

INSPECTION REPORT

ABBEY JUNIOR SCHOOL

Smethwick

LEA area: Sandwell

Unique reference number: 103929

Headteacher: Mrs K Brown

Lead inspector: R W Burgess

Dates of inspection: 15th – 18th September 2003

Inspection number: 260512

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 to 11
Gender of pupils:	Mixed
Number on roll;	364
School address:	Barclay Road Smethwick Warley West Midlands
Postcode:	B67 5LT
Telephone number:	0121 429 2700
Fax number:	0121 434 4643
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Kevin Pegg
Date of previous inspection:	20 th September 1999

CHARACTERISTICS OF THE SCHOOL

Abbey Junior School serves a mixed area of owner occupied and rented accommodation in the north west area of Birmingham. The school is bigger than most primary schools and educates boys and girls aged from seven to eleven. Attainment on entry is similar to levels expected for pupils aged seven. Sixty-four pupils are identified as having special educational needs. There is a high percentage (12.6 per cent) of pupils for whom English is not the mother tongue. There are slightly more boys than girls. There is very little movement of pupils to or from the school. The school takes pride in the learning partnerships it fosters within the community and aims to provide a caring and industrious atmosphere in which all pupils achieve their best. The school has been awarded the Basic Skills Quality Mark and a School Achievement award for continuous improvement in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20950	Mr R Burgess	Lead inspector	Science Information and communication technology Physical education
19335	Mrs S Dixon	Lay inspector	
13210	Mrs M Burslem	Team inspector	Mathematics Art and design Design and technology Music Religious education
27292	Mr J Calvert	Team inspector	English Geography History Provision for pupils with special educational needs Provision for pupils with English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

It is a good school that is very well led. Pupils reach very good standards in English and good standards in science and information and communication technology (ICT) as a result of good and sometimes very good teaching. Standards in mathematics are average but could be better. There are less pupils attaining above levels expected in mathematics than there are in English and science. Teaching is good or better in most lessons but in some lessons planning is too brief and pupils need more understanding of what they need to do to improve their learning. Very good support is given to pupils with special needs. The school provides good value for money.

The school's main strengths and weaknesses are:

- Standards in English are very good and good in science, ICT, art and design, design and technology, geography, history and physical education.
- Leadership is very good and the school knows its strengths and areas for development.
- Where teaching is very good it makes a strong contribution to pupil's learning.
- The use of ICT throughout the school and across different curriculum areas is good.
- Attitudes, behaviour and relationships are very good.
- Provision for pupils with special educational needs is very good.
- Standards in mathematics are not as good as those seen in English and science.
- Consistency in marking to better inform pupils what they need to do to improve.
- Use of day to day assessment in planning of lessons and identifying expectations and targets.
- Facilities for disabled pupils.

Since the school was last inspected in September 1999 good improvements have been made. The key issues of the last report have been addressed well. Teaching has improved and standards have risen particularly in mathematics and science by the end of Year 6. The provision for pupils with special educational needs is now very good. The school is set to continue to succeed because leadership is very good, staff and governors are committed, and there is a desire to involve the community and to act upon advice and guidance to develop the school further. Identified priorities reflect an accurate evaluation of the key strengths and areas for development.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	C	A	B	C
mathematics	D	B	C	C
science	C	C	C	C

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

Standards seen during the inspection:

Pupils achieve well and by the end Year 6 a significant number attain standards above those expected for their ages in English and science. Standards in mathematics are satisfactory with fewer pupils attaining above levels expected. Standards are good in ICT, art and design, design and technology, geography, history and physical education. They are satisfactory in music and religious education.

Pupils personal development is very good. Their moral and social development are very good, spiritual development is good and cultural development is satisfactory. Attitudes and behaviour are very good. Pupils behave very well in class and most have very positive attitudes to school. The staff have high expectations of the pupils' behaviour and teach the differences between right and wrong very well. The school should seek to extend opportunities for the pupils to explore the wide range of cultures that exist in Britain today. The pupils love coming to school. They are punctual. Attendance is satisfactory. In comparison with other schools in the locality this is good although this is not as good as it might be due to the number of pupils taking holidays in term time.

QUALITY OF EDUCATION

The quality of education provided is good. Teaching is good or better in most lessons. This needs to be consistent across the school in order for pupils to achieve their full potential. Progress in reading, writing, science and ICT has been quicker than in mathematics because of greater staff confidence in teaching these subjects. The most effective teaching provides well for individual needs and high expectations ensure good learning, which is reflected in good achievement and which contributes to the good standards attained.

The learning opportunities provided by the school are good. The school has very good links with the local secondary schools, which enriches pupils' learning experiences further.

The school provides a safe and supportive environment for its pupils. Pupils' achievements are monitored well enabling them to receive very good support, for example, those with special educational needs. Good transfer arrangements ensure pupils are confident about their move to secondary school. There are good systems for assessment but the use of these is not yet consistent through the school. Pupils are not sufficiently aware in all subjects of what they need to do to improve their work. The needs of gifted and talented pupils are not always adequately identified. There is a need for greater staff awareness of child protection procedures.

LEADERSHIP AND MANAGEMENT

Leadership by the headteacher and key staff is very good. Management is good. The headteacher and senior staff have a clear vision for the school. They are well supported by an active and committed governing body. The school improvement plan accurately identifies key areas for improvement. The monitoring of literacy, numeracy and science and analysis of test results has been rigorous. Priorities reflect the school's intentions to raise standards in mathematics.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The views expressed by parents in both the questionnaire and at the pre inspection meeting were very positive with no significant concerns. Some pupils felt that others were not always well behaved and some pupils indicated they did not always find their lessons interesting.

IMPROVEMENTS NEEDED

As already planned for in the school improvement plan, the most important things the school should do to improve are:

- Raise standards in mathematics to the levels attained in English and science
- Ensure consistency in marking throughout the school to better inform pupils what they need to do to improve
- Improve the use of day to day assessment in planning of lessons and identifying expectations and targets
- Continue to identify improvements to ensure facilities for disabled are appropriate

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve well overall and by the end of Year 6 a significant number attain standards above those expected for their ages in English and science. Standards in mathematics are satisfactory with fewer pupils attaining above levels expected.

Achievement of pupils in Years 3 and 6 is good and in Years 4 and 5 is satisfactory.

Main strengths and weaknesses

- Standards in English are very good and good in science, ICT, art and design, design and technology, geography, history and physical education. They are satisfactory in mathematics, music and religious education.
- Progress of pupils compared with their achievement on entry to the school is above average in English and science and average in mathematics.
- Pupils with special educational needs achieve well due to the early identification of individual needs, good teaching, very good support and very good use of resources to support learning.
- Pupils whose home language is not English achieve well and make good progress.
- Pupil achievement in mathematics is satisfactory.
- The marking of pupil's work to support the raising of standards and pupil achievement is inconsistent.

Commentary

1. The National Curriculum test results for pupils in Year 6 in 2003 shows an increase in the percentage of pupils achieving level 4 and above in English and mathematics compared with 2002. National comparative data for 2003 is not currently available. In 2003 the percentage of pupils achieving above levels expected for their age has improved in English, mathematics and science. School analysis of the 2003 National Curriculum results correctly identifies that there is no difference in achievement between boys and girls in mathematics and science. In English girls' achievement is much higher in reading and writing than boys. Overall, achievement in the school National Curriculum tests results for English, mathematics and science shows an upward trend over the last five years, with some variation from year to year reflecting the individual groups of pupils in those years. In 2003 in English and science the school targets were exceeded and were achieved in mathematics.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	28.8 (27.7)	27.0 (27.0)
mathematics	27.2 (27.3)	26.7 (26.6)
science	29.0 (28.3)	28.3 (28.3)

There were 94 pupils in the year group. Figures in brackets are for the previous year

2. The standards achieved at level 4 and above by pupils in Year 6 in mathematics and science have shown an improvement over the last five years and are above the national average in 2002. In English standards have remained above the national average and were similar to the

standards attained in 2002. Pupils' achieving above levels expected for their age has improved in English, mathematics and science. In 2002 the results were in line with the national average compared with similar schools. Progress of pupils compared with their achievement on entry to the school is above average in English and science and average in mathematics. Pupils' achievement overall is good as observed in lessons during the inspection. Where pupil achievement is high subject leaders make a significant contribution to the development of the subject and the standards across the school.

3. In English achievement is good because teachers have high expectations of the pupils. Pupils demonstrate very good English and literacy skills, their handwriting is neat and work is consistently well presented throughout the school. In English the results in the National Curriculum tests in 2003 compared with 2002 show a significant improvement. Pupils in Year 6 read with confidence and enjoyment. They are able to discuss in detail the books they read and make good predictions about how the story will end. They have developed good strategies to improve their reading and are able to self-correct their reading mistakes. They are aware that reading is very important and will help them to achieve a good result with their tests at the end of Year 6. The standard of writing across the school is good overall. In Year 6 pupils have a very good understanding and use of punctuation, write consistently well in paragraphs and have a very good grasp of comprehension.

4. Standards in mathematics and pupil's achievement are satisfactory. Progress is satisfactory with fewer pupils achieving at the higher levels expected than in English and science. Pupils' mental arithmetic is not well developed and hinders their achievement because they are unable to make quick calculations. Teachers have high expectations for the presentation of pupils' work, which is neat and carefully set out but marking of pupil's work is inconsistent and too often focuses on presentation rather than offering them guidance on ways to improve.

5. In science pupils achieve well and standards are good. Lessons are well planned and provide many opportunities for pupils to engage in investigation and practical tasks to support their learning. Pupils enjoy their lessons and are encouraged to make predictions and evaluate the outcomes of their experiments. For example when studying how materials change with heat and whether changes can be reversed.

6. Pupil achievement in ICT is good supported by the cross-curricular approach to teaching. Achievement is good because teachers are confident to teach the subject and through the provision of very good resources. Several lessons were observed in the ICT suites where pupils demonstrate good skills and are confident in using computers. In one Year 3 numeracy lesson in the ICT suite the pupils were having their second lesson since joining the school. They enjoyed their lesson and showed the ability to log on, access the programme and use the mouse to complete their task.

7. The standard of marking of pupil's work is very good in some classes as was seen in the sampling of work across all year groups. Where this is good it gives the pupils clear direction on how to improve their work and praises their achievements. For example in one Year 3 class the teacher commented on how a pupil had improved his writing through including imaginative ideas. This approach to raising achievement is not consistent across the school.

8. Good assessment systems have been put in place to support a whole school approach to all aspects of monitoring and evaluation. The use of these systems has yet to be developed consistently across the school to ensure pupils know what they have to do to improve and to raise standards of achievement.

Pupils' attitudes, values and other personal qualities

Pupils attitudes, behaviour and relationships are **very good** and are one of the schools strengths. The social and moral development of pupils is **very good** and their spiritual and cultural development is satisfactory.

Main strengths and weaknesses

- Pupils very good attitudes have a very positive effect upon their learning.
- They are hard working and respond enthusiastically to the schools high expectations.
- Pupils behave very well creating an orderly environment.
- Pupils from all the cultures represented in the school work and play alongside each other in harmony.
- Pupils moral development is very good, pupils understand justice and fairness very well.
- Social development is very good and is reflected in the way pupils care for and respect others.
- Levels of attendance are not as good as they could be reflecting the amount of holidays taken in term time.
- Opportunities for the spiritual development of pupils are sometimes missed.
- The school does not take full advantage of the rich cultural diversity represented in this school.

Commentary

9. The provision for pupils personal development results in them being enthusiastic learners. They are happy at school and arrive on time. Good attendance is encouraged well with weekly awards but despite this, some parents take holidays in term time. This has a detrimental effect upon learning.

10. Pupils make good use of the time in school and work hard throughout the day. Pupils feel that there are some lessons that are not so interesting and their work is sometimes too easy.

11. The very good behaviour and attitudes, resulting from the clear and high expectations of the staff, help 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 very good. In response to suggestions from the school council the school has improved the organisation and facilities available at lunchtime. The pupils report that this has reduced the amount of poor behaviour and conflict considerably. The school had recognised a small amount of bullying was taking place and has worked hard with pupils to raise their awareness of the real nature of bullying and its effect on others. As a result bullying is now rare.

12. Lunchtimes and sessions after school are enriched by a variety of clubs. Pupils consider these and the wide range of visits they make to be one of the schools best features. These include a Cool Club that offers support to pupils who find socialising and co-operation difficult and a Homework Club to support those who find studying at home hard. Whilst many see this club in particular in a positive light some parents, pupils and teachers consider it to be used as a form of punishment.

13. The school offers its pupils many opportunities to take responsibility and to voice their ideas and opinions. Pupils have good personal qualities, they present themselves as confident and mature citizens. The pupils feel that the school takes them seriously and responds very well. There is a well developed school council, older pupils act as peer mediators and playground buddies and all in school carry out classroom duties and other tasks. Pupils are encouraged to develop an awareness of

the wider world for example by taking part in the Children's Parliament. This aspect of the schools work contributes very well to pupils personal and social skills.

14. Whilst pupils appreciation of their role in our society is good and they feel valued as members of the school community some opportunities to develop spirituality and self awareness are missed both in assemblies and across the curriculum. The school offers its pupils a rich and varied curriculum with visits and visitors to enhance this it does not take full advantage of the cultural diversity represented in the school.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	5.04
National data:	5.4

Unauthorised absence	
School data :	0.11
National data:	0.5

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	256	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	21	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	7	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	36	0	0
Asian or Asian British – Pakistani	9	0	0
Black or Black British – Caribbean	10	0	0
Black or Black British – African	1	0	0
Chinese	1	0	0

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

Pupils enjoy school and arrive on time. Levels of attendance are satisfactory but are adversely affected by those families that take holidays in term time.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is good. Pupils reach good standards in English, science and ICT as a result of good and sometimes very good teaching. In mathematics standards are average but could be better. There are less pupils attaining above levels expected than there are in English and science.

Teaching and learning

Teaching is good or better in most lessons but in some lessons planning is too brief and pupils need more understanding of what they need to do to improve their learning. This needs to be consistent across the school in order for pupils to achieve their full potential. Very good support is given to pupils with special needs. These factors contribute effectively to the **good learning in most lessons.**

Main strengths and weaknesses

- Staff have very good knowledge of pupils and understand their individual needs.
- Staff generally have high expectations of pupils and expect them to work hard and achieve their best.
- Pupils are well motivated and want to learn, they have good self esteem and look forward to lessons.
- The school has developed good procedures for collecting information on pupils' progress, particularly in English, mathematics and science.
- The school has a well-established and well-managed assessment system for tracking pupils progress over time.
- Praise is used appropriately and relationships are very good.
- The management of behaviour is effective.
- Pupils with special educational needs progress well because they are fully included in lessons.
- Marking is not consistent. It is insufficiently detailed to identify success and areas for improvements and does not always guide pupils to the next stage of learning.
- Pupils are not sufficiently aware of their precise learning targets or the timescales for their achievement.
- Day-to-day assessment is not always used to best effect in planning future learning.
- Some lessons are too long.

Commentary

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	13	5	0	0	0

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

15. When teachers offer challenging and interesting lessons pupils respond very well. They work well alone or in groups as required. A very good example of this was seen in a Year 6 physical education lesson where pupils worked together in pairs or small groups to develop rugby skills passing and catching the ball progressing from stationary positions to skills on the move.

16. The results of Year 6 statutory tests together with end-of-year tests throughout the school are collated, analysed and used to produce detailed tracking information. This is used to show an estimate of attainment for each pupil at the end of Year 6. The tracking of information is used to raise standards in particular in the core subjects of English, mathematics and science. Throughout the school pupils are identified and target groups formed to support learning. The school also monitors closely any under or over achievement from one year to the next.

17. Individual targets are agreed with parents and their child at each term's parents' meeting. The school has yet to develop one system, which will enable each pupil to record and refer to their own ongoing targets in English, mathematics and science. At present the level of awareness that pupils have about their own learning especially with regard to the National Curriculum is limited. Academic targets are not always specific enough. The guidance that pupils receive through the marking of their work is inconsistent. Some marking offers encouragement and ideas for improvement and some does not.

18. In some classes, where teachers have a good knowledge and understanding of the individual pupil's ability and needs, appropriate challenges are set and marking is used very well to inform pupils what they need to do to improve further. In these lessons pupils make good progress and achieve well. The needs of gifted and talented pupils are not always clearly identified and provided for within lessons. The school has yet to develop consistent marking throughout by using the existing good practice. This would help pupils develop a better understanding of their own learning and become more aware of their own targets in all subjects. The use of well matched focused comments and questions develop knowledge and understanding and specific learning objectives is evident in some classes but is not developed fully throughout the school. A good example was seen in the observation of a good physical education lesson where the teacher commented that the monitoring by the co-ordinator had supported improvement in the teaching.

19. The school collects considerable information on pupils' attainment and progress but day-to-day assessment procedures within all classes are not being effectively used to inform the teacher's planning in every subject. In some classes expectations and targets are not consistently identified. In these classes tasks are not being designed specifically to target individual groups such as those of higher ability, with the aim of raising standards further.

20. Behaviour is managed well in almost all lessons as a result pupils sustain good levels of concentration which contributes positively to the good achievement. The support given to pupils with learning difficulties and those for whom English is not their first language is very effective and enables them to be fully included in all lessons.

21. Where progress and achievement is satisfactory this is a result of lessons being too long and pupils levels of concentration declining as the lesson proceeds. This was particularly applicable to some mathematics lessons.

The curriculum

The curriculum provides a good range of activities that support high achievement.

Main strengths and weaknesses

- Good coverage of the National Curriculum and religious education.
- Cross-curricular links are strong.
- Provision for pupils with special educational needs is very good.
- Provision for pupils with English as an additional language is good.
- Visits outside the school and visitors to the school enrich the curriculum
- Provision for English, science, ICT, art and design, design and technology physical education history and geography are good.
- Planning for some subjects is too brief to enable pupils to make sufficient progress
- Resource provision for some subjects, particularly religious education and music, although satisfactory, could be improved and updated.

Commentary

22. The school places a correct emphasis on the development of literacy skills. The curriculum is broad and balanced and enables pupils to take responsibility for their own learning and to show initiative. Subjects are often linked appropriately to enhance learning. This is particularly evident in history linking with literacy, geography linking with art and design and design and technology and the obvious link between art and design and design and technology. The school makes good use of

external resources including visits and visitors to enrich the curriculum. Out of school activities are interesting and relevant. They contribute well to pupils' learning. The school organises visits from staff from the West Bromwich Albion Football Club and visits to places of interest. These activities are incorporated well into the curriculum. The provision of the school council also contributes appropriately to curricular and extra curricular activities.

23. Sufficient staff are available to teach the curriculum. Staff have appropriate qualifications and experience. School accommodation is safe and attractive. Every effort is made to ensure that the accommodation is accessible to all. The school has been seeking to further improve the access and facilities for the disabled and recognises the need to pursue this aspect of the accommodation.

24. Resources are satisfactory for most areas of the curriculum. There are strengths in the resources provided for ICT, literacy, art and design and design and technology and this contributes to the good standards pupils achieve in these subjects. The school benefits from two computer suites and each classroom has a computer that is networked and connected to the Internet. Weaknesses in the resource provision for music and religious education, taken together with teachers' brief planning, means that provision in those two subjects, although satisfactory, is not as good as the provision in the other subjects. The school's outdoor areas are attractive and, although there is no access to playing fields, delivery of the physical education curriculum is not restricted.

25. The school provides very good opportunities for pupils with special educational needs and those with English as an additional language. This represents an improvement since the last inspection.

26. Plans are very carefully drawn up and with the additional help and guidance of the experienced teacher ensuring all pupils including those with statements of special educational needs, receive very good support enabling them to make good progress. Pupils who have English as an additional language are taught in small literacy groups. By focusing upon pupils taking small steps and reinforcing prior learning effectively, good gains are made in improving levels of reading, writing and hand writing, as well as speaking and listening. Pupils with English as an additional language have benefited well from further specialist support and advice from the local authority, which enables those pupils to show a marked improvement by the end of Year 6 in national tests. Pupils become secure when working with other pupils in their year group.

27. The newly appointed special educational needs coordinator replaces a well-organised and effective leader who has managed a very focused and efficient system. The school enjoys very good relationships and links with the neighbouring secondary school, to enable all pupils to make a smooth transition.

28. The school has recently introduced a system to identify gifted and talented pupils in mathematics English and science and plan to develop this further to make provision across the whole curriculum.

Care, guidance and support

The care and guidance for pupils is satisfactory, with some good and very good features. The school offers its pupils a caring and supportive environment where all are valued and respected. Pupils and parents agree that all are treated fairly and equally. Those with special educational needs and disabilities are very well supported. The personal guidance offered pupils is good but their knowledge of their own learning needs further development. Pupils new to the school and those transferring to secondary school benefit from good induction arrangements.

Main strengths and weaknesses

- The personal support and guidance offered is good.
- Pupils build confident and trusting relationships with adults.
- The school seeks and acts upon pupils views very well.
- Some of the facilities for disabled pupils are inadequate.
- Not all the adults employed by the school are sufficiently aware of child protection procedures.

Commentary

29. The school is a secure, well ordered and caring place. The health and safety arrangements are generally good. Risk assessments are carried out efficiently and issues dealt with promptly. The child protection arrangements overall are satisfactory. All teaching staff have appropriate knowledge but some lunchtime staff have yet to be fully briefed on the correct procedures to follow should they have a concern.

30. The very good relationships that exist in this school community and the very good provision for pupils social and moral development create a caring, safe and supportive environment. Pupils are happy and confident and this has a very positive effect upon their learning. Most pupils feel that adults listen to them and treat them fairly and that someone will support them if they have any worries.

31. Whilst the personal support and guidance offered to pupils is good the academic support offered needs further development. Pupils are well motivated and success is recognised and rewarded. They are involved to some extent in setting and reviewing academic and personal targets for improvement.

32. The school makes very good provision for seeking and acting upon pupils views. There is a well structured and effective school council. Pupils are involved in making decisions about their school and presenting ideas for improvement. A good example of this is their practical resolution of the identified problems at lunchtime and the significant improvement that has been achieved. The results of the pupils questionnaire show that most pupils are happy at school and feel that they are expected to work hard. They enjoy their lessons but a significant number think they are not always interesting enough and the work is sometimes too easy. They feel trusted, fairly treated and listened to. Other pupils are considered friendly although some do not always behave as well as they should.

Partnership with parents, other schools and the community

The partnership with parents, other schools and the community is good. The school is held in high regard and the support for the school by all parties has a positive effect upon pupils' learning.

Main strengths and weaknesses

- Parents like the approachability of the school and the way it deals with parents individual concerns.
- The management of and links with other schools makes a good contribution to the quality of provision.
- The quality of some information for parents especially regarding the national curriculum, its expectations and how the work of individual pupils relates to this could be improved.

Commentary

33. The school has effective links with parents. They are kept well informed about the life of the school and are well involved in all that it does. Parents support their children and the school well. Parents offer willing help in school, on trips and with special events. There is a strong Parents and Teachers Association that supports the purchase of additional learning resources. Homework is generally well supported and parents want their children to do well. This support for the school and the encouragement and welcome that parents receive contributes well to the enthusiastic learning environment that is enjoyed by the pupils.

34. The quality of information the parents receive is satisfactory overall. There are well prepared and constructive consultations each term and satisfactory written reports in the summer. Parents are happy with the information they receive but would like to know more about how their children are getting on and how they are taught particularly in relation to the teaching of mathematics. Too little information is provided about the National Curriculum, its expectations and how each child is doing set against national curriculum levels.

35. The school knows its parents well and the staff are readily available should parents wish to share ideas or concerns. Parents consider the school to be very approachable. They feel that they and their children are well supported and that any problems they have are dealt with swiftly and efficiently. However the school does not seek parents views in general on a regular basis and is not well enough informed about the views of the parent body as a whole.

36. The schools links with the community and its partnership with other schools supports pupils learning well. Community links include visits to the local community and further a field for example to places of worship and the local bakery. The fire, police and road safety services come into school and do much to raise awareness in pupils of the need to take care of themselves. Other schools provide support for the staff and opportunities for shared training and very good opportunities are provided for pupils to benefit from the facilities available at secondary schools and elsewhere. For example in the improvement of computer skills and other inter-school events. Transfer arrangements for pupils in Year 6 are good. There are various induction visits and the provision of information about pupils is efficient.

LEADERSHIP AND MANAGEMENT

The headteacher who is well supported by the deputy head and senior staff provides very good leadership and very effective management. Staff are committed to school improvement and there is a good understanding of the school's strengths and weaknesses. Governors give good support and fulfil their statutory duties.

Main strengths and weaknesses

- The headteacher and senior staff have a clear vision for improvement.
- Performance management has been implemented successfully.
- The Monitoring of teaching and learning is very good and contributes very effectively to professional development of staff.

Commentary

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	869 363	Balance from previous year	73 179
Total expenditure	856 133	Balance carried forward to the next	86 408
Expenditure per pupil	2 345		

37. The leadership provided by the headteacher is a strength of the school. She represents a very good role model for other staff and pupils. The school knows its strengths and weaknesses and senior staff have a very good grasp of relevant issues. Governors have a good knowledge of the school's success and areas that can be further improved in the future. Governors are committed to principles of high standards and are loyal to the school. They enjoy good relationships with staff and useful links with the local community and in turn the school is appreciative of the support governors provide. Procedures to ensure best value underpin decision making throughout the school. All staff and governors are involved in the school improvement plan annually. It accurately identifies priority areas for improvement, which reflects school aims. Overall staff lead their respective subjects and areas of responsibility very well.

38. Performance management is very effective and clearly brings about improvement in school. The headteacher is totally committed to staff development and provides opportunities wherever realistically possible to enable staff to gain new experiences while seeking to further improve the leadership and management of the school. Each member of staff has individual targets with at least

two linked directly to raising standards and increasing provision. Teachers work very well together as a result of the strong team spirit which has been engendered. Very good induction systems are in place and the school regularly contributes to initial teacher training with its close links with the University of Central England. Monitoring and evaluation arrangements are very good which have lead to realistic and systematic improvement since the last inspection. The school acknowledges that issues for improvement, action to be taken and subsequent reviews form an integral part of the monitoring process and an individual's professional development progress. The school has focused upon teaching and learning styles in lessons. Monitoring, which involves senior staff and subject managers, has taken place in all subjects and has been instrumental in driving the school forward, identifying areas for improvement and raising standards.

39. Although the governing body fulfils its statutory duties it does not review these responsibilities and duties regularly. The governing body does not promote its policy of inclusion as rigorously as possible.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

English

Provision in English is **very good**.

Main strengths and weaknesses

- Reading throughout the school is very good.
- Standards at the end of Year 6 are very good.
- Quality and range of opportunities to write for a purpose are good.
- There is some inconsistency of marking throughout the school.
- The Library provision and its organisation could be improved.

Commentary

40. The quality of reading is a strength of the subject because very good attention is given to its development. Opportunities for reading are extensive within the classroom and pupils are actively encouraged to read daily at home. Parents' support for reading is strong. Learning assistants support younger pupils to develop their reading skills. Year 3 pupils are identified early so that their confidence, self esteem, interest in reading and skills can be developed within the reading club. Year 6 pupils become reading buddies within a well organised and purposeful lunchtime activity. The vast majority of pupils enjoy reading. In one Year 6 English lesson observed, where teaching was very good, many pupils enjoyed the opportunity to read their poetry to the class. This enabled others to appreciate their work and gain new ideas. Carefully chosen resources enable other Year 6 pupils to use a class anthology and discuss their work with others at the end of each week's focus.

41. Although the school possesses a large stock of library books, the English coordinator recognises the need to constantly review its provision for suitability and access, in order that all pupils can choose books readily for their own reading or to support their learning in all subjects. Books are not stored or displayed to generate further interest as a result pupils do not always make best use of the library.

42. Whilst during the inspection standards of work seen in lessons was satisfactory or good, meeting with pupils and extensive scrutiny of their work indicates standards in English including those in reading are well above average at the end of Year 6. There are a number of reasons for all pupils' high achievements, for example teaching and learning overall is good and pupils have a very good attitude towards the subject. Pupils demonstrate an increasing understanding of their own learning in English. Teachers have a good knowledge and understanding of the National Literacy Strategy and apply it consistently and effectively to impact upon very high standards and good progress. The subject is lead by an experienced coordinator who is well supported by senior staff and works closely with colleagues. Pupils are provided with many pleasurable opportunities to extend their speaking and listening skills in English and other subjects. Although the school plans to further develop its strategies to match work to all abilities and needs, pupils with English as an additional language and special educational needs are integrated and well supported in lessons. They also benefit from withdrawal in small groups when appropriate. The use of ICT has good impact upon pupils' learning in English.

43. Pupils' writing and attitudes toward their written work have improved since the last inspection. Teachers provide all pupils with many exciting opportunities to develop writing skills, such as story writing and poetry, which not only sustains interest and motivation but allows pupils to present their work in a variety of ways. Links with other subjects are very effective, such as in citizenship where older pupils write about how they 'Look Beyond Disability' and in art and design describe facial expressions. Year 3 pupils, individually or in groups write about 'Things they found in a holiday maker's pocket' in geography. They develop confidence as writers. There is some evidence of relevant displays, which celebrate pupils' efforts and achievements, demonstrate their talents as enthusiastic writers and serve to further raise the subject's profile. For example Year 6 pupils explain what they are looking for as 'New Kids on the Block' and how they feel about Year 6. Others offer personal impressions of a previous visit to the art gallery. Scrutiny of work shows Year 6 pupils have a very good understanding and use of punctuation, write consistently well in paragraphs and have a very good grasp of comprehension. Teachers generally have very high expectations and pupils' work is very well presented overall.

44. Marking in the subject varies throughout the school. Where books are marked well teacher's written comments relate to the learning objectives or the pupil's writing target. Sometimes marking only tells pupils what they are not doing but not how they can improve. There is much evidence however, within the scrutiny of work of focused marking to help pupils improve. The good practice has yet to be shared fully and extended across the whole school.

Language and literacy across the curriculum

45. The National Literacy Strategy has been very effectively introduced and high quality, relevant links have been made to many other subjects. This provides a considerable number of opportunities for pupils to use and develop their literacy skills. This includes ICT where good use is made of computers to word process written work and access to the Internet for research, for example on favourite authors. Teachers take opportunities in other subjects to encourage pupils to increase their technical vocabulary and their use of spoken English.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching and learning are good in most classes.
- The mathematics co-ordinator has a very clear idea of the strategies that need to be employed to raise standards further.
- Teaching assistants make a significant contribution to the learning and achievement of pupils of lower ability.
- Mathematics lessons are too long.
- Marking of pupils' work does not give sufficient guidance about what they need to do to improve.

Commentary

46. The quality of teaching and learning in the school has improved since the last inspection. During this inspection lessons were mainly good with some examples of very good teaching. In the last inspection teaching of mathematics was satisfactory without any examples of very good teaching. The quality of learning is now also good, helped by the good attitudes and behaviour shown by the

pupils. Achievement in most lessons seen during the inspection was satisfactory. Standards at the end of Year 6 are satisfactory and similar to the national average.

47. The determination and capacity of the school to raise attainment is shown by the ways in which the co-ordinator and other key staff are introducing good systems to support a rigorous approach to all aspects of monitoring and evaluation of the subject.

48. A positive feature of the lessons in the lower ability sets is the way in which these pupils are included through well planned work supported by high quality teaching assistants. This enables all pupils make good progress during lessons.

49. Although teaching and learning is good overall, it could be even better if lessons were shorter in length. Lessons are timetabled to be over an hour in duration. The guidance set down in the National Numeracy Strategy states that lessons should last less than one hour. At present the length of lessons means that their pace slows towards the end of the time allocated. However, the school has identified the need to re-examine time allocation and arrangements are in hand for it to be reviewed.

50. The marking of pupils' work is limited to ticks, crosses and comments about presentation. Pupils need much more information about what they need to do to improve and what they need to aim for next. Marking information of this nature could well enable them to develop self-assessment skills and eventually assist them to set themselves goals and targets.

Mathematics across the curriculum

51. Mathematical skills are used and developed effectively in other areas of the curriculum. Throughout the school, pupils have good opportunities to develop numeracy skills through other subjects and by using ICT. In history, pupils use a time line to chronicle events and record significant changes in society. In geography, the development of mapping skills to fix the position of places accurately using scale and understanding co-ordinates, is linked well to work in mathematics. The development of mathematical vocabulary in all classes makes a positive contribution to the literacy development in the school. Pupils' reading skills are used to good effect in interpreting problems.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teaching is mainly good and expectations are high.
- Support for pupils with special educational needs ensures their full inclusion.
- Interest and enthusiasm are good.
- Pupils have a good understanding of fair testing procedures.
- Research skills are developed well.
- Pupils apply mathematical and technological skills to create spreadsheets and graphs to present their findings.
- They collaborate well and share ideas.
- Marking does not consistently indicate how work can be improved.
- Lessons are occasionally too long and some pupils find it hard to sustain their motivation.

Commentary

52. Standards at the end of Year 6 have improved since the last inspection. Standards at the end of Year 6 are above average and pupils make good progress. Pupils with special educational needs receive very good support and achieve their best. Gifted and talented pupils are fully challenged and achieve standards which are well above those expected of the age range. Trends show a good and sustained improvement since the last inspection.

53. The quality of teaching and learning in the school have improved since the last inspection. During this inspection lessons were mainly good with some examples of very good teaching. The good quality of learning also reflects the good attitudes and behaviour shown by the pupils. Progress in learning is good for all pupils, including those with special educational needs and gifted pupils because of the very good quality of support they receive. The significant improvement in the quality

of teaching, a stronger emphasis on investigational work and teaching of scientific vocabulary has made a significant contribution to pupils' attainment and progress.

54. Pupils learn to select appropriate equipment and how to use it. Most can confidently explain and demonstrate their results. They are able to classify materials into groups according to their different properties. Many understand the complexity of fair tests, for example, in their experiments to investigate which materials change with heat and whether the change can be reversed. Pupils understand the need to change only one variable at a time when conducting experiments or undertaking investigations. Observations and measurements are recorded in different ways, by written accounts, diagrams, graphs and sometimes using ICT. Pupils' understanding of electricity is good. They know how to construct circuits, incorporating batteries and switches. Most pupils are able to explain their findings. By the end of Year 6, pupils are effectively developing their investigative skills well and can suggest ways of improving their work and give reasons. Pupils are very good at discussing and sharing their ideas. All pupils are well trained in logging on to the Internet to further research for information.

55. Teachers have high expectations and succeed in challenging the pupils. They choose interesting practical activities, which promote pupils' enjoyment in science. Correct scientific language is used well, so as to enhance pupils' language skills. This work makes a positive contribution to the basic literacy skills of all pupils. Opportunities are also given for pupils to develop their basic numeracy skills by using graphs and tables to record the results of their investigations.

56. The length of some lessons resulted in pupils losing interest and this had a detrimental effect on their achievement. The guidance that pupils receive through the marking of their work is inconsistent. Some marking offers encouragement and ideas for improvement and some does not.

57. The subject leader provides very good leadership. Schemes of work support teaching and learning well and staff training and development has been effective. Good links are made to subjects such as history and mathematics and teachers draw attention to the excitement of discovery. The subject makes a good contribution to pupils' personal, social, moral and cultural development. Monitoring arrangements have been effective and evaluative comments accurately identify future developments. The capacity for further improvement is good.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils' standards at the end of Year 6 in the computer suite are above the expected levels for their ages.
- The quality of teaching has improved since the last inspection and is now good.
- The range and quality of the curriculum are good.
- The quality and quantity of the resources are very good.
- The co-ordinator gives a very good direction throughout the school.
- The school has plans to further extend the use of computers in lessons in other subjects.

Commentary

58. Standards at the end of Year 6 are good and progress is consistent and good. The school makes very good provision for pupils with special educational needs and they make good progress. Gifted and

talented pupils have good opportunities to share their skills with their classmates and they make very good progress. All aspects of the subject are covered and learning moves on at a good pace. Standards have improved on those reported at the time of the previous inspection.

59. The achievement of pupils is good, because pupils are learning skills in a step-by-step progression and have many opportunities to apply and develop these skills in learning opportunities across the curriculum. Pupils with special educational needs achieve very well because of the varied strategies used by teachers to provide appropriate support for learning new skills. The standards pupils achieve in the development of skills in the computer suites is good and above levels expected for their age. This due to the very well structured programme for skills development which is taught systematically through the school.

60. The quality of teaching and learning throughout the school is good. **The quality of teaching in the new suite is good overall with some very good practice.** Teachers have good levels of subject knowledge, lesson planning is very thorough, and teachers identify exactly what pupils will learn in each lesson. This learning intention is explained at the start of lessons and re-visited when lessons are concluded. This provides pupils with good knowledge of the extent of their own learning. Teaching assistants are used well to support pupils with special educational needs. These staff provide very good support, through a combination of their good understanding of pupils' individual needs and good subject expertise. This enables these pupils to make the same good progress in learning as their classmates.

61. The subject contributes very well to pupils' personal development. Social skills are positively influenced by the teachers' high expectations of co-operative work by pupils. Strategies, such as pairing of pupils of different ability levels, enable all pupils to be fully included and involved in learning activities. Pupils work very well in such situations, showing respect for each other's views, ideas and abilities. Material that pupils work with in subjects such as art and design, geography, and history, extends pupils' cultural knowledge and understanding very effectively.

62. The subject leader has a clear understanding of how to improve standards. There is a suitable scheme of work which supports planning, teaching and learning. Since the last inspection there have been very good improvements throughout the school. With the use of grants from the National Grid for Learning Project and additional funding from the school's budget, the school has established a second computer suite. The development of these very good resources has had a substantial impact upon raising standards. All pupils now use this facility at least once a week and as a direct consequence they now make good progress. All members of staff have received appropriate training. Teachers show confidence and a good level of competence in using the technology. Teachers plan their lessons effectively and the pupils respond well treating the equipment with care and pride. They are developing new ways of communicating and explore and develop ideas with enthusiasm. The standard of behaviour is very good and pupils are keen to take part, taking pride in the quality of their work. Pupils work well together when required and contribute advice and support each other.

Information and communication technology across the curriculum

63. The use of ICT across the curriculum is good. Teachers plan for opportunities to develop skills in subjects such as mathematics and science. Word processing is used regularly and pupils take full advantage of the computer when researching for their work in subjects such as geography and history. Pupils use their skills in ICT to record and display data collected in surveys in a range of formats.

HUMANITIES

Geography and history

Provision in geography and history is **good**.

Main strengths and weaknesses

- Teaching and learning is good in geography.
- Standards are above average at the end of Year 6.
- Use of ICT has good impact upon learning.
- Assessment and pupils' knowledge of own learning is inconsistent.

Commentary

64. Monitoring of the subject has improved since the last inspection. One history lesson was seen and although inspectors looked at an extensive sample of pupils' work no judgement on quality of teaching in history was made.

65. During the inspection teachers generally drew upon the pupils' previous experiences and used prior learning well at the beginning of the lessons observed. Where teaching is good or very good the teacher demonstrates good subject knowledge and establishes a purposeful learning environment. Pupils respond very well and confidently offer to answer a range of well-prepared questions. Pupils are actively encouraged to discuss and share ideas with each other. Pupils are appropriately grouped and are provided with a modified task to match their ability. As a result all pupils understand what they are to learn and in turn achieve well. There is much evidence, which demonstrates how the use of ICT is having a positive impact upon teaching and learning throughout the school. For example, last years Year 6 classes produced a leaflet, which was computer generated, to show settlements along the River Nile, a PowerPoint presentation of Egyptians in Year 5 and in Year 4 pupils produced booklets on the Mary Rose and King Henry VIII with a range of attractive and impressive computer graphics, as part of their Tudor studies. Year 6 pupils have researched information relevant to studies using CD-ROMs and Internet.

66. The quality of teaching and range of learning opportunities and curriculum experiences have contributed markedly to improve standards at the end of Year 6. Pupils enjoy both subjects and particularly history where visits and visitors such as the 'Roman Soldier' feature prominently amongst favourite aspects, along with their interest for learning about how people lived in the past. Pupils do not engage in drama to enhance their understanding. Year 6 pupils understand a time line and can place periods of history in correct chronological order. Map reading skills are well developed and pupils have a growing awareness of their home location in relation to the UK, Europe and the wider world. In the Year 3 class observed pupils know the difference in weather conditions in Polar, Desert and Rainforest regions of the world. There are some good examples of display, which include pupils' work. They incorporate questions and information in order to extend pupils' thinking, develop enquiry skills and enhance their learning in the subject. Pupils' work is very well presented and generally they take pride in their work. Resources for geography are good and although adequate to support teaching and learning in history, have yet to be organised more efficiently upon the purchase of additional artefacts.

67. The quality of marking varies with some good features but often it does not inform pupils' what they have learned, or extends their thinking so as to move them on to the next stage of learning. As a result pupils' knowledge of their own learning is generally underdeveloped. There are no formal assessment arrangements in place in either history or geography.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils respect the values and beliefs of others.
- Pupils understand the importance of festivals and celebrations.
- The co-ordinator is knowledgeable and has a clear view of how the subject can be developed.
- Lessons could be improved by providing more opportunities to study artefacts and to discuss issues.

Commentary

68. **Pupils achieve the standards expected for their age as detailed in the Locally Agreed Syllabus.** This is the same judgement as at the time of the last inspection.

69. Pupils make steady progress. The evident good relationships give pupils the security to discuss the values of other faiths and religions. However, sometimes teachers dominate too much of the discussions so that opportunities are lessened for the pupils to develop their own communication and thinking skills. The quality of teaching and learning is satisfactory

70. Pupils show respect for the values and beliefs of others. This is reflected in the displays around the school and in the ways that pupils positively value the contributions of others. They are able to talk about festivals and celebrations such as Christmas and Divali meaningfully.

71. The co-ordinator is enthusiastic, well informed and has a clear vision on how to move the subject forward. She is currently working with the co-ordinator for citizenship to develop an appropriate strategy for the co-ordination and development of both areas.

72. Pupils need to be provided with more opportunities to examine and explore artefacts from different religions and to discuss together the significance of such items. Where artefacts are not available pictures of good quality should be provided together with sufficient time for discussion and debate.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

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

Main strengths and weaknesses

- Standards are above average by the end of Year 6.
- Pupils have opportunities to work in a variety of media and they produce both two and three-dimensional objects.
- The curriculum is broad and balanced. Pupils are given opportunities to engage in free imaginative work. This is an improvement since the last inspection.
- Good links with other curriculum areas.

Commentary

73. No lessons were observed during this inspection so this judgement is based on teachers' planning, discussions with pupils and the scrutiny of work. Standards are above average by the end of Year 6. Pupils have opportunities to work in a variety of media The pupils use their knowledge of the work of famous artists to create imaginative and vibrant pictures. They design patterns and follow them through using ICT programs to refine their ideas.

74. Pupils work with a variety of media including, clay, paint, charcoal and pastel crayons. They produce pictures of good quality using silk printing, and polystyrene printing. They take pride in their work and can describe the processes leading to the finished products.

75. The broad, balanced curriculum provides pupils with opportunities to explore and develop ideas. They record things from direct observations, examine individual objects from various angles and they arrange groups of objects they have collected to form effective still life pictures. They investigate shade and tone using techniques such as smudging to enhance their pictures.

76. Art and design is used effectively to support work in other areas of the wider curriculum for example in history, geography, literacy and ICT.

Design and technology

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

Main strengths and weaknesses

- Pupils work individually, in pairs and in groups to design, make and evaluate their products.
- They select tools and techniques to make their products.
- Their evaluations do not always include ways of improving the products.

Commentary

77. No lessons were seen during the inspection so this judgement is based on teachers' planning, discussions with pupils and scrutiny of work. Pupils achieve well and standards are good by the end of Year 6. The range of models and other products demonstrates progression of skills from Year 3 to Year 6. The finished products and discussions with pupils show that the pupils take pride in their work and are able to select suitable materials, tools and techniques for the task in hand. Pupils work individually, in pairs and in groups to design, make and evaluate their products. Some of the products are linked with other areas of the curriculum for example, history and literacy.

78. In some cases products have descriptions of how they were made but do not include details of how they could be improved. Where evaluations are included more analysis could be given of the different approaches possible. This is an area for development.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- There are insufficient opportunities for pupils to compose and to play their own compositions.

Commentary

79. **The provision for instrumental teaching is good.** As only a short period of music was observed during the inspection there is insufficient evidence to make a judgement on teaching or learning.

80. Pupils attain average standards in singing. Pupils are able to sing in tune with piano accompaniment. In a school assembly the older pupils were able to sustain choral singing unaccompanied.

81. Teachers' planning and discussions with pupils show that there are few opportunities for pupils to compose and play their own compositions. This is an area for development.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Pupils attain standards that are above average in all aspects of the physical education curriculum by the end of Year 6.
- The standard of teaching in physical education is good or very good.
- The co-ordinator is very well qualified and supports other members of staff effectively.

Commentary

82. The school makes good provision to compensate for its lack of grassed areas for games.

83. The good and very good teaching in physical education enables all pupils to make good progress and to attain standards that are above average by the end of Year 6. Lessons are well planned and instructions are clear enabling pupils to achieve well.

84. The physical education co-ordinator is very well qualified and supports staff effectively in the delivery of a broad balanced physical education curriculum. All pupils have opportunities to engage in all areas of the curriculum including swimming and outdoor and adventurous activities. The breadth and quality of experiences that pupils receive in physical education contributes well to their personal development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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