

INSPECTION REPORT

CHANDAG JUNIOR SCHOOL

Keynsham

LEA area: Bath and North East Somerset

Unique reference number: 109065

Headteacher: Mrs Alison Creech

Lead inspector: David Westall

Dates of inspection: 11th - 13th October 2004

Inspection number: 266583

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
Number on roll:	289
School address:	Chandag Road Keynsham Bristol
Postcode:	BS31 1PQ
Telephone number:	(0117) 986 3614
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Betty Sell

Dates of previous inspection: 5th - 8th July 1999

CHARACTERISTICS OF THE SCHOOL

The school is bigger than most junior schools, with 289 pupils aged between 7 and 11 years, taught in nine classes. The percentage of pupils known to be eligible for free school meals is below the national average, while the percentage identified as having special educational needs is broadly in line with the national average. The vast majority of pupils with special educational needs have moderate learning difficulties. Two pupils have statements of special educational need, and there are two pupils who speak English as an additional language and who are at an early stage of English language acquisition. Only a very small proportion of pupils come from ethnic minority or mixed ethnic backgrounds. The school is situated in an area where parents' socio-economic circumstances are generally good, and pupils enter Year 3 with overall standards which are usually above national expectations in English, mathematics and science.

The school was re-awarded the Basic Skills Quality Mark in 2004, the Investors in People award and the School Achievement Award in 2003, and the Healthy Schools award in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2414	David Westall	Lead inspector	Science Art and design Design and technology Music
1333	Elizabeth Forster	Lay inspector	
3856	Sandy Wellsted	Team inspector	English Religious education Personal, social and health education (PSHE)
22840	Sarah Foulkes	Team inspector	Mathematics History
2420	Brian McCutcheon	Team inspector	Information and communication technology (ICT) Geography Physical education

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6 - 9
Standards achieved in subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	9 - 14
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14 - 16
PART C: THE QUALITY OF EDUCATION IN SUBJECTS	17 - 26
SUBJECTS IN KEY STAGE 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	27

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school, which has a number of very good features. It benefits from a very effective headteacher, from an able, committed staff and from an astute governing body. The quality of teaching is good and pupils do well as a result. Pupils' personal as well as academic development is fostered strongly, and the school is a caring community where everyone matters. The school's strengths vastly outweigh its weaknesses and it provides good value for money.

The school's main strengths and weaknesses are:

- Standards are well above national expectations in English, mathematics and science, and pupils also achieve well in information and communication technology (ICT), art and design and religious education.
- The quality of teaching is good and enables pupils to make good progress.
- The school is very well led and its management is good.
- Pupils' attitudes and behaviour are very good, and the school fosters their personal development very well.
- Very good provision is made for pupils with special educational needs.
- Assessment procedures are very good in English and mathematics, and are good in science.
- Pupils benefit from a very good range of extra-curricular and other activities that enrich their learning.
- The school's partnership with parents is very strong.
- Pupils underachieve in design and technology.
- Geography and history receive insufficient attention in the curriculum.
- Systematic procedures for assessing pupils' achievements are not established in all subjects.
- Pupils' annual reports do not meet statutory requirements.

Overall, the school has made satisfactory progress since its favourable inspection report in 1999. The high standards found in the last inspection in English, mathematics and science have been maintained, and standards have risen in ICT. There is no longer a lack of consistency in the quality of teachers' planning, and the school improvement plan now provides a much clearer picture of the main priorities for attention. However, standards have fallen in geography, history and design and technology.

STANDARDS ACHIEVED

Pupils achieve well and overall standards are well above national expectations in Year 6.

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

Key: A*: in the highest 5% nationally; 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.

When pupils start at the school in Year 3, their standards are generally above national expectations in English, mathematics and science. However, as a result of the good progress they make across the school, their standards are well above national expectations in these subjects in Year 6. This is evident in the current Year 6 classes and is also reflected in the school's results in the national tests which are shown in the table above. Early indications from the unvalidated test results for 2004 suggest that pupils achieved well in the last academic year, in relation to their starting points on entry to Year 3.

Pupils' achievement is good in ICT and art and design, and their standards in Year 6 are above national expectations. They also achieve well in religious education, and their standards are above the expectations of the locally agreed syllabus in Year 6. Standards are in line with national expectations in history and geography, but are below national expectations in design and technology.

Pupils' attitudes, values and behaviour are very good. The school makes very good provision for pupils' spiritual, moral and social development, and good provision for their cultural development. There are very positive relationships between pupils and between adults and pupils. The attendance rate is well above the national average.

QUALITY OF EDUCATION

The school provides a good quality of education for its pupils. The teaching is good and, as a result, pupils make good progress in their learning, including in English, mathematics and science. Teachers know exactly what they expect pupils to learn and make effective use of questions to probe pupils' understanding and to challenge their thinking. They are generally well informed about the subjects that they teach but require training to increase their knowledge about design and technology. Assessment procedures are very good in English and mathematics, and in lessons across the curriculum, teachers check pupils' learning and provide well-judged support to help them to improve. However, systematic whole-school procedures for assessing pupils' standards and tracking their progress are not established in subjects other than English, mathematics, science and ICT. The curriculum provides a wide range of worthwhile learning opportunities but history and geography do not receive sufficient attention. Provision for pupils with special educational needs is very good, and all pupils benefit from the many extra-curricular opportunities which are provided. The care, guidance and support of pupils are very good, and the school's partnership with parents is very strong. However, pupils' annual reports do not meet statutory requirements.

LEADERSHIP AND MANAGEMENT

The leadership of the school is very good and its management is good. The headteacher's contribution is very good. She provides a clear sense of direction, promotes teamwork strongly and keeps her finger firmly on the pulse of the school through her rigorous monitoring procedures. The deputy headteacher is very effective, and provides a positive role model for the staff in all that she does. The work of subject co-ordinators is mainly good, and the co-ordinators for English and mathematics are particularly effective. However, procedures for monitoring provision in geography, history and design and technology are not sufficiently rigorous. School governance is very good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have very positive views of the school. Pupils enjoy school and parents hold it in high regard.

IMPROVEMENTS NEEDED

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

- Raise pupils' standards in design and technology.
- Ensure that geography and history are given sufficient attention.
- Establish systematic whole-school strategies for assessing and tracking pupils' progress in subjects other than English, mathematics, science and ICT.
- Meet statutory requirements by ensuring that pupils' annual reports include all of the required information.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well and overall standards are well above national expectations in Year 6.

MAIN STRENGTHS AND WEAKNESSES

- Standards are well above national expectations in English, mathematics and science in Year 6, and represent good achievement.
- Standards in Year 6 are above national expectations in information and communication technology (ICT) and art and design, and are above the expectations of the locally agreed syllabus in religious education. These standards reflect pupils' good achievement.
- Pupils with special educational needs make very good progress in relation to the targets in their individual education plans.
- Pupils underachieve in design and technology, and their standards are below national expectations in Year 6.

Commentary

Standards on entry to the school

1. On entry to Year 3, pupils' overall standards are generally above national expectations.

The school's results in national tests

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

Standards in:	School results	National results
English	29.9 (29.8)	26.8 (27.0)
mathematics	29.2 (29.9)	26.8 (26.7)

science	30.1 (31.4)	28.6 (28.3)
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There were 75 pupils in the year group. Figures in brackets are for the previous year.

2. The table above shows that the school's results in the national tests in Year 6, in 2003, were well above the national average in English, mathematics and science. Similarly high standards were reached in 2001 and 2002. When these results are compared with those from schools where pupils achieved similarly when in Year 2, they are well above average in English, above average in mathematics and average in science. The school exceeded its statutory target for the percentage of pupils meeting or exceeding the nationally expected standard in English but did not reach its very challenging target in mathematics. The trend in the school's results from 1999 to 2003 was broadly in line with the national trend.
3. At the time of the inspection, the school's results in the national tests in Year 6 in 2004 were not fully confirmed. The school has requested the remarking of pupils' tests in writing, since they do not believe that the results are a fair reflection of pupils' attainment. It is certain, however, that the overall results of Year 6 pupils in English will be lower than those reached in recent years. This is understandable since, uncharacteristically, these pupils started in Year 3 with overall standards which were below national expectations, and the classes included more pupils with special educational needs than in previous years. The unvalidated results in mathematics and science are particularly impressive, given the above circumstances, and are a little higher than those reached in 2003 in these subjects.

Inspection findings

4. Inspection findings show that pupils' standards in English, mathematics and science are key strengths in the school. In these subjects, pupils' standards are well above national expectations in Year 6 and represent good achievement. Pupils also achieve well in ICT and art and design, and their standards are above national expectations in these subjects in Year 6. In religious education, standards in Year 6 are above the expectations of the locally agreed syllabus, and reflect good achievement. Standards are broadly in line with national expectations in history and geography but are below national expectations in design and technology, where pupils underachieve. Insufficient evidence was collected during the inspection to judge standards in other subjects.
5. Pupils with special educational needs achieve very well and make very good progress towards the targets identified in their individual education plans. Indeed, the very good support they are given means that many are on course to attain broadly average standards by the end of Year 6. The achievement of the most capable pupils is good. There are no significant differences between the standards achieved by boys and girls, and the few pupils with English as an additional language are progressing well.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and other personal qualities are very good. Provision for pupils' spiritual, moral, social development is very good, and provision for their cultural development is good. The attendance rate is well above the national median.

Main strengths and weaknesses

- Pupils are very well motivated learners.
- Behaviour is very good and there is freedom from bullying and other forms of harassment.
- Very good provision is made for pupils' personal development.
- Pupils' attendance is very good.

Commentary

Attitudes and behaviour

6. In their answers to questionnaires, almost all pupils said they liked school. In conversations with inspectors, pupils confirmed this view emphatically. They speak highly of their school and of the staff, and they enthuse about lessons, mathematics emerging most frequently as a 'favourite' subject. Older pupils enjoy having targets to guide them in their learning, and they take pride in knowing that they are making progress. They appreciate the help they are given, by their teachers and other adults, to make up lost ground in those aspects of subjects where they feel least confident. Pupils of all ages relish responsibility. Older pupils with responsibilities across the school wear their badges with pride and talk enthusiastically about the ways they help, for example, by showing visitors round the school, by acting as 'Reading Buddies' for pupils in Year 3, and by helping in the office. Some pupils have benefited from leadership roles through their work as members of the school council, and all pupils take pleasure in knowing that their views are considered and they can make a difference to the way the school develops.
7. In almost all lessons, pupils demonstrate very positive attitudes to learning. They show a genuine interest in the discussions that take place and they have very good powers of concentration. From Year 3 onwards, most pupils have the confidence to answer questions in whole-class groups, and most are equally at ease asking questions of their teachers, for example, to clarify a point or to seek further information. When required to work independently of their teachers, pupils apply themselves conscientiously to their tasks. Accustomed to working in pairs and small groups, they co-operate and collaborate very well. They share resources and exchange ideas in a very mature way. They listen politely – and often intently – to what others have to say and work quickly and creatively to achieve the tasks they have been set. Whatever their ability or background, pupils rise to meet each new challenge. They strive to use their individual talents well, apply what they have already learned, and produce their best effort.
8. With very rare exceptions, pupils are consistently very polite and helpful. They establish very trusting relationships with one another, with their teachers and with other adults in the school. They are guided in their conduct by a strong moral code that has evolved in part from their homes and in part from their schooling. They understand, very well, what constitutes right and wrong behaviour. Behaviour is very good in almost all lessons, in the dining-room and in the playground. Incidences of bullying are very rare indeed and are dealt with very effectively.

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	281	0	0
White – any other White background	1	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Pakistani	1	0	0
Chinese	2	0	0

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

Attendance

9. **Attendance is very good and there are low levels of unauthorised absence.** Registers are correctly completed and regularly monitored. Parents are reminded about the importance of good attendance if there is any cause for concern. Punctuality is sound and lessons start promptly.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.6	School data	0.1
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.

Spiritual, moral, social and cultural development

10. Provision for pupils' spiritual and moral development is very good. Pupils are encouraged to understand themselves, to respect others' values and beliefs, to learn from the examples set by spiritual leaders and other inspirational figures, and to seek patterns of meaning in their own lives. This is done through assemblies, through lessons in religious education and personal, social and health education (PSHE), and through opportunities for reflection and self-evaluation during each day. Thinking skills are promoted very well throughout the curriculum, so that pupils are constantly challenged to relate what they learn to their own experience of life and to interpret, rather than simply absorb, what they read, hear, see and feel. For example, powerful examples of what it feels like when people don't listen were written by pupils in Year 6 after a PSHE lesson. Displays around the school draw pupils' attention to the wonders of the natural world, while assemblies celebrate and engender respect for pupils' personal achievements. A strong behaviour code is applied fairly and consistently by staff and is therefore known and understood by the pupils. Pupils themselves draw up sets of rules and equal opportunities charters for their classrooms, a strategy which gives them a very good understanding of what constitutes good behaviour and of values such as fairness and respect, rights and responsibilities.
11. Pupils' social skills are developed very successfully. A strong emphasis on 'talk partners' and collaborative group work during lessons means that pupils learn to share ideas and to work together harmoniously and constructively. Pupils in Year 3 form happy reading partnerships with their 'Buddies' from Year 6, while pupils in all year groups enjoy the social benefits of learning new skills with friends from different year groups during clubs and other extra-curricular activities. Through supporting local, national and international charities, pupils learn to take responsibility for those less fortunate than themselves and to see themselves as people who can 'make a difference'. Involvement

in the Comenius project is beginning to involve pupils in links with children in different countries and with different cultures, and pupils have a growing awareness of themselves as global citizens as well as citizens within their immediate community.

12. Provision for pupils' cultural development is good. It is strongly promoted through the curriculum and through the school's values of respect for different beliefs and cultures. In English, religious education and art and design, pupils learn about their own cultural heritage and about different cultures. In English, pupils are encouraged to read widely and are introduced to literature of good quality, including extracts from Shakespeare and well-known classics, as well as the work of contemporary poets and authors. Visits, visitors and special events such as 'Book Week' also support pupils' cultural development. However, there remains scope for further work to promote pupils' cultural awareness. For example, neither history nor geography play as prominent a role in pupils' cultural development as is often the case, and visits to places of worship at present involve only one local Christian church and none attended by followers of other major faith groups.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education for its pupils. The teaching is good and, as a result, pupils make good progress in their learning in most subjects, including in English, mathematics, science and ICT. The curriculum provides a wide range of worthwhile learning opportunities but gives too little emphasis to history and geography. Extra-curricular and enrichment opportunities are very good. The pupils are very well cared for and supported, and the school's partnership with parents is very strong.

Teaching and learning

The quality of teaching and learning is good and means that pupils make good overall progress in their learning. Assessment is good, overall, although systematic whole-school procedures are not established in all subjects.

Main strengths and weaknesses

- The teaching is good, overall, and is often very good in Years 5 and 6 in English and mathematics.
- Pupils with special educational needs are taught very well, including by teaching assistants.
- Assessment procedures are very good in English and mathematics, and are good in science. The achievements and learning requirements of pupils with special educational needs are also assessed very well.
- Teachers' subject knowledge in design and technology is not good enough.
- Systematic whole-school procedures for assessing standards and tracking pupils' progress are not established in subjects other than English, mathematics, science and ICT.

Commentary

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	13 (32.5%)	21 (52.5%)	6 (15%)	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. The table above shows that the teaching observed during the inspection was never less than satisfactory and was mainly good. Indeed, 85 per cent of all lessons seen were good or better. The percentages of good and very good teaching are virtually identical to those found when the school was last inspected. However, there was a very small amount of unsatisfactory teaching during the last inspection.
14. Across the school, teaching is characterised by very good relationships between teachers and pupils. Pupils like and respect their teachers and it is clear that these feelings are reciprocated. Teachers' planning is well focused and thorough, and they know exactly what they expect different groups of pupils to learn. When the school was last inspected, there was a lack of consistency in the quality of teachers' plans but this is no longer the case. Lessons are organised efficiently and teachers ensure that teaching assistants are well briefed and deployed wisely. Teachers are generally well informed about the subjects they teach, and this is particularly evident in the core subjects of English, mathematics and science. In the most effective lessons, which are often taught in Year 6, very good use is made of questions to probe pupils' understanding and to challenge their thinking. In these lessons, many pupils are working at the edge of their current capabilities and are progressing very well indeed.
15. Teachers think carefully about how pupils learn and are promoting pupils' life-long learning skills, particularly by encouraging them to engage in discussions, to raise questions and to apply their existing knowledge and skills to new situations. Much of this is due to the headteacher's work in leading an innovative project called 'Building Learning Power'. Throughout the school, teachers regularly encourage pupils to work together in pairs and groups and to assess their own learning, particularly in English, mathematics and science. Pupils respond very well to these opportunities, and teachers are clearly extending their strategies for enhancing learning as a result of the project.
16. The teaching in English and mathematics is good, overall, and is often very good in Years 5 and 6 where setting arrangements are in place and work very well. In science, the teaching ranges from satisfactory to very good and is also good overall. As a result of effective teaching, pupils make good progress in their learning in these key subjects.
17. Teachers have increased their knowledge and expertise in ICT since the last inspection, and teaching and learning are good in the subject. Teaching and learning are also good in art and design and religious education, and this is reflected in pupils' good achievement in these subjects. Insufficient lessons were observed to judge the quality of teaching in other subjects. However, a careful examination of pupils' completed work shows that the teaching is not enabling pupils to make adequate progress in their learning in design and technology. Teachers' expectations for pupils' potential

achievement are too low in the subject and they would benefit from well-focused training to increase their knowledge. In addition, teachers do not allocate sufficient time for geography and history, and opportunities for pupils to apply and develop their writing and research skills are missed in these subjects.

18. The teaching of pupils with special educational needs is very good. The work set for them is suitably challenging, and is fully informed by the results of assessments and by regular reviews of pupils' progress. Appropriate emphasis is given to promoting pupils' self-esteem; and all staff do their best to ensure that pupils acquire the skills, knowledge and strategies they need to become successful learners. The school ensures that staff are well informed about each child's particular strengths and difficulties, and suitably trained to offer relevant support of good quality. As a consequence, pupils achieve very well, whether taught in mainstream classes, or on a one-to-one basis or in small groups outside their classrooms. Teaching assistants play a significant and valuable role and have benefited from training in special needs work. Pupils with statements of special educational need are given the very good support detailed in their statements and also benefit from the services of outside specialists. Teachers are alert to the needs of the few pupils who speak English as an additional language and are at an early stage of English language acquisition, and these pupils are taught well.

Assessing pupils' progress

19. Very good data analysis and tracking systems in English and mathematics are used very effectively to identify areas for improvement and to target intervention for specific groups of pupils, for example, those with particular learning needs, including those who are gifted and talented and those with special educational needs. Individual targets in English and mathematics are regularly reviewed and pupils are effectively involved in the process through the 'traffic light' system of self-assessment. Teachers respond to pupils' learning needs both in lessons and in their forward plans through effective use of day-to-day assessment, particularly in English, mathematics and science, but also in other subjects. All teachers use questions effectively to probe pupils' understanding. However, in subjects other than English, mathematics, science and ICT, systematic whole-school procedures for assessing and tracking pupils' progress are not established. The school has appropriately identified this as a priority in its development plan. Marking is mainly good and helps pupils to understand what they have done well and what they need to improve.

The curriculum

The quality of curricular provision is good, overall, although insufficient time is allocated for history and geography. Pupils benefit from a very good range of extra-curricular and enrichment opportunities that enhance their learning.

MAIN STRENGTHS AND WEAKNESSES

- Provision is very good in English and mathematics and for pupils with special educational needs.
- There is a very good programme of extra-curricular and enrichment activities.
- Geography and history receive insufficient emphasis.

COMMENTARY

20. The curriculum is broad, meets statutory requirements and provides a wide range of worthwhile learning opportunities. Provision for English and mathematics is very good and the National Strategies for literacy and numeracy are implemented very effectively. There is good curriculum provision for science, ICT, art and design, religious education and PSHE, including sex and relationships education and drugs and alcohol misuse. However, although the curriculum covers all the required elements, history and geography do not currently receive sufficient emphasis across the academic year. The school prepares pupils well for the next stage of education through constructive links with Year 7 teachers and through transition units of work.
21. The principles of inclusion are fully upheld by the school, and all pupils have equal access to the curriculum and other learning opportunities. The provision made for pupils with special educational needs is very good. The headteacher, special needs governor, teachers, teaching assistants and outside specialists combine their skills and expertise very effectively to ensure that each pupil's needs are met. Care is taken to ensure that, with additional adult support when needed, pupils are included in all class activities involving teacher-led discussions and work appropriate for pupils of their ages. Any work undertaken outside mainstream classes is closely matched to the pupils' needs and all such sessions observed were managed well by capable teaching assistants. Individual pupil targets are well focused and achievable, and all pupils are aware of what their targets are, a factor which contributes significantly to the very good progress they make. Good provision is made for the few pupils who are learning English as an additional language, and the school benefits from well-informed guidance about teaching approaches from visiting specialists.
22. A key strength is the very rich range of extra-curricular activities on offer to all pupils, for example, sport, music, art and animation clubs; and the school organises a wealth of sporting and cultural activities, throughout the year, to support work across the curriculum. Year 6 pupils are also able to participate in either a weeklong residential visit or an activity week.
23. Teachers are well qualified and are generally well informed about the subjects they teach. However, evidence suggests that their expectations for pupils' potential achievement are too low in design and technology, and that their knowledge is not secure in the subject. The school benefits from skilled support assistants who are effective members of the teaching team, and from a good range of quality learning resources. Classrooms, corridors and shared areas provide an attractive, well organised and well maintained environment for teaching and learning; and staff take considerable trouble to use space effectively. This is often a challenge since high admission numbers mean that some classrooms are very full. Although not ideal, this does not have a negative impact on pupils' learning and, overall, the accommodation is satisfactory.

Care, guidance and support

The care, welfare, health and safety of the pupils are all very good and pupils are given very good support, advice and guidance. The school involves pupils well by seeking their views about its work.

Main strengths and weaknesses

- Pupils receive very good pastoral care.
- Health and safety matters are rigorously monitored.
- Induction arrangements are very good.
- Pupils have well-targeted support and guidance.
- Pupils' views are sought and acted upon.

Commentary

24. There is a strong emphasis on the importance of identifying and meeting the needs of individual pupils. This leads to very well targeted support and guidance for all pupils, whatever their level of capability or circumstances. Staff are encouraged to attend training courses to help them provide effective support for pupils with specific medical or learning conditions that they have not previously encountered. There is a consistency through the school in the way adults interact with pupils, and they treat them with sensitivity and respect. This leads to a caring community, underpinned by trust and openness, where pupils have the confidence to talk about any concerns they might have. Worries or incidents which are shared with adults are dealt with quickly and effectively.
25. All adults are well briefed about child protection matters and receive regular training in awareness and procedures. Health and safety matters are dealt with rigorously and thoroughly. First aid is sympathetically administered and pupils with particular medical conditions are enabled to play their full part in school life. A comprehensive range of risk assessments is in place and the buildings and grounds are regularly inspected. Documentation is carefully maintained and the occasional accidents are investigated fully to see if further occurrences can be avoided. The school travel plan has effectively addressed the problems of narrow access onto a shared site so that pupils have a safe walking route to reach their classrooms. All pupils have sessions on road safety during their time at school, as well as the chance to become proficient at cycling.
26. Parents and pupils praise the very good arrangements for making the transfer from the adjoining infants school as easy as possible. Teachers visit the pupils in advance and liaise closely with their teachers about their needs and achievements. Each new pupil is given a designated 'Buddy' from Year 6 who becomes their reading partner during the timetabled weekly session as well as taking care of them at playtimes. This system ensures that new pupils feel valued and cared for and quickly learn school routines, and helps to allay any fears about being overwhelmed at playtimes. Being a 'Buddy' is seen as a privilege by the oldest pupils and often leads to lasting friendships across age groups, both in and outside school.
27. The school council is used effectively as a forum where pupils can make suggestions about how the school could be improved and as a sounding board for new ideas proposed by the staff. Opinions are sought about areas such as the implementation of the healthy schools initiative or changes to school routines. Time is specifically designated before and after council meetings for ideas and feedback to be shared. This gives further emphasis to the value the school places on pupils' views.

Partnership with parents, other schools and the community

The partnership with parents and other schools is very good and links with the community are good. However, pupils' annual reports do not meet statutory requirements.

Main strengths and weaknesses

- Parents hold the school in high regard.
- Parents are very supportive of the school and of learning.
- Links with other schools are very effective.
- Pupils' annual reports do not always meet statutory requirements.

Commentary

28. The importance of good communication and an open and welcoming environment form the firm foundation for a very effective partnership with parents. Information about the school activities, achievements and even training courses undertaken by staff, are shared with parents in an attractive weekly newsletter. A similarly informative website includes items of interest to both parents and their children and gives a positive message about the school's aims and enthusiasms. Parents are encouraged to share any worries or concerns with the class or headteacher. These are listened to carefully and, wherever possible, action is taken to improve matters.
29. Parents are well informed about the curriculum and how they can support their children's learning at home. Termly summaries outline the areas to be taught and parents are given leaflets each year which give useful guidance on the part they are expected to play in helping their children with reading, writing and mathematical activities at home. Parents are kept informed about major initiatives such as the new anti-bullying policy or the healthy schools programme; and their views are sought. These practices all contribute to parents feeling valued and well-informed stakeholders in the school.
30. Parents of pupils with special educational needs are kept fully informed when their child's needs are first identified and of the progress which is subsequently made. They attend formal reviews and other meetings arranged to discuss their child's progress, and are supportive both of their children and the school. Good links are also established with parents and carers of pupils who speak English as an additional language and, when appropriate, home-school liaison is enhanced by a member of the local community who speaks English and the pupil's first language.
31. Parents are very supportive of the school. Many give freely of their time to help in classes, the library or accompanying swimming or other outside visits. Working parties help improve the environment, including planting the raised beds in the playground to provide a pleasant quiet area. The flourishing Parents' Association raises funds to provide additional equipment and improvements to the school. Parents are keen to support their children's learning at home and have welcomed the home-school diaries as a useful means of communication about tasks. They find the annual reports perceptive about pupils' personal development and detailed in reporting on English and mathematics. However, some reports do not comment on pupils' progress in some curriculum subjects and therefore do not meet statutory requirements.
32. Very good links have been established between the schools on the site. The close liaison with the infant and senior schools in planning transitions, and the effective co-

ordination of special needs, ensure continuity of provision between the different phases of pupils' education. Pupils benefit from some specialist teaching from secondary subject experts and mix with others in sporting and musical activities. Joint training days are organised for staff to share areas of common interest, and teachers with similar subject responsibilities have regular meetings to discuss developments in teaching and learning. Teachers are encouraged to visit other schools to observe good practice and this enables them to suggest areas for improvement. The school recognises its place in the community and encourages participation in major initiatives such as the travel plan. Pupils also play their part in the community through a variety of charitable fundraising activities. This wide range of links fosters a receptiveness to new ideas and an awareness of the needs of others, which has positive benefits in many areas of school life.

LEADERSHIP AND MANAGEMENT

The leadership of the school is very good and its management is good. The headteacher's contribution is very good and the other members of the senior management team also fulfil their roles very well. The work of subject co-ordinators is mainly good, and the co-ordinators for English and mathematics are particularly effective. However, all subjects are not monitored with sufficient rigour. Governance is very good.

Main strengths and weaknesses

- The headteacher has very good leadership and management skills.
- The deputy headteacher fulfils her role very well.
- The work of subject co-ordinators is very good in English and mathematics and is mainly good in other subjects, including in science and ICT.
- The leadership and management of provision for pupils with special educational needs are very good.
- The governors are very well informed and play a key role in shaping the school's work.
- The quality of provision is not monitored with sufficient rigour in design and technology, geography and history.

COMMENTARY

Leadership

33. The leadership and management of the school were key strengths when the school was last inspected, and this is still the case. The headteacher, who has been in post for two years, has high expectations for pupils' personal and academic achievement and communicates these clearly to all those in the school community. She leads by example and provides a positive role model through her tenacious work to secure school improvement. Teamwork is promoted strongly, and all staff have a firm commitment to agreed school priorities. The headteacher has helped the staff to deepen their understanding of how pupils learn, and this is reflected in their good teaching. She knows the staff well and works effectively with them, recognising and praising their achievements and providing well-focused advice and support when these are required. The headteacher believes very strongly in the importance of running a school where each individual matters, and this is evident in the care which is taken to support pupils and staff. The headteacher is held in high regard by staff, governors and parents.

34. The headteacher has worked very effectively with staff and governors to formulate a school improvement plan which reflects the school's ambitions and goals. The plan is well organised, and the main priorities are very clearly identified, in contrast to the situation when the school was last inspected. Individual initiatives are planned in detail so that staff and governors know what is to be done, when, how and by whom. The plan reflects the school's clear sense of direction, and has a beneficial impact on school improvement.
35. The partnership between the headteacher and the deputy headteacher is very strong. They work together very effectively on strategic planning as well as the day-to-day running of the school. The deputy headteacher is clear thinking and has very good leadership skills. She has high credibility with staff, and provides a positive role model through her conscientious approach to school improvement, her very effective work as mathematics co-ordinator, and her very good teaching skills.
36. The headteacher, who is the special educational needs co-ordinator, leads the staff very well in order to secure very good provision. She ensures that pupils with special educational needs have full access to the curriculum, and works effectively with staff so that all are fully aware of the particular support that individuals require. Close and effective links have been established with external specialists and agencies and no effort is spared to secure the best possible provision for each pupil.
37. The leadership provided by subject co-ordinators is mainly good, with particular strengths in the work of the co-ordinators for English and mathematics. However, in design and technology, geography and history, weaknesses in monitoring and evaluation procedures inhibit the quality of leadership.

Management

38. Overall, the management of the school is good. The headteacher analyses the results of statutory and non-statutory testing rigorously and ensures that staff are aware of areas for improvement as well as good achievement. She checks teachers' planning carefully and has successfully fostered improvements which mean that all teachers now use the same format effectively. The headteacher regularly observes lessons, particularly in the core subjects of English and mathematics, and provides staff with pertinent feedback which benefits their professional development. These strategies, together with her very thorough monitoring of provision for special educational needs, help the headteacher to keep her finger firmly on the pulse of the school.
39. The co-ordinators for English and mathematics monitor and evaluate their subjects very effectively. Through regular lesson observations, the analysis of test results and the scrutiny of pupils' completed work, they have a very good overview of provision. Monitoring procedures are good in science and ICT but are not sufficiently rigorous in design and technology, geography and history, where areas for improvement are not identified with sufficient precision.
40. The school's policy for the performance management of staff is being implemented very effectively for teaching and non-teaching staff. Teachers' targets properly reflect both whole-school priorities and individual needs, and all staff have ample opportunities to benefit from training courses. Provision for the induction of staff, including for newly qualified teachers, is very good – and reflects the caring ethos of the school.

41. Financial planning is good. The school improvement plan is carefully costed, the annual budget is debated rigorously at governors' meetings and the principles of best value are applied well. Although the balance carried forward from the last financial year was a little high, this resulted from grants, received during the year, which could not have been confidently expected. The school expects to have a reduced, but satisfactory, reserve at the end of the current financial year.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	599,543	Balance from previous year	30,232
Total expenditure	589,058	Balance carried forward to the next	40,717
Expenditure per pupil	2,024		

Governance

42. The governance of the school is very good. The governors are highly committed and make a valuable contribution to the leadership and management of the school. The results of statutory testing are debated thoroughly, and governors help to guide the school's work through strategic planning which takes careful account of the school's policies and aims. The governors with responsibility for literacy and numeracy are taking a keen interest in the school's work in these key aspects of pupils' learning. The governor with responsibility for special educational needs is very well informed through her regular meetings with the special educational needs co-ordinator. The chair of governors visits the school frequently, works closely with the headteacher and ensures that governors' meetings are well focused. The relationship between the governors and the headteacher is very good, and issues are debated openly and frankly. The governors are astute and, while being very supportive of the school, are able to ask the headteacher challenging questions to hold her to account. Statutory requirements are met, except in relation to pupils' annual reports.

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

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils attain high standards in speaking and listening, reading and writing.
- The teaching is good overall, and is mostly very good in Years 5 and 6.
- Assessment procedures are very good.
- The leadership and management of English are very effective.
- Older pupils are not always given the opportunities they need to undertake sustained, independent research.

Commentary

43. Pupils make good progress and achieve well. In 2003, the school's results in the national tests in English for pupils aged eleven were well above the national average, and also well above the average results of similar schools. These results not only matched the standards found by OFSTED inspectors in 1999, but also marked an unbroken trend of high achievement over a period of five years. The results of the national tests in Year 6 in English in 2004 are not yet confirmed but are likely to be lower than those reached in earlier years. Evidence suggests that this is due to the higher percentage of pupils with special educational needs in the classes rather than from any reduction in pupils' progress in the subject. Many pupils currently in Year 6 are already exceeding the targets they have been set in both reading and writing, and standards are well above average across the year group as a whole. Pupils with special educational needs are very well supported. As a result, they make good progress. They achieve very well in relation to their starting points, and are often able to catch up lost ground and attain the standards set nationally for their age in national tests.
44. From Year 3 onwards, pupils have good powers of concentration and are good listeners. The integration of various thinking strategies and discussion techniques into English studies, for example, through the 'Building Learning Power' project, is having a very positive impact on pupils' confidence as speakers and on the development of their critical faculties. As a consequence, they are increasingly competent at sharing ideas with others and at evaluating their own and others' work. Most pupils in Year 6 use spoken Standard English accurately and fluently when appropriate to do so. However, some pupils are not as aware as they should be of differences between their everyday speech and the more formal patterns of spoken Standard English. For example, when asked to write in a formal and impersonal style, some pupils use, inappropriately, the colloquial terms and grammatical forms associated with their regional dialect. Nonetheless, pupils' written work is generally of a very high standard.
45. By Year 6, most pupils write well for a wide range of purposes and achieve a high degree of technical control in relation to spelling, punctuation and grammar. They are

able to draw on a wide general vocabulary, and they choose their words with care. In English and in other subjects, they plan and structure their writing very competently to suit its intended purpose, and they develop their ideas skilfully, often achieving a level of coherence in their pieces of work that would do credit to adult writers. Story-writing and other 'creative' forms of writing are particular strengths, and there are also many examples of effective 'non-fiction' writing by pupils in Year 6. In all their writing, pupils are able to draw on what they have learned about writing through their reading. Most pupils in Year 6 read widely and avidly. They understand the literal meaning of what is written, and most also understand very well what is implied or inferred. They enjoy fiction, and they are skilled at finding information, using books and the Internet. However, there is little evidence to show that individual pupils engage in the kind of sustained, independent research that would require them to find and collate information from a variety of sources and present it in a new format, for example, in the form of extended projects in history or geography.

46. The teaching of English is good, overall. It is mostly very good in Years 5 and 6 where setting, teachers' informative marking and feedback, and the involvement of pupils in evaluating their own work all play their part in accelerating pupils' progress. In all classes, teachers show good knowledge and understanding of what pupils need to learn. They plan accordingly, make sure pupils know what they are to learn, and create good opportunities for pupils to learn, practise and consolidate new skills. Routine skills such as spelling and handwriting are taught systematically, and all teachers motivate pupils through paired, group and class discussions.
47. The leadership and management of English are very effective. The headteacher, the deputy headteacher and the co-ordinator work together as a 'flexible' team, according to need. Their combined efforts ensure that staff development, curriculum development, teachers' planning and the setting of targets for pupils are all informed by rigorous monitoring of teaching and learning, and by detailed and accurate assessments of pupils' progress. The literacy co-ordinator manages day-to-day operations very well. She has a very good overview of provision across the school and her action plan details appropriate areas for development. Assessment is a very strong aspect of the school's work in English and has been developed under the direction of the Assessment co-ordinator. Resources are good, and ICT is used to good effect to enhance both teaching and learning. Special events such as Book Week, a book fair and drama workshops all enrich pupils' experience of English.

Language and literacy across the curriculum

48. Overall, pupils' language and literacy skills are fostered well in work across the curriculum, but there is scope for improvement in some areas. The school's strong focus on thinking skills, discussion and collaborative work is accompanied by a sustained emphasis on the development of vocabulary. As a result, pupils are accustomed to talking about their work in all subjects and are able to use technical terms accurately and with understanding. Pupils are successfully encouraged to read and write for a wide variety of purposes across the curriculum, and almost all pupils readily adopt appropriate forms and styles in written work related to the different subjects. However, there is relatively little work recorded in writing in some subjects where pupils would benefit from it. For example, in some classes, pupils record very little of what they have done and learned in history and geography, and older pupils are not given sufficient

opportunities to develop sustained independent research and to produce extended written projects based on the collation of their findings.

MATHEMATICS

PROVISION FOR MATHEMATICS IS **VERY GOOD**.

Main strengths and weaknesses

- Pupils' standards are well above national expectations in Year 6 and represent good achievement.
- The teaching is good, overall, and is mostly very good in Years 5 and 6.
- The co-ordinator provides very effective leadership and management.
- Very good use of assessment information and day-to-day assessment is made to inform planning and target-setting.
- Pupils are involved well in discussing and assessing their learning.

COMMENTARY

49. Mathematics is a strength in the school, as it was at the time of the last inspection. Trends over time show that the standards attained in national tests have been consistently well above the national results and those of similar schools from 2000 to 2003. The results for 2004 are unvalidated but will maintain the established pattern of high standards. Analysis of work in lessons and books shows that pupils make consistently good progress across the school and that progress accelerates still further in Years 5 and 6. As a result, pupils achieve high standards.
50. Across the school, pupils demonstrate very secure calculation skills and strategies when using the four operations. They increasingly develop very good mental and written methods so that, by Year 6, the majority of pupils are confidently working at the highest level available to primary pupils. In lessons seen, for example, Year 6 pupils made good progress in developing their ability to calculate fractional or percentages of quantities and to check their answers with a calculator. In Year 5, the majority of pupils also worked at a high level when investigating the areas of shapes, and many understand and use the formula to calculate a rectangle's area accurately. In Years 3 and 4, pupils achieved well when classifying a range of 2D shapes using their properties and correct mathematical vocabulary; for example, vertices, angles, pentagon, trapezium, parallelogram. Higher-attaining Year 4 pupils also used mathematical dictionaries to check the accuracy of their answers. Throughout the school, pupils enthusiastically practise the multiplication tables to linked physical movements; and all pupils regularly apply their mathematical skills to problems and investigations. In all lessons seen, pupils were highly motivated, well behaved and enthusiastic about their work.
51. The overall quality of teaching in the lessons seen was good and the majority of teaching in Years 5 and 6 was very good. This is similar to the findings in the last inspection. Planning is accurate and day-to-day assessment is used very effectively to adapt future teaching in response to pupils' learning. This means that good pace and challenge are maintained and that any areas of difficulty are consolidated before moving on. All teachers involve pupils effectively in the learning process through good questioning, paired discussion and pupils' own self-assessment. A recent whole-school focus to enhance teaching and learning strategies is clearly having a beneficial impact on the teaching of mathematics. Teaching in ability groups in Years 5 and 6 is also making a positive contribution to the maintenance of very high standards, and ICT is used effectively to consolidate and model new learning.
52. The leadership and management of mathematics are very good and the co-ordinator clearly communicates her passion for the subject to staff and pupils. She is a leading teacher and co-ordinator for the local education authority (LEA) and regularly provides professional development for teachers, within and beyond the school, through demonstration lessons and LEA training sessions. Within the school, she analyses and uses performance data very effectively to track pupils' progress, identify areas for improvement and to target support for specific groups of pupils, for example, those with particular needs, including the gifted and talented. She also observes all teachers teach, carries out a thorough analysis of pupils' work and provides partnership planning and teaching where appropriate. In addition to her teaching commitment in Years 5 and 6, the co-ordinator teaches a small group of very able pupils in Years 3 and 4 on a weekly

basis and runs mathematical games clubs during the lunchtime. Any funding available is spent wisely to target improvement areas and resources are very good.

Mathematics across the curriculum

53. Good use is made of mathematics to support pupils' work in other subjects. For example, pupils often use their mathematical skills effectively in some tasks in their work in ICT and, in science, they measure with precision and present the results of experiments clearly in tables and graphs. During the inspection, Year 6 pupils used their calculation skills very well when using percentages and fractions to inform their science investigations.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are well above national expectations in Year 6, and represent good achievement.
- Science teaching is good and means that pupils make good progress in the subject.
- Assessment procedures are good and benefit pupils' learning.
- The leadership and management of the subject are good.
- Occasionally, pupils are over-directed by teachers and need more opportunities to make their own decisions in lessons.

Commentary

54. Pupils' standards in science are well above national expectations in Year 6 and represent good achievement. Current standards are consistent with those reached in the national tests in Year 6 from 2000 to 2003, and match the high standards found when the school was last inspected. The school's results in national tests are currently provisional but look certain to maintain the high standard achieved in previous years. Indeed, the percentage of pupils exceeding the nationally expected standard increased in 2004. All pupils, including those with special educational needs and the most capable, make good progress in the subject. There is no significant difference between the standards reached by boys and girls.

55. A careful examination of pupils' science books, including those completed during the last academic year, shows that all elements of the subject are covered thoroughly and that most pupils have carefully recorded an impressive amount of work. During the inspection, Year 3 pupils made good progress when conducting simple experiments to discover variations in the eyesight of class members, while Year 4 pupils demonstrated their good understanding about forces, including air-resistance. In Year 5, pupils showed that they had a very secure understanding about food chains, and appreciated the fragility of eco-systems. In Year 6, pupils could formulate well-judged hypotheses, and were able to draw pertinent conclusions following their investigations about the growth rates of humans.

56. The quality of teaching ranges from satisfactory to very good, and is good overall. As a result, pupils make mainly good progress in their learning in science. All teachers have

secure subject knowledge and plan their lessons well. Individual lessons form part of a coherent science programme which is carefully sequenced to develop pupils' key skills and knowledge. Teachers know exactly what they expect pupils to learn. They make effective use of introductory sessions in lessons to encourage pupils to explain what they already know about the topic to be investigated, and this helps teachers to assess pupils' needs as well as involving pupils in beneficial self-evaluation. Often, at the end of lessons, pupils are expected to review what they have learned, and this also helps them to develop their awareness of their progress and areas for improvement. Teachers carefully assess pupils' achievement at the end of units of work, and this means that future tasks are well matched to their needs.

57. Scientific vocabulary is introduced and reinforced effectively and tasks capture and generally maintain pupils' interest. Occasionally, however, the pace of learning slows because pupils are over-directed by teachers and they have insufficient opportunities to make their own decisions. In the most effective lessons observed, both in Year 6, the teachers used very skilful questioning skills to probe pupils' understanding and made very good use of time.
58. Pupils' language and literacy skills are promoted effectively in science lessons, and pupils are expected to use the current scientific language both in their discussions and in their written work. Pupils' mathematical and ICT skills are also fostered well in science. For example, during the inspection, Year 6 pupils used a spreadsheet to show their science results and made calculations to find the relationship between the length of their hand and their foot – expressed both as a percentage and a fraction.
59. The leadership and management of the subject are good. The co-ordinator is very well informed about the subject, and has taught demonstration lessons and led training sessions for the staff. She observes science lessons and provides teachers with useful feedback which benefits their professional development. Her analysis of statutory and non-statutory test results is very thorough, and she helps teachers to formulate strategies to improve the achievement of pupils who are not on course to meet their targets in science.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

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

Main strengths and weaknesses

- Pupils achieve well in ICT and overall standards in Year 6 are above national expectations.
- ICT is well planned so that pupils develop their skills systematically.
- The leadership and management of the subject are good.

Commentary

60. When the school was last inspected, standards were judged to be in line with the national expectation. Since then, classroom resources for ICT have been improved and the school has created an ICT suite with 14 networked computers. All pupils now have regular lessons in the suite to practice their skills in a systematic way and also have

access to networked classroom computers. As a consequence of this, and improvements in the quality of teaching, pupils now achieve well in ICT. Standards have risen and, overall, are now above national expectations by Year 6.

61. Overall, teaching and learning are good. Since the last inspection, teachers have improved their knowledge of ICT and now demonstrate confidence in the subject. They make good use of up-to-date equipment such as computers linked to large television monitors in all classrooms and, where available, of interactive whiteboards. These enable teachers to provide clear demonstrations and enhance pupils' learning. All teachers receive excellent support from an enthusiastic and well-informed teaching assistant who provides technical assistance and works very effectively with groups of pupils. Overall, assessment is sound. Effective use is made of day-to-day assessment to inform planning and teachers appropriately maintain individual portfolios of pupils' work to record their progress. A sensible system for tracking the development of pupils' key skills has recently been introduced.
62. In the lessons observed, pupils in Year 3 made good progress when extending their knowledge of how typefaces can be used to create different effects, and honed their skills through manipulating text to create some of their own. Year 4 pupils know that computers can be used to store and sort information and effectively searched a prepared database, during the inspection, using two or more criteria. Pupils in Year 6, demonstrated good achievement as they developed their knowledge of 'hyperlinks' when creating slides for a science glossary, in preparation for a 'PowerPoint' presentation. All pupils are keen to learn and work well in pairs, taking turns and helping one another.
63. The leadership and management of the subject are good. The co-ordinator is well informed, sets a good example through her own teaching and has formulated a helpful scheme of work. Before her recent maternity leave, she monitored teaching and learning through lesson observations and the scrutiny of pupils' work and appropriately plans to resume this role in the near future. The last inspection identified the need to implement the good development plan for ICT, formulated at that time, and the co-ordinator has ensured that this has been accomplished.

Information and communication technology across the curriculum

64. Good use is made of ICT across the curriculum. Pupils have regular opportunities to use ICT to support and enhance their learning in subjects such as English, mathematics, science and art and design.

HUMANITIES

History and geography

65. In **history** and **geography**, only one lesson was seen in each subject. It is, therefore, not possible to make a secure overall judgement about provision, teaching and learning in these subjects. However, evidence from the limited work in books, displays and discussions with pupils indicates that pupils acquire sufficient knowledge, skills and understanding to reach the nationally expected standards in both history and geography. Standards are lower than at the time of the last inspection, when they were above average in geography and well above average in history.

66. In both subjects, pupils' learning is enriched either by visits or visitors, for example, to the River Chew or through a visiting 'Tudor' theatre company, and by a whole-school 'Egyptian Week' in the Summer Term. Work in history benefits from the use of artefacts; and work in geography appropriately includes practical work in the locality, for example, to develop pupils' mapping skills.
67. The co-ordinator has worked hard to adapt the scheme of work for history and to create a new scheme of work for geography. They provide helpful guidance for teachers but the main individual subject blocks are timetabled to occur only once in each academic year and both subjects have insufficient emphasis in the curriculum. As a result, there is not always sufficient time for pupils' to consolidate and apply their skills, knowledge and understanding through regular historical and geographical enquiry. There is little recorded work in pupils' books, over the last year, and opportunities are missed for pupils to use and develop their writing skills in work in history and geography. Discussion with the co-ordinator shows that assessment in both subjects is at an early stage of development, and that procedures for monitoring and evaluating the quality of provision are not sufficiently rigorous.

RELIGIOUS EDUCATION

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils' standards are above the expectations of the locally agreed syllabus, and represent good achievement.
- Pupils are encouraged to be reflective and to relate religious principles to their own lives.
- Religious education makes a good contribution to pupils' spiritual, moral, social and cultural development.
- Assessment is underdeveloped.

Commentary

68. Good standards have been maintained since the last inspection. Pupils' written work on major world religions reveals good levels of factual knowledge, for example, about the lives and achievements of religious leaders, about holy books, about festivals, rituals and celebrations, and about different places of worship. However, greater depth is achieved in pupils' learning by those elements of each study which focus not simply on information *about* the various religions, but also on what is to be learned *through* religion. For example, when studying Christianity, pupils in Year 3 consider what it means to be a Christian from the point of view of a church leader in their own community. In Year 6, having studied in considerable depth the many architectural features of a mosque and their significance to Muslims, pupils reflect on the kind of features they would incorporate in a building designed as a 'special' place for contemplation. They draw comparisons between special journeys in their own lives and the special journeys made to Mecca by Muslims, and they identify similarities in practices such as family feasts and the giving of presents at Christmas and to celebrate the Muslim festival of Eid. In all cases, the work seen is thoughtful and respectful. Evaluations of what has been learned are written by the pupils themselves at the end of each study and these, too, testify to the seriousness with which pupils have approached

their work. A similarly reflective tone is evident in lessons seen. For example, pupils in Year 3 work successfully to interpret verses from the Book of Proverbs on the theme of friendship. Through discussion, pupils in Year 5 demonstrate a perceptive and shared understanding of the very different qualities that constitute 'leadership', and can then make relevant links to leadership in a religious context.

69. The teaching of religious education is good. Evidence from lessons seen, from written work and, not least, from pupils' attitudes and behaviour, shows that the teaching of religious education challenges pupils' thinking and is not merely based on the transmission of knowledge. Discussion with, and amongst, pupils is given high priority and provides opportunities for them to explore the 'big questions' that have affected people of all religions and that remain relevant to their own lives. Through religious education lessons, pupils are inspired to develop the spiritual side of their nature and to recognize ways in which people of different faiths express their spirituality, for example, through dance, through architecture and through art. At the same time, religious education also makes a good contribution to pupils' moral, social and cultural development.
70. Leadership and management of religious education are sound. The co-ordinator holds responsibility for several subjects but has worked hard to ensure that teachers have both a vision for teaching religious education and sufficient guidance and resources to help them. She is aware of the need to update the policy and the scheme of work to incorporate both national guidance and the locally agreed syllabus which has recently been reviewed, and she has appropriate plans to develop more formal approaches to assessment than those currently in use.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS ART AND DESIGN

The quality of provision is **good**.

Main strengths and weaknesses

- Standards are above national expectations in Year 6, and represent good achievement.
- The quality of teaching is good.
- Pupils use the work of famous artists well to inform their own work.
- The leadership of the subject is good.
- Pupils would benefit from more opportunities to make their own direct responses to the natural and made world around them.

Commentary

71. The school has maintained the good standards in art and design which were found when the school was last inspected. The subject has a high profile, and there is ample evidence of quality work in each year group. For example, in Year 3, pupils have developed their understanding about art by discussing the work of Matisse and have created interesting collage pictures which reflect elements of the artist's work. In Year 4, pupils have good colour-mixing skills, and their abstract pictures, created in the style of Kandinsky, show their notable skills in blending chalk pastels to create subtle effects. In Year 5, pupils continue to refine and develop their painting skills. Year 6 pupils have

achieved well when making bold abstract interpretations of faces, after discussing the work of Picasso, and have created interesting geometric collages, stimulated by their study of the work of Mondrian.

72. A careful scrutiny of pupils' well-presented portfolios of work completed in previous years confirms that good standards are well established. Particularly notable are the prints of food labels made by Year 4 pupils after discussing the work of Warhol, and the delicate pointillist paintings of Year 5 pupils which reflect elements of the work of Seurat.
73. The quality of teaching is good, overall, and is sometimes very good. Teachers are enthusiastic about the subject and have high expectations for pupils' technical achievements. They provide well-informed advice to develop pupils' skills and ensure that pupils are able to evaluate their own work and the work of others. In a very good lesson observed during the inspection, the teacher's skilful questioning and very good knowledge enabled Year 6 pupils to understand why Picasso created his 'Guernica' picture, and to study elements of the work with great care – identifying different tones and textures. Art vocabulary was introduced and reinforced very well so that, by the end of the lesson, pupils used terms like frottage and monochrome when describing their efforts to create elements of the artist's work.
74. Despite the good provision made for the subject, there is scope for some improvement. At present, too much of pupils' work is stimulated by the artistic creativity of famous artists, and pupils need more opportunities to make their own responses to the natural and made world around them. There is some evidence of good work in this area but it needs to be extended. In addition, pupils would benefit from more opportunities to create three-dimensional art.
75. The leadership and management of the subject are good. The previous co-ordinator, and the new co-ordinator who has just taken on the role, are both enthusiastic and well informed. They willingly provide advice to their colleagues, and help to keep teachers' expectations high. The portfolio of pupils' work provides a valuable record of their art as they move through the school, but there are no systematic strategies for assessing pupils' standards and progress in the subject.

DESIGN AND TECHNOLOGY

76. Only one lesson was observed in design and technology, so it is not possible to make an overall judgement about provision. However, a careful examination of pupils' completed work and discussions with staff show that there are **important weaknesses in the subject**.
77. Pupils' standards are below national expectations, including in Year 6, and have fallen from their average level at the time of the last inspection. A scrutiny of pupils' work, completed over the last year, shows that pupils underachieve in the subject. In Year 3, pupils' very simple bookmarks represent insufficient challenge; and their designs for masks include no details about how they will be made, and suggest that the task was more closely related to the art and design curriculum. In Year 4, pupils' simple clay plaques, which copy shopfronts from the drawings and paintings of L S Lowry, again do little to develop pupils' design and technology skills. Year 4 pupils also underachieve when making representations of Egyptian collars. In Year 5, pupils' design and making

skills continue to be below average. Pupils' designs for models which have moving parts provide little information about joining techniques, and photographs of the completed models show that their making skills lack finesse. In Year 6, very little design and technology takes place, and pupils' designs for simple Christmas cards could easily have been created by much younger pupils.

78. Although too few lessons were observed to judge the quality of teaching, pupils' completed work provides secure evidence that the teaching is not enabling pupils to make adequate progress in their learning in the subject. Teachers' expectations for pupils' potential achievement are too low, and evidence strongly suggests that they would benefit from well-focused training in the subject. The single lesson observed was taught by the design and technology co-ordinator and she demonstrated satisfactory skills and subject knowledge.
79. Teachers do not have established methods for assessing pupils' achievements, and procedures for monitoring and evaluating the overall quality of provision in the subject are insufficiently rigorous. The co-ordinator is aware of the need to increase the profile of design and technology in the school. She has worked hard to produce a revised scheme of work which has the potential to benefit pupils' achievement.

PHYSICAL EDUCATION

80. Owing to timetabling arrangements, no lessons of physical education were observed during the inspection. **It is, therefore, not possible to make a judgement about overall provision** and the quality of teaching and learning, pupils' achievements and standards in the subject. The last inspection report praised the school's very good programme of extra-curricular clubs and events, which enhanced the physical education curriculum, and this very good provision has been maintained. Pupils take part in activities such as football, netball, dance, tennis, tag rugby, swimming and gymnastics. In addition, the school is also active and successful in competitive team games with other local schools and pupils are involved in regional and national sporting events.
81. Sufficient time is allocated to physical education activities and a clear long-term plan has been formulated to ensure that best use is made of this and that statutory requirements are met. Pupils in Year 5 have the opportunity to learn to swim and records show that the vast majority achieve at least 25 metres by the end of the year. The school appropriately recognises that current arrangements for assessing pupils' progress are not rigorous enough and there are plans to rectify the situation. The co-ordinator is well informed, conscientious and very enthusiastic. She gives freely of her time to promote and support the many sporting activities available to pupils, and provides advice and support to staff.
82. The school benefits from extensive playing fields which are shared with the adjacent infant and comprehensive schools, a spacious hall and large hard play areas. Resources are good and are well organised and maintained by the co-ordinator.

MUSIC

83. **Insufficient evidence was collected during the inspection to make judgements in music.** However, teachers' planning shows that statutory requirements are met.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP

The school's provision for pupils' personal, social and health education and citizenship is wide-ranging and extends far beyond PSHE lessons. Only two formal PSHE lessons were seen, therefore no overall judgement is made about the quality of teaching. However, evidence from curriculum planning, discussions with pupils and staff, displays around the school and pupils' attitudes and behaviour shows that **provision is good**.

Main strengths and weaknesses

- A wide range of opportunities benefits pupils' learning and personal development.
- PSHE makes a strong contribution to pupils' spiritual, moral, social and cultural development.
- The co-ordinator fulfils her role very well.

Commentary

84. Through class discussions, through the school council and through questionnaires, pupils are given good opportunities to express their views about issues that affect them and to play their part in developing the school and its community into the kind of place they wish it to be. They are encouraged to be responsible for themselves in their learning and in their conduct, and to appreciate that, for everyone, responsibilities accompany rights. Pupils are made aware of global issues such as famine and of the uneven distribution of food and money across the world that is, at least in part, responsible for it. Within their own society, they learn about the rules that govern behaviour and, by drawing up rules and equal opportunities charters themselves, are taught not only to value fairness, but also to recognise the need for anti-social behaviour to have appropriate consequences.
85. Through a healthy eating programme, extensive opportunities for sport and recreation, sex education and input on drugs awareness, pupils are encouraged to develop a safe, healthy lifestyle. Many pupils participate in clubs and extra-curricular sport, including swimming, football, netball, dance and tennis, and road safety is promoted well, for example, through training in cycling proficiency and through a 'walking bus.'
86. Very good relationships exist in the school at all levels. All adults who work in the school present pupils with very good role models, while the teaching promotes consideration for others. For example, in a very good PSHE lesson in Year 6, pupils were successfully encouraged to reflect on their own feelings when people ignored what they were saying – and to identify with the feelings of others when they were similarly ignored. A recent focus on collaborative group work throughout the school has been successful: pupils routinely work together constructively to achieve shared goals. In religious education and through the arts, pupils are taught to respect a variety of beliefs and cultures that differ from their own, while recent initiatives such as the Comenius project and the use of the Espresso international news website are leading to an increasing closeness with people in other countries, near and far.
87. The PSHE co-ordinator who oversees all aspects of provision for pupils' personal, social and health education and citizenship is effective in her leadership and management. She is pro-active in developing the many strands of provision and has

adopted a pragmatic and entirely rational approach to the development of a scheme of work. She is well acquainted with the range and quality of provision.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3

Overall standards achieved	2
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	2

The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
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).