality of teaching but standards are lower than expected by the end of Year 6
- Pupils with special educational needs and those who are at an early stage of learning English as an additional language progress well because of the good provision
- Standards in religious education, art and design and design and technology are above those expected by the end of Year 6

Commentary

1. Table 1 below shows that in the national tests in 2003 for pupils aged seven, standards were well below national expectations in reading, writing and mathematics. Compared with those from similar schools, the pupils' performance was well below average in reading, very low in writing and below average in mathematics. Standards in reading and writing have not varied significantly over the past four years but there has been a gradual improvement in mathematics.

Table 1 Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	13.0 (13.7)	15.7 (15.8)
writing	10.8 (12.9)	14.6 (14.4)
mathematics	14.8 (14.3)	16.3 (16.5)

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

2. Table 2 below shows that in the national tests in 2003 for pupils aged eleven, standards were well below the national expectations in English, mathematics and science. When compared with similar schools, standards were well below average in English and science and below average in mathematics. Over the last five years the rate of improvement in English, mathematics and science has been greater than that seen nationally. However, results were low five years ago and, although standards are improving, the school acknowledges they are not yet high enough.

Table 2 Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	24.3 (26.7)	26.8 (27.0)
mathematics	24.8 (26.4)	26.8 (26.7)
science	26.4 (28.9)	28.6 (28.3)

There were 40 pupils in the year group. Figures in brackets are for the previous year

3. Pupils are achieving well overall in most subject areas by the time they leave school at the age of eleven. Children enter the school with levels of attainment that are well below those expected for their age. A significant minority of children enter with special educational needs and there is also a significant and increasing number who are at a very early stage of learning English as an additional language. In the Reception classes these children are provided with good support, enabling them to make good progress. However, only about half of all children are on course to attain the Early Learning Goals in communication, language and literacy and mathematical development and, overall, standards are still well below those expected by the time they enter Year 1.
4. The school has concentrated its efforts on raising standards in reading, writing and mathematics throughout Years 1 to 6 and has had some success. The use of assessment information to group pupils according to their prior attainment has enabled teachers to match work closely to their ability. The good and effective support for those pupils with special educational needs and those who are at an early stage of learning English as an additional language continues. The effectiveness of this support is shown by the fact that there is no serious underachievement by any particular ethnic group. During the inspection there was also no evidence of a significant difference in achievement between boys and girls.
5. Considerable effort has been put into improving the pupils' speaking and listening skills and these are broadly average by the end of both Year 2 and Year 6. Standards in reading, writing and mathematics are still well below average by the end of Year 2 but are below average by the end of Year 6. Throughout the school, the pupils make good progress in English as a result of the good teaching. However, better progress could be made if the pupils were given more opportunities to practise literacy skills, particularly writing, in other subjects. The school recognises that this aspect is unsatisfactory.
6. Standards of attainment in mathematics are getting better and the pupils are achieving well throughout the school. In isolated lessons, the pupils do not make sufficient progress in the development of mental arithmetic skills but the overall picture is one of improving progress with most pupils achieving well. In science the pupils achieve well and make good progress overall. However, too little emphasis is placed on the written recording of skills and they need to practise these skills more often. The provision of a second computer suite, its effective use and the development of a well-planned curriculum enable the pupils to achieve well in information and communication technology and to attain satisfactory standards in most aspects of the subject.
7. Standards in the creative subjects of art and design and design and technology are above national expectations and the pupils achieve well because of the well-planned curriculum and effective teaching in these areas. The pupils also achieve well and make good progress in religious education, attaining standards that are above national expectations. Again however, their recording skills are unsatisfactory.

- Standards, in English, mathematics and science in particular, have been affected over the last four years by the numerous changes in the leadership of the school, the lack of permanent subject co-ordinators, a high turnover in teaching staff and the very high mobility of pupils. The stability that is now present is providing the pupils with continuity and helping them to make the progress of which they are capable.

Pupils' attitudes, values and other personal qualities

- Pupils' attitudes to their work are **good**. Their behaviour and relationships are consistently **very good**. Pupils enjoy school very much and for the most part arrive on time. Levels of attendance are below the national average and are **unsatisfactory**. The spiritual, social, moral and cultural development of pupils is **very good**.

Main strengths and weaknesses

- Pupils are hard working and respond enthusiastically to the school's high expectations
- Pupils behave very well, creating an orderly environment where all are cared for and respected
- Pupils understand justice and fairness very well. They work and play alongside each other in harmony
- Levels of attendance are too low reflecting the amount of holiday taking in term time

Commentary

- The pupils in this school are enthusiastic learners. They are very happy at school and usually arrive on time. Good attendance is encouraged well but despite this, too many parents take their children on holidays in term time.
- Pupils make maximum use of the time in school and work hard throughout the day. Pupils listen well to their teachers and can work well alone or in groups as required. Pupils are interested in their work and respond well to questions and instructions. Independence is encouraged from an early age and is reflected in the pupils' good independent learning skills. Pupils have a good awareness of their own learning and what they need to do to improve.
- The very good behaviour of the pupils and their good attitudes towards school help to create a friendly and mutually supportive environment. The school makes its expectations clear and has an effective and consistent system of rewards and sanctions to support this. As a result, pupils' self discipline is good and their moral judgements are very good. Pupils understand right from wrong and know how to make amends for their errors. Relationships throughout the school are very good. Lunchtimes are orderly and sociable and pupils present themselves as friendly and caring.
- The very good spiritual and cultural development of pupils is a strong feature of this school. There are many occasions when pupils experience delight and a sense of real personal achievement. The school offers a rich environment that promotes an appreciation of and great respect for the world around them and their fellows. This is very evident in the politeness and respect with which pupils treat each other and the way that they clearly value the cultural diversity of their school community. The school's art and design curriculum makes a good contribution to the pupils' cultural development.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.9	School data	0.7
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.

There were no exclusions in the last school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the school provides a **good** quality of education for its pupils. Teaching and learning are **good** overall and the curriculum is **satisfactory**. There are **good** links with parents and there are **satisfactory** procedures in place for ensuring the health, safety and welfare of pupils.

Teaching and learning

The overall quality of teaching and learning is **good**.

Main strengths and weaknesses

- Good planning and support in the Foundation Stage provide the children with a good start to their education
- Teaching in English and mathematics is well matched to the pupils' ability
- The school has good procedures for assessing the pupils' progress
- The pupils with special educational needs and those at an early stage of learning English make good progress

Summary of teaching observed during the inspection in 46 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0 %)	12 (26%)	23 (50%)	10 (22%)	1 (2%)	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.

Commentary

14. The children are provided with a secure start to their education as a result of the good teaching and support they are given in the Reception classes. The teacher and support staff work very well together and have a very good understanding of the needs of young children. There is a good balance between teacher directed and child chosen activities which helps to develop the children's personal and social skills. There is a good emphasis on developing the children's language and mathematical skills. The staff provide a caring environment and this helps the children to feel happy and secure. Throughout the Reception classes, children make good progress. However, attainment on entry to the school is well below average. Almost half of the children have special educational needs or are at an early stage of learning English. Few of these children are likely to attain the Early Learning Goals by the time they enter Year 1.

15. The teaching of literacy and numeracy is generally good throughout the school with examples of some very good teaching. The pupils are grouped according to their prior attainment in these two subjects and the teachers match the work well to the pupils' ability. The teachers make effective use of the comprehensive assessment information that is produced, particularly in English and mathematics. The teachers generally know the pupils well, although the high number of pupils who join or leave the school other than at the normal times means they have to continually reassess what is to be taught. The more experienced teachers do this very effectively.
16. Considerable effort goes into developing the pupils' speaking skills and this ensures most pupils respond confidently to questioning. The teachers' questioning is a strength of their teaching, and pupils are encouraged effectively to respond with more than a simple comment. Whilst there has been a good emphasis on developing the pupils' speaking skills, there has been too little emphasis on developing their written and recording skills. This is very evident in subjects such as science where discussions with pupils show they make good progress in their understanding of the subject but progress in the recording of ideas is weak. In the best lessons, teachers plan lessons very well, are enthusiastic and lessons are brisk and enjoyable for the pupils who respond well and make good gains in their learning.
17. Evidence from the pupils' work shows that the quality of teaching in most subjects is good overall and similar to that seen at the time of the last inspection. However, there has been a high turnover amongst staff and this has had a negative impact on the quality of teaching over time. The school has a large number of teachers being trained under the Registered Teacher Programme. This results in a disproportionate amount of support being provided by experienced staff and less very good teaching. The school recognises that this is an issue that needs to be addressed.
18. There is a good programme of staff training in place and this is improving the quality of teaching and learning. For example, the quality of teaching in information and communication technology has improved significantly in Years 1 to 6, ensuring that the majority of pupils make good progress and achieve standards that are broadly in line with national expectations. The quality of teaching in art and design and design and technology is consistently good, the teachers have high expectations of what can be achieved and, as a result, the pupils produce work that is above expectations.
19. Pupils with special educational needs are taught in small classes and this enables the teachers and classroom assistants to provide them with a very good level of support. Most of these pupils learn well and attain their potential as they move through the school. Pupils at an early stage of learning English as an additional language are also provided with very good support and they too learn well.

The curriculum

The curriculum is **satisfactory**.

Main strengths and weaknesses

- Opportunities for enrichment and support for learning outside the school day are good
- Learning opportunities for pupils with special educational needs and those who are learning English as an additional language are good
- The many changes of leadership and staff have restricted the development of the curriculum

- Opportunities for pupils to develop their literacy skills across the curriculum are limited

Commentary

20. Since the time of the previous inspection curriculum development has been unsatisfactory. Following the appointment of the current headteacher a rigorous self-evaluation took place. As a result, improvements to the curriculum have been put in place and these are now having a positive impact in all areas.
21. The planning of activities in the Foundation Stage is very effective, especially in meeting the needs of the significant number of children with English as an additional language. This quality of planning and support continues throughout the school and has a positive effect on standards in all subjects.
22. The quality of learning opportunities provided for pupils with special educational needs and for those pupils who are learning English as an additional language is very good. There is clear evidence that the co-ordinators are impacting positively on raising standards. Pupils with special educational needs benefit from good clear Individual Education Plans, which are monitored regularly to ensure the progress each pupil makes is monitored. The organisation of the special needs provision ensures that pupils are confident members of the community. There are examples of good practice by support staff and this practice is consistent throughout the school, particularly in numeracy and literacy. The provision for personal, social and health education is good and pupils are prepared well for each succeeding phase of their education and leave Year 6 confident that they are well prepared for the secondary phase.
23. The school has only recently begun to address the need to link literacy with other areas of the curriculum in order to raise standards further, and to help pupils understand that reading and writing have a relevance beyond English lessons. Visitors into school and educational visits outside have a good impact on pupils' learning. The programme of visits and visitors enhances the high levels of tolerance and respect that are a part of the overall ethos of the school. The school offers a good range of musical and sporting opportunities for learning outside the framework of the school day.
24. There is a good number of teachers and support staff and some have high levels of skill in subject areas such as science and information and communication technology. Equipment and resources are satisfactory overall but good in the Foundation Stage, art and design and information and communication technology. Accommodation is satisfactory overall, with the addition of the new computer suite being a major improvement. The outdoor play areas are underdeveloped and barely adequate especially for the needs of young children who also have no access to a playing field.

Care, guidance and support

The personal and academic guidance offered pupils is **good** and there are **good** arrangements for seeking pupils' views. The arrangements for the health, safety, care and welfare of pupils across the school is **satisfactory**.

Main strengths and weaknesses

- The school offers its pupils a caring and supportive environment where all are valued and respected
- Pupils build confident and trusting relationships with adults
- Pupils new to the school benefit from good induction arrangements
- Not all the adults employed by the school have sufficient knowledge of the child protection procedures

Commentary

25. The staff work hard to develop the very good relationships that exist in this school community and the very good provision for pupils' spiritual, social, moral and cultural development creates a happy and supportive environment. Pupils feel that the school is full of caring and polite people. They feel that they are listened to and that their concerns are dealt with very well. All staff take good care of the pupils on a day-to-day basis but not all the staff employed by the school know enough about child protection procedures.
26. Pupils are well motivated and success is recognised and rewarded. The school involves pupils in their own learning well. They evaluate their work and understand the purpose of their lessons. They are aware of their own targets for improvement in English and mathematics and what they need to do next to achieve them. The personal support offered to all pupils is also good. Each individual is well known and supported and this is evident in the enthusiastic and happy pupils seen in this school.
27. Pupils' views are valued and regularly sought. The school council offers good opportunities for pupils to put forward their ideas and in lessons pupils are encouraged to offer their thoughts and opinions. Requests and suggestions are met with a good response.
28. Pupils new to the school settle into the routine of school life quickly. This is because there are opportunities for parents and children to visit the school and attend meetings before they start.

Partnership with parents, other schools and the community

The partnership with parents, other schools and the community is **good**.

Main strengths and weaknesses

- The involvement of parents in their children's learning at school and at home is good
- The school is well supported by other education providers
- The school has good arrangements for seeking parents' views

Commentary

29. Parents give good support for school activities whether it is offers of help in school or by attending assemblies and special events. Coffee mornings offer good opportunities for parents to discuss concerns and offer their views. The support for homework is good and this has a beneficial effect on their children's learning. Parents have supported the new Parents' Council well. The encouragement and welcome that parents receive contributes well to the enthusiastic learning environment that is enjoyed by the pupils.

30. Parents are kept well informed about the life of the school and are well-involved in all that it does. The school brochure and newsletters provide useful information about day-to-day issues and events. However, some information for parents about the work that pupils do is insufficiently clear and lacks detail regarding the National Curriculum. The arrangements for reporting on pupils' progress are well supported with regular consultation events and clear written reports. These reports reflect a good knowledge of the individual and identify problems and give guidance for improvement.
31. The school's links with the community and its partnership with other schools are good and have a positive effect upon the quality of the experiences and opportunities offered to pupils and their teachers. The local community provides a good resource to support learning. Visits to a variety of places of interest enrich pupils' lives considerably. Links with other schools provides good support for the staff and pupils.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**.

Main strengths and weaknesses

- The headteacher is a very good leader and manages the school well
- There have been too many changes in leadership during the past few years and this has had a negative impact on the progress made by the school
- The Governing Body is well informed and provides good support
- There is good leadership of the curriculum in several subjects but the lack of permanent co-ordinators in the past has impeded subject progress
- Inclusion is given a very high priority by the school

Commentary

32. The headteacher has a clear focus on what needs to be done and much has been achieved in a short time. The school has suffered from a lack of continuity as a result of the large number of headteachers who have been appointed and have left during the last few years. Initiatives have not been followed through and this has had a negative impact on the morale of teaching and other staff and on the continued improvement in standards. Discussions with staff and parents show that staff morale is now high and there is a strong sense of commitment amongst staff to the improvement of standards. The staff and pupils are happy and the headteacher is to be commended for the manner in which he is driving the school forward. The headteacher is very well aided by his deputy who, as well as being an exemplar teacher, provides significant management support.
33. The headteacher is enabling staff with responsibilities to take a greater lead in managing their subjects. Where this is happening, standards and provision in subjects is improving. However, the school is hindered to some extent by the large number of staff who are undergoing 'Registered Teacher Training' and this results in an uneven distribution of responsibilities. The headteacher and deputy are currently overseeing some subject responsibilities. This needs to be addressed to allow them more time to oversee the whole curriculum. Senior staff do however provide good support for their less experienced colleagues and there is a clear programme of staff development. Performance management is well established.

34. The governors are very supportive and have a good understanding of the strengths and weaknesses of the school and all statutory requirements are met. They acknowledge the need to raise standards and are aware of the barriers to this, for example, the increasing number of pupils with special educational needs and pupils who are at an early stage of learning English as an additional language. However, plans are well advanced that will provide the school with additional support and guidance for these pupils as part of national and Local Education Authority initiatives. The staff provide good role models and fully support the school's commitment to inclusion. The school improvement plan is a clear document with well-focused priorities. The governors and staff are fully involved in setting priorities and there are measurable targets for improvement.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	781,801	Balance from previous year	-14,960
Total expenditure	729,644	Balance carried forward to the next	37,197
Expenditure per pupil	2,473		

35. The headteacher inherited a deficit budget but, through judicious planning, the acquisition of a number of grants and the efficiency of the Bursar, this has been turned into a credit budget. In addition, through very careful planning, much has been achieved in a short time, including the provision of a new computer suite. The appointment of a school bursar has enabled the school to rectify the shortcomings that were identified in the last school audit.
36. The principles of best value are implemented effectively for school management and for the provision of resources. The underspend which has been accrued has been deliberately planned to take account of increased staffing costs.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The quality of provision in the Foundation Stage is **good**.

Main strengths and weaknesses

- All children make good progress and achieve well
- The quality of teaching and support for learning is good overall
- The range of learning opportunities for children with special educational needs and those with English as an additional language is very good
- Leadership and management is good
- Standards of attainment on entry are well below average

Overall aspects of provision

37. The vast majority of children in the Reception classes enter school during September. A significant number, amounting to almost fifty per cent, enter school with English as an additional language. Children enter school with a wide range of ability but the overall standards on entry have declined steeply since the time of the previous inspection. The good quality of leadership provided by the Foundation Stage co-ordinator and the effective teamwork of the staff in the Reception classes ensure a good quality of education in the Foundation Stage. The team leader keeps very good assessment records enabling work to be well-matched to the children's levels of ability. Teachers and support staff have a good understanding of the needs of Reception children. This, together with the good range of planned activities as well as the good quality teaching, ensure that all children make good progress and achieve well. Children with special educational needs and those who are learning English as an additional language are provided with a very good level of support that enables them to make significant progress. Despite good teaching and good progress many children do not achieve the Early Learning Goals by the time they enter Year 1.

Personal, social and emotional development

Provision for personal, social and emotional development is **very good**.

Main strengths and weaknesses

- The vast majority of children attain the expectations of the Early Learning Goals by the time they enter Year 1

Commentary

38. Children enter school with standards well below those expected for the age group. The good quality of teaching and learning support ensures that all children make very good progress and achieve well in this area of their development. At playtimes and at the end of the day children dress themselves with confidence and can ask for assistance when they need to. In their play activities there are many signs of sharing toys and equipment and much role-play involves co-operation. Teaching assistants play a crucial role in providing a high level of personal, social and emotional support for the children. The one-to-one support offered to a child with special educational needs is exemplary. In all

activities children are secure and confident and know that they can rely on the adults who care for them. There are good induction arrangements in place with parents and children visiting the school prior to them starting. Children who are learning English as an additional language are well-supported and this enables them to participate in all areas of the curriculum.

Communication, Language and Literacy

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

Main strengths and weaknesses

- The development of the children's literacy skills are well planned enabling them to make good progress
- Standards are well below average by the time the children enter Year 1

Commentary

39. Children enter school with standards well below those expected for their age group. Good quality teaching ensures that all children make good progress and achieve well in this area of learning. However, the majority do not attain the Early Learning Goals by the time they enter Year 1. All adults engage the children in high quality conversation and discussion. Even the most reluctant speakers of English are being drawn into a broad spectrum of language development. During the course of the inspection children were observed trying out new words and phrases on their classmates and in their conversations with adults. Role-play and games are used to very good effect to raise awareness of language and motivate the children in their responses. Early reading and writing skills are beginning to emerge. The children are encouraged by the system of rewards and recognition that accompanies their success.

Mathematical development

- Provision for mathematical development is **good**.
- Standards are well below average by the time the children enter Year 1

Main strengths and weaknesses

- The children make good progress but many will not achieve the Early Learning Goals
- The staff make good use of opportunities to develop the children's mathematical skills

Commentary

40. Children enter school with standards well below those set by the Early Learning Goals. As a result of good quality teaching they make good progress and achieve well in their learning. In this area of learning approximately fifty per cent of children in the Reception classes will attain the Early Learning Goals by the time they enter Year 1. Resources for mathematical development are good and are used very effectively by teachers and support staff and this makes learning interesting. Good use is made of a wide range of incidental opportunities to encourage the use and development of number. Children enjoy counting and number rhymes. Classroom displays are particularly good and children find themselves surrounded by numbers throughout the day. This supports their learning well.

Knowledge and Understanding of the World

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

Main strengths and weaknesses

- Good opportunities help to develop the children's knowledge and understanding of the world
- Few children attain the Early Learning Goals

Commentary

41. Assessment information indicates that this is the children's weakest skill area when they start in the Reception classes. Many children know little of the world around them. Good quality teaching ensures that children have access to a wide range of experiences that allow them to make sense of the booming and buzzing world they have entered. Only a minority attain the Early Learning Goals by the time they enter Year 1 but they make good progress towards them and achieve well. A very broad range of activities throughout the day allows the children to experiment and ask questions about those things that puzzle them. Staff are especially sensitive and allow children to make mistakes as a vehicle for discovering more about inanimate objects as well as living things. During the inspection children with English as an additional language were able to share new sensations and feelings with their classmates as they engaged in new hands-on experiences in the sand and water. Many activities are available in the classroom but there is a lack of sensory opportunity in the outdoor play area.

Physical development

Provision for physical development is **good**.

Main strengths and weaknesses

- Pupils make good progress in this area
- The outdoor play area is in need of refurbishment

Commentary

42. Children enter the Reception classes with standards well below those expected for the Early Learning Goals. They make good progress and achieve well because of the good teaching and support. But a significant majority do not reach the Early Learning Goals by the time they enter Year 1. In the classroom children move about and are developing an awareness of each other's and their own safety. They are beginning to acquire the skills necessary for physical education when they use the hall. The outdoor play area is well used to foster gross motor skills and children generally play with care. However, this play area is in need of refurbishment and is not used as often as should be in inclement weather. In the area of fine motor development, such as the use of scissors in creative activities, the majority of the children are well below the levels expected.

Creative development

Provision for creative development is very **good**.

Main strengths and weaknesses

- Children are provided with very good opportunities to develop their creative skills
- The children make good progress

Commentary

43. Children's standards on entry to the school are well below those expected for the Early Learning Goals. The majority of children do not attain the Early Learning Goals by the time they enter Year 1. However, they make good progress and achieve well because of good teaching and support. The Foundation Stage team leader is also co-ordinator of art and design throughout the school and has a very good knowledge and understanding of the subject. As a consequence children in the Reception classes enjoy a wide range of creative activities, including music and role-play. This supports their learning well. The quality of the displays in the classroom and around the school motivates children to take pride and ownership of their creative activities. Artwork produced by children in the Reception classes is proudly displayed alongside that done by older members of the school community. The refurbishment of the secure outdoor play area will offer further opportunities for extending the creative environment available to children in the Foundation Stage.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **satisfactory**.

Main strengths and weaknesses

- Teaching has improved since the previous inspection
- The use of literacy to support other subjects is insufficiently used
- Assessment procedures are good and there are examples of good marking to help pupils improve
- Most pupils are achieving well in relation to their abilities on entry
- Pupils with special educational needs and those who are learning English as an additional language achieve similarly to their peers

Commentary

44. By the end of Year 6 standards in English are well below the national average. By the end of Year 2, standards in reading are well below average and standards in writing are very low. There has been a slight deterioration in standards since the previous inspection and National Curriculum test results have been somewhat erratic. However, new leadership, improved teaching, learning resources and a sharper focus on sharing learning objectives with pupils have established a better culture of learning. Speaking and listening skills at the end of Year 2 and Year 6 are in line with expectations. A significant number of pupils in Year 6 display clear and often persuasive responses to probing questions. Listening throughout the school is satisfactory; pupils are attentive

and listen carefully to the introduction and ends of lessons. Reading is well below expectations by the end of Year 2. The main reason why standards are not higher is that teachers are endeavouring to overcome the pupils' general comprehension and interpretative skills. Standards in reading improve slightly as pupils progress through the school but by the end of Year 6 they are below expected levels. There are too few opportunities for the pupils to practise writing across the curriculum. The school acknowledges this and is already considering strategies to raise the profile in these areas.

45. Teaching is good overall and often better. Teachers have high expectations and pupils respond well to these. They use probing questions and pupils reply in full sentences. Relationships are secure and pupils are not afraid of making mistakes. Work is designed to match ability and delivered in an interesting manner resulting in pupils sustaining concentration and remaining on task. The effective teaching, together with effective use of support staff is accelerating pupils' learning and beginning to raise standards.
46. Assessment procedures are good and provide the school with valuable data. This is used well to help teachers plan lessons to be analysed to inform future planning and teaching. However, to enable writing to improve there needs to be a greater focus on extended writing in such subjects as history, geography and science and more opportunities for the pupils to make written records of their work in these subjects. There are too few opportunities for pupils to develop their comprehension skills in subjects such as history and geography. There are, however, already good examples of this in Years 5 and 6 and the school is now in a strong position to apply this practice throughout the school. In these classes in particular, the teachers mark work effectively and provide the pupils with ideas as to how they might improve their work.
47. The leadership and management of the subject are satisfactory and much of what was recognised as needing to be done has been done. The school has developed a very spacious library area, which is physically central, with attractive cupboards and tables, where pupils can carry out research. The pupils state they like the books recently acquired, which respond to a wide range of reading interests. The leadership acknowledges now the urgent need to reconsider how writing may be used to support other subjects and to minimise the use of worksheets.
48. Pupils with special educational needs and those who are learning English as an additional language are well integrated into lessons and well catered for in teachers' planning. The setting arrangements adopted by the school, promote effective learning and these pupils are achieving well. Pupils receive enthusiastic and encouraging support from teachers and support staff, particularly when taught in small withdrawal groups. The pupils also support each other well. The positive relationships and good questioning techniques are having a significant and beneficial impact on pupils' confidence, self-esteem and their moral and social development.

Language and literacy across the curriculum

49. Literacy skills are insufficiently used to support other areas of the curriculum. This limits the opportunity for pupils to improve the quality of writing and to raise standards in reading. The school acknowledges this and intends to address this issue as a matter of urgency.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- By the end of Year 2 standards are well below expectations although the pupils make good progress
- In the 2003 National Curriculum tests, standards in Year 6 were well below average but they are improving
- Teaching and learning are good overall
- Pupils with special educational needs and those who are learning English as an additional language make good progress and achieve well

Commentary

50. The national test results in 2003 show that standards are well below expectations and below the average for similar schools at the end of Year 2. Although these test results were not as good as those of the previous year, the overall picture is one of satisfactory improvement since the previous inspection. The pupils' mental arithmetic skills are weak when they enter Year 1 and this inhibits the progress made. However, good teaching and an effective implementation of the numeracy strategy ensure that most pupils achieve well. There is very good support for those pupils with special educational needs and those who are at an early stage of learning English as an additional language. The relatively high number of these pupils prevents standards from being higher.
51. At the time of the last inspection, standards in mathematics at the end of Year 6 were much lower than expected. Whilst the 2003 National Curriculum test results show standards to be well below average, the number of pupils attaining the higher level is better. Overall standards remain lower than expected because of the increased number of pupils with special educational needs and pupils who are learning English as an additional language. The test results were also affected by the very high number of pupils joining and leaving the school other than at the normal times and the large number of supply teachers who taught the Year 6 pupils last year. Inspection evidence shows that standards are improving as a result of the good monitoring, improved teaching and the good level of support provided for those who need additional help. However, inspection findings are that standards at the end of Year 6 are still below expectations.
52. The overall quality of teaching is good throughout the school and there are examples of some very good teaching. The school uses its comprehensive assessment information to group pupils according to their prior attainment. In most instances this ensures that the pupils are provided with work that is well-matched to their ability and provides sufficient challenge to enable them to make good progress. Occasionally, the teachers do not pitch the work at the right level and this results in pupils not making the progress of which they are capable. Evidence from the analysis of work and from lessons shows that this is usually attributable to the less experienced teachers. The school is aware of this and provides support where possible. The teachers make effective use of computers to support learning in mathematics, for example the Year 6 pupils' knowledge of using formulae and spreadsheets was developed very effectively during a whole class lesson to plan a party.

53. In most classes throughout the school, introductions to numeracy sessions are generally done well with a good brisk start to the session. Less experienced teachers do not put sufficient emphasis on this element and the pupils' mental skills do not develop as well as they could. The teachers make good use of the day-to-day assessment and this provides clear information on what the pupils know and can do. The teachers have high expectations of behaviour and most pupils respond very well, helping to create a good learning atmosphere. The school provides a good level of support for those pupils with special educational needs and those who are learning English as an additional language. The learning support assistants are knowledgeable and their skills and commitment are contributory factors in enabling these pupils to make good progress. All areas of the subject are taught and the National Numeracy Strategy has been implemented effectively.
54. The subject is being jointly managed by the headteacher and deputy headteacher until the appointment of a permanent co-ordinator. They are very aware of the strengths and weaknesses in the subject and have made good use of expertise both within the school and from the Local Education Authority to improve the quality of teaching and learning. However, they recognise more can be done and arrangements are well advanced for additional support to be provided to enable underachieving pupils to reach their potential as part of a county wide initiative.

Mathematics across the curriculum

55. The pupils make satisfactory use of their mathematical skills in other subjects. They take measurements in science activities and produce graphs to display information they have collected.

SCIENCE

Provision in science is **good**

Main strengths and weaknesses

- Standards are below national expectations by the end of Year 2 and Year 6
- Teaching is good overall and very good in some classes
- The quality of scientific investigation is good overall and very good in some classes
- Leadership and management are good
- Opportunities for raising the overall quality of pupils' written work are not being developed and the quality of their recorded work is poor

Commentary

56. Results of the National Curriculum tests in 2002 showed a significant improvement on previous years. However, in 2003 they were not as good because of the higher than average number of pupils with special educational needs, considerable staff disruptions and the very high number of pupils joining and leaving the school other than at the normal times. Results were well below expectations when compared with similar schools and with schools nationally. Inspection findings indicate that results are likely to improve again in the tests for 2004. Pupils in Year 6 are making very good progress and achieving well and standards are rising. This is because of the very good quality of teaching in Year 6 and the good leadership and management of the subject. Overall, improvement since the time of the previous inspection has been satisfactory.

57. Pupils' scientific skills are weak when they enter Year 1. Good teaching in Years 1 and 2 ensures that the vast majority of pupils acquire a greater breadth of scientific knowledge. During the inspection they were observed carrying out high quality investigative work on forces. Pupils in both year groups show great enthusiasm for investigating and experimenting but little for making accurate recordings of their findings. The quality of their written work is often poor and rarely better than satisfactory. This is also a factor that prevents standards from being higher. Improving the quality of pupils' writing generally and their recording in particular is essential if standards are to rise further.
58. The teaching is good in Years 3 to 5 and very good in Year 6. This ensures pupils continue to develop their scientific knowledge. However, the vast majority of pupils still show great reluctance to record in detail and it is only in Years 5 and 6 that improvements can be found. Pupils are encouraged to take responsibility for finding out and interpreting the information that they gather. Pupils in Year 6 have a very good scientific vocabulary. A significant strength of the teaching lies in the enthusiasm shown by teachers in all classes. This motivates pupils and they enjoy the sense of achievement that comes from proving their hypotheses correct.
59. The quality of marking in pupils' books does not match the motivating enthusiasm of the teaching in the classroom. Marking is often inconsistent and few books show signs of target setting. Targets are more obvious in the classrooms where they are shared with the whole class. The use of information and communication technology in science is satisfactory, but the school acknowledges that more use needs to be made of computers, for example when collating data.
60. The subject is well led and managed. The co-ordinator is relatively new and her sense of vision for the future of the subject has yet to have a full impact. Very good records of pupils' assessment and progress have been compiled and are be used for tracking the progress of individual pupils. The school has recognised the need to raise standards in science and that improving pupils' literacy skills will contribute to this.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The school has a very good number of computers available to pupils
- Weaknesses identified in the last inspection have been addressed effectively
- Teaching and learning are good
- The use of computers to support learning in other subjects is developing well

Commentary

61. By the end of Year 2 and Year 6 standards are broadly in line with expectations and the pupils achieve well. Pupils are confident in using computers and apply their skills competently in other subjects for research, data collection and recording. Their use of computers to monitor and control events is limited because the school has had insufficient resources in these areas for the older pupils. It has recognised this and these are now being purchased. Pupils make good use of the Internet and most pupils are experienced in using e-mail facilities. There are firm plans to develop links with other schools to support learning, such as in geographical and historical topics.

62. There has been good improvement since the previous inspection. The subject has been a high priority and good leadership has led to much improved resources and training for teachers. The provision of a second computer suite with new computers has enabled timetabling to ensure all classes are taught skills regularly and systematically. In addition, literacy and numeracy sessions regularly take place in the computer suites and sufficient time is set aside for other areas of the curriculum.
63. Teachers are now confident in teaching skills and using computers in lessons and all make effective use of the school's scheme of work to ensure skills previously learned by the pupils are developed effectively. They make good use of a computer/projector link to demonstrate clearly to pupils what they are to learn and give pupils good levels of independence in their work. They use the computer suites well. Pupils enjoy their work on computers and develop very good attitudes to learning. They collaborate well and more confident pupils help the less confident by guiding them through the next step.
64. Leadership has been effective in establishing a good curriculum, improved teaching and learning and the very good level of resources. Management is very good and the development of an effective assessment system to measure pupils' progress has enabled the subject leader to gain an overview of the quality of provision and standards.

Information and communication technology across the curriculum

65. Teachers make good use of the computer suite in some lessons in literacy and numeracy. Computers are used in some lessons for research and recording of work. Programs that are used to reinforce pupils' learning in subjects such as mathematics are used occasionally. The pupils make good use of computers to record writing activities and to produce graphs and charts in subjects such as mathematics and increasing use is being made in science. Pupils are competent in using computers and access programs and information confidently.

HUMANITIES

In humanities, work was sampled in **religious education, history and geography**. In history, only one lesson was observed but the discussions with co-ordinator and pupils, scrutiny of books and examination of wall presentations in classes and in corridors, indicate provision is satisfactory.

Religious Education

Provision in religious education is **good**.

Main strengths and weaknesses

- Standards are above expectations at the end of Year 2 and Year 6
- Teaching is good overall
- Pupils from all groups achieve well as the subject allows all pupils equally good opportunities to learn and develop their thoughts
- Leadership and management are good
- Opportunities to develop pupils' writing and reading skills are insufficiently used

Commentary

66. Standards have improved since the previous inspection and are now above those expected. By the end of Year 6, pupils understand the importance of faith in people's lives and discuss aspects of faith in a mature and thoughtful manner. At the end of Year 2, pupils demonstrate a good understanding of Christianity and other major faiths.
67. Teaching captures the pupils' imagination. Lessons proceed at a brisk pace and pupils from all ages and groups, including those with special educational needs and those who are learning English as an additional language make good gains in their learning and achieve well. Teachers have a secure knowledge and understanding of the subject and use this expertise, together with suitably high expectations to raise standards in this area. Although pupils sometimes record information, the use of written work overall is underused, consequently a valuable opportunity to improve the quality of literacy skills is missed.
68. The subject is well led and managed. As a result a carefully planned programme of lessons has been developed. This allows pupils to develop their knowledge and understanding based on the Locally Agreed Syllabus. The scheme of work covered is wide-ranging and supported with quality artefacts. Pupils study different faiths, places of worship and important celebrations. These become important talking points in lessons with pupils from different cultures offering vital information supporting the lesson and making it a 'hands on' experience.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- By the end of Year 2 and Year 6 standards are in line with those expected
- Good teaching enables pupils to achieve well
- Good leadership and management enhance learning
- Insufficient opportunities are provided to develop the pupils' literacy skills

Commentary

69. Standards have improved since the previous inspection. Pupils' geographical skills are progressing. Pupils compare similarities and differences and focus on an aspect of a local area, such as the local river. They use primary evidence, such as photographs, maps and local newspaper cuttings to reinforce their learning.
70. Teachers plan lessons well. Management of classes is secure and no time is wasted through having to manage disinterest or unacceptable behaviour. Teachers have good subject knowledge and lessons are conducted at a brisk pace. Resources are used well. This contributes effectively to the pupils' learning. Good use is made of places of particular interest to pupils. This promotes their learning through first hand discovery and experiences, such as pollution, lack of care of their local environment and drawing upon pupils' ideas to address the problem. Such research leads to stronger, more effective learning, allowing pupils to achieve well, whilst bringing the subject alive.
71. The subject is managed well. An appropriate scheme of work has been introduced that builds effectively on the skills the pupils need to develop as they move through the

school. Opportunities to encourage pupils to convey their ideas from verbal to written form are under-developed. Pupils discuss issues and offer opinions but are reluctant to record their findings.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Insufficient work was seen in **music** to form an overall judgement about provision. However, in assemblies the pupils sang tunefully and enthusiastically. A large number of pupils receive instrumental tuition. Of particular note is the provision made for pupils to learn instruments from the Asian culture.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- The curriculum for art and design is very good
- Leadership and management of the subject are very good
- The quality of the work on display is very good
- Art and design makes a significant contribution to pupil's spiritual, moral, social and cultural development

Commentary

72. Standards in art and design are above expectation at the end of Year 2 and Year 6. All pupils are making good progress and achieving well. Improvement has been good since the time of the previous inspection.
73. The quality of teaching is good throughout the school and some very good examples were seen during the course of the inspection. The teachers plan lessons well and have high expectations of what the pupils can do. As a result, most pupils make good progress and achieve well. Scrutiny of work shows that pupils have acquired a broad understanding of art in the European tradition and have also enjoyed examining artwork produced by other cultures. Very good use is made of sketchbooks and pupils expect to be able to experiment with line and texture before they commit themselves to a final work of art. The quality of observational drawing is high throughout the school and older pupils show a keen eye for variations in the objects they observe. Work in pastels, paints and pencil is a strong feature of pupils' activities and older pupils produce work of a high standard when using clay as a medium. Very good use is made of local resources, especially the borrowing of works from a local collection. Vibrant displays are a feature of the school and pupils in all age groups are proud to see their achievements on public show. The experiences with materials and methods and the examination of the artwork from other parts of a multi-cultural world are making a significant contribution to spiritual, moral, social and cultural development across the school.
74. The subject co-ordinator has a very good knowledge and understanding of art and her leadership is a significant factor in maintaining the quality of art across the school.

Design and technology

Provision in design and technology is **good**.

Main strengths and weaknesses

- Links with other subjects, science for example, are very good.
- Standards are above expectation by the end of Year 6.
- Teaching is good overall.
- Pupils are often reluctant to make accurate records of their work in design and technology.

Commentary

75. Standards are above those by the end of Year 6. All pupils make good progress and achieve well in this area of the curriculum. Improvement has been satisfactory since the time of the previous inspection.
76. Pupils in Year 6 were observed investigating the suitability of designs for a successful parachute. In their consideration of factors such as gravity and opposite forces they drew heavily on their knowledge of science. Good quality teaching encourages them in making links with other areas of the curriculum. By the time they reach the end of Year 6 pupils have considered design from a number of perspectives and they are aware of its significance in establishing fashion in the modern world. Whilst they enjoy the making part of the subject many pupils show a reluctance to make good quality records of their work.
77. Leadership of the subject is good and the co-ordinator has a very good overview of teaching and learning in the school.

Physical education

Provision for physical education is **good**

Main strengths and weaknesses

- The curriculum is good.
- Teachers plan interesting lessons and pupils enjoy taking part in them
- The extra-curricular activities make a good contribution to the subject.

Commentary

78. Standards have improved satisfactorily since the previous inspection. It was only possible to observe three lessons, two in dance and one in gymnastics. Pupils in Year 2 and Year 6 achieve satisfactorily and standards in dance are in line with expectations. Standards in other lessons seen were also in line with those expected and pupils made satisfactory progress. Records show that standards are similar in swimming, and most pupils swim the distance expected for this age group.
79. There is a good curriculum, which provides for the progressive development of a wide range of skills in all areas of the subject. Teachers have secure subject knowledge and use it well to provide interesting and enjoyable lessons. As a result pupils behave well, concentrate hard and produce good quality agile movements. Teachers have high

expectations and set good challenges for the pupils. In the dance lessons seen, the teachers made very effective use of pupils to demonstrate and evaluate good practice in order to further improve standards.

80. The leadership and management of the subject are good and provide for a good curriculum and good resources. There is a whole school system of assessing and recording pupils' progress. Particular emphasis is placed on developing the pupils' cultural awareness through dance, for example the pupils were learning a 'Dragon Dance' as part of their understanding of Chinese Culture. Extra-curricular activities enrich learning and the pupils play competitive games against other schools although the lack of a school field requires all matches to be played away.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

81. The school has a well-planned and effective programme that is taught through a range of subjects. The effectiveness of the programme is seen in the quality of the pupils' attitudes, behaviour and understanding of other cultures and religions. The arrangements for personal, social and health education including sex education, drugs and alcohol are good. The school has reviewed and incorporated these into its curriculum planning. For example, the importance of a healthy diet is taught through science and physical education. The commitment of the staff to supporting this area ensures that pupils' learning is consistently reinforced in day-to-day interaction. This makes a significant contribution to the achievement of all pupils.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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