

ERRATUM

BUSHY HILL JUNIOR SCHOOL, SURREY Inspected 4 – 6 October 2004

Please note the following changes to the published report:

Page 6, third paragraph, line 2

delete However, since the last inspection, there has been an exceptionally high turn-over in teaching staff, with over half leaving in one year.

add ***However, since the last inspection, there has been an exceptionally high turnover in teaching staff, with over half leaving in two years.***

Page 10, paragraph 4, line 7

delete The absence of screening procedures to identify pupils who need additional support when they join the school reduces the rate of progress of some lower attaining pupils whose specific needs are not picked up early enough.

add ***There is a delay in assessing pupils on entry to the school in September which reduces the rate of progress of some lower attaining pupils whose specific needs are not picked up early enough.***

Page 13, paragraph 13, line 4

delete This is because there has been too little focus on developing the skills of teachers and learning support assistants since the last inspection.

add ***This is because that while there has been a programme to develop the skills of teachers and learning support assistants this has not been effective enough.***

Page 14, paragraph 18, line 15

delete A further weakness in the school's assessment procedures is the lack of a screening programme for pupils when they join the school.

add ***A further weakness in the school's assessment procedures is the lack of prompt and effective assessment of pupils when they join the school at the start of Year 3.***

Page 16, paragraph 23, line 1

delete However, the programme for developing staff through in-service training and courses was not seen as a priority in recent years.

add ***The programme for staff development through in-service training and courses again has not been effective enough.***

Page 19, paragraph 36, line 1

delete The recently appointed headteacher has worked rapidly to restore staff morale and set a clear agenda for the development of the school.

add ***The recently appointed headteacher has set a clear agenda for the development of the school and staff morale is improving.***

Page 19, paragraph 37, line 5

delete Besides this, subject responsibilities were changed at the end of the last school year, so that currently nearly all subject leaders are very new to their post. Furthermore, the role of most subject leaders has been too narrowly defined in the past, so that they have not been able to discover the quality of provision or the standards achieved in their subjects through a wide range of monitoring activities.

add ***Besides this, subject responsibilities were changed at the end of the last school year, so that currently 10 subject leaders are very new to post. Written job descriptions define subject leaders' roles. In practice however, subject leaders have not been able to discover the quality of provision or the standards achieved in their subjects through a wide range of monitoring activities.***

INSPECTION REPORT

BUSHY HILL JUNIOR SCHOOL

Guildford

LEA area: Surrey

Unique reference number: 125009

Headteacher: Mr B Twells

Lead inspector: Mrs M Fitzpatrick

Dates of inspection: 4 – 6 October 2004

Inspection number: 266544

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: Foundation
Age range of pupils: 7 - 11
Gender of pupils: Mixed
Number on roll: 215

School address: Sheeplands Avenue
Merrow
Guildford
Surrey
Postcode: GU1 2SG

Telephone number: 01483 598544
Fax number: 01483 598546

Appropriate authority: Governing body
Name of chair of Mrs A Curtis
governors:

Date of previous 28 November 2002
inspection:

CHARACTERISTICS OF THE SCHOOL

Bushy Hill Junior School is about the same size as most primary schools. There are 200 pupils aged between seven and 11 years, and 20 per cent more boys than girls. The percentage of pupils eligible for free schools meals is below the national average. The percentage of pupils with special educational needs is about average and there are two pupils with Statements of Special Educational Need. Most special educational needs are in literacy. The percentage of pupils for whom English is not their first language is higher than in most schools, but in the current school year none are at an early stage of language acquisition. Most pupils are from a white European background, with less than five per cent from ethnic minority backgrounds, mainly Asian British or African British. The attainment of pupils when they enter the school in Year 3 is broadly average.

Numbers on roll have fallen in recent years partly because of a falling birth rate in the area, and partly as a result of a period of turbulence caused by a large turnover in teaching staff. Staffing has now stabilised and standards are improving. In 2003, the school achieved the Investors in People Award. An interim headteacher joined the school in September 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
24326	Mrs Moira Fitzpatrick	Lead inspector	English Art and design Geography History English as an additional language
19557	Mrs E Halls	Lay inspector	
27240	Mr T Hooper	Team inspector	Mathematics Design technology Music Religious education
32142	Mrs B Richmond	Team inspector	Science Information and communication technology Physical education Special education needs

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Bushy Hill Junior School is an improving school whose current effectiveness is **satisfactory**. Standards are **average** overall in Year 6 and the quality of educational provision is **satisfactory**. Pupils' achievement is **satisfactory**; there is **satisfactory** provision for their personal development through a range of activities and opportunities to take on responsibilities. The leadership of the school is **good** and management is **satisfactory**. The school gives **satisfactory** value for money.

The school's main strengths and weaknesses are:

- Standards in mathematics are above the expected level by Year 6.
- The headteacher provides very good leadership for the development of the school; governors provide good support for the strategic development of the school.
- Provision for pupils who have special educational needs, and the use of support assistants, are both unsatisfactory.
- The management of subjects is underdeveloped and does not contribute enough to whole school improvement.
- Teachers do not make enough use of assessment information to set challenging targets for all pupils or develop their independence as learners.
- Children enjoy coming to school and their attendance is good.
- Provision for the pastoral care and the health and safety of pupils is good and accommodation is very good.
- Partnership with parents and neighbouring schools is good.

The school is more effective than it was at the time of the last inspection and has made satisfactory progress since then. However, since the last inspection, there has been an exceptionally high turn- over in teaching staff, with over half leaving in one year. The problems with staffing slowed the school's progress in improvement, especially the development of the role of subject managers. Improvements to the provision for pupils with special educational needs have also slowed, mainly because there is no one person with responsibility for overseeing this provision. The part played by governors in the strategic development of the school has improved significantly in the last year, and governance is now good. Standards in national tests have risen well this year. This, together with the leadership of the new headteacher, has improved staff morale and the whole school community is now strongly committed to improving the school further.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	B	C	B	A
mathematics	C	C	B	B
science	A	C	C	C

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

Pupils' achievement is **satisfactory**. The school's performance in the National Curriculum tests in 2004 was above the national average. Pupils who sat these tests made good progress overall compared with the results they achieved when they were in Year 2. The

results show a very good increase in the percentage of pupils reaching the higher level in all subjects. In English and mathematics, the percentage of pupils reaching the higher level was well above the national average. This is the result of the school's focus on raising standards for higher attaining pupils. However, the percentage of pupils not reaching the expected level was not significantly different from former years, highlighting the need for the school to focus more sharply on provision for lower attaining pupils. The school's trend of improvement in standards since the last inspection has been below the national trend. Pupils now in Year 6 reach the expected level in English and science. In mathematics they exceed the expected level because the teaching is consistently good. In information and communication technology, pupils do not reach the expected level, because they have not had enough teaching in some aspects of the subject due to staff turn-over. This is now being remedied and in many aspects of the subject pupils reach the expected level. In all other subjects inspected, religious education, art and design, history and music, pupils reach the expected level for their age and in some aspects of these subjects they achieve well.

Pupils' personal development is **satisfactory** and is improving because of the increased opportunities they have for taking responsibility and showing initiative. Provision for their spiritual, moral, social and cultural development is **satisfactory**. Pupils bring **satisfactory** attitudes to their learning; their behaviour in and out of class is **satisfactory** and in assemblies it is good.

QUALITY OF EDUCATION

The quality of education provided by the school is **satisfactory**.

Teaching is **satisfactory**, with some good teaching seen in all years and very good teaching seen in Year 5. The strengths of teaching include well-paced teaching in mathematics, thorough teaching of writing skills and good use of computers and electronic whiteboards to enliven teaching and learning. There are weaknesses in teachers' use of assessment to set good levels of challenge for all pupils. Pupils' learning is best when they are actively involved, such as in science in Year 6, or art and design lessons. In a few lessons where teachers talk for too long or don't keep the pace brisk, pupils' learning slows because they become passive and lose interest in parts of the lesson.

The curriculum is satisfactory. Teachers are increasingly making links between subjects, which enhances pupils' learning as they see connections between different subjects. The curriculum is enriched with good links to other schools. Links with the community are satisfactory. Provision for out-of-school activities and clubs is good. The school's care for pupils is good and there is satisfactory support for their learning through the monitoring and guidance they receive. Accommodation and resources are good.

LEADERSHIP AND MANAGEMENT

Leadership and management in the school are **good** overall. The leadership of the headteacher is very good and the overall leadership of the senior management team is **good**; management is **satisfactory** overall. The headteacher, key staff and governors monitor the work of the school and have set a good agenda for improvement. Governance of the school is now **good** and governors ensure that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Very few parents returned questionnaires giving their views about the school. About twice as many attended the parents meeting held before inspection and most expressed support for the new headteacher who was welcoming their offers of in-school support, developing an open door policy and improving relationships inside the school. Parents at the meeting also expressed high levels of satisfaction with the teaching and the care their children received from teachers and support assistants. Pupils too have valued the changes made by the new headteacher and are pleased to have a say in developments in the school through the school council. They are particularly pleased that lunchtime arrangements have improved and they now have more time for play.

IMPROVEMENTS NEEDED

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

- Review the management of provision for pupils with special educational needs to ensure clear lines of responsibility for the assessment of pupils' needs, the monitoring of their progress and the deployment of support staff to support their learning.
- Improve the use of assessment so that teachers provide good levels of challenge for all groups of pupils and set targets that give pupils more responsibility for their learning.
- Develop the management skills of subject leaders so that they play a full part in improving standards and provision in the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards are **above** the expected level for 11 year olds in mathematics and **at the expected level** in English and science. Pupils' achievement is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in mathematics by Year 6.
- Standards in ICT are improving but are still below the expected level by Year 6.
- Pupils have good opportunities to consolidate their basic literacy skills in other subjects, which is helping to raise standards.

Commentary

1. Pupils in Year 6 achieve above the expected level in mathematics, because they are well taught and have good opportunities to work at the higher level when they are ready to do so. In English they reach the expected level overall, with fewer pupils in the current Year 6 likely to reach the higher levels than in the National Curriculum tests in 2004. Pupils' achievement in English is satisfactory overall, though for higher attaining pupils it is now often good, which is an improvement since the last inspection. Learning in English for lower attaining pupils is sometimes hampered because weaknesses they have in basic literacy skills are not identified early enough when they join the school in Year 3. In science, standards for pupils are rising, with more pupils working at the higher level than formerly. Overall, they reach the expected level and pupils' achievement in the subject is satisfactory. However, standards are not rising as quickly as they could because pupils are not given enough opportunity to learn through investigation.
2. Pupils' attainment in information and communication technology is below the expectation for their age because they have not been consistently taught all aspects of the ICT curriculum. In those aspects which have been regularly taught, such as word processing and using computers for research, standards are at the expected level. The impact of teacher turn-over on developing pupils' skills and knowledge has been recognised by the school and staff training needs are under review. Other factors holding back standards and pupils' achievement in ICT are the lack of up-to-date software for use in different subjects and the negative attitudes of some pupils towards the subject, which can slow learning in some lessons. In religious education, pupils' knowledge and understanding of Christianity and other major faiths are in line with what is expected by the locally agreed syllabus and their achievement is satisfactory. Pupils do not have as much opportunity to visit centres of faiths other than Christianity or to meet with people who belong to other faiths as is usually seen, and this limits their knowledge of other cultural traditions.
3. In other subjects that were sampled during inspection, pupils reach at least the level expected in art and design, where they benefit from well planned skills development as they progress through the school. Their enthusiasm for the subject develops good attitudes and a good proportion of pupils achieve well as a result. In history and music pupils also reach the expected level and have good opportunities to use literacy skills to enhance their learning. The use of talk in these and other subjects is an aid to learning for all pupils, but has the most significant impact on pupils with special

educational needs and those for whom English is an additional language, whose learning benefits from class discussion.

4. Pupils with special educational needs attain standards that are below those expected for their age but they are usually satisfactory in relation to the pupils' identified needs and targets that are set for them. These targets are clear, specific, achievable and suitably challenging. However, some pupils with special educational needs are not making sufficient progress in English because they are not rigorously assessed when they join the school in Year 3, so are not receiving the necessary support to overcome their weaknesses. The absence of screening procedures to identify pupils who need additional support when they join the school reduces the rate of progress of some lower attaining pupils whose specific needs are not picked up early enough. While dedicated support staff give pupils additional help to enable them to make satisfactory progress overall, teachers do not track the progress of these pupils rigorously enough to ensure that good progress is made over time.
5. Pupils who have English as an additional language are assessed by the local education authority specialist language teacher who then advises class teachers on the best support for pupils. Teachers follow this advice well to ensure that pupils are fully included in lessons and make the same progress as others in the class. Pupils also benefit from additional support in class and from being partnered with pupils of similar ability whom they work alongside. Results in national tests show that they are making at least as good progress as most other pupils and that their achievement is satisfactory.
6. The school has set challenging targets for average and higher attaining pupils in national tests, based on their performance in standardised tests when they were in Years 3, 4 and 5. These targets need to be even more ambitious for lower attaining pupils and those with special educational needs who do not all make the same good progress as many average and higher attaining pupils.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	28.0 (26.6)	27.0 (26.8)
Mathematics	27.9 (26.9)	27.2 (26.8)
Science	28.9 (28.8)	28.9 (28.6)

There were 68 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

The provision for pupils' spiritual, moral, social and cultural development is **satisfactory**. Pupils' attitudes and behaviour are **satisfactory**. Pupils' attendance and punctuality are **good**.

Main strengths and weaknesses

- Pupils are keen to take on responsibility.
- The school sets high expectations for pupils' conduct.
- The school deals effectively with all forms of harassment.

Commentary

7. Overall, behaviour is satisfactory. The school has a very clear behaviour policy, which is often reinforced in classroom displays. Most pupils behave well but there are still some pupils who need to be reminded in lessons about their behaviour and this causes time to be lost. In the last school year, one boy has been excluded on three occasions and another boy on one occasion.
8. Overall, pupils' attitudes to learning are satisfactory. Very few parents completed the parents' questionnaire and of those about third strongly agreed that their child liked school. Many pupils are keen to work but in many lessons there are a significant minority who do not get on with their work unless they are reminded to. In the three physical education lessons observed during the inspection, there were pupils who had forgotten to bring their physical education kit to school and consequently did not take part in the lessons, which was unsatisfactory.
9. Pupils with special educational needs have satisfactory attitudes to their work. Their behaviour is satisfactory and they respond satisfactorily to the encouragement they receive, which helps to boost their confidence and enable them to take pride in their achievements.
10. Pupils are keen to take on responsibilities. The elected members of the newly formed school council take their responsibilities seriously. They have a good understanding of what their roles entail, listen responsibly to other pupils' points of view and feedback information to their classmates after school council meetings. The roles of chair, vice chair and treasurer are decided by election. The development of the school council is giving pupils a good opportunity to understand how democratic processes work as well as giving them a sense of pride because of the improvements they have begun to make in the school.
11. The school's provision for pupils' spiritual, moral, social and cultural development is satisfactory. The school's action plan correctly identifies both spiritual and cultural development as areas needing further development. Spirituality is satisfactorily developed through assemblies and work in religious education. Cultural development is satisfactorily developed through art and literature but there is insufficient emphasis on knowing about life in multicultural Britain today. Teachers are creating satisfactory opportunities for pupils in lessons to develop their social skills through working together in groups and pairs but the pupils' skills are not well developed. There is a clear code of behaviour, which occasionally a few pupils need to be reminded of, especially when they are learning to work together effectively.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.6	School data	1.1
National data	5.4	National data	0.4

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

12. Attendance is good and although unauthorised absence has been higher than the national average, it has been reduced in the last school year by the good procedures the school has for improving attendance. Parents ensure that their children attend school regularly and arrive punctually. The school takes effective action to promote good attendance and registration practice is efficient. Most absences arise through

sickness or medical visits, although some parents do withdraw their children from school to undertake holidays during term time.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Asian or Asian British – Indian
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – African
Chinese
Any other ethnic group

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
195	4	0
4	0	0
2	0	0
1	0	0
1	0	0
2	0	0
1	0	0
2	0	0
3	0	0
1	0	0
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 school provides a **satisfactory** standard of education for its pupils. Procedures for and the use of assessment are **satisfactory**. There is a **satisfactory** curriculum. Provision for the welfare and care of pupils is **good**. The school's links with parents are **good**.

Teaching and learning

The quality of teaching and learning are **satisfactory**. Teachers' use of assessment to plan the next stage of learning is **satisfactory** overall.

Main strengths and weaknesses

- There is some good teaching in all classes.
- Pupils are enthusiastic about practical activities and their achievement is often good in lessons which include practical activities.
- Teachers' planning provides for different levels of ability in English and mathematics but this is not always the case in other subjects.
- The use of classroom assistants is inefficient and does not have enough impact on pupils' learning.
- Assessment is not rigorous enough to produce consistently good challenge for all pupils.

Commentary

13. The quality of teaching in the school is satisfactory overall. There is some good teaching in all years, with most teachers showing strengths in a number of subjects they teach. However, the proportion of very good teaching seen during inspection was below what is usually seen. This is because there has been too little focus on

developing the skills of teachers and learning support assistants since the last inspection.

14. Teaching in English is good in about half of the classes. Work samples from the last school year show that pupils' achievement is at least satisfactory overall, and that the achievement of higher attaining pupils is sometimes good. A strength in English teaching is how well teachers develop pupils' writing skills. This is because teachers have benefited from good training in the teaching of writing and have had regular opportunities to compare pupils' work and discuss aspects of writing with the subject leader in the last year. Because they are secure in how they teach writing they provide work which is well matched to pupils' needs. Teachers all make good use of talk to develop pupils' thinking which gives pupils a good level of involvement in lessons and helps those whose concentration is not good to remain involved. When pupils are fully involved in discussion, as it was in a Year 5 lesson on science-fiction writing, then the rate of learning increases and pupils achieve very well.
15. In mathematics teaching and learning are good overall and pupils achieve well as a result. In all classes teachers provide work at the correct level for different groups of pupils and this ensures that they all succeed with their tasks. Teachers have good subject knowledge and maintain a brisk pace during whole class teaching. The use of white boards for pupils to record their answers maintains the pace, keeps all pupils involved and allows teachers to make on the spot assessments of how well pupils are learning. While teachers make good use of mathematical vocabulary during lessons and encourage pupils to do the same, they do not all display these unfamiliar words so that pupils can recognise and use them in their reading and writing. The same weakness is seen in other subjects and detracts from the impact of the teachers' careful use of correct technical vocabulary.
16. Pupils' learning, and their attitudes and behaviour are noticeably better in lessons where there is practical activity, the opportunity to work collaboratively and where they are given a high degree of responsibility for their learning. Older pupils worked with very good concentration and made rapid progress in their painting of portraits in the Tudor style, after the teacher had made clear her high expectations of what they could achieve. They showed a willingness to learn both from their mistakes, through careful self-evaluation, and from the work of established artists by studying their use of colour and effects to create texture. Achievement for pupils of all abilities was very good and all were delighted with their efforts by the end of the lesson. Pupils in a Year 4 lesson were similarly eager to explore for themselves the different effects of leaf prints and were pleased to discover that the amount of paint applied could change the look of the print. In both lessons the teachers' willingness to give pupils the freedom to explore and learn, while setting clear expectations for the outcomes of their learning was a major factor in the rate of learning and the pleasure that pupils gained from the experience. Pupils in Year 6 science lessons showed the same enthusiasm when carrying out investigations. In both classes very good questioning by the teacher set pupils thinking for themselves about how to set up a fair test. During the investigation, pupils were absorbed in observing and recording; their attitudes were good and they enjoyed supporting each other to record accurately what they had seen so that by the end of the lesson achievement for all groups of pupils was good.
17. Teachers in all classes are developing their use of technological aids such as the interactive whiteboard, power-point presentations and overhead projectors to increase the pace of learning and make learning more memorable. Year 5 pupils saw the results of their homework into conditions for the poor in Tudor times quickly transformed into tables of information and the class teacher was able to call up

illustrations to let the class see what they heard described by others in the class. This kept pupils well involved as well as reinforcing their learning through the visual display. In another instance the presentation of group writing using the computer to redraft and consider alternatives made a strong impact on pupils' thinking. The speed at which they made suggestions for improvement was impressive while the quality of their independent writing showed that they had been convinced of the value of reading and redrafting.

18. Teachers make good use of regular assessments of pupils' writing to set termly targets. The practice of assessing pupils' work against National Curriculum levels has been well promoted in the last year, and teachers accurately assess what levels pupils achieve in termly assessments. In mathematics, marking is generally good and points out to pupils where they could improve. In science, teachers assess pupils according to whether or not they have fully understood the work in each unit they study. In other subjects assessment is either at the early stage of implementation or has not yet been introduced. Overall, while teachers' use of assessment is satisfactory in guiding their planning for teaching it is not rigorous enough in setting short term targets for pupils' learning or in tracking their learning so that the rate of improvement is good for all pupils. Systems for recording and tracking learning have been developed since the last inspection, but the impact of teacher turn over means that not all teachers are using these as effectively as others. This is impacting on teachers' expectations of what pupils can achieve, which in turn is impacting on standards overall. A further weakness in the school's assessment procedures is the lack of a screening programme for pupils when they join the school. The timing of a writing assessment in October is too late, because by then some pupils with weak literacy skills have fallen even further behind their peers.
19. The teaching of pupils with special educational needs is satisfactory in lessons. Most teachers use a satisfactory range of successful strategies to motivate, involve and challenge pupils. Pupils' needs are usually accurately assessed, using outside agency support if necessary, and pupils have individual education plans that are targeted carefully to help them learn. The effectiveness of teaching assistants' support ranges from good to satisfactory. When they give good support in class they have been well briefed by the teacher and are skilled at posing questions which develop pupils' understanding. However, in some classes they are not deployed to full effect and some pupils who require help are not given the necessary support, while in other cases teaching assistants do not insist enough on pupils doing things for themselves, such as collecting and clearing equipment. Occasionally, they are sometimes more involved with the behaviour management of pupils rather than in teaching them.
20. The deployment of the special educational needs teacher and teaching assistants is unsatisfactory. The use of teaching assistants is not well planned across the school and there is not a shared understanding among teachers of precisely what their role is. For example, important teaching time was lost in a lesson when a teaching assistant was asked to photocopy worksheets. In some instances where pupils are withdrawn from class for individual support from the special needs teacher, the lesson is too long. The result is that pupils cannot sustain good concentration, so progress is only satisfactory, when with shorter more frequent time slots it would be good. Finally, the school has not yet put in place sufficient provision for supporting pupils in English lessons, especially for the significant number of pupils in Year 3 who have not yet reached the expected standard for their age in literacy.

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	12	12	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.

The curriculum

The curriculum is **satisfactory**, and meets all statutory requirements. A **good** range of out-of-school activities enriches it. The accommodation is **very good** and resources are **good**.

Main strengths and weaknesses

- A good programme of extra-curricular activities enhances what pupils learn in class.
- There is not enough planned investigation in science for pupils to learn through first hand experiences.
- Visits by members of the local community to enhance pupils' learning are infrequent.

Commentary

21. The curriculum is broad, relevant, and well planned. All subjects, except science, have suitable schemes of work, which cover the requirements of the National Curriculum. In science, the teaching does not cover all areas of the syllabus sufficiently; pupils' experience of investigations is too limited. Religious education meets the requirements of the locally agreed syllabus. Linking work in different subjects helps to use time effectively and develops pupils' awareness of the relationship between subject areas. Some examples of this are the way that work in art (mosaics) was linked with the 'Romans' topic in history and in design and technology pupils made 'Tudor' purses.
22. The good extra-curricular activities and the places of interest that pupils visit enrich the curriculum. Pupils visit local sites for work in geography and religious education. There are also trips further afield linked to specific topics, as well as the residential trips which are open to pupils in Years 4, 5, and 6. These make a significant impact on the social development of pupils. Pupils participate in a good range of out-of-school clubs, especially the various sporting activities. Teams from the school have been successful in local competitions. Teachers are generous with the time that they give to running these. The "Arts Week" and visits to the school by drama and musical groups also contribute to the enrichment of the curriculum. However, the school has a smaller range of visitors from the local community than is usually seen, so pupils fail to benefit from what these visitors could offer. The school has good links with the secondary schools to which pupils transfer and they are well prepared for the next stage of their schooling. Pupils in their final year go to local secondary schools to take part in extension activities such as writers' workshops and other enrichment activities.
23. Staff have suitable qualifications and experience for their various roles. However, the programme for developing staff through in-service training and courses was not seen as a priority in recent years. The school intends to give more opportunities for staff to develop their professional skills. There are good resources in all subjects to enable efficient teaching of all areas of the National Curriculum. Accommodation is spacious and well maintained and is of a much higher standard than in many schools. There

are attractive outside areas, including grass playing fields and an all-weather surface that are used well. A music room, a gymnasium, as well as an attractive and well-equipped art and technology room help to make the teaching of these subjects more effective. There are also rooms for group teaching of pupils with specific educational needs. The building is designed to make all areas of the school accessible to pupils with physical disabilities and there is a lift installed. The attractive library is centrally situated and has a very good stock of suitable books. However, the computer suite is rather small and there are plans to relocate it to a more suitable area.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is **good**. Pupils have **satisfactory** access to helpful support, advice and guidance.

Main strengths and weaknesses

- Arrangements to ensure pupils' care, welfare and health and safety are effective.
- Relationships between pupils and staff are at an early stage of development due to recent staff changes.
- Provision of academic support and guidance is satisfactory overall, but there are weaknesses in the support for pupils with Special educational needs and the deployment of support assistants.
- The recently formed school council now involves pupils in the school's development and pupils are pleased they have a greater say in the work of the school.

Commentary

24. Staff work hard at developing positive relationships with pupils; their academic progress is monitored on a regular basis and assessed. At present teachers do not make enough use of the information gained from assessment to plan the correct level of challenge for all pupils. Pastoral support is given high priority and staff use information about pupils effectively to make sure that they are looked after in a happy environment. Pupils have satisfactory access to support, guidance and advice.
25. The school provides satisfactory level of care overall for pupils who have special educational needs. However, their work is insufficiently monitored to ensure that they are making enough progress towards the targets set for them, because support assistants have not all been given a clear role in this process.
26. Procedures for ensuring pupils' safety and well-being are good. First aid provision is good and trained staff are designated to provide assistance in the event of an emergency. Safe practice is promoted well in lessons both in school and outside. Equipment is regularly checked and tested and governors and staff carry out regular risk assessments. Child protection procedures work effectively because staff are experienced, well trained and vigilant.
27. Induction arrangements are satisfactory when pupils transfer to the school and for pupils joining the school in other year groups. Pupils from abroad are given particular attention and are helped to settle into their new surroundings. These arrangements are helping to develop trusting relationships between pupils and staff and encourage pupils to seek support and guidance when they have a personal problem or when they

want to share news of something special. Staff provide a positive response to such requests and pupils are increasing in confidence.

28. Pupils' views are now being sought through the class councils and a school council. Pupils put forward their suggestions enthusiastically on how things can be improved and are pleased they now have a say in school developments.

Partnership with parents, other schools and the community

Links with parents are **good** and those with the local community are **satisfactory**.

Main strengths and weaknesses

- Parents are now welcomed and encouraged to be involved in the school.
- The school's partnership with parents makes a positive contribution to pupils' learning.
- Information for parents about their children's progress and school events is good.

Commentary

29. After the last inspection there was a decline in the school's relationship with parents and the community. Staff and governors are now giving high priority to developing and maintaining positive relationships with parents. Governors and staff have good arrangements to survey parents annually and gain their views. This in turn is used as part of the school improvement planning process. The pre-inspection questionnaire and meeting with parents showed that in the past parents have felt there were problems with communication and that they were not effectively involved in the school. Recent changes have made a difference and a generally positive view is now held, so that there is an overall level of satisfaction with the school's provision.
30. The quality of information now provided for parents is good and helps them to support their children's learning at home. Inspectors judge that newsletters, general information and pupils' annual progress reports for parents are good. Reports effectively inform parents what their children know and can do.
31. The school informs parents at an early stage in the process of planning work for pupils with special educational needs. Teachers invite parents into school to discuss pupils' individual education plans. Most parents come into school for a discussion about the support planned for their child. The school invites parents to all reviews and they can make an appointment at any time. Links between home and school are regular and constructive so that parents are aware of what they can do to help their child make good progress.
32. A key factor in the school's improved links with parents is the 'open door' policy. Parents have access to the school at any time if, for example, they wish to discuss their children's progress. Staff normally manage to resolve any concerns of parents informally. However, in the event that a parent should wish to make a formal complaint, there is an effective complaints procedure. If staff have any concerns then parents are contacted. The school is warmly welcoming parent volunteers and a number of them now come on a regular basis, contributing well to pupils' progress, for instance in helping in the library and helping on school trips.

33. The Parents' Association is run by a small but hardworking committee and successfully raises funds to provide additional resources and learning opportunities for pupils. Through social events they raise funds to help purchase additional resources for the school.
34. A small range of visits and visitors provide enrichment of the curriculum and support pupils' personal and social development by broadening their experiences and giving them some opportunities to learn about the local and wider community but this is not as much as is usually seen. The school profile in the locality has not been successfully promoted and the community has not been able to benefit from the school facilities.
35. Links with other schools are good and the school is beginning to play an active part in the local group of schools. Arrangements support the transfer of pupils well by providing opportunities for them to visit and gain an understanding of the next stage of their education.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. Leadership is **good** overall; management is **satisfactory**. The governance of the school is **good**.

Main strengths and weaknesses

- Very good leadership by the headteacher has quickly established a vision for the school which is well supported by all staff, parents and governors.
- The governors provide good support for the school and are well involved in its strategic development.
- The leadership and management of subjects overall by other key staff are satisfactory.
- The school's improvement plan identifies well what the school needs to do to improve.

Commentary

36. The recently appointed headteacher has worked rapidly to restore staff morale and set a clear agenda for the development of the school. He has quickly identified the school's strengths and where it needs to develop. His vision for improving standards through good partnerships and supportive relationships is already being realised. Since the beginning of term, the headteacher has established good relations with parents who now say they feel welcome in the school and many have already volunteered their support in class and in the library. Staff morale is rising rapidly and teachers are developing more confidence in their ability to make improvements to the school, because they are now involved in open consultation and feel that their ideas are valued. Pupils too have benefited from the headteacher's willingness to listen and respond to suggestions. For example, his swift response to lunchtime arrangements has produced a more efficient system much appreciated by pupils who now have more time for play. The headteacher has forged links with other schools with a view to sharing good practice and developing common programmes for staff development. All connected with the school are confident that they have a role in its development and welcome the opportunity to contribute. The speed with which he has developed networks to draw in support for the school is impressive, and so is the way in which he has set about improving relationships in all sectors of the school community.

37. Subject leadership in the school has not developed well since the last inspection, mainly as a result of the exceptionally high turn-over of staff. The majority of teachers have been in the school for just over one year. During that time they were given little opportunity to gain a firm grasp of standards and provision in their subjects through regular monitoring activities. Besides this, subject responsibilities were changed at the end of the last school year, so that currently nearly all subject leaders are very new to their post. Furthermore, the role of most subject leaders has been too narrowly defined in the past, so that they have not been able to discover the quality of provision or the standards achieved in their subjects through a wide range of monitoring activities. The exceptions to this are in English, where there has been good monitoring of pupils' learning and some direct observations of teaching and learning in the last year, and in mathematics, science, ICT and art and design. The subject leaders in all of these subjects have had experience of leading subjects formerly and have a clear idea of what is required, but have not had enough opportunity to manage and promote their subjects.
38. The main weakness in the quality of leadership and management of other subjects stems from the fact that teachers have not had training or sufficient opportunity to monitor provision in their subjects, so have no basis for deciding on priorities for improvement. The enthusiasm and willingness to learn new roles are strengths of current staffing which indicates that the school has a good capacity for further improvement. Under the leadership of the new headteacher, there is an increased focus on monitoring the quality of teaching and learning through classroom observation. A very strong team spirit has been developed amongst all staff who are highly committed to raising standards and improving provision in the school.
39. The management of special educational needs is unsatisfactory because the organisation of responsibilities has made it impossible for the special educational needs co-ordinator to have an over-view of provision, or to have a role in the deployment of support staff. Because her role has been too narrowly defined, her activities have been restricted to monitoring pupils' progress without the opportunity to direct more support where it was needed. The responsibility for this aspect of provision lay with the previous headteacher. Consultation with learning support assistants was too infrequent for a swift response to changes in need. The result is that support staff are inefficiently deployed, while the needs of some pupils are not being fully met. The new headteacher has moved quickly to tackle this issue and has made some improvements to provision, but a full overhaul of special needs provision is required to clarify responsibilities, improve accountability and the quality of provision and to make the best use of the large team of support assistants.
40. The governing body has re-established itself under a new chair of governors after a prolonged period of turbulence and a very high turn-over in governors. Members of the governing body now have a good knowledge of the school's strengths and weaknesses and have a clear strategy for how the weaknesses will be tackled. For example, the finance committee has a good understanding of the threat posed by falling rolls in the school and has a good strategy for dealing with this. The health and safety governors have an action plan for developing the school site which shows a clear understanding of the vision for a school where parents and friends of the school are made to feel welcome and provided with amenities on site. The governors ensure that all statutory requirements are met, that the site is safe and secure and that the school's policies to promote equality of opportunity regardless of race, gender or disability are followed. The governing body is well organised, has a good breadth of skills and expertise which it brings to the service of the school. At the last inspection

there were concerns about the effectiveness of the governing body. These have all now been fully resolved because there has been very good improvement to the role of governors since the last inspection. Under the leadership of the new chair, the governing body is now in a position to offer good support for the further development of the school.

41. The day-to-day running of the school is very well managed. The school bursar plays an important role in the efficient management of the school's finances ensuring that the headteacher and governors are well informed about spending patterns and budget up dates. This term the bursar has extended her role to meeting members of the finance committee to share her in-depth knowledge of the school's finances in order to inform their decision making more fully. She has a very good grasp of the school's finances and is aware that while the current surplus is very high, this comes from savings made while the school had grant maintained status and that in recent years the school's surplus is usually about five per cent of the budget. The school clerk plays a key role in establishing good relations with parents for whom she is often the first point of contact. She ensures that the office runs smoothly and that pupils are cared for should they have problems during lesson time.

42. The school enjoys the support of parents in helping to raise standards in the school. They send their children to school regularly and on time, and give support both in school and with homework. Teaching staff are now stable and the school benefits from a high proportion of learning support assistants. However, set against these aids to learning there are a number of barriers which the school is currently working hard to overcome. Since the last inspection, there has been an exceptionally high turn-over in teaching staff, with nine teachers (out of thirteen) leaving the school in the last two years. This has had an impact on the leadership and consequently, the development of subjects in the school. The result is that the curriculum is not as fully developed as it might be. The development of teaching and learning has not been promoted well enough to overcome this, so that much of the pupils' good attitudes to learning found at the last inspection have been eroded and this is currently creating a barrier to good progress and achievement across the curriculum.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	593,549	Balance from previous year	105,486
Total expenditure	568,232	Balance carried forward to the next	130,803
Expenditure per pupil	2,642		

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

SUBJECTS IN KEY STAGES 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- There is good leadership in the subject.
- Writing is well taught.
- Pupils with special educational needs are not identified early enough when they join the school.
- Support staff are not well deployed.

Commentary

43. Standards in the current Year 6 classes are in line with the national average. Pupils' achievement is satisfactory overall. There has been an improvement in standards in the last year as a result of the school's emphasis on developing pupils' writing skills. While the proportion of pupils reaching the higher level is rising because of this initiative, some lower attaining pupils and those who have special educational needs in literacy are not making the same good gains that higher attaining pupils do. While pupils' achievement is satisfactory overall, there are many instances of higher attaining pupils learning well in lessons.
44. Teaching is satisfactory overall, with some good and very good teaching seen. Teachers plan thoroughly, beginning with clear learning objectives which they share with pupils. They teach writing well, developing pupils' understanding of different writing genre through careful questioning. They also demonstrate writing well for

pupils in shared writing sessions and this gives pupils confidence when they begin to write independently. In some lessons teachers do not keep the pace brisk enough and in these instances pupils' interest wanes and they become passive, giving little response to teachers' questions. Teachers' planning takes account of the different needs of various groups in the class and tasks are adapted accordingly. Pupils who have English as an additional language are all able to learn through English, but still need additional support with grammar and spelling. For these aspects of their learning, they are well supported by the class teacher and by working with peers of similar ability. Pupils who have special educational needs are regularly withdrawn from class to work on specific catch-up programmes. Sometimes these sessions are too long and pupils are not able to sustain concentration throughout, which means that their learning slows after a while. When in class they usually work at a better rate with support from the teacher or learning support assistant. Currently teachers do not have enough involvement in how support is managed for their classes. Teachers plan the use of information and communication technology so that pupils can redraft and improve writing or practice spelling and grammar. In a very good shared writing lessons the teacher and support assistant worked with the whole class to redraft writing which was projected onto a whiteboard for all to see the effect of the changes.

45. Leadership and management of the subject are good. The co-ordinator has given a good lead to establishing systems for monitoring standards in the subject and has shared her findings well with colleagues, so that they have been able to identify areas for further improvement. Provision for higher attaining pupils has improved and this is reflected in the much higher proportion of pupils reaching above the expected level in this year's National Curriculum tests. The co-ordinator is aware that the needs of lower attaining pupils need to be more fully recognised and that this is an area for future work. There has been good improvement in the subject since the last inspection. Standards are rising, especially for higher attaining pupils and planning for teaching writing is good.
46. The key areas for development, which have already been correctly identified by the school, are:
- Assess pupils more rigorously when they join the school.
 - Rigorously monitor provision for pupils with special education needs.
 - Review the deployment of support staff to improve effectiveness and efficiency.

Language and literacy across the curriculum

Teachers make good use of literacy skills in other subjects. They are particularly effective in developing pupils' speaking, which helps pupils develop their ideas and retain what they have learned. Pupils have many opportunities for writing in other subjects and make good use of them in history, geography and science. Teachers ensure that pupils use their reading skills and regularly set tasks to extend the range of their reading for other subjects in line with the school's policy for literacy across the curriculum.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards have risen in recent years.
- Pupils achieve well because of the good teaching and learning.
- Marking does not always give pointers for improvement.
- The system for recording the progress of individuals and groups is not fully developed.

Commentary

47. Standards in the current Year 6 are above the expectation for 11 year olds with a significant number of pupils in each class beginning to work at the more demanding Level 5. Overall, pupils' achievement is good. This is a good improvement since the last inspection. Since the last inspection the school has worked hard to raise standards in mathematics. There is strong emphasis on developing all areas of numeracy, so that pupils see the relationship between mathematics and real life.
48. During the inspection there were some good lessons and the overall standard of teaching is good. Some teachers made good use of information and communication technology to present their lessons, using laptops and data projectors. However, during the inspection, no pupils used computers for their work in maths. Teachers plan lessons carefully and tell pupils what the objective of the lesson is, so that they have a clear idea of what they are learning. Many lessons begin with good mental maths practice, which helps pupils develop their grasp of the relationships between numbers. Teachers assess how well pupils are grasping the content by quick informal methods, such as pupils showing a 'thumbs up', and adapt the lesson if necessary. Pupils who speak English as an additional language make the same progress as others in lessons because of the lively direct teaching. Teaching assistants play an important role in lessons. They have a good grasp of the focus of the lesson and support individuals and groups, as well as helping in general ways such as distributing materials etc. Pupils who have special educational needs are supported to make satisfactory progress and some are withdrawn from lessons for additional support with basic number skills.
49. The National Numeracy Strategy is the basis for planning in the subject and covers all areas of the National Curriculum. Most marking is good. It encourages and suggests ways for pupils to improve their work. However, this is not always the case. Resources are good and help teachers to teach all areas of numeracy effectively. Leadership of the subject is good; management is satisfactory. The subject leader has analysed the results of national and other tests to identify the areas where pupils do well and those where they are less secure. Her clear grasp of the strengths and weaknesses of the subject will help in her determination to improve standards further. There is a system of assessment that charts the progress of groups and individuals but this is not yet fully developed. This is also the case with the setting of targets for individuals and groups. There has been good improvement since the last inspection, both in the quality of teaching and in the standards achieved by pupils.

Mathematics across the curriculum

Pupils often use mathematics as part of their work in other subjects. Consequently, they develop an appreciation of the practical uses of numeracy, as when they measure and cost materials in design technology or draw graphs in science. However, this good practice is more often a result of teachers' own planning than a systematic whole school approach.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards have risen in the national tests this year so that almost half of Year 6 pupils attained the higher level 5 in the 2004 National Curriculum tests.
- There is insufficient emphasis on developing pupils' skills of investigation.
- Assessment is not rigorous enough, nor is it used to set targets to help pupils improve.
- Leadership of the subject is good; but more monitoring of teaching is needed to identify areas for improvement.
- Resources are good.

Commentary

50. In the 2003 National Curriculum tests, pupils achieved standards in line with national expectations. Compared with their results at age 7, pupils' achievement was satisfactory. Results in the national tests in 2004 show a further improvement, with a higher proportion of pupils gaining the expected level 4. Just under half of the pupils attained the higher level 5. Pupils start in Year 3 with standards of attainment broadly in line with national averages. Standards seen during the inspection in Year 6 indicate that they are in line with expectations. Pupils have a sound knowledge of the scientific principles of 'fair test' and control of variables, though they do not benefit from enough opportunities to design and plan investigations for themselves to improve their understanding of these principles. Analysis of work from last year shows that over time too little emphasis is placed on developing pupils' independent investigative skills. This is a shortcoming that reduces achievement in science to satisfactory rather than good.
51. Teaching and learning are satisfactory overall. Teachers plan and resource lessons well to ensure that all pupils are fully included and that their learning is satisfactory. Teachers have good subject knowledge and question effectively; developing pupils' thinking so that they investigate systematically. Pupils' learning is enhanced by the opportunities that teachers provide for them to work together and discuss ideas. Teachers provide opportunities which develop pupils' social skills by giving them group tasks and paired work. However in some classes, pupils are not being encouraged enough to take responsibility for their own learning, for example when the organisation of tasks is too teacher directed. Teachers use key vocabulary for lessons which helps to develop pupils' understanding well, but they do not always display it, so that pupils do not have visual support in remembering key words. In some classes time is not always used effectively. One lesson finished much earlier than expected and another lesson was very long so that at the end of the lesson the pace was beginning to drop and pupils learning slowed as a result.
52. Assessment procedures are satisfactory in informing teachers about whether or not pupils are reaching the expected level in different units of work. Generally, teachers do not make enough use of assessment information to set targets for pupils which would allow them to take some responsibility for their learning. The system of recording pupils' attainment is not consistent throughout the school and this reduces the subject leader's ability to make comparisons between classes.
53. The leadership of the subject is good. The management is currently satisfactory. This is because the subject leader has just taken on the role. She has a clear vision for the

development of the subject based on her experience of this role in another school. She has already developed a subject action plan based on her thorough analysis of 2004 test results where she identified areas of strength and weakness. She has not had enough time to begin to monitor provision but she clearly understands what needs to be done in order to do this effectively.

54. The key areas for development, some of which have already been correctly identified by the school are:
- Monitor provision more rigorously.
 - Ensure pupils have more opportunities to investigate.
 - Improve assessment by:
 - Tracking pupils' progress more rigorously;
 - Setting pupils targets for improvement;
 - Having a consistent approach to record keeping.

There has been a satisfactory improvement in provision since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Standards are below average overall in Year 6, though they are improving.
- While there has been some improvement in resources since the last inspection some are out-of-date; the ICT suite is too small for effective teaching and learning.
- Leadership of the subject is good, but there is not enough monitoring of standards and provision.
- Staff need further training to enable them to teach all aspects of the subject effectively.
- Good cross-curricular links which help pupils extend their skills.

Commentary

55. By the end of Year 6 pupils attainment is below average although some of the work seen is in line with expectations. Attainment is below the level expected for 11 year olds overall because in some areas of the ICT curriculum, such as control and modelling, pupils' attainment is not yet high enough. This is partly the result of teacher turn over which has meant that pupils now in Year 6 have not followed the curriculum all the way through. For example, while they have experience of using databases and spreadsheets, they have done so with minimum data and have not had enough opportunities to use these programs to analyse their science results or to investigate the effects of changing values in mathematics.
56. Teaching and learning are satisfactory. Teachers plan carefully and give clear explanations so that pupils are able to follow instructions satisfactorily. Sometimes, a few pupils do not listen closely enough and are not able to work without further support and this slows their learning. Part of the reason for this difficulty lies in the size and layout of the computer suite which makes it difficult for all pupils to see and sometimes hear what is happening. In most lessons seen teachers make good use of electronic screens to aid their demonstrations of how programs work. Pupils' learning improves when these are used because the instructions are well reinforced. Occasionally teachers' expectations are not high enough and when this is the case

then some pupils do not begin work promptly and the pace of their learning is slowed. The support given by the teaching assistants is often effective in managing behaviour but less effective in encouraging learning for lower attaining and special educational needs pupils, because they are not always clear about their role in ICT lessons. Overall, there is too much emphasis on telling pupils what to do, and not enough on encouraging them to think, investigate and make their own decisions.

57. Although the ICT suite is only three years old and was designed to meet the needs of the school, it is small and inconvenient for teaching and learning. The school plans to relocate this suite as soon as possible. There have been technical problems with getting interactive white boards to work and problems using wireless networks because of the steel structure of the building. These problems have slowed the ability of the school to teach the full curriculum.
58. Leadership is good; management is satisfactory. The subject leader is new to this role. He has a clear vision for the development of this subject. He has already effectively dealt with hardware problems that were causing many computers to be unusable both in the ICT suite and in classrooms. One of his main priorities is to update the computer software as soon as possible. At the moment, this creates problems for pupils who complete work at home and then find that it will not run on the school's computers. There has been a considerable amount of training for staff over recent years, much of which has had little impact because of the very high turn-over of staff, and there is an ongoing programme of training to ensure that all staff have the skills and knowledge they need to teach the curriculum effectively.
59. The most important things that the school should do to improve are:
 - Update software as soon as possible.
 - Improve accommodation as soon as possible.
 - Monitor teaching and learning and develop an effective action plan.
 - Provide training for staff.

Information and communication technology across the curriculum

Pupils have good opportunities to develop their ICT skills across the curriculum. For example, in Year 4 pupils create databases of their Tudor research in history, in Year 6, they create PowerPoint presentations based on their reading of a classical novel during the Christmas holiday in English and in Year 3, the 'Manipulating Sound' topic links well with their work in science.

HUMANITIES

60. Only one lesson was seen in **history** so it is not possible to make a judgement about provision. Evidence from pupils' work in the subject last year, shows that standards are in line what are expected by the time pupils are 11. Pupils have secure knowledge of a range of different eras, they ask sensible key questions about the past and know how to research information from books and computers. The work of higher attaining pupils showed that they evaluate evidence effectively and decide whether or not it is useful in coming to conclusions about the past.
61. In the lesson seen in Year 5 pupils learned about rich and poor in Tudor times. Very well prepared homework ensured that pupils were able to pick up quickly on the issues facing the poor when the monasteries were closed by Henry VIII. Excellent use

of a PowerPoint display by the class teacher kept the pace of learning brisk so that pupils in all groups achieved very well during a lesson which achieved a very good balance of teacher explanation and pupil discussion. Pupils' attitudes to their learning were noticeably stronger in this lesson than in others seen where their role was too passive.

62. No lessons were seen in geography so it is not possible to make judgements about provision or the quality of teaching. Pupils' work in the subject last year shows that the curriculum is fully covered and that pupils have the opportunity to learn from first-hand experiences when they do field work in the locality and during residential visits. ICT is used for research and to record learning in the subject.

RELIGIOUS EDUCATION

Main strengths and weaknesses

The provision for religious education is **satisfactory**.

- The scheme of work ensures that there is satisfactory coverage of the syllabus.
- Pupils have a secure grasp of the major world faiths that they study.
- Pupils' use of information and communication technology to record their written work is underdeveloped.
- The amount of recorded work is rather small.

Commentary

63. Standards in Year 6 are in line with the expectations of the locally agreed syllabus and all pupils achieve satisfactorily. Younger pupils learn about the purpose of praying and different sorts of prayer. Pupils in Year 6 have a secure knowledge of the major features of Islam, Judaism, and Christianity. They understand the importance of symbols in different faiths and why they must be treated with respect. Their knowledge of the sacred texts of various religions is satisfactory and they have a secure grasp of the importance of the Bible for Christians and the difference between the Old and New Testaments. They are not, however, so good at seeing how the codes of various religions form a basis for everyday morality. The planning for the subject follows the local education authority's scheme of work. This enables teachers with no specialist knowledge to teach the subject confidently.
64. The teaching of the subject is satisfactory. Some good quality discussions in class help to improve pupils' standards of speaking and listening, as well as supporting the learning of pupils with special educational needs and those with English as an additional language. The written work that pupils do in the subject also develops their skills in literacy effectively. However, the amount of recorded work is rather small. There is some use of information and communication technology to research topics by using the Internet – eg. the tour of a 'virtual mosque' that pupils do in Year 6 – but the use of word processing to record pupils written work is under-developed.
65. The subject leader, although new to the post, has previous experience of managing religious education and subject leadership and management are both satisfactory. At the moment there is no mechanism for assessing or recording pupils' learning in the subject. Resources are satisfactory for teaching and learning. There is a good range of artefacts available which teachers make good use of in lessons to illustrate religious

practices. However, the range of textbooks is small, and some of them are rather dated. Pupils have visited churches in the local area but visits from local faith community representatives are rare and this is a weakness. Improvement since the last inspection has been satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

66. There were no lessons seen in **design and technology** so there is no judgement about the provision for the subject. However, evidence from pupils' books and displays of their work indicates that the standards in Year 6 meet the national expectations. The work that pupils do in Years 5 and 6 on costing materials for projects develops their grasp of numeracy. The oral presentation that they make when the project is finished develops their literacy effectively.
67. Insufficient lessons were seen in **physical education** to make an overall judgement on provision. One satisfactory gymnastics lesson was observed in Year 6 and two good games lessons were observed in Year 4. In the gymnastics lesson, although some pupils produced some very good sequences showing good collaboration and clear understanding of what was required, learning was slowed by the distractions from five pupils who had forgotten their physical education kit and who were not participating in the lesson. In the outdoor games lessons, there were also pupils who did not participate because they did not have appropriate kit but this did not affect the learning of other pupils. Both standards and achievement in these lessons for most pupils was at least satisfactory.
68. Their attitudes and behaviour were satisfactory overall. There are very good indoor and outdoor facilities for physical education, but some parents think that they are underused and inspectors agree. Parents also expressed concern that although pupils are entered for competitions, they have insufficient practice in order to have a fair chance to compete against pupils in other schools, but given the number of trophies the school has won in the last years it is not possible to agree with this view.

ART AND DESIGN

Provision in art is **good**.

Main strengths and weaknesses

- Pupils are willing to have a go and experiment with new ideas.
- There is good systematic teaching of skills throughout the school.
- The co-ordinator has a good subject knowledge which is well used to develop the curriculum.
- Pupils enjoy art and design lessons.
- Teachers make good use of art to support pupils' learning in other subjects.
- Pupils' work is valued and art and design contributes greatly to the positive learning environment that is created.

Commentary

69. Standards in art are in line with the expectation by the time pupils are in Year 6 and pupils' achievement is satisfactory. Pupils have a good range of experiences and apply a range of techniques effectively to their work.

70. Only two lessons were seen. Where teaching is very good, teachers have very good subject knowledge and use this well to stage learning over a number of lessons. Because of this pupils develop good observational skills and are able to evaluate their work in progress, make changes and improve their standards. In a lesson where pupils worked on Tudor style portraits, they were able to make good evaluations of their own and other's work at the end, showing how well they had understood the challenges they had met. Some teachers are skilled at developing pupils' confidence by encouraging them to explore their abilities through experiment. Pupils in Year 4 achieved well in a lesson on printing, because the teacher adopted this approach and stimulated their thinking with well focused questions about their work. Pupils enjoy the practical activities and the opportunities to use their imaginations that are provided in art and design lessons.
71. Leadership of the subject is good and management is satisfactory. The subject leader has ensured that the curriculum is broad and exciting. She has introduced clay into Year 3 to establish skills early and she monitors the development of pupils' skills through a portfolio of pupils work that she maintains. There has been good improvement in the subject since the last inspection.

MUSIC

The provision for music is **satisfactory**.

Main strengths and weaknesses

- The curriculum is enriched by out-of-school clubs and visits by musical groups etc.
- There is no system for assessing the achievement of pupils.

Commentary

72. Standards in Year 6 are in line with those seen nationally. During the inspection the singing in assembly was satisfactory, but lacked dynamics or a sense of joyous celebration. Pupils' achievement in music is satisfactory. Some pupils learn musical instruments and take lessons from visiting tutors, provided by the local education authority's music service and this improves standards for these pupils. There are performances by visiting musicians, such as African drummers and dancers, which enhance music in the school and give pupils a wider knowledge of the music of other cultures. There is a singing club and pupils take part in local school musical festivals as well as school productions, which extend their social skills and give them some idea of the challenges of working alongside others.
73. The teaching of the subject develops literacy effectively, as teachers are careful to use technical terms such as 'harmony' and 'tempo'. Teaching and learning in the subject are satisfactory. In a lively lesson for pupils in Year 6, the teacher divided the class into four groups and each sang different parts. They maintained their own melodies well, while listening to the other melodies and blending them into a harmonious whole.
74. The co-ordinator has been in charge of the subject since the beginning of term and has not yet had time to improve the subject. The scheme of work effectively supports teachers who have little musical background. It covers all areas of the National Curriculum in the subject. However, there is no system of assessing progress to record how well groups and individuals have understood the work. There is a

satisfactory range of percussion and other instruments for pupils to use. The music room is used for class and instrumental lessons. It is spacious and welcoming. Although pupils have recorded their compositions on cassettes there is little other use of ICT in the subject. There has been satisfactory improvement to provision since the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION

75. Only one lesson in personal, social and health education was seen during inspection so it is not possible to make a judgement about provision. In this lesson pupils explored issues about friendship by talking through what makes a good friend and how important friends are to us. This dealt well with an issue which had arisen in the class recently and allowed pupils to express their views and reflect on the feelings of others. It is clear from planning and teachers' response to issues such as this, that the school places a high value on developing pupils' knowledge of themselves and the world in which they live. Developments this term in the responsibilities that pupils are given and in the work of the school council, give a clear signal that pupils' personal and social development are set to improve and that the promotion of citizenship is currently satisfactory and is developing well. Pupils are taught about the possible harmful effects of some drugs and medicines. Issues surrounding growth, sex education and personal relationships are dealt with specifically when necessary.

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	4
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	4
Attendance	3
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	4

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