

INSPECTION REPORT

BOUGHTON LEIGH JUNIOR SCHOOL

Brownsover, Rugby

LEA area: Warwickshire

Unique reference number: 125598

Headteacher: Mr Ian Balmer

Lead inspector: Mr A Clark

Dates of inspection: 13 – 15 September 2004

Inspection number: 266461

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
School category:	Community
Age range of pupils:	7 – 11
Gender of pupils:	Mixed
Number on roll:	267
School address:	Wetherell Way Brownsover Rugby Warwickshire
Postcode:	CV21 1LT
Telephone number:	01788 577914
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Appropriate authority:	Local Education Authority
Name of chair of governors:	Mrs J Soulier
Date of previous	21/06/1999

CHARACTERISTICS OF THE SCHOOL

Boughton Leigh Junior School is a larger than average school serving the area of Brownsover and Clifton to the north of Rugby. There are 267 pupils on roll between the ages of 7 and 11. There is an even balance of boys and girls. The percentage of pupils eligible for a free school meal is broadly average this year, 19 per cent, which is a lower proportion than in most years. The census data from 2003 indicates that the percentage of adults with higher education is well below average. The percentage of pupils on the school's register of special educational needs (SEN) is above average at 35 per cent and the percentage of pupils with a statement of SEN is well above average. The special needs include moderate and specific learning difficulties, emotional, social and behavioural concerns and a few pupils with physical and visual difficulties. The majority of pupils are from white British backgrounds with a small percentage of pupils from other white, mixed and African, Indian and Caribbean families. There are no pupils at an early stage of learning English but the number of families with English as an additional language, 3 per cent, is above average. Most pupils start their education at this school at the normal point in Year 3. The pupils are from two main infant schools. Standards on entry vary from year to year. They are largely below average. The current Year 6 pupils started with well below average standards in English.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21596	Mr A Clark	Lead inspector	English Information and communication technology History Physical education English as an additional language
31713	Mr S Roberts	Lay inspector	
22113	Mrs A L King	Team inspector	Science Art and design Design and Technology Music Special educational needs
32831	Mr J T Walker	Team inspector	Mathematics Geography Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a sound education. This is an improving school with many good features. The good leadership and management have led to good teaching and learning and a purposeful and caring ethos. Pupils' achievement is at least satisfactory although there is still room to raise standards. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Good leadership and management are driving the school forward through good systems of monitoring and development.
- The achievement of pupils with special educational needs (SEN) is good.
- Good teaching encourages pupils to enjoy their learning and to take a pride in their work.
- The pupils do not show enough initiative or independence in their writing. They do not speak and write with a rich vocabulary.
- Pupils' investigative skills in mathematics and science are not well developed.
- Standards in art and design and design and technology are good.
- There is a caring and dynamic ethos in which pupils flourish. Procedures for making sure pupils are safe and well are very good.

There has been satisfactory improvement since the last inspection. The pupils' behaviour is very much better and creates a good atmosphere for learning. The information for parents is now very good and has improved well. Teaching and assessment are better but the improvements have not yet had a consistent impact on standards.

STANDARDS ACHIEVED

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

The pupils' achievement is satisfactory. The 2004 national test results for Year 6 showed a significant improvement in all three subjects. The work seen for the current Year 6 pupils is below average for English, mathematics and science but the pupils' achievement is at least satisfactory from their attainment on entry to the school. It is often good, particularly for pupils with SEN as a result of well-established procedures to monitor and target their achievement. The trend of improvement has been below average and standards have varied significantly from year to year. This is partly related to the proportion of pupils with SEN who, despite good progress, often do not meet nationally expected levels. The indications are that the trend is changing. The achievement of more able pupils is at least satisfactory. In the short time since the start of term, pupils have shown good achievement. Many pupils do not find it easy to express their ideas in writing and are over-reliant on teachers to guide them. Pupils' ability to solve problems and devise investigations in mathematics and science are not consistently developed. Standards in information and communication technology (ICT) are in line with

national expectations. Pupils' achievement in religious education is satisfactory. Standards in art and design and design and technology are good. **Pupils' personal development, including spiritual, moral social and cultural development is good.** Pupils' attitudes are good. They are very eager and enjoy their work. They take a pride in careful presentation and hard work. Behaviour is good. The significant proportion of pupils with identified emotional and behavioural difficulties are managed very well. Attendance is satisfactory and punctuality is good.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning are good. Assessment is satisfactory. There is good teamwork and the quality of teaching is very consistent. Planning is good although opportunities are sometimes missed to promote key vocabulary through different subjects. The management of behaviour is very good. The quality of marking is good so work is challenging to pupils of all abilities and teaching assistants are deployed well and give good support. However, in a small proportion of the work seen pupils' had limited chances to show initiative and practise their skills because of the worksheets used. The curriculum is good. Work is relevant and interesting and a good range of creative and other activities enriches learning. The procedures for monitoring and promoting pupils' health and welfare are very good and this contributes to the positive caring ethos. The accommodation is very good and resources are good.

LEADERSHIP AND MANAGEMENT

The leadership and the management are good. Governance is satisfactory. The governors fulfil their statutory responsibilities well. The headteacher provides a clear and calm direction for the school. Monitoring and evaluation procedures are particularly good and managed well by an effective senior management team. Financial management is very good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents have positive views of the school. They are particularly pleased with the welcoming and open attitude of the headteacher and his staff. The pupils enjoy their work. They are pleased with the involvement they have in school life through the pupils' council.

IMPROVEMENTS NEEDED

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

- Foster the pupils' ability to write independently and use a rich and varied vocabulary in their speech and writing.
- Raise the standards of pupils' investigative and problem solving skills in mathematics.
- Improve the pupils' ability to use their scientific knowledge to devise experiments.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The pupils' achievement is satisfactory overall. There are significant indications in the work and in lessons seen that achievement is improving. The standards of the current Year 6 pupils are below average for English, mathematics and science. This is at least satisfactory achievement for both boys and girls.

Main strengths and weaknesses

- The pupils with SEN achieve well.
- The standards of presentation of pupils' work are good.
- Pupils do not always write with enough imagination and a rich vocabulary.
- The pupils' investigative skills in mathematics and science are not well developed.
- Standards of art and design and design and technology are good.

Commentary

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

Standards in:	School results	National results
English	24.7 (26.9)	26.8 (27.0)
mathematics	23.7 (26.2)	26.8 (26.7)
science	26.9 (28.4)	28.6 (28.3)

There were 76 pupils in the year group. Figures in brackets are for the previous year

1. The results of national tests have varied significantly year on year between average and well below average since the last inspection. The overall trend in standards was below the national average until 2003 which are the latest results for which national comparative data is available. The standards were well below the average of schools nationally for all three core subjects. This shows that pupils did not achieve as well as in other schools. *There is no evidence of any underachievement in the work analysed for the last year and in the current work and lessons.* The indications that the most recent national test results, in 2004, are close to or just below the 2003 average. There are several possible reasons for the improvement. There is evidence that teaching and learning is good and is driving up achievement. There is greater consistency in the approach to planning than that indicated at the last inspection and reflects the impact of leadership and very good teamwork. The use of assessment and marking is ensuring pupils are challenged and work is progressively built upon. This has led to good progress by pupils in English and mathematics who were working at levels just below those nationally expected because the subject coordinators have boosted learning through additional lessons aimed at addressing their weaknesses.
2. The pupils with SEN make good progress. The percentage of pupils with SEN is above average and in the last three years a significant proportion of pupils in Year 6 have had statements for their special educational needs. There are well-established processes

for identifying, measuring and addressing their difficulties and this has led to their good achievement. A significant proportion of these pupils are identified as having emotional, social and behavioural difficulties and this contributed to unsatisfactory behaviour at the last inspection. These pupils make particularly good progress because of the quality of support given and the good behaviour management. This is a direct result of good training and effective management. The needs of pupils with specific and moderate learning difficulties are planned for well and teaching assistants regularly provide good support. The school makes good use of the specialist service of a teaching assistant employed to support pupils from minority ethnic backgrounds. They monitor the pupils' progress and identify their needs and provide support from the time the pupils start school.

3. The standards of presentations in pupils' work in most classes are high. They take care to write carefully and neatly. The teachers establish clear procedures for pupils to set out their work in all subjects and expect them to follow them. This gives pupils of all abilities confidence and a sense of success.
4. The school has identified many areas for improvement. Standards in writing are not high enough. There are two main reasons for this. Pupils do not use a rich and varied vocabulary in their written work. This is also reflected in their spoken language. The teachers create good opportunities for pupils to practise and enhance their spoken language through drama, role-play and hot-seating activities before using the vocabulary in writing. However, some chances are missed to extend the pupils' vocabulary in other subjects by, for example, modelling and insisting on the use of appropriate phrases in science and mathematics. A second concern is that several pupils of average or lower ability need a lot of guidance to start writing, particularly when they are required to use their imagination. The school has created good chances for extended writing and to write for a wide range of purposes. Occasionally, however, the use of worksheets in literacy and other subjects limits the pupils' opportunity to express their own ideas and this inhibits progress in this area.
5. In mathematics there are not enough opportunities for pupils to carry out investigations and make decisions about the mathematical skills and knowledge to use. This limits the independence the pupils show in their learning. In science, pupils do not often choose the ways in which to record their experiments and so extend their skills and knowledge. Again the over-reliance on photocopied worksheets, especially in Year 4, contributes to this.
6. The standards seen in art and design and design and technology are above average. There are high expectations for pupils and a good range of opportunities provided. As a result, pupils take a pride in working skilfully with a variety of different media. This contributes well to their personal and cultural development. Standards in other subjects are in line with expected levels.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour, in and out of lessons are good. Pupils' spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- The school is successful in developing the pupils' moral awareness and social skills.
- Pupils are responsible and reliable and have high self-esteem.
- The school council provides pupils with the opportunity to show enterprise and responsibility.
- Attendance levels are consistent but remain slightly below the national average.
- Behaviour is good around the school because of high staff expectations and positive management.

Commentary

7. Pupils are very keen to come to school where they feel secure, are self assured and confident. Most demonstrate good attitudes to all aspects of school life including their work and one another. When teachers inspire confidence and set challenging targets for them, pupils are willing to share their views and contribute well in lessons. Throughout school, the interesting curriculum stimulates a good desire to learn and pupils effectively work in pairs and in groups.
8. Relationships within the school are good. Pupils respect their teachers and learn from them to be kind, polite and courteous to each other. Their self-esteem grows from the knowledge that their work will be valued. Pupils benefit from the teamwork of the stable and well-organised teaching and support staff. They learn from them to be helpful to others and respect others viewpoints. In a Year 5 science lesson pupils worked in pairs giving guidance and advice to each other in an effort to refine and perfect the task in hand.
9. There is a strong emphasis on promoting personal development, providing a good foundation for learning and social education. Members of the school council operate well as a team, sharing views and opinions with others whilst working towards a consensus. Representatives of the council have attended the Young Peoples Conference and an anti-bullying conference in the county and presented the findings to the rest of the school in an assembly.
10. Pupils behave well in and around the school and live up to the high expectations their teachers have of them. They clearly know and understand the school rules, and very little time needs to be spent correcting inappropriate behaviour. During playtimes the supervisors arrange a variety of games to occupy and interest the pupils. Boys and girls play harmoniously together, although a few tend to get quite boisterous at times. The strategies currently used to promote good behaviour are very effective, resulting in a significant improvement in behavioural standards since the last inspection.
11. Attendance is satisfactory overall and has progressively improved during the last two years. Current attendance, at nearly 94 per cent is slightly below national average but compares favourably with similar schools in the area. Unauthorised absence is minimal and reflects the rigid approach the school adopts in their effort to improve attendance. The education social worker regularly scrutinises the registers and arranges home visits, if necessary. There have been two exclusions since 2002 and in both cases the procedures taken were fully sanctioned by the local authority.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.0
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

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

12. The pupils' spiritual, moral and social development are well promoted overall, cultural development is very good and has improved since the previous inspection. The pupils' spiritual development is well supported in assemblies and in lessons. The development of pupils' ideas about right and wrong and how to behave has a very high profile within the school. The pupils' awareness of social issues is well promoted. . The pupils have an increasing understanding of a variety of faiths, backgrounds and traditions. The ethos of the school supports this aspect of the pupils' learning very well, with displays, posters and captions promoting the rich cultural diversity of modern day society. The pupils have very good opportunities through art, creative work and music to explore a variety of cultures other than their own and also to consider their own cultural heritage in the local area. Both visitors and local business are used very effectively to promote this type of activity and to enhance the pupils' understanding of their backgrounds and tolerance of others.

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	226	2	0
White – any other White background	8	0	0
Mixed – White and Black Caribbean	7	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	6	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	9	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	2	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	3	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching and learning are good. There is a good curriculum. The procedures for assessment are sound.

Teaching and learning

The quality of teaching and learning is good. Assessment is satisfactory. There has been good improvement since the last inspection.

Main strengths and weaknesses

- The teachers plan their lessons well and use a good range of interesting teaching methods. As a result pupils are motivated and enthusiastic.
- Pupils work hard and with care because of the teachers' high expectations. The management of behaviour is very good.
- Pupils with SEN are taught well. Well trained teaching assistants make a good contribution to learning.
- The work set is challenging to all abilities. However, in a few lessons the activities set limit pupils' opportunities for learning.
- Marking is often good and the pupils' understanding of their own learning is developing.

Commentary**Summary of teaching observed during the inspection in 30 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4 (14%)	21 (70%)	5 (16%)	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.

13. There has been good improvement since the last inspection. Over eighty percent of the lessons seen were good or better. This evidence is well supported by the work scrutinised representing all age groups and subjects over the last year. There is a strong policy to promote key features of good teaching and good induction for new staff. This leads to effective teamwork and pupils' enjoyment in learning.

14. The quality of planning is good because teachers give careful consideration to all aspects of the lesson. For example, they ensure there is a sharp and purposeful introduction which engages the interest of the pupils. In English, for example, teachers sometimes take on a role or read from a story in character to motivate pupils. In mathematics, teachers use fast paced games and mental and oral activities at the start. Teachers plan carefully for the use of teaching and support assistants and link this to the needs of individual pupils, particularly those with SEN. In the best lessons, the teachers identify the key vocabulary to be promoted and provide good opportunities to extend this. The effective planning and good teamwork support the good teaching in English and mathematics. In the ICT suite teachers make good use of the computer and whiteboard to enhance the lesson and the pupils are enthusiastic about this. There is a strong commitment to improve classroom resources so that these methods are used more consistently.

15. Pupils work very hard. There is a strong and purposeful ethos based upon increasingly high expectations. All staff have high expectations for pupils to settle to their work and they respond well to this. It is very clear from the work in most subjects in the last school year that pupils are given good guidance on how to set out their work and the standards expected of them. Therefore, they generally write quickly and quite prolifically. A few pupils have difficulty starting their writing when tasks call for imagination. The management of behaviour is very good and the weaknesses at the last inspection have been addressed well. This is the result of good guidance and training and close liaison with the Behavioural Support Service. The teachers use a wide range of effective strategies to ensure pupils pay attention. The pupils respect the fairness teachers show them.

16. The good support for pupils in lessons meets their individual needs well; adults who work with pupils interact effectively, helping them to achieve and do their best. The quality of teaching and learning for pupils with SEN is good, pupils make good progress in their learning and their needs are met effectively with appropriate pace and challenge, adjusted to their particular needs if they find learning difficult. Pupils with SEN have individual plans devised by staff in a collaborative approach with parents, and pupils are consulted as part of this process. The teaching assistants make a good contribution to teaching and learning. They are well trained and enthusiastic and teachers involve them in the planning process well. They show patience and imagination when working with pupils with SEN and are involved in monitoring and tracking of their progress. They often make a good contribution to other aspects of pupils' learning, for example in ICT and physical education.

17. The work set is challenging to all abilities and the staff are good at including both boys and girls and pupils of minority ethnic backgrounds in all the work. Teachers are good at matching the questions they ask to the pupils' abilities. They probe the understanding of the more able pupils particularly well. For example, in a Year 3 literacy lesson, the teacher used probing questions to guide the pupils towards a very detailed description of the setting for the story they were studying which led to good written work. In mathematics, pupils are taught in sets of similar ability. Even within these sets work is carefully matched to the levels the pupils are assessed at. The headteacher and subject coordinators have monitored work with a particular focus on this aspect and there has been a good impact. However, in a small proportion of the work seen from the past year in Year 4, worksheets were used that did not allow enough opportunity for pupils, particularly the more able, to use their skills and knowledge independently.
18. The use of assessment is often good in English and mathematics. It is satisfactory overall. Through thorough, regular marking pupils are guided towards higher achievement. Although there are still a few inconsistencies, this is an improving situation. As a result, the pupils have a sound, and in English and mathematics often good, knowledge of their own standards and the targets that they should aim for to improve. There is still room for further involvement of pupils in their own learning through involvement in target setting.

The curriculum

The curriculum is good. The enrichment of the curriculum is good. The overall range of learning resources and the quality of the school's accommodation are good.

Main strengths and weaknesses

- The standard of the school's accommodation is very good, thereby providing an attractive environment conducive to a good work ethos.
- Provision for pupils with SEN is good.
- Resources in some subjects are good but in others areas are only adequate and could be further enhanced.
- There is a good match of teachers and support staff, which helps to provide good opportunities for the enrichment of a broad and balanced curriculum.
- Parents are kept informed about curriculum matters and receive very useful information at the start of each new term.

Commentary

19. The school meets its statutory requirements to provide all relevant subjects of the National Curriculum and religious education in accordance with the locally agreed syllabus. The school strives to provide equal access to the curriculum for all pupils.
20. Since the last inspection, significant improvement has been made to assess the progression in pupils' learning and promote the effective professional development of the staff. Evidence gleaned from direct observation and scrutiny of the documentation shows that there is good long term and short term planning and the needs of the pupils are well met across a broad and balanced curriculum.

21. The provision for pupils identified as having SEN is good, they achieve well and their behaviour is generally good. There are clearly written and very effective individual education plans to ensure pupils make good progress in lessons and learn effectively alongside their peers. There is an effective policy which reflects the current Code of Practice. The register of pupils identified as having SEN, is regularly maintained, with good procedures for reviewing progress made, with achievable targets, and specific success criteria. Pupils' personal development towards their targets to promote good behaviour is carefully monitored and additional input is provided if pupils have particular difficulty in conforming and behaving appropriately. Initiatives like this have proved successful in the past and have enabled groups of pupils to progress as they transfer to new year groups. Liaison between staff, parents and pupils is effective in ensuring pupils are on line to achieve their targets and outside agencies are also consulted regularly when specific needs or support are required, improvement of the provision since the previous inspection is good.
22. Through a carefully thought out programme of refurbishment the school now provides a very good standard of accommodation. This includes a computer suite which is easily accessible for the development of ICT and a well stocked and organised library. Opportunities to enhance the curriculum are provided by the specialist areas such as the music room and the learning development group room. In addition, the school takes advantage of the fact that other agencies, such as the Learning and Behaviour Support Service are based on the premises to receive up to date expert information to help its pupils. Throughout the school, from the entrance hall to the classrooms, the well-presented and attractive accommodation, which includes some very good displays of visual arts, helps to create a stimulating and orderly environment conducive to a good work ethos.
23. Overall, the school provides satisfactory resources to support the curriculum. They are good in music, design and technology, English and mathematics but less so in science, ICT, geography and religious education. In some subjects this is because an audit needs to be carried out to determine deficiencies and in others because co-ordinators are newly appointed and have not yet had time to become fully conversant with the requirements. The introduction of materials aimed specifically at developing experimental and investigative work across the curriculum would help pupils, particularly those of higher ability, to become more competent.
24. A wide range of visits, visitors and extra-curricular activities enhance the formal curriculum. Pupils in year 6, for example, have a residential visit which offers both outdoor pursuits and social activities. All classes participate in a range of interesting day visits during the school year and visitors are encouraged to come into school to talk to the children about their experiences. The school runs a breakfast club and there are a number of extra-curricular activities including sports clubs, arts club and 'Jaides Street Dance' which, together with a good lunchtime playground activities programme, help to enrich the curriculum. Through partnership with the neighbouring schools, pupils enjoy very good arrangements for their transfer to the next stage of their education which involves participation in the arts through drama and performance, mathematics challenge activities and producing a science 'passport'.
25. A combination of clear leadership and effective management, particularly during a period of significant staff changes has ensured that the school now has a good match of teachers and support staff to meet the needs of the curriculum and bring about

innovation, particularly in ICT. Involvement in the Primary Leadership programme is providing a focus on the school's main concern, raising standards in literacy and numeracy. The school needs to provide more opportunities for developing speaking and writing skills, and investigative work.

Care, guidance and support

Arrangements to ensure the welfare, health and safety of pupils are very good. Staff provide sound advice and guidance for pupils, based on the monitoring of their achievements and personal development.

Main strengths and weaknesses

- Pupils have good, easy access to well informed advice, support and guidance available to help them make progress.
- The very good induction arrangements enable pupils to quickly settle into school.
- Teachers have good knowledge of the pupils' specific needs through close liaison with their families.
- Child protection procedures fully comply with statutory requirements with an appropriate number of staff trained.
- Risk assessment and the scrutiny of health and safety inspection are rigorously carried out on a regular basis.

Commentary

26. The school provides a secure and happy environment in which pupils are protected and their individual well being is effectively promoted. Despite a number of recent staff changes the class and support teachers know the pupils, and many of their families well, and are sensitive to their individual needs. They work hard to ensure that the best interests of all pupils are met and are quick to respond to pupils' personal and social requirements. The trusting relationships, which pupils enjoy, give them confidence to share any concerns and helps them cope with the problems that arise in everyday life.
27. Classteachers monitor and assess pupils' progress in personal development through observation and record appropriate details. This information is not formally collated and used for further evaluation. The school has regular presentation assemblies to celebrate pupils' achievements in and out of school, and also displays individual and group awards. This does much to raise pupils' self-esteem and awareness of others' skills and talents.
28. The governing body and headteacher have taken a responsible attitude to health and safety and during the inspection the security of the building was of a high standard. A risk assessment programme has been completed for the building and also out- of-school activities. In each case the level of risk has been evaluated and prioritised and appropriate corrective action taken. Currently there are no outstanding issues awaiting attention. A suitable number of teachers are trained first aiders. All accidents and other incidents are recorded and the information is regularly reviewed to verify cause and implement any necessary corrective action.

29. Child protection arrangements are very good and are viewed as a priority. All staff are vigilant and work effectively within the agreed local authority procedures and the requirements of the Area Child Protection Committee. Teaching staff are given a booklet on child abuse and have received appropriate training in identifying indicators of possible abuse and unexplained changes of behaviour or personality.

Partnership with parents, other schools and the community

Partnership with parents is good and the school encourages all parents to have a positive attitude towards their child's education.

Main strengths and weaknesses

- Comprehensive information is made available about the curriculum so that parents can help at home.
- Good links with other schools and the wider community provide opportunities to enrich pupils' learning.
- The school does not regularly seek and survey parents' views.
- Good communication keeps parents well informed about their child's progress.
- Many parents help productively, both in school and beyond.
- Procedures for dealing with complaints are business-like and effective.

Commentary

30. The school has worked very hard at developing a successful partnership with the parents and its efforts have resulted in significant improvements in communication and general parental involvement. Parents who responded to the questionnaire and those who attended the pre-inspection meeting had very positive views of the school and its activities. They have very high levels of confidence in the headteacher and his staff.
31. Parents receive good information about the school and about their children's progress. The prospectus and the governors' annual report are both professionally produced, and very informative. The overall content meets statutory requirements. A newsletter is issued at least twice every term and includes a list of school events, dates for the diary and pupils' achievements. Parents find the curriculum topic information the school provides particularly useful for supporting education at home. The school does not however seek or survey parents views through periodic questionnaires but this is included in the headteacher's plans for further improving parental links.
32. There are two formal meetings for parents to discuss their child's progress with the classteacher and they are well attended. Pupils' work is displayed and parents are given guidance on target setting. Additionally any parent with a concern or query can arrange a formal meeting after receipt of the progress report. The parent –teacher-association has provided valuable funding to support educational resources and the school's environment. Parents and some grandmothers are encouraged to help in the school and assist by listening to readers, classroom support and educational visits.
33. There are good links with the community that enhance and enliven pupils' learning. Leading apprentices from local industry visit the school to participate in mathematical games with pupils whilst a link with a logistics company provides an opportunity for pupils to extend their design and technology skills. Liaison arrangements with Boughton

Leigh Infants School, Brownsover Community School and Avon Valley Secondary School are very good. Transitional work in the latter involves well-planned bridging units in mathematics, science and literacy. Student teacher placements are regularly received from Warwick University and Chinese business study students visit the school annually by arrangement of Leicester University.

LEADERSHIP AND MANAGEMENT

The leadership and management are both good. Governance is satisfactory. This has led to good improvements to the school ethos and teaching and learning and is beginning to lead to higher achievement.

Main strengths and weaknesses

- There has been good improvement in senior management.
- There are good procedures for monitoring and evaluating the school's provision and for professional development and managing teachers' workload.
- The leadership of SEN is good.
- The budget is used well to support improvement.

Commentary

34. There has been significant improvement in senior management since the last inspection. There is innovative practice in the role of the school bursar and administrator as part of the management team to provide informed guidance on using the budget and management of assessment and other data. The headteacher has established a very open ethos with a strong focus on preparing all staff for leadership roles and in creating a tight staff team. He has done this through systematic and regular monitoring of teaching and learning and establishing precise guidance for staff to fulfil their coordinating roles. This has led to the successful induction of a large number of teaching staff. The parents hold the headteacher in high regard because of his accessibility. The school is now in a good position to move forward.
35. The school has taken strong action to improve the training and professional development of staff. Through the Primary Leadership Programme, the subject coordinators for English and mathematics have developed more efficient and effective procedures to monitor teaching. A particular strength is in the regular and carefully targeted analysis of pupils' work. This has led to increasing independent work and high standards of presentation although there are still a small number of lessons where teachers use restrictive worksheets. The senior management has established good procedures to help staff manage their workload and they report that this has had a positive impact on their enthusiasm and motivation. The school is providing lead training for other schools in this aspect.
36. Leadership and management of the provision for pupils with SEN are good. It is monitored through briefing sessions, observations of classroom practice and through reviews of pupils' progress. These reviews are held regularly, in consultation with relevant staff and parents. Support from outside agencies is good and well used by the school to promote learning. There is very good liaison to seek additional expertise from the support base on site. The provision is well-resourced, and improvement since the previous inspection has been good.

37. The governing body has improved well since the last inspection and they fulfil their statutory duties effectively. Overall, governance is satisfactory. They have their own development planning and play an increasing role in monitoring the work of the school. There are particularly well-established procedures to support SEN provision and to ensure policies such as racial inclusion and equal opportunities are up to date and regularly reviewed. The governors' understanding of the strengths and weaknesses of the school is sound. The governors contribute well to the ethos of the school through their role in establishing the criteria for staff selection.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	750,451	Balance from previous year	72,597
Total expenditure	758,417	Balance carried forward to the next	59,986
Expenditure per pupil	2,562		

38. The school's budget is accurately matched to the priorities identified in the school. The development of ICT, for example, is built upon ambitious but realistic spending programmes making full use of grants and other fundings. It is clear that the school places a strong emphasis on using finances for the benefit of the pupils and this has led to the good improvements to accommodation and resources. There has been good improvement since the last inspection in the management and use of finances and recent audits were very positive in their view of financial procedures. The carry forward for 2003 was above recommended reserves as a result of staff turnover. This is appropriately accounted for. The administrative staff ensure very good financial management and their efficient and friendly manner is highly regarded by staff, pupils and parents alike.

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

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils' achievement in reading is good.
- Pupils take pride and care in their written work and write for a wide range of purposes within their literacy and extended writing lessons. However, they often need support to begin writing and do not use a rich vocabulary.
- Pupils' spelling is improving but they do not make good use of dictionaries.
- Pupils with SEN achieve well because of good support and planning for their needs.
- Good leadership is leading to higher standards.

Commentary

39. Standards for the present Year 6 are below average. The pupils' achievement is at least satisfactory from the time they start school. The good teaching and learning now in place and effective use of assessment to set challenging work is helping to improve achievement. There is no indication in the pupils' work for last year and the achievement in lessons seen of the weak standards of the past.
40. Standards in reading are similar to nationally expected levels and pupils' achieve well. The increased opportunity for regular reading in the classroom and strong guidance provided by teachers is having a positive impact. The pupils are given a particular good grounding in Year 3 and 4 through daily guided reading sessions. Pupils of all abilities read fluently and often with enjoyment. The more able pupils have a good understanding of how characters develop and make sensible predictions about how the plot will develop. The less able pupils try hard and have satisfactory strategies for reading new words. However, they have difficulty in drawing inferences from a text and in understanding deeper meanings. The teachers often model good reading through the literacy lessons and encourage a deeper enjoyment in literature through drama and role-play.
41. The pupils take a pride in writing with care and accuracy. The quality of handwriting is often good and pupils use a neat and cursive style. This is a direct result of the high expectations shown by teachers. Pupils often write at length and make good progress in writing for different purposes. For example in Year 5, the pupils adjust the sentence construction and tenses well to write in direct and reported speech. The pupils progress well in grammatical development. However, they do not use a rich and varied enough vocabulary. The teachers have identified this problem and have introduced more opportunities to promote a key vocabulary in all subjects and in speaking and drama activities. A significant proportion of pupils in Year 5 and 6 find it hard to start writing when they have to use their imagination and need regular prompts from teachers. This may inhibit their ability to tackle writing in test conditions.

42. Pupils' spelling has improved over the last two years following a drive arising from an analysis of work and test results. However, it is still below average and a small proportion of pupils of all abilities do not show the care and accuracy in spelling that they do in other aspects of their writing. There has been an increased focus on using dictionaries and word skills sheets but the approach to teaching dictionary and spelling skills is too variable between classes. The use of ICT to promote spelling skills is developing.
43. The quality of teaching and learning is good. All lessons seen and the scrutiny of a full year's work shows that a good range of challenging activities matched well to pupils' abilities is provided in most classes. The support and planning for pupils with SEN is particularly effective. This is because individual plans have very precise targets and clear guidance for teachers and teaching assistants to follow. The teachers deploy support staff well in carefully structured learning programmes. As a result, a significant proportion of Year 6 pupils attained well in national tests compared to their earlier achievement. The very positive ethos and relationships encourage pupils to try and not fear failure. The school is particularly successful in boosting the attainment of pupils in Year 6 working at levels just below those nationally expected for their age. This is through activities carefully structured to address gaps in their learning.
44. Leadership and management are good. The coordinator has taken on opportunities to develop monitoring and analysis processes through the Leadership Programme with enthusiasm. She has identified weaknesses in reading, speaking and spelling and introduced effective teaching strategies during the last two years. This is now showing a clear impact on pupils' work although there is still some way to go. The marking and assessment of pupils' work have improved well. Pupils are given guidance and support. Homework is used well. The subject is well placed for further good improvement.

Language and literacy across the curriculum

45. This is satisfactory overall. The teachers are providing good opportunities to develop pupils' speaking and listening skills through good questioning, role play and drama. However, some opportunities are still missed to develop a wide vocabulary in all subjects. The opportunities for reading and writing in many subjects are well planned and contribute to the progressive build up of skills. In a small, but significant proportion of work seen in some subjects for last year, opportunities for writing were restricted by the worksheets used. They did not encourage independence sufficiently.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Effective leadership and management of the subject have led to good improvement since the last inspection.
- Good teaching and learning, supplemented by effective setting of pupils by ability, enable all children to make progress.

- The positive attitudes and good behaviour of the pupils contributes significantly to their learning.
- Good support and challenging activities for pupils with SEN ensures that they achieve well.
- There are too few opportunities for pupils to carry out investigative work and develop independent learning to enhance their mathematical competence.

Commentary

46. At the time of the last inspection it was reported that there was no monitoring of teaching or learning and that weak assessment meant that pupils did not know how to improve. Inspection evidence shows that this is no longer the case. The mathematics co-ordinator has been effective in raising the profile of the subject through leading in-service training and with presentations at staff meetings. Working collaboratively with the local authority numeracy adviser and the senior management team of the school has enabled regular monitoring of lessons to take place resulting in more focused teaching and learning. Teachers work as a team and this is evident in the consistently high standard of presentation throughout the school. The co-ordinator assesses the quality of work in the pupils' books regularly and has put in place a system to track progress. This uses data from both statutory and non-statutory tests as a guide to highlight potential underachievement by groups or individuals. Intervention strategies in the form of booster sessions or target groups are then put into place. This is successful as evidenced by last year's booster group in which 14 out of the 19 pupils identified attained the expected level at the end of Year 6.
47. Individual target setting is inconsistently applied, however, and further development would help to ensure that each child has an achievable goal.
48. The school's national test results at the end of Year 6 show a series of peaks and troughs, at best they are slightly below the national average and at other times well below. The validated data from the 2003 results indicates that scores were well below the national average when compared with all schools and in comparison with similar schools. Factors contributing to this include the high proportion of pupils with SEN and considerable staffing changes. However, 2004 results suggest an improvement, although there is not yet any comparative data. Inspection findings indicate that standards are below average in mathematics by the end of Year 6. Since the appointment of new staff to key posts and a more settled situation there has been an impetus for improvement. The school has prioritised the need to raise standards.
49. Lesson observations and the examination of pupils' books showed that teaching and learning are good overall. Work is well presented, consistently marked and demonstrates clear differentiation of activities. However, there was little evidence of investigative work which allows pupils to search for solutions by trying out ideas of their own. Where pupils of above average ability in Year 6, for example, had been encouraged to experiment with different methods of multiplication and division to solve problems, they were able to develop their mathematical competence. There were too few examples of this.
50. Setting of pupils by ability is effective in providing a sharp focus for planning and the deployment of human resources. This arrangement includes Years 4 to 6. It is envisaged that Year 3 will have sets when the newly inducted pupils have settled in to the school. Pupils make satisfactory progress throughout the school and there is scant

evidence of underachievement. Higher attaining pupils in Year 5, for example, are able to explain the reason for differences between approximations and calculated answers. Below average attaining pupils, as in a Year 4 class, are encouraged to work hard and expected to succeed. Overall, lessons were well planned and delivered. The over-reliance on photocopied work sheets, particularly in Year 4, together with the lack of pace sometimes observed, were telling factors in inhibiting very good practice and greater achievement.

51. Pupils have a positive attitude towards the subject and their behaviour, throughout the period of the inspection, was very good. During the previous inspection it was noted the bad behaviour affected progress in some lessons. This is no longer the case. On the contrary, the willingness of the pupils and their well managed behaviour are significant contributory factors to good learning. Pupils and parents co-operate in ensuring the completion of homework, which is set on a regular basis, to facilitate the reinforcement of concepts taught in school and to practise numerical skills.
52. Pupils with SEN are well cared for and make good progress. This is because of the dedication and expertise of the teaching and support staff who provide activities matched to the specific needs and abilities of these children. In many instances there is a suitable degree of challenge which shows that expectations are high. Although the majority of these pupils are attaining a low standard, compared with their peers, the school is doing its best to ensure that they achieve well.

Mathematics across the curriculum

53. Pupils use mathematics satisfactorily to support work in other subjects. In geography, for example, Year 6 pupils are able to present comparative rainfall figures in different ways such as scatter graphs, block graphs and charts. Other instances include accurate measuring in design and technology and using programs such as 'number box' in ICT.

SCIENCE

The provision for science is **satisfactory** overall.

Main strengths and weaknesses

- Pupils have good attitudes to their learning which impacts positively on their achievement.
- Teaching and learning in Year 6 are very good.
- There is too much use of worksheets at times, especially in Year 4, which restricts opportunities for the pupils to develop their literacy skills through science.
- There is not enough consistency in how pupils record their work to promote independence in their learning.

Commentary

54. Pupils come into school with below average levels of understanding about science; nevertheless achievement is satisfactory and pupils with SEN achieve well. However, standards in science are below average in Year 6, although very good teaching observed in this year group is already having a positive impact on pupils' attainment.
55. In Year 6, the pupils made very good progress because of the very good practical approach, and very effective support from the classteachers and learning support assistants. The pupils are studying how to separate substances by filtering and looking at living things and the necessities to sustain life and growth. Current topics include refraction of light using mirrors to deflect beams of light and they are gaining a reasonable understanding of how light travels. In Year 5, the pupils are learning about factors which affect evaporation and condensation, how to plan a 'fair test' and they also study the solar system. In Year 3 and 4, work covers looking at living things and making comparisons about different skeletal structures.
56. The quality of teaching and learning is satisfactory with good teaching overall in Year 6, with some very good lessons being observed. In good teaching and learning, there is good planning of lessons and engagement and motivation of pupils are good. When learning is good, teaching support assistants support the pupils well at their activities, and there is a good match of tasks to the different needs of the pupils. However, sometimes there are missed opportunities for support staff to take assessment notes of pupils' responses and progress, especially during introductory sections of lessons. Also there is not enough specific reference to an appropriate scientific vocabulary. Worksheets are sometimes used too much which restricts the pupils' skills in literacy. Pupils' work is marked regularly with some good, evaluative comments, but this practice is still not consistent across the school although there were examples of good practice in Year 3 last year. The pupils' good attitudes and behaviour in lessons make a positive contribution to their learning.

57. Leadership and management are satisfactory, the present co-ordinator has been in post for a relatively short time but has already completed a trawl of the pupils' science work in each year group. Areas for development in assessment, developing the pupils' skills in scientific enquiry and the use of ICT have already been identified. There is good self-evaluation, and performance monitoring, within sound leadership and management in science overall. Resources are satisfactory overall, a new scheme of work for Years 5 and 6 has been purchased and implemented and this initiative is already having a positive impact on the pupils' learning. It is intended to extend the use of this new scheme of work to Years 3 and 4. Since the previous inspection, teaching and learning have been improved, staff expertise has been developed and progress is sound, with staff now having a secure knowledge and understanding of what is to be taught. Pupils with SEN now make good progress and expectations of what pupils can achieve have been raised.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- The teaching in the ICT suite is good and pupils achieve well.
- Pupils' basic computer skills are good.
- Work is relevant to the pupils and this helps them see the value of ICT to their learning.

Commentary

58. Standards in ICT are in line with nationally expected levels and achievement is satisfactory. The quality of teaching is satisfactory overall. It was good in lessons in the suite but there is limited use of ICT as a learning resource in the classrooms.
59. The pupils' basic skills are good as a result of structured teaching. There is an effective scheme of work to develop these skills and teachers have high expectations that pupils will use them. As a result, by Year 6 pupils effectively use word processing programs, data handling and spreadsheet resources and a range of art packages. They make good progress from Year 3 in combining text and pictures to produce a variety of texts such as posters and newsletters. The newly improved ICT suite allows pupils good access to computers so that they can practise and refine their skills.
60. In the lessons observed teaching was good. The teachers have good subject knowledge and use features such as the LCD projector effectively to guide the pupils. The school has good plans in place to extend these resources to the classrooms. Work is matched to pupils' ability successfully and there are suitable assessment procedures to support this. The teachers make good use of more experienced and able pupils to support others. The leadership and management of the subject are sound.

Information and communication technology across the curriculum

61. This is satisfactory overall. The suite is used for literacy and numeracy lessons as well ICT skills in other subjects. The pupils use spreadsheets and data handling programs appropriately in mathematics and science. The pupils in Year 5 and 6 use research facilities for studies in history and geography.

HUMANITIES

62. Only one lesson was observed in **geography** and it was not possible to make an overall judgement on provision. Standards in geography appear to be at least satisfactory. Evidence gained from the analysis of pupils' work, examination of the planning documents and interviews with children revealed a good coverage of the curriculum and a good understanding of geographical concepts. Pupils in Year 3 carry out a study of the school environment which includes extracting information on the school population from a chart; they know about changes that can affect the locality such as the vandalism of a slide and how to use an atlas to find holiday destinations. In Year 6 they can effectively use grid references, different scales and points of the compass. Teaching of a comparative study between Rugby and Beaconsfield has a significant impact by highlighting similarities and differences between the two places. Another study looks at life in India and compares the pupils' own experiences with those of children in a developing country.
63. There are a range of visits beyond the school which helps children to learn about natural features like mountains, rivers and caverns. It also promotes a deeper understanding of the effects of human settlements such as houses, villages and castles. There was evidence of a range of speakers visiting the school to talk to the children on various subjects including environmental issues such as dealing with waste.
64. Only one lesson was observed in **history** so it was not possible to make an overall judgement on the provision. The standards observed in Year 6 were at least in line with national expectations for the development of pupils' skills and above expectations for the acquisition of knowledge. The curriculum is broad and relevant to the pupils. The Year 6 pupils have a good understanding of chronological order for the periods of history they have studied. They have good recall of key facts they have studied, particularly the Tudors and Ancient Greeks. The teaching in the lesson seen was good because of the imaginative methods used to develop pupils' understanding of historical concepts and good links to previous learning. Visits and visitors to the school and cultural opportunities through art and music enrich the subject. The subject makes at least a satisfactory contribution to literacy.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Religious education makes a good contribution to the pupils' spiritual, moral, social and cultural development.
- Pupils acquire a good factual knowledge about different religions and are encouraged to tolerate the views of others.
- Assessment procedures are underdeveloped and, as a result, it is difficult to monitor pupils' progress.

Commentary

65. Attainment at the end of Year 6 is in line with the expectations of the locally agreed syllabus for religious education. The school uses ideas from a published scheme which covers a good range of topics.
66. In Year 6, for example, in addition to the study of different religions, topics as diverse as circumcision and crucifixion are dealt with. Children are given the opportunity to state their own views and reflect on important issues such as the true value of money and sharing your talents. In a Year 3 lesson a lively discussion about the Christian story of creation also brought in alternative explanations. Other lessons observed allowed pupils to think about positive and negative feelings experienced when visiting places for the first time. The teaching of religious education, therefore, makes a good contribution to spiritual, moral, social and cultural development.
67. Pupils have a good factual knowledge of different religions, as demonstrated in a Year 5 lesson about harvest where they could explain the main features of the festival. Children can compare the similarities and differences between Islam, Christianity and Judaism. Throughout the school, pupils not only learn about religion but from it. By looking at important figures and their teachings, pupils are encouraged to become tolerant and kind towards others. In exploring the parable of the Good Samaritan a Year 4 class considered what Jesus had said about being a good neighbour and concluded that it was the person who had helped someone in distress.
68. The scheme of work followed by the school has assessments at the end of study units but these are not sufficiently informative. They give an indication of facts that pupils can recall but no formal assessment of levels of attainment. The new subject co-ordinator has only been in post a matter of days but is aware of this and intends to bring about improvements. The school needs to build on what is already there and more closely monitor pupils' progress to ensure that individuals of all abilities are sufficiently challenged in order to raise standards. The report after the last inspection referred to the use of unchallenging worksheets in some lessons and this is still the case. Opportunities are sometimes missed to assess pupils' knowledge through activities such as drama rather than completing a written task.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

69. **Design and technology** was sampled during the inspection, no lessons were observed due to the way in which the delivery of the subject is organised. It is therefore not possible to make a judgement on provision in the subject. However from work seen, standards in design and technology are above the expected level for pupils in Year 6 and they achieve well. The curriculum is organised using national guidelines and resources have been improved to ensure all aspects of study are covered properly. Leadership and management are sound and the recently appointed co-ordinator has already evaluated weaknesses within the provision and addressed these by purchasing new resources for future work. No judgment was made on design and technology at the last inspection and therefore no comparison can be made.
70. Only one lesson was observed in **physical education** because of the priorities of the inspection. It was a good lesson taken by a visiting dance teacher. The pupils were enthusiastic and worked very hard. The skills seen were similar to those normally expected. There is a new coordinator for the subject who has already established a robust plan of action and introduced several new extra-curricular opportunities.

Generally the curriculum is enriched well by visitors, visits and extra curricular activities. The physical education programme is appropriately broad and balanced. Planning for gymnastics is well established and the coordinator is reviewing other areas. There are sound resources overall, although some of the large climbing equipment is dated and uninspiring. It is safe and regularly maintained however. Standards of swimming are satisfactory.

Art and design

The provision for art and design is **good**.

Main strengths and weaknesses

- Good quality work overall and the pupils achieve very well.
- Art and design has a high profile within the creative arts provision in the school.

Commentary

71. Art and design standards in Year 6 are good overall and the pupils' achievement is very good. The quality of artwork displayed in the school is above the expected standard in each year group. There are high expectations for what the pupils can achieve and attractively presented work using a good range and variety of media. The school places a good emphasis on art and design, for example there are 'art weeks', which are used effectively to ensure the pupils acquire secure skills and use these correctly to produce high quality work. The pupils are keen and interested in artwork, apply themselves well and, with encouragement, produce well-presented and detailed pieces of work. Art and design is used effectively to promote the pupils' spiritual, moral, social and cultural development.
72. The quality of teaching and learning is good overall; staff have a good command of skills and techniques. They provide the pupils with good opportunities to practise and develop a good range of these in sketching and through using a variety of media. Planning is clear, the staff motivate the pupils well and have good expectations for behaviour and what the pupils can achieve. Methods are effective; the good range and variety of resources and media are used productively. Lessons are well-paced, pupils with SEN are well-supported and all pupils are offered a good range of learning opportunities to inspire them and develop their creativity. Progress in raising standards in art and design since the previous inspection has been good.

Music

The provision for music is **satisfactory**.

Main strengths and weaknesses

- Good musical expertise is provided to promote the pupils' skills.
- There is a designated room for music but this is not always available for music lessons for all year groups.

Commentary

73. Standards in music in Year 6 are at the expected level for this age group, the standard of singing is good and the pupils achieve well. All pupils, including those identified as having SEN, make good progress in lessons and they enjoy singing and making music. Music is used effectively to promote the pupils' spiritual, moral, social and cultural development.
74. The school uses the support of the local authority music service to supplement its teaching expertise and to enhance the pupils' learning. The quality of teaching and learning is good overall. Lessons are planned effectively, good use is made of available resources, but sometimes timetabling arrangements means that not all year groups have access to the designated music room. This means the good quality range of musical instruments are not easily accessible to the pupils to develop their music making and to promote their creativity. Also the way in which sessions for Year 6 are organised results in time being wasted as they change groups from music to physical education. However, once settled in their groups, all pupils learn quickly because lessons are made interesting and fun. Singing in assemblies is good, the pupils sing tunefully with due regard to themselves and others as performers. There is no co-ordinator for music in the school at present, but progress in developing music in the school since the previous inspection has been satisfactory. The school is able to offer a range of instrumental opportunities for those pupils who are interested; there is a nominal charge for this and several pupils take advantage and learn to play a musical instrument.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

75. The planning for personal, social and health education is good. It is thorough and links learning in many different areas. The main feature, however, is the overall ethos of the school, which is focused on ensuring the pupils become mature self-assured and confident. This is particularly evident in the confidence and self-awareness of pupils with SEN. The pupils make sound links between their learning in personal and social education and their understanding of the world. This is especially so in their knowledge of the need for tolerance and understanding in every day life. Sex and relationships education and awareness of the dangers of drugs are provided for well. The provision for this aspect is led and managed with enthusiasm.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

