

# INSPECTION REPORT

## CHURCHDOWN VILLAGE JUNIOR SCHOOL

Churchdown

LEA area: Gloucestershire

Unique reference number: 115512

Headteacher: Mr M Bevan

Lead inspector: Mr L Lewin

Dates of inspection: 1 – 3 December 2003

Inspection number: 260749

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
Number on roll:	264
School address:	Station Road Churchdown Gloucester
Postcode:	GL3 2JX
Telephone number:	01452 712 330
Fax number:	01452 855 978
Appropriate authority:	Governing body
Name of chair of governors:	Mr P Godfrey
Date of previous inspection:	12 October 1998

## CHARACTERISTICS OF THE SCHOOL

The school is slightly larger than most other schools nationally for this age group. Most pupils are drawn from private housing in the immediate area, with a few coming from further afield due to the school's good reputation. Nearly all of the pupils come from white UK heritage backgrounds, with a few pupils coming from other ethnic minority backgrounds. The proportion of pupils joining or leaving the school other than at the expected times of admission or transfer is lower than found in most schools nationally.

The characteristics of the pupils attending the school are as follows:

<b><u>Comparison of the school with all other schools nationally</u></b>	<b>Churchdown Junior School</b>	<b>National Average</b>
Percentage of pupils with special educational needs	8.5	17.5
Percentage of pupils with statements of special educational needs	0.7	1.7
Percentage of pupils known to be eligible for free school meals	0.7	17.9
Percentage of pupils whose mother tongue is not/believed not to be English	0.0	-

Currently, the school has two classes for Year 3 age group pupils, three classes for Year 4 age group pupils, two classes for Year 5 age group pupils and two classes for Year 6 age group pupils. The attainment of pupils on entry to school varies from year to year, but is broadly average to above average. In 2002, the school was accredited with the Investor in People status. The school is converting from a three-form entry structure to a two-form entry structure and a building programme has been initiated to enlarge classrooms and improve toilet facilities. The school involves itself in the training of student teachers.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22330	Mr L Lewin	Lead inspector	Science, Information and communication technology.
19552	Mrs P Butson	Lay inspector	
31819	Mrs S Duggins	Team inspector	English, Creative, aesthetic, practical and physical subjects and Special educational needs.
31822	Mrs A Newman	Team inspector	Mathematics and Humanities.

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school** with a friendly and caring ethos in which pupils develop very positive attitudes and behaviour. Good leadership and management enable the school to sustain good teaching so that pupils achieve well and attain above average standards. The school provides good value for money.

The school's main strengths and weaknesses are:

- The headteacher and governors carry out their roles very effectively.
- The provision for promoting pupils' moral and social awareness is very good.
- The school has a very good range of extra curricular activities and does well in local sports competitions.
- Strong links are established with parents, who are involved fully in their children's education.
- The role of the deputy headteacher is underdeveloped.
- Subject co-ordinators are not sufficiently involved in the process of monitoring the quality of lessons.
- The school's systems for recording and tracking the progress of individual pupils are underdeveloped.

The school has improved at a good rate since its last inspection in October 1998. Issues identified at that time have been fully addressed so that information and communication technology (ICT) facilities are now satisfactory, assessment procedures are now good - although not used well enough to track the progress of individual pupils, a clear policy for providing homework has been established and good progress has been made with developing the roles of the subject co-ordinators and year group leaders. Good standards have been maintained, the quality of teaching has strengthened further, links with the parents have been improved and standards have improved from average to above average in religious education and from below average to average in ICT.

### STANDARDS ACHIEVED

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

*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.*

*N.B. A\* signifies the results in the top five per cent of schools nationally.*

All groups of pupils **achieve well** throughout the school and most reach above average standards in English, mathematics, science and religious education. Most pupils attain average standards in ICT. Good standards have been maintained since the last inspection. Pupils do very well in the national tests for Year 6. Pupils do not use ICT sufficiently to support their work in other subjects. Pupils with special educational needs achieve well. Occasionally, higher attaining pupils are not sufficiently challenged by the work that they do. Pupils in the school choir sing very well.

Provision for pupils' spiritual, moral, social and cultural development is **good** overall; their moral awareness and social development are **very good**. Pupils' attitudes and behaviour are **very good** and pupils achieve **good** standards in their personal development. Attendance and punctuality are **good**.

## QUALITY OF EDUCATION

The quality of education is **good**. Teaching and learning are **good** overall. Teaching has improved since the last inspection with an increase in the amount of good and very good teaching. Staff have a strong rapport with the pupils and ensure that pupils are fully encouraged to try their best. Good planning and preparation of lessons mean that pupils progress at a good rate. Strategies such as dividing pupils into ability groups for teaching in mathematics are successful in accelerating pupils' learning and helping them to achieve well. Good use is made of teachers' specialist skills to enhance the curriculum and strengthen teaching. Teaching assistants provide effective support for teachers and pupils. Marking of pupils' work does not always support improvement in learning. Occasionally, work set does not extend higher attaining pupils sufficiently. Pupils with special educational needs are well supported by teachers and teaching assistants.

**Good** overall provision is made for the curriculum and to ensure that pupils receive the care, guidance and support that they need. The school **very successfully** involves parents in their children's learning and has established **good** systems to consider and respond to the views of both parents and pupils.

## LEADERSHIP AND MANAGEMENT

**The school is well led and managed.** Very effective leadership by the headteacher has enabled the school to improve at a good rate. The headteacher has a clear vision for the school's future development. Governors are fully informed about and involved in the school's overall management and have a clear understanding of the school's strengths and weaknesses. They ensure that all statutory requirements are met. The school manages its finances very efficiently. Provision for pupils with special educational needs is well managed.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a very high regard for the school and the work of the staff. A small minority of parents do not feel sufficiently well-informed about their children's progress and what is being taught, and would like more opportunities for younger pupils to take part in activities outside lessons. Inspectors found that a good level of information is provided for parents, but noted that some written reports to parents about their children's progress lacked sufficient detail. Inspectors found that the provision for extra curricular activities is much better than in most other schools nationally. Pupils spoken to showed enthusiasm for the responsibilities they are given at school and feel their views are well expressed through the pupils' school council.

## IMPROVEMENTS NEEDED

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

- Increase the deputy headteacher's responsibility for some of the strategic areas of the school's development initiatives.
- Involve subject co-ordinators fully in monitoring the quality of teaching in their subjects across the school.
- Develop systems for tracking the progress of individual pupils as they move through the school.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in subjects

All groups of pupils achieve well throughout the school and most reach above average standards in English, mathematics, science and religious education. Most pupils attain average standards in ICT. Good standards have been maintained since the last inspection. Other subjects were not inspected in sufficient depth during this inspection to enable judgements to be made.

#### Main strengths and weaknesses

- Pupils do very well in the national tests for Year 6.
- Standards in religious education and ICT have improved since the last inspection.
- Pupils do not use ICT sufficiently to support their work in other subjects.
- Pupils with special educational needs achieve well.
- Occasionally, higher attaining pupils are not sufficiently challenged by the work that they do.
- The choir sing very well.
- Pupils do well in sports competitions against other schools.

#### Commentary

1. Children's attainment on entry is in the range from average to above average. Inspection evidence shows that throughout the school, good and very good teaching enables pupils to progress at a good rate and achieve well so that in Year 6, the number of pupils reaching the upper levels of attainment has increased significantly, with most pupils reaching above average standards in English, mathematics and science. This picture of strong performance is confirmed by the school's Year 6 national test results each year that show pupils do very much better than pupils in other schools nationally in English, mathematics and science. Also, results are above average in English and well above average in mathematics and science compared to other similar schools. The school's results are improving in line with the national trend.

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

Standards in:	School results	National results
English	29.2 (28.3)	27.0 (27.0)
mathematics	30.0 (28.6)	27.0 (26.7)
science	31.6 (30.0)	28.8 (28.3)

*There were 85 pupils in the year group. Figures in brackets are for the previous year.*

2. Overall the school has maintained the high standards noted at the time of the last inspection. However, standards have improved in religious education from average previously to above average now and in ICT from below average previously to average now. This reflects the good leadership and management and efforts of the staff in improving the curriculum in these areas and, in particular in improving facilities and teaching in ICT.
3. In English, by the end of Year 6, pupils develop good standards of handwriting and written presentation. Pupils listen attentively to their teachers and to each other. They are generally articulate and express their ideas fluently, confidently and with good use of vocabulary. Written work is detailed and often shows imaginative and colourful use of language.
4. Year 6 pupils develop good skills with talking about and explaining mathematical ideas. They show good problem solving skills and carry out mental mathematical calculations quickly and



accurately. They develop good skills with shape and measure and handling data and often use their mathematical skills well in other subjects; for example, drawing detailed graphs in science.

5. In science, the depth and detail of pupils' work by the end of Year 6 are impressive. Investigations are approached in a comprehensive way with clear predictions, careful evaluation of results and conclusions arrived at that show pupils draw on a good degree of previously acquired scientific knowledge. Equipment and apparatus are used with a good degree of precision and pupils know that it is necessary to repeat experiments in order to verify results and ensure accuracy.
6. In ICT, pupils acquire a sound range of skills in Year 6 and a significant minority use computer facilities in a sophisticated and experienced manner. Pupils know how to manipulate text and use different effects to get the best results for presentation and they are suitably acquainted with using programs to work with and sort data in different ways. While they use ICT well to support their work in areas such as science, for example recording and analysing results and data, they do not use computers sufficiently in many areas to support their learning.
7. Pupils acquire a good range of knowledge, skills and understanding in their religious education studies in Year 6. For example, they gain a good knowledge of different faiths of the world and the significance of different traditions within these. Pupils show a good ability to talk about the ideas they have learned.
8. The school choir of approximately ninety voices sang and performed to a very high standard during a choir rehearsal seen. Discussions with staff and pupils and the school's large display of trophies indicate that the school does well in competitive sports against other schools. Pupils are especially proud of the performances of their sports teams.
9. Although in most areas of work all groups of pupils achieve well, occasionally, higher attaining pupils are not sufficiently challenged by the work that they do – this was noted in a few English and science lessons during the inspection.
10. The school pays close attention to identifying the needs of individual pupils. Work is carefully matched to the needs of any pupils who experience slight difficulties as well catering precisely for pupils who show particular special educational needs. As a result, all of these pupils achieve well and make good progress.

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

Pupils' attitudes and behaviour are very good and pupils achieve good standards in their personal development. Attendance and punctuality are good. Provision for pupils' spiritual, moral, social and cultural development is good overall; their moral awareness and social development are very good.

### **Main strengths and weaknesses**

- Pupils enjoy coming to school.
- Pupils respond well to the high expectations set for their behaviour.
- The school council is used effectively to promote pupils' sense of responsibility and social awareness.

### **Commentary**

11. The school has maintained its good standards in encouraging regular attendance. The questionnaires filled in by pupils, and discussions with them indicate that they enjoy their time in school. Pupils arrive punctually and lessons begin on time.
12. Pupils show enthusiastic attitudes to work and school life in general and collaborate effectively with one another. Most pupils behave very well in class and at playtimes. They respond very

well to the high expectations that teachers have of their behaviour and to the good role models provided by the staff. Relationships between pupils and between pupils and adults are warm and caring. Pupils are proud of their school and a large number are eager to take part in the wide range of extra curricular activities offered to them. There are very good opportunities for pupils to take responsibility and to show initiative through their involvement in such activities as the school council and through their strong involvement in fund raising for charity organisations that they have selected for themselves. Year 6 pupils respond enthusiastically to opportunities to help teachers and other staff during breaks and lunchtimes.

13. Pupils with special educational needs respond well to the adults who give them good levels of support. They develop positive attitudes to learning and work well collaboratively. The use of positive praise and reward is effective in raising pupils' self-esteem.
14. Pupils' spiritual awareness is well promoted. For example, assemblies and provision in religious education are effective in encouraging pupils to reflect upon the world around them and, in particular, the needs of others. Assemblies are enlivened by church group representatives who visit regularly to provide pupils with dramatised versions of Bible stories, followed by good opportunities to involve the pupils in prayer and reflection. The warm and caring ethos of the school plus the high expectations set for behaviour ensure that pupils develop a very strong sense of right and wrong; and a very good ability to interact socially with one another. The very clear emphasis the school places upon seeking out and valuing pupils' views also underpins pupils' very good social awareness. In addition, the well-run school council enables pupils to develop a wider understanding of social responsibility. The school continues to achieve good standards in ensuring that pupils have a secure understanding of their own and other cultures through religious education, history, geography and music. The personal, social and health education curriculum is well embedded and effective.

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

Authorised absence	
School data	4.4
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

**Ethnic background of pupils**

**Exclusions in the last school year**

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani

No of pupils on roll
257
3
1
2
1

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0
0	0
0	0
0	0

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a good quality of education for its pupils. Provision in all areas is strong and the school is good at ensuring that all groups of pupils are well supported and have a full range of opportunities. The good teaching and very good links with the parents enable pupils to progress well and get the best from their experiences at school.

## Teaching and learning

Teaching and learning are good overall. Teaching has improved since the last inspection with an increase in the amount of good and very good teaching.

### Main strengths and weaknesses

- Staff have a strong rapport with the pupils.
- Good planning and preparation of lessons.
- Lessons run at a good pace.
- Setting in mathematics is successful in accelerating pupils' learning.
- Good use is made of teachers' specialist skills.
- Teaching assistants provide effective support for teachers and pupils.
- Marking of pupils' work does not always support improvement in learning.
- Occasionally, work set does not extend higher attaining pupils sufficiently.
- The school's systems for tracking the progress of individual pupils are underdeveloped.
- Pupils with special educational needs are well supported by teachers and teaching assistants.

### Commentary

#### Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (4.4%)	14 (31.1%)	18 (40%)	10 (24.4%)	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.*

15. Seventy six per cent of teaching was good or better as compared to 70 per cent in the last inspection. This time, 36 per cent was very good or better as compared to 28 per cent in the last inspection. This improvement results from the successful strategy adopted since the last inspection to develop the role of the year group leaders and to upgrade the consistency of approach between teachers across the school. This improvement is a key feature that has enabled the school to build on previous good results and help pupils to achieve well. Teachers now work well together and good liaison results in good use of all planning systems and effective communication across the school about the progress of individual pupils so that all groups of pupils transfer smoothly from one class to the next.
16. All staff relate very well to pupils and in all lessons there is a strongly supportive atmosphere in which pupils feel encouraged to try their best and work enthusiastically. Teachers and teaching assistants know individual pupils well and are quick to boost the confidence of individuals through praise. This results in pupils feeling confident to join in with all activities including class discussions, and this approach helps pupils to develop their speaking and listening skills effectively in all subjects. Teachers are good at making full use of the strong rapport that exists; for example, by maximising opportunities for pupils to work with a partner to discuss areas or support one another in practical activities. Good instances of this were noted in mathematics, science and ICT lessons in particular. Lower attaining pupils and those with special educational needs benefit especially from this approach as it ensures that they feel fully involved in all activities.
17. Teachers plan lessons for their classes that contain interesting activities that motivate pupils. Resources are carefully chosen and well prepared to provide good stimulus for discussion and to make pupils think in depth about what they are learning. For example, in a Year 5 English lesson, the teacher had a ready written story opening on a flip chart that provided a very good basis for teaching pupils how to edit and improve the sentences in their own stories. Also, in all the practical lessons seen the teachers had prepared a very good range of resources so that pupils could rapidly move ahead with the tasks provided. Another good feature of teachers'

planning is the good range of approaches and activities provided that ensure pupils remain fully involved and interested in the work. The planning usually provides activities that are closely matched to pupils' levels of attainment and so most activities are challenging for pupils. Teachers often show a skilful approach towards extending higher attaining pupils through precise questioning in discussions. Occasionally, activities are set that do not sufficiently extend the higher attaining pupils. This was noted particularly in some English, science and ICT lessons.

18. Teachers generally show good subject knowledge and provide clear and fluent explanations. As a result, lessons flow at a good pace because pupils gain a clear understanding and know exactly what to do. These features were particularly prominent in the best lessons seen.

#### Example of outstanding practice

##### **Excellent use of different approaches helped pupils rapidly gain an understanding of mathematical concepts.**

In a Year 6 mathematics lesson, the teacher provided high quality discussion opportunities using mini white boards to get pupils to jot down their thoughts, encouraged higher attaining pupils to explain their ideas, provided clear, fluent and succinct explanations, used short bursts of partner discussions to *brainstorm* ideas and whole class mathematical *quiz questions* to keep pupils thinking intensively. The carefully balanced variation between all of these strategies kept all pupils fully involved so that they became very confident in handling the concepts of median, mode, mean and range by the end of the session.

19. Teachers use their subject specialist skills well by sometimes teaching classes other than their own. For example, the ICT co-ordinator provides very effective teaching in different classes to support the teaching in ICT.
20. The school has laid a special emphasis upon improving standards in mathematics in recent times. The use of <sup>1</sup>setting has clearly been a key part of this initiative and lesson observations show that teachers have been very successful in accelerating pupils' learning through the provision of challenging work in these lessons that precisely matches with the needs of the different attainment levels in the class sets taught. In all of these lessons very good use is made of time and resources with efficient changeovers between classes so that no time is lost.
21. Teaching assistants work well with teachers and pupils. They provide particularly good support for lower attaining pupils and pupils with special educational needs – providing close monitoring, support and guidance where needed. The ICT teaching assistant/technician provides especially strong support, occasionally teaching classes in the ICT suite with the support of the class teacher. She shows much skill in providing clear instructions and explanations to pupils.
22. Teachers mark pupils' books on a regular basis and often provide constructive comments that encourage pupils. However, approaches to marking vary and too often no guidance is given to pupils as to how they can improve their work in the future.
23. Overall, the school has good procedures in place to assess pupils' attainment and progress. This is a particular improvement since the school's last inspection. Pupils are tested on a regular basis and good use is made of performance data to check how well different cohorts of pupils are progressing. In addition, teachers keep on-going records of pupils' progress, often assessing pupils' progress at the end of units of work. However, assessment information is not currently collated or presented in a format that gives teachers a clear picture of the progress of each individual in different subject areas as they move through the school and this hinders the ability of teachers to set clear and precise targets for individuals' performances.

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<sup>1</sup> Setting is an arrangement where pupils are put into different classes in a year group according to their attainment levels. For example, one teacher teaches a class with higher attaining pupils, one with middle attaining pupils and one with lower attaining pupils.

## **The curriculum**

The quality of the curriculum is good, meeting the National Curriculum requirements in all subjects. The provision for accommodation and resources is satisfactory overall.

### **Main strengths and weaknesses**

- Good curriculum innovation with the introduction of a flexible timetable to improve the provision for non-core subjects.
- Good provision and support for pupils with special educational needs in classes and withdrawal sessions.
- The good use of teachers' expertise to enhance and enrich curricular provision.
- Very good range of extra curricular activities.
- The school's participation and success in sporting activities.
- There is insufficient explicit planning for the development of the key skills of literacy and information and communication technology across the curriculum.
- Some classrooms are too cramped.

### **Commentary**

24. The curriculum is reviewed regularly and updated to take account of new developments and to improve its relevance to, and enjoyment for pupils. The school has recently initiated a more flexible timetable to promote opportunities for additional depth and quality in provision of non-core subjects that will support pupils to achieve well in all subjects and fully develop their capabilities.
25. There is good provision for pupils with special educational needs. Individual education plans are detailed with suitable, achievable targets identified to help pupils. Pupils with special educational needs have good support in class and when withdrawn in small groups to follow their specific learning programme.
26. Good use is made of specialist teaching to enhance the curriculum, for example in ICT, music and French. The music specialist helps pupils in the choir to attain a high standard in singing. Also, peripatetic teaching gives many pupils the opportunity to play a range of musical instruments and encourage an appreciation of music.
27. The very good range of extra activities is successful in enriching curriculum provision for the high number of participants. Girls and boys have equal opportunity in participating in the wide range of sporting activities such as cross-country running, football, athletics and rugby. These clubs vary with the time of year, pupils' requests and staff expertise. Also available are creative activities such as art and those associated with music.
28. The school is rightly proud of its successes in the team games of netball, football and rugby against other schools. Staff and pupils give much of their own time to training on the good outdoor facilities - the large playground and extensive field area.
29. Although pupils use their skills of literacy, numeracy and ICT to some extent to support their learning in other areas of the curriculum, there is insufficient explicit planning to effectively use and improve these skills in other subjects.
30. A building programme has been initiated to enlarge classrooms and improve toilet facilities. During the inspection some classrooms were found to be too small and the library not conducive to facilitate whole class activities.

## Care, guidance and support

The school has good procedures to ensure that pupils are cared for and work in a healthy and safe environment. The support, advice and guidance for pupils, based on the monitoring of their achievements and personal development, are also good. The school is very good at involving pupils in its work and development.

## Main strengths and weaknesses

- The school takes good care of pupils, with child protection and health and safety having a high priority.
- Pupils have very good, trusting relationships with staff and are very happy to ask them for advice.
- Staff offer good advice and support to pupils both in their work and their personal development.
- Induction arrangements are very good.
- The school council is a very good example of the way the school considers and respects pupils' opinions.
- Good support and guidance are provided for pupils with special educational needs.

## Commentary

31. All staff work hard to ensure that pupils work in a healthy and safe environment, and they are very conscientious in dealing with matters of child protection. Healthy living is promoted very well, for instance through the many sports clubs, and, for Year 6 pupils, participation in the cycling proficiency scheme, sex and drug education programmes, team building and citizenship days, and the residential activity week. Most pupils are confident and self-assured by the time they leave the school. Pupils trust the staff and do not hesitate to talk to them if they have any concerns about any aspect of school life.
32. Induction arrangements are very good and Year 3 pupils settle into school routines very quickly. Pupils with special educational needs are supported well and fully integrated into school life.
33. The school is very good at seeking pupils' views. Pupils contribute ideas both informally through class discussions, assemblies and at breaks or lunchtimes, and formally through the school council. Pupils are very proud to be members of the council. All pupils, not just members of the council, talk excitedly about past projects, such as the fete organised for Year 3 pupils and charity fundraising activities, as well as their involvement in plans for further improvements.
34. Since the last inspection, the school has maintained its good standards of care and has improved its use of assessment information to provide good support and advice to pupils.
35. Early identification of pupils with special educational needs ensures effective support that successfully promotes good progress. There is good liaison with external special educational needs staff and other agencies.

## Partnership with parents, other schools and the community

The effectiveness of the school's links with parents is very good. The quality of links with the local community, including other schools, is good.

## Main strengths and weaknesses

- The strong partnership between parents and the school makes a very good contribution to pupils' achievement.
- Good communication keeps parents well informed about their children's progress and school life in general.

- Written reports do not always give enough detail about what pupils know and the skills they have learnt, particularly in subjects other than English, mathematics and science.
- There is very strong parental support for the school.
- The school regularly consults parents and involves them very well in its work.
- There are very good arrangements for settling new pupils into the school and for their transfer to secondary schools.
- The school makes good use of the community to extend pupils' experiences.

## Commentary

36. A very good partnership between school and parents has been established, which is an improvement since the last inspection when partnership was good. The school welcomes parental involvement and parents regularly help in classes and with sports clubs, and are keen to help their children at home by ensuring that reading and other homework is completed. There is an effective parent-teacher organisation that organises a wide range of fund-raising activities. The significant funds raised have benefited pupils by providing better library and computer facilities and new staging for the hall.
37. The quality of information provided to parents is good overall, with regular, very good newsletters, including one from the parent teacher association, and class letters giving brief details of what will be taught each term. A very informative parents' handbook is issued each year to every family, not just when their children start at the school. Written reports are sent home in the spring and summer terms giving grades for pupils' achievement and effort, as well as indicating pupils' social development and participation in activities outside lessons. Parents are also invited each term to a parents' evening to discuss their children's progress, which is very good provision. The quality of the written reports is satisfactory overall, with the best ones clearly indicating what pupils know and the skills they have learnt in each subject and what they need to do to improve. This is not the case in all classes and, generally, the reports for English, mathematics and science are much more helpful than those for the other subjects. The school places a high priority on continually improving its very good working partnership with parents.
38. The pre-inspection survey and the parents' meeting showed that parents have a high regard for the work of the school. A small minority of parents do not feel sufficiently well-informed about their children's progress and what is being taught, and would like more opportunities for younger pupils to take part in activities outside lessons. The school already knows about these concerns from its own surveys as it regularly asks parents for their views of the school. It reports back to parents in great detail on the findings and what actions the school plans to take in response to the issues raised. A particularly strong feature is the involvement of governors in independently reviewing the survey returns.
39. There are very good arrangements to make sure that new pupils are familiar with the school before they start. The majority transfer from the adjacent infant school and have the opportunity to take part in playtime and assembly, as well as in lessons taught by their new teacher. Links with the secondary school to which most pupils transfer are also strong, with a good range of events organised to give pupils a chance to become acquainted with their future school.
40. Links with the wider community are also good and provide a wide range of resources through visits and visitors into school. For example, representatives from the local churches, providing *Open the Book* assemblies, are frequent visitors and their visits are much enjoyed by the pupils. Also, local sports clubs make use of the school's accommodation. Year 6 pupils have benefited from professional sports coaching from Gloucester Rugby Club and Sport England, whilst Year 4 learnt from a local artist how to construct *Tudor peg people*. As at the time of the last inspection, the school takes part in several community events, particularly in sport and music. Pupils' understanding of community is developed well through their participation in team building and citizenship days, and through fund raising for UK and international charities. Links with local businesses are not as well developed as they could be.

## LEADERSHIP AND MANAGEMENT

The school is well led and managed. The headteacher and the governors carry out their roles very effectively. Governors ensure that all statutory requirements are met.

### Main strengths and weaknesses

- Very effective leadership by the headteacher has enabled the school to improve at a good rate.
- The headteacher has a clear vision for the school's future development.
- Governors are fully informed about, and involved in, the school's overall management.
- The role of the deputy headteacher is underdeveloped.
- Most subject co-ordinators are not sufficiently involved in the process of monitoring and evaluating lessons.
- The school manages its finances very efficiently.
- Provision for pupils with special educational needs is well managed.

### Commentary

41. In his three years at the school the headteacher has initiated a good range of measures to help the school improve at a good rate and build on existing strengths. In particular, he has successfully focused on developing the roles of the year group leaders to strengthen teaching in all year groups and ensure that a consistent approach is adopted by staff across the school. He has created an atmosphere in which staff work hard as a fully committed team to ensure good standards of teaching and pupils' attainment are maintained and that the school works with all groups of pupils in a fully inclusive way.
42. Working closely with staff and governors, the headteacher has provided the school with a detailed and realistic school improvement plan that is well laid out and gives full information about costs, timescales and who is responsible for completing actions. The improvement plan presents a clear picture of the school's development in the future with some exciting initiatives designed to broaden further the school's current curriculum provision. Staff and governors are all fully involved in these initiatives and their full commitment along with the very good support of the parents strongly reinforce the school's capacity to move forwards in the future.
43. Through their links to and visits to classes, briefings from subject co-ordinators and detailed reports from the headteacher, governors are fully informed about and involved in the management of the school. They have a clear understanding of the school's main strengths and weaknesses and work in a very supportive yet appropriately challenging way to help ensure that all main decisions are reached after full consideration and consultation. The chair of governors in particular has a deep insight into the working of the school and maintains a very effective working partnership with the headteacher.
44. The deputy headteacher and other members of the senior management team provide effective support for the headteacher. Through his own high quality teaching, the deputy headteacher provides good leadership for the staff, but overall he is insufficiently involved in taking responsibility for some of strategic areas of the school's development initiatives.
45. Subject co-ordinators manage their curriculum areas well and liaise closely with and provide guidance for their colleagues. However, their lack of involvement, except in English, in monitoring lessons in their subjects means their understanding of the strengths and weaknesses in teaching across the school is too limited.
46. In line with the local demographic trends, the school's falling roll has meant that the headteacher and governors have had to run the school budget very prudently to avoid entering into a deficit. They have managed this very efficiently at the same time as maintaining a good rate of improvement with developing the school's facilities. Careful evaluation of the cost



effectiveness of spending ensures that the best value is gained from all spending decisions and the school continues to provide good value for money.

47. The co-ordinator for special educational needs has a very clear overview of pupils' needs. Documentation is well organised, up-to-date and easily accessible.

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

Income and expenditure (£)	
Total income	613,808
Total expenditure	635,169
Expenditure per pupil	2,406

Balances (£)	
Balance from previous year	40,705
Balance carried forward to the next	29,124

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

## **SUBJECTS IN KEY STAGE 2**

### **ENGLISH**

Provision in English is **good**.

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

- Pupils achieve well and successfully attain standards well above those expected by the end of Year 6.
- Teaching is mainly good.
- Leadership of the subject is good.
- Assessment strategies, including marking, are not always effectively used to respond to pupils' individual needs.
- Limited opportunities are provided to use and develop writing skills through extended pieces of work across the curriculum.

#### **Commentary**

48. From the lessons observed and the good quantity and quality of work scrutinised, pupils throughout the school achieve well in basic literacy skills attaining standards well above those expected by the end of Year 6. The majority of pupils have secure standards of handwriting; letters are well formed, sizing and spacing are used well and rules of punctuation are correctly applied, resulting in good quality presentation. Listening skills are good. Pupils listen attentively to their teachers and to each other. They employ well reasoned and logical arguments to put forward their views and ideas. Pupils are articulate and can express their ideas fluently. As they mature, their vocabulary shows good progress. They choose imaginative and colourful use of words to enhance their oral and written work.
49. Pupils enjoy reading and are generally knowledgeable about books. They make very good progress in reading as they move through the school and achieve standards well above those expected. Many pupils are proficient readers who have developed decided tastes for different genres of writing and for different authors. They read with enthusiasm, fluency and expression and reading for meaning is a strong feature.
50. Teaching is good overall throughout the school. Lessons are thoughtfully planned and delivered at a good pace. Pupils are made aware of the learning objectives and the balanced use of a range of teaching strategies and activities successfully motivates pupils and captures their interest. As a result, pupils apply themselves well and work productively. Teachers question pupils effectively and their good subject knowledge is effectively used to reinforce, consolidate and extend learning. There are occasions when work is not targeted precisely enough to meet the needs of the higher attaining pupils.
51. The new subject leader has worked very hard and, with support from the local education authority consultant, has acquired a clear overview of the subject and established effective ways to raise pupils' standards of achievement. The recently established system of monitoring teaching and learning is effectively used to identify areas for improvement. The need to improve the quality of pupils' extended and creative writing has been identified rightly and strategies to raise standards have been discussed.
52. Marking of pupils' work is variable in quality. In the best instances it is detailed and informative, pointing out clearly to pupils what they need to do in order to improve and raise their standards. Assessments are focused upon the development of the basic skills. Tracking records measure the progress of individual pupils in these areas but they do not identify needs and difficulties on a systematic basis to inform teachers' planning of future work.

## Language and literacy across the curriculum

53. Suitable opportunities to extend pupils' literacy skills are provided on occasions, for example, in science and history lessons, but overall, insufficient consideration is given to explicit planning for the development of pupils' language and literacy skills across the curriculum.

## MATHEMATICS

Provision in mathematics is **good**.

### Main strengths and weaknesses

- Pupils achieve well and standards are **good**.
- Teaching is **good** and sometimes **very good**.
- Leadership and management in mathematics are **good**.
- The quality of teachers' marking is inconsistent across the school.
- The co-ordinator does not have enough opportunity to monitor the quality of lessons.

### Commentary

54. During the inspection, most pupils were performing at above the expected levels in all the mathematical skills. Pupils' standards in mental mathematics, in their investigative activities and in devising approaches to practical problems are good and sometimes very good. They work with interest, achieve well and experiment with a range of strategies when faced with a problem. This provides them with the confidence to estimate and predict what the outcome of an activity might be and they are assiduous in checking the accuracy of their result. Pupils are confident in explaining the mental strategies that they have used to arrive at their solution. Pupils work accurately with number; they have a good understanding of the application of the four rules of number when tackling problems. Data handling skills are developing well with the greater use of ICT tools. Written work is neatly presented and learning is fully recorded and this enables pupils to revisit their learning effectively.
55. Teachers' planning is well focused upon developing the full range of mathematical skills. Learning objectives are identified clearly and are always shared with pupils. Teachers have secure subject knowledge and provide clear explanations for pupils of all abilities, including those with special educational needs. This has a positive impact upon the progress made by pupils. Challenging questioning in lessons and high expectations for behaviour and performance ensure that pupils work hard and are keen to extend their learning. The organisation of the mathematics groups by setting pupils according to their ability is successful in ensuring that pupils are provided with tasks and teaching approaches that match their needs and abilities. Good systems are in place to ensure that above average ability pupils in Year 6 are provided with extra challenge by being taught in a specific group to cater for their needs; this is a positive initiative that encourages pupils to become independent learners. Pupils who experience difficulties with their learning are provided with good levels of support to address areas requiring reinforcement.
56. Most teachers mark pupils' work thoroughly and accurately. In the best practice, comments made and targets set provide pupils with a clear understanding of what they need to do next in order to raise their standards. However, there are instances where marking is less well focused and is insufficiently informative to help pupils and their parents recognise the next step forward in their learning.
57. The mathematics co-ordinator has developed good systems for monitoring performance and he carefully analyses available data to identify ways in which provision can be improved. Assessment procedures and the records kept provide him with a clear overview of performance, but systems to track the progress of individual pupils are not sufficiently well developed to identify and address specific difficulties.

58. While the subject is well led and managed overall with good support provided for staff, there are not enough chances for the co-ordinator to monitor the quality of lessons and thereby gain a fuller overview of the quality of provision across the school.

### **Mathematics across the curriculum**

59. Good use is made of pupils' mathematical knowledge, understanding and skills in several curricular areas, such as geography, science and design and technology.

## **SCIENCE**

As at the time of the last inspection, provision in science is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well and attain good standards.
- Teaching is good.
- Pupils are provided with good quality science investigations.
- Pupils collaborate very effectively.
- Teachers do not always provide activities that extend the higher attaining pupils sufficiently.
- Systems to track the progress of individual pupils are underdeveloped.
- Marking does not always help pupils understand how they can improve.
- The co-ordinator does not have enough opportunity to monitor the quality of lessons.

### **Commentary**

60. Results in the Year 6 national tests are consistently well above the national average each year. The 2003 results placed the school in the top five per cent of all schools nationally and were also well above average when compared to other similar schools. These results are confirmed by inspection observations of pupils' work that show an impressive range and depth of coverage of the programmes of study. For example, while considering the concept of forces, Year 6 pupils provide detailed written explanations and diagrams to show how different forces react on an object. Pupils use equipment such as data loggers and force meters to record with good accuracy, and their results are recorded very neatly and clearly with charts and line graphs. Pupils confidently predict and draw well thought out conclusions and they have a good understanding of the principles of fair testing and of the need to repeat experiments in order to verify the accuracy of their results. Good support and guidance in lessons ensure that all groups of pupils achieve well.
61. Lessons are generally well taught, and work samples scrutinised also verify that teachers set high expectations for pupils with, for example, a good emphasis placed upon setting out results properly and encouraging pupils to take a pride in the presentation of their work. Teachers show good subject knowledge and usually provide succinct explanations and these help learning to proceed at a good pace. Preparation of apparatus and resources for the lessons is thorough and teaching assistants are well briefed and provide effective support for teachers and pupils, especially during practical tasks.
62. Teachers provide well-planned and interesting lessons. There is a consistent, clear focus across the school on ensuring that pupils learn through good quality investigative work and this means that pupils gain a confident understanding of the concepts taught. This is indicated by the confident way that pupils talk about scientific ideas. Teachers use classroom discussions effectively to pursue and build upon pupils' investigative experiences and careful questioning ensures that pupils of different attainment levels are fully extended. However, there are occasions in some practical activities when the work set consolidates rather than extends the skills of higher attaining pupils.

63. An effective feature of pupils' learning is the gains they make through good quality collaboration. Good examples were seen in most lessons where pupils discussed with each other the methods and approaches to be used in practical tasks. This approach to work was promoted especially well in the best lessons seen.
64. Appropriate assessment systems have been established, for example, to check on pupils' progress at the end of units of work carried out. However, there is no system for tracking the progress of an individual's performance in science as they move through the school.
65. The subject is well managed overall, with both the past and present co-ordinator ensuring that colleagues have a good level of support and that a consistent approach is adopted towards planning and teaching science. However, the current co-ordinator does not have sufficient opportunity to monitor the quality of lessons across the school and this hinders his ability to isolate the potential action points for improvement in the future.
66. Marking of pupils' work is occasionally good; for example, with effective questions written in pupils' books such as ...'what do you think will happen next?' However, the overall quality of marking is inconsistent and too often no guidance is given about how the work could be improved.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Provision in ICT is **satisfactory** and has improved significantly since the last inspection.

### **Main strengths and weaknesses**

- Pupils achieve well.
- Lessons are well taught overall, but a few teachers lack confidence.
- The subject is well led and managed.
- The ICT technician/teaching assistant is a valuable asset to enhancing teaching and learning.
- ICT not sufficiently used in other curriculum areas.
- Higher attaining pupils are not always sufficiently challenged by the work provided.
- Systems for tracking the progress of individual pupils are underdeveloped.
- The co-ordinator does not have enough opportunity to monitor the quality of teaching throughout the school.

### **Commentary**

67. The quality of ICT provision has improved at a good rate since the last inspection when there were not enough computers and standards were below average. The school now has adequate facilities, which include a computer suite complete with interactive whiteboard, as well as classroom computers and an appropriate range of peripheral equipment. As a result of this upgrade in facilities and improved teaching, pupils now achieve well and meet the expected levels by the time they reach Year 6.
68. All groups of pupils across the school have suitable opportunities to develop their ICT skills, making regular use of the computers in the ICT suite. They develop satisfactory skills and by Year 6 they competently use ICT to present information in a range of different ways adding and amending information from different sources as needed. For example, in a very well taught Year 6 lesson, pupils learned how to add function buttons, hyperlinks and sound effects to their PowerPoint slides. A significant minority of these pupils demonstrated advanced knowledge and skills – very rapidly accessing the menus and tools they needed and working rapidly through the tasks provided. Conversations with some of these pupils showed that they honed their computer skills by using similar programs and facilities on home computers. Across the school, pupils know how to manipulate text and use different effects to get the best results for presentation and older pupils are suitably acquainted with using programs to work with and sort data in different ways.

69. Teaching in ICT is good overall as a result of the school making full use of the teachers who have strong skills in this area, with, for example, some teachers swapping classes with colleagues. This is good use of specialist expertise, but the school rightly recognises the need to develop further the skills of those teachers who lack confidence in order to maximise the use of the available resources.
70. In the good and very good lessons seen, effective use was made of the interactive whiteboard in the computer suite to assist in the explanations about, and instructions for, using programs. This accelerated the progress that pupils made in the sessions as very little time was wasted in getting on and completing tasks. Often very effective team teaching, with the ICT technician progressing the program pages on the interactive whiteboard as the teacher presented and discussed the material, made the work very interesting and fast flowing and stimulated a good level of discussion between pupils and the teacher. These teaching strategies helped pupils to achieve much during the lessons. The teachers showed confident subject knowledge and this helped them question pupils very precisely to draw on and develop the knowledge of all individuals. However, occasionally the higher attaining pupils found the activities set rather easy and finished tasks quickly. This provided useful time for them to review their work or support a classmate, but did not extend their own personal skills.
71. The ICT technician/teaching assistant provides very effective support for the teachers and pupils. She also shows good teaching skills and on occasions gives very clear explanations and directions to pupils to help them carry out tasks. She provides especially strong support for those teachers who are less confident in teaching this subject.
72. Teachers currently evaluate pupils' progress as they complete the different modules within the programmes of study for ICT, but there are no systems in place to track the progress of individual pupils as they move through the school.
73. The previous co-ordinator led and managed the subject well and played a key role in helping the school upgrade facilities and improve standards. His work is now being effectively built on by the current co-ordinator who liaises closely with the staff, ensures that the momentum in improving the subject is maintained and provides a good role model through the high quality of his teaching. However, the co-ordinator does not currently have enough opportunity to monitor the quality of teaching across the school and this hinders his ability to gain a full overview of the quality of provision.

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

74. While teachers occasionally make good use of ICT to support pupils' learning, for example in science - recording and analysing results and data, they do not use computers sufficiently in many other subject areas to support pupils' learning. Such opportunities are not planned into the teaching of different subjects in sufficient detail. Also, while the computers in the computer suite are used effectively to develop pupils' skills, computers in the classrooms are not used sufficiently to support work in different lessons.

### **HUMANITIES**

75. No lessons were observed in **geography** and only one lesson was observed in **history** during the inspection. As a result, no secure judgements can be made about the quality of provision in these subjects. However, from work scrutinised, and discussions held with pupils and teachers, pupils are making secure progress. Teachers' coverage of the programmes of study is thorough and there are good links made to teaching and learning in literacy and numeracy. Good quality planning by the teachers ensures that pupils build on their knowledge, skills and understanding in a progressive way as they move through the school. This results, for example, in pupils having a good range of opportunities to write for particular purposes. This was noted in history work on display that showed pupils writing in an interesting and enthusiastic way about the themes being studied. A range of educational visits, for instance, to the Black Country Museum, enhances pupils' learning experiences and encourages their levels

of interest. Regular visits by groups portraying the Romans and the Tudors result in a wide range of good quality work on display in classrooms, such as *Tudor portraits* and *peg dolls*.

### Example of outstanding practice

#### Excellent use of wide range of historical evidence resources that gets pupils thinking deeply about historical authenticity.

In a Year 6 lesson that focused upon producing evidence about Theseus and the Minotaur, the teacher questioned pupils very skilfully about different evidence sources. References to and intensive discussion about aspects of the Titanic film and tape recordings about archaeological finds in Greece helped pupils develop a strong awareness of the need to separate fact from fiction and to base their ideas on considering *solid evidence*.

### Religious education

Provision in religious education is **good**.

#### Main strengths and weaknesses

- Pupils have good opportunities to compare Christianity with Judaism and Islam.
- Teachers make good provision to ensure that pupils respect the religious traditions of other faiths.
- Assemblies enhance pupils' awareness of the spiritual dimensions in the life of mankind.
- Systems of assessment and monitoring are not yet firmly in place.

#### Commentary

76. In Year 6, pupils reach standards that are above the expectations of the locally agreed syllabus and as a result of the good provision and good teaching they achieve well. This is an improvement on the quality of provision at the last inspection. The quality of assemblies and the personal, moral, social and health education curriculum have a positive impact upon pupils' standards in religious education. Pupils achieve good standards and identify and understand the main similarities and differences between Christianity, Judaism and Islam. A strong focus placed by teachers on developing pupils' speaking and listening skills results in pupils providing articulate and extended oral responses. Pupils develop a good level of knowledge and understanding of the topics they study and have the ability to understand and explain why religious beliefs are important to people. Good quality assemblies that involve visiting church groups enhance pupils' awareness of the importance of prayer and reflection on the differences between and the needs of others. Pupils have a good understanding of the significance of holy books and clearly explain the differences between the Christian Bible and the Torah. They have good knowledge and understanding of the respect that must be paid to the Koran and where it must be placed in a room. Subject-specific vocabulary is used accurately and in the correct context. Learning is well recorded and pupils confidently explain the symbolism of Advent candles and of the Christingle orange. They know the main stories concerning the life of Christ and, at the time of the inspection, were particularly well focused upon the coming of the Magi.
77. Teachers have good subject knowledge in religious education; they approach the subject sensitively and inculcate respect in their pupils for beliefs that are different from their own. Good emphasis is placed upon the use and spelling of subject-specific vocabulary and upon the sequential and neat recording and presentation of learning. Good planning ensures that pupils are challenged effectively to compare and contrast different beliefs and that subject skills are progressively developed across the key stage. Assemblies seen during the inspection, especially those taken by visiting church group representatives, were well planned to reinforce the Christmas message.
78. The religious education co-ordinator has recently taken up her responsibilities and has introduced a new scheme of work based upon the locally agreed syllabus. This provides

teachers with good levels of support and guidance and ensures the progressive development of skills. The co-ordinator has correctly targeted assessment procedures and monitoring systems for further development; she has already compiled a portfolio of levelled, annotated work to provide her colleagues with a common understanding of expected levels of achievement.

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

One lesson was seen in art and design, one in design and technology, one choir rehearsal was seen and two lessons were observed in physical education. However, overall, this did not constitute sufficient evidence to enable judgements about provision to be made in these subjects.

### **Main strengths and weaknesses**

- Good hockey and rugby skills.
- The choir's high standard of singing.

### **Commentary**

79. The recently appointed **art and design** co-ordinator has recognised three-dimensional work as an area for development. Pupils use an appropriate range of media and skills to effectively support their work in other areas of the curriculum. In the lesson seen, Year 5 pupils demonstrated good use of line and tone to achieve a three-dimensional look to their drawings of various keys. Suitable use is made of sketchbooks to record and try ideas and skills. Art club work is of a high standard. Some Year 6 pupils illustrate good skills and confident use of colour in their drawings of people in action.
80. From scrutiny of past work, talking to the **design and technology** co-ordinator and the lesson observed, the processes of designing and making develop well as pupils move through the school. Good use is made of practical tasks to teach skills and techniques. Pupils have experience of working with a suitable range of materials, tools and components. Pupils' evaluations against the original design intentions are not so well developed. In the lesson observed, Year 4 pupils demonstrated good making skills. They showed confidence in experimenting with size and modified ideas where necessary, following their designs for making a pop-up book for a young child. Effective teaching ensured that pupils acquired the proper skills and techniques.
81. The well-established **music** co-ordinator is very successful in using her expertise to enable pupils to achieve high standards of singing. She has recognised that the composing element of the National Curriculum needs further emphasis within lessons. Pupils made good use of dynamics, followed rhythm patterns well and showed clear diction during the singing seen in assembly. They were accompanied well by the accurate and tuneful playing of a group of pupils on woodwind instruments. The school choir of approximately ninety voices sang and performed to a very high standard during a choir rehearsal. They maintained very good pitch throughout a contrasting range of pieces including a boogie rhythm. Teachers and pupils have worked very hard in order to achieve such a high standard of singing with some very challenging Christmas songs performed, some of which included harmonising and two-part singing.
82. The deputy headteacher has recently taken over the role of **physical education** co-ordinator. He has the expertise to support staff and has correctly identified areas for improvement, one of them being assessment by teachers and pupils. In the lesson observed, Year 5 pupils demonstrated good hockey and rugby skills. They moved with speed and good control of the ball. Pupils have accurate throwing and catching skills and played with good regard for the rules. Sporting activities such as football, rugby, hockey, netball and cross-country have high priority as part of the extra curricular provision. Large numbers of pupils participate and the school teams are very successful when competing against other local schools.



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

Provision in personal, social and health education is **good**.

### **Main strengths and weaknesses**

- The school is very good at promoting pupils' personal development.

### **Commentary**

83. The school places strong emphasis upon pupils' personal and social development and it provides a good programme to promote positive attitudes. The programme includes appropriate work on health, diet, drugs, sex education and personal safety. Pupils respond well to this provision and play a full part in lessons. Very good emphasis is placed upon developing pupils' understanding of the rights and responsibilities of citizenship and pupils are regularly reminded of the benefits of healthy eating. A good range of educational visits, an interesting selection of visitors and of activities outside the classroom all contribute effectively to pupils' achievement and to their personal development.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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