

INSPECTION REPORT

CHURCH CROOKHAM JUNIOR SCHOOL

Church Crookham, Fleet

LEA area: Hampshire

Unique reference number: 115976

Headteacher: Mrs C Dey

Lead inspector: Dr T Simpson

Dates of inspection: 27th to 29th September 2004

Inspection number: 266621

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: 325

School address: Tweseldown Road
Fleet
Hampshire
Postcode: GU52 8BN

Telephone number: 01252 617664
Fax number: 01252 626736

Appropriate authority: The governing body
Name of chair of Mrs Debbie Moss
governors:

Date of previous February 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

This is a large junior school serving part of the village of Church Crookham near Fleet. The socio-economic background of the pupils is mixed – but overall is around average. About 30 per cent of the pupils come from service families. The attainment of the current Year 3 on entry was above average – but the number of pupils who enter and leave the school after the normal time of entry is well above average – mainly because of military postings - which makes the use of attainment on entry a poor indicator of overall achievement. There is a small number of pupils who come from ethnic minority backgrounds but only a few for whom English is an additional language. The percentage of pupils with special educational needs – including those with Statements of Special Educational Needs – is well below average. The percentage of pupils entitled to free school meals is also below average. The needs of the pupils concerned are varied. The school gained Investors in People status in 2004 and an Achievement Award from the Department for Education and Skills in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10428	Tom Simpson	Lead inspector	Science, design and technology, art and design, music, physical education, history, geography, English as an additional language.
1311	Barry Wood	Lay inspector	
28014	Peter Buckley	Team inspector	Mathematics, information and communication technology, special educational needs.
31838	Martyn Williams	Team inspector	English, religious education.

The inspection contractor was:

Serco QAA
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school where pupils achieve well. Teaching is good overall and there are regular examples of very good teaching. The school is very well led by the headteacher and other senior staff. Management is good and the school provides good value for money.

The school's main strengths and weaknesses are:

- Standards are above average in most subjects and pupils' achievement is good overall.
- Provision for pupils' personal development – including their spiritual, moral, social and cultural development – is very good.
- Teaching is consistently good or better and a very enriched curriculum is provided for the pupils.
- Provision for pupils with special educational needs is very good.
- Standards in information and communication technology, whilst average, are not as high as in other subjects.
- Assessment in some subjects needs to be more formalised.
- The leadership provided by the headteacher and other senior staff is very good and this is a very inclusive school.
- The pupils are very well cared for and have very positive attitudes towards their work.

The school's improvement since the last inspection has been good and all key issues then identified have been addressed well. Higher attaining pupils now achieve as they should. Teaching and provision for pupils' personal development have improved significantly. Curriculum provision, the care, guidance and support given to the pupils and leadership and management are all now better than previously reported. There have been no areas of decline.

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	B
Mathematics	C	C	C	C
Science	B	C	A	A

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar percentages of pupils entitled to free school meals. This measure is used rather than a prior attainment grade because of the high level of pupil mobility in and out of the school.*

Overall achievement at the school is good. Current standards in Year 6 are above average in English, mathematics, science and art and design. They are average in information and communication technology. Standards in religious education exceed the requirements of the locally agreed syllabus. The other subjects were not inspected in

depth. Standards in mathematics have been a relative weakness in previous years but the school is successfully addressing this. It is now focusing on further raising standards in information and communication technology. Pupils with special educational needs are very well supported and make good progress. Higher attaining pupils and the small number who have English as an additional language also make good progress. No significant difference between the achievement of boys and girls was noted during the inspection. Test results in 2003 were adversely affected by factors out of the school's control.

Pupils' personal qualities are very good. They relate very well to one another and to the adults in the school. Spiritual, moral, social and cultural development is very good overall. Pupils behave well in lessons and around the school. They have very positive attitudes towards their work and are very interested in the range of activities that is provided for them. Attendance is well above average and pupils are very punctual.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good overall and there are examples of very good teaching in all year groups. No unsatisfactory teaching was seen during inspection. Teaching was good in all subjects where it was possible to make a judgement – but there are particular strengths in the teaching of mathematics in Year 6. Other strengths within the teaching include very good planning which generally ensures that there is a good match of work set to the needs of the pupils. This means that most are fully interested and engaged during lessons. Teachers have high expectations of behaviour and manage their pupils very well. Teaching assistants support teachers very well and contribute significantly to the good achievement of the pupils – particularly those with special educational needs. Assessment and tracking procedures in English and mathematics are very good. Assessment in other subjects, however, is not yet as well refined.

A good curriculum is provided for the pupils and there is a very good range of enrichment activities. The pupils are very well cared for and have good access to support and advice. Partnerships with parents and the community are good, while the links with other schools are very good. Pupils are very quickly included in the school family and are effectively involved in the work and development of their school. The headteacher and staff work hard to be approachable to parents and provide them with good information about the school and about their children's progress.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are good. The governing body is supportive and has a good understanding of the school's strengths and areas for further development. It fulfils its statutory duties well. The headteacher and other senior staff provide very good leadership and provide very good role models. The school is highly committed to inclusion, the promotion of equality and concern for the needs of individuals. The school carries out regular self-evaluation and puts the findings to good use. The current school development plan, for example, is a very good reflection of the school's current needs and aspirations. Senior staff monitor teaching regularly and performance management strategies are very firmly in place. Newly qualified teachers are supported very well. The monitoring role of some subject co-ordinators is, however, under-developed. This is largely as a result of recent staff changes and improvements are already taking place. Systems for financial

management are very effective, while available resources are used well. The school has a good regard for the principles of best value.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents value the school and support it well. They particularly like the arrangements that are made to help their children settle in. They consider that their children like the school and that the staff expect their children to work hard. Their children are also positive about the school. Most feel that the teachers are fair to them. They also say that they have to work hard.

IMPROVEMENTS NEEDED

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

- Further raise standards in information and communication technology.
- Further formalise assessment procedures in subjects other than English and mathematics.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall standards are above average by Year 6. Achievement is good throughout the school.

Main strengths and weaknesses

- Pupils with special educational needs are very well supported and make good progress.
- Pupil mobility is a major constraint on monitoring achievement.
- Although still average, standards in information and communication technology are not as high as in other subjects.

Commentary

1. Results in the 2004 National Curriculum tests for pupils at the end of Year 6 were at the national average in mathematics, above average in English and well above average in science. In comparison with similar schools – a measure related to free school meals - they were the same.
2. Current standards in Year 6 are above average in English, mathematics, science and art and design. They also exceed the expectation of the locally agreed syllabus for religious education. Standards in information and communication technology are average. Current standards reflect in particular the school's successful efforts to improve standards in mathematics through careful monitoring, data analyses to inform the allocation of well targeted support for pupils, very good tracking procedures and the effective use of local authority advice. Standards in information and communication technology have been adversely affected by outdated equipment which has come to the end of its lease and is now being replaced. Staff training is also impacting well on the quality of the teaching of information and communication technology – and this is also inevitably going to have a positive effect on the standards which will be attained in the future. Current standards are broadly similar to those found in the last inspection in most subjects, but they are higher in art and design and in religious education where – unlike at the time of the last inspection – pupils of all levels of attainment achieve well. The school's trend in improvement is broadly in line with the national trend.
3. Partly as a result of regimental movements, there is a very high level of pupil mobility in and out of the school other than at the normal times. In 2003 and 2004, for example, only around fifty percent of the pupils who took the National Curriculum tests in Year 6 had been at the school for the full four years. A significant number only arrived at the school after the statutory targets in literacy and numeracy were set. There are very good procedures in place for introducing these new pupils to the school and for helping them to settle in quickly. In view of the high mobility, attainment on entry from the feeder infant schools is not a good measure of pupils' achievement as

they proceed through the junior school. Staff carry out detailed analyses of the progress of individual pupils as they move through the school and these indicate that those who have been in the school for the full four years make sound to good progress. Inspection evidence more than substantiates this with scrutinies of previous work and lesson observations indicating that overall achievement is good. There are a number of reasons for this good achievement. The school provides a positive and enriched learning environment and ethos is very good - with most pupils being very keen to raise their attainment. Assessment procedures in English and mathematics are very effective in keeping track of pupils' progress and informing the nature and level of support provided for groups and individuals. There is very good leadership. The main reason, however, relates to the quality of teaching, which is good and regularly very good. Teachers have high expectations of pupils' behaviour and encourage them to do well. As a result they are enabled to work purposefully in a quiet and orderly environment.

4. Pupils with special educational needs are very well supported by class teachers and by classroom assistants and achieve well. Targets in their individual education plans are regularly updated and as a result some are removed from the special educational needs register. The small number of pupils for whom English is an additional language also make good progress. No evidence was seen during the inspection of any difference between the achievement of boys and girls.

5. Examples of the standards being reached in English include a good Year 5 lesson focusing on proof reading and editing. Following a good quality discussion, the pupils used story plans to write effective stories with good use of enriched and sometimes vivid text. The pupils made good use of individual target cards to support the improvement of their work and achieved well. In a very good Year 6 mathematics lesson, the pupils learned how different two-dimensional shapes related to one another. Most could differentiate between terms such as 'intersect' and 'bisect' and had a very good understanding of the attributes of a wide range of regular and irregular shapes. The lesson proceeded at a very good pace, methods were stimulating and effective and the pupils' achievement was very good. Year 3 pupils carried out a successful investigation into the absorbency of different brands of paper towels. They were well taught and encouraged to use their own ideas. Most were clear about the various factors that make scientific investigations valid and could make sensible predictions.

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

Standards in:	School results	National results
English	28.0 (26.9)	27.0 (26.8)
mathematics	27.4 (27.3)	27.2 (26.8)
science	30.7 (28.8)	28.9 (28.6)

There were 88 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are very good and behaviour is good. Attendance and punctuality are very good. Spiritual, moral, social and cultural development is very good overall.

Main strengths and weaknesses

- Pupils' attendance is well above average and their punctuality is very good, reflecting their very good attitudes to learning and their good behaviour in and out of the classroom.
- Relationships between pupils and between pupils and staff are very good and contribute strongly to social development. This is the result of the caring ethos of the school and the very good example set by the staff.
- Pupils' moral and social development is very good. Pupils respond very well to opportunities to take responsibility.
- Pupils' cultural development is now good because the school ensures that they experience the traditions of a wide range of cultures through the curriculum.

Commentary

6. Pupils are keen to come to school and show good attitudes to learning in most lessons. The school has efficient systems - including immediate telephone calls to parents or carers if a pupil is unexplainedly absent. This contributes to the school's position well above both county and national attendance figures. Pupils listen attentively in class, are quick to answer questions and undertake tasks enthusiastically. They work very well together in pairs and groups, accepting each other's views and negotiating well. This is the result of good teaching where teachers maintain a high level of interest and set appropriately challenging tasks, ensuring that pupils of all levels of attainment have the opportunity to achieve well. Pupils also take part enthusiastically in the wide range of clubs and activities which enhance the curriculum.
7. There were no exclusions during the last full school year, although two pupils had to be excluded just prior to the inspection. Standards of behaviour are good in the classroom, in assemblies, at lunch time and in the playground, where pupils play harmoniously together. Pupils discuss and agree class rules and are fully aware of the high standards expected and insisted upon by all staff. Adults give a very positive lead in engendering good relationships; for example by giving praise and encouragement at every opportunity as well as acting as good role models. The caring ethos of the school results in pupils knowing right from wrong and showing consideration for others. Although a small minority of parents raised concerns about bullying, none was seen during the inspection. Disagreements between pupils are not absent but there was no evidence of clearly aggressive behaviour.
8. Pupils are encouraged to become independent and willingly take on a range of responsibilities appropriate to their age. They act, for example, as monitors, assist in assemblies, and participate in the school council. Pupils take their responsibilities of living in a community seriously. They support a wide range of local and national charities. They show very good levels of maturity as they move through the school. Pupils with special educational needs are fully included in all school activities and are fully accepted by their peers.
9. All aspects of spiritual, moral social and cultural development are included in planning. This means that teachers are aware of when and where a likely opportunity might present itself, so they are ready to seize it. Subjects such as personal, social and

health education, music and drama (including the contribution of visiting theatre groups) and art and design make a good contribution, but there is usually something in every subject which enhances a facet of pupils' personal development. The ethos of the school helps to promote good spiritual development and many opportunities exist for pupils to marvel at the wonder of the world about them and to reflect on values and beliefs in religious education lessons and assemblies.

- There are currently few pupils from ethnic minority groups so the school ensures that pupils experience the traditions of a wide range of other cultures through various subjects such as English, art and design, music and also through religious education. Whilst visits to Christian places of worship are easily arranged, and the school has constructive links with the local church, there are no places of worship of other faiths within reasonable distance. The school resolves this problem by the use of information and communication technology and, for example, a 'virtual' visit to a synagogue. This represents a very good improvement since the last inspection when cultural development formed a minor key issue for development.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.2	School data	0.3
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.

As there were no exclusions in the last school year, the table listing the ethnic background of pupils has been omitted.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good overall. Teaching is at least good in all year groups and an enriched curriculum is provided. Pupils are very well cared for by staff. There are good links with the parents and the community and very good links with other schools.

Teaching and learning

Teaching and learning are consistently good. There are examples of very good teaching in all year groups. Teaching and learning are good in all subjects where judgements could be made. They are very good in mathematics in Year 6. Assessment of pupils' work is good.

Main strengths and weaknesses

- Teachers generally plan tasks to match closely the needs of all pupils so that they are engaged, attentive and enjoy their work.
- Teachers manage their pupils very well and as a result all groups of pupils work well both independently and collaboratively.
- Teaching assistants support teachers very well and contribute particularly to the good achievement of pupils with special educational needs.

- There are very good assessment procedures for English and mathematics, but in other subjects assessment does not give a sufficiently detailed a picture of what pupils need to do to improve.

Commentary

11. At the last inspection, Inconsistencies in challenge and discipline resulted in some unsatisfactory teaching and even one poor lesson. In consequence teaching and learning were key issues for development. The school has responded very well. There were no unsatisfactory or poor lessons during the current inspection. On the contrary, in about nine out of ten lessons teaching was at least good and about a quarter of lessons observed were very good. This very good improvement owes much to the systematic monitoring of teaching and learning by the headteacher and to a lesser extent the subject co-ordinators. In consequence there is now much consistency in teaching and learning throughout the school.
12. The good match of tasks to attainment is one of the main reasons for pupils' good achievement. This is because teachers' planning is very good. It takes into account previous and future work, links with other subjects and the specific needs of different groups of pupils. This means that everyone has work which is neither too easy nor too hard and which keeps them occupied and interested so that time is used productively. Teachers have high expectations of pupils' attitudes and behaviour and manage their classes very well. They rarely have to spend time correcting behaviour. In consequence there were many examples of pupils working independently and collaboratively, showing a sense of responsibility which contributed to the standards attained.
13. A mathematics lesson in Year 6 exemplified some of the best practice. The teacher set work clearly in context through a brisk recap of previous work. This included a very good focus on key vocabulary to describe 2-dimensional shapes accurately. Practical activities such as designing a pond for model boats helped pupils see the work as relevant to life. Pupils worked in pairs, each pair having to explain their choices to classmates, thus justifying their reasoning. The teacher went around the class asking probing questions such as 'What shape would *not* be suitable?' to make pupils think harder and take their learning further. Both boys and girls worked very well together because they were fully engaged.
14. Teaching assistants work very well to help ensure that pupils with special educational needs achieve as well as everyone else. They are valued members of the team, working alongside teachers to plan and deliver suitable tasks and similarly move learning on through skilful questioning.
15. The thorough assessment and tracking procedures in English and mathematics support the close match of tasks to pupils' needs. Detailed analyses help the school respond better to particular issues resulting in, for example, a successful focus on raising the achievement of boys through teaching approaches and more appealing materials. Teachers record the National Curriculum levels pupils are expected to reach each year and review these regularly. Pupils have their own personal targets to work towards to give them an understanding of what they need to do to improve. This system is much less developed in other subjects. As a result, teaching cannot be as

sharply focused. The school already recognises this as an area for development. A current developmental target for the school is to now focus on the different learning styles of individual pupils in order to raise the standards of teaching and learning even further.

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8 (26%)	20 (64%)	3 (10%)	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 breadth and balance of the curriculum are good. It is inclusive, meets statutory requirements and provides many worthwhile learning opportunities. Enrichment through extra curricular provision is very good and contributes very well to pupils' academic and personal development. The quality and quantity of accommodation and resources are good and support pupils' good achievement.

Main strengths and weaknesses

- Curriculum planning is well focused on developing cross-curricular links and information and communication technology skills are taught to support other areas of the curriculum.
- A very good range of sporting and other activities, visits and visitors to the school enhances the curriculum.
- Provision for pupils with special educational needs is very good.
- Improved buildings and a computer suite have improved the accommodation since the last inspection.

Commentary

16. Curriculum planning in year groups is thorough and ensures that pupils' learning is developed in a progressive way and that they are well prepared for the next stage of education. Cross-curricular links are being well developed and the school has been chosen as one of a few pilot schools in the local authority that is pursuing a more innovative curriculum in response to national guidance. The focus of information and communication technology is very much on the use of skills across the curriculum, and the school's well-crafted web site reflects this ethos. The school has a strong personal, social and health education programme which includes citizenship, pays due attention to sex and drugs education and contributes effectively to pupils' very good attitudes.
17. The provision for pupils with special educational needs is very good, reflecting the school's fully inclusive nature and its coherent approach to special educational needs. Pupils' individual education plans have very clear targets that all understand and this effectively translates into daily plans. The high mobility of pupils is very well managed, with pupils entering the school being assessed quickly, their needs identified and catered for. Pupils are mainly taught with their peers, but receive some teaching in small groups or individually to effectively support their personal needs

18. The curriculum is enriched by a very good variety of extra-curricular activities. These include seasonal sports clubs such as rugby, cricket, football and netball, and coaching in judo from a local club. The school has had many successes in local sporting competitions. Pupils participate in music through recorder groups, the school's orchestra and access to peripatetic music tuition in a range of instruments. All classes visit places of interest related to subjects they are studying, and there is a good range of visitors to the school, which includes actors, musicians and theatre groups. There are residential visits for Year 6 to the Isle of Wight and for Year 5 to Calshot which, as well as contributing to the curriculum, fosters pupils' independence and social skills very well.
19. The accommodation is good and very well maintained, and the outdoor play area spacious. Staffing and resources are good, and the deficiencies in information and communication technology equipment are being addressed.

Care, guidance and support

The school's care, welfare and health and safety procedures are very good. The school provides pupils with good support and advice. Pupils are effectively involved in the work and development of the school.

Main strengths and weaknesses

- Pupils are very well cared for, so that they are happy at school.
- The headteacher, staff, and governors are very vigilant in protecting pupils from dangers inside and outside the school, so that they feel safe.
- The headteacher and staff give a very high priority to the pastoral care of their pupils, and particularly those pupils whose education has been disrupted through moving schools.
- Pupils are very quickly and effectively included in the school family.
- The headteacher and staff have a very good knowledge of their pupil's academic and non-academic qualities.
- The school receives good support from outside professional agencies in implementing its well defined support, guidance and welfare policies and procedures.

Commentary

20. The headteacher has improved many aspects of the care agenda since the last inspection. She has a very strong sense of purpose in caring for the wide range of pupils. She is particularly aware of the needs of pupils whose education has been disrupted either by moving schools, or by having parents serving in the armed forces. Committed and well-trained staff consistently focus on 'valuing everyone' as expressed in the school's vision of 'Achieve'. They implement well-defined policies and procedures rigorously, and they are well supported by outside professional agencies. The school nursing service has a positive relationship with the school and assists with a sex education programme that is supported by parents. The education welfare officer gives valuable service, and the very effective personal, social and health education of pupils is well supported by the community policeman.
21. Child protection procedures conform to local authority guidelines. Staff training is up to date and staff are vigilant to potential risks to children. The school displays the 'Childline' telephone number, which supports its values of helping pupils to protect themselves. Health and safety procedures are very good, and the school is a safe place. Teachers ensure that pupils are made aware of any hazards prior to activities, and are careful when releasing children to parents and carers at the end of the school day. The school undertakes regular audits of the

school facilities, and risk assessments are in place. Accident procedures and the dispensing of medicines are thorough in their implementation.

22. The headteacher and staff give the highest priority to the pupils' pastoral care. Most pupils totally trust their teachers, but pupils' questionnaires indicate that there is a number of pupils who feel that there is not an adult that they could go to if they had concerns. The inspection team concluded that this was probably due to a significant number of pupils – such as those in Year 3 – only having been in the school for a few days at the time they completed the questionnaire. The team did not meet any pupils who were noticeably reticent in engaging with staff or inspectors during the inspection. The school has been careful to support pupils with family problems and it delivers appropriate counselling through adults with whom the pupils feel comfortable. The school is very aware of lower performing children, so that they are given every chance to be fully involved in the life of the school.
23. The school has developed very good behaviour procedures and pupils help to develop class rules. There is very good mutual respect between staff and pupils, and self discipline is an expectation. The school's approach to pastoral care and behaviour has a positive impact on pupils' achievement. It has successfully controlled difficult situations when there has been a large entry of pupils from the families of army regiments new to the area.
24. The induction of pupils new to the school is a very strong feature. Pupils and parents feel welcome and knowledgeable about the routines. Children make a smooth transition from infant schools. Many pupils join the school later in the year and the headteacher and staff are very caring with both pupils and parents. The school is very skilled in ensuring that parents are not disadvantaged by their move from other schools, through the efforts of learning support assistants, and parents appreciate the school's efforts in giving their child a successful fresh start.
25. Teachers and staff have a very good knowledge of their pupils and their backgrounds. The arrangements for assessing pupils' attainment and progress are very good in English and mathematics. Pupils with personal problems are quickly identified and there is good feedback and discussion of issues between the teachers and the headteacher at internal staff meetings, where strategies are tailored to individual pupils. Pupils with special educational needs are well known by staff and are very well supported.
26. The school is making good progress in consulting with pupils on wider school issues that affect them. Pupils enjoy their participation on school or class councils and they feel that their voice is meaningful in tackling issues important to them. They initiate fund raising and make formal requests to the governing body.

Partnership with parents, other schools and the community

Parents have a good level of satisfaction with the school and the education it provides. The partnership between the school and home is good. The school's links with the community are good and links with other schools are very good.

Main strengths and weaknesses

- Most parents are happy with all aspects of the school and increasingly approve of the headteacher's and staff's vision for their children's education.

- Most parents help and support the school well and make an effective contribution to their children's learning and involvement in school life.
- The headteacher and staff work very hard to be approachable to all parents and provide them with good information about their children and the school.
- All pupils benefit greatly from the school's good relationships with the local community.
- The school has very good relationships with the local infant and secondary schools, and this helps pupils to settle into new surroundings.

Commentary

27. The headteacher gives a high priority to the school's relationship with parents. She has successfully developed strategies that forge links with all parents, even when their stay at the school may be transient through work commitments or through belonging to the armed forces. Few parents are apathetic and most aspects of the partnership with parents have strengthened since the last inspection. Presently, there is an increase in parents' overall satisfaction with the school to a good level. They show marked increases in confidence in most aspects of school life; especially, information on their children's progress, homework and the standards of work. During the inspection, many parents stated how helpful the school had been and that it had enabled their children to settle well when moving between schools. The inspection team confirm parents' positive perceptions of the school.
28. There are no areas of significant parental dissatisfaction. Most areas of dissatisfaction have declined since the last inspection. A relatively high current area of dissatisfaction was the category, how well the school works with parents. This was judged by the inspection team as good overall. It appears to have its roots in specific issues for a very few parents and there are no particular patterns evident.
29. The statutory information for parents is good and represents the essential character of the school well. The school web site is well designed and very informative. Annual reports to parents are good clear statements of what pupils can do in all National Curriculum subjects and their efforts are graded. Parents feel comfortable with the opportunities they have for meeting teachers to discuss issues and they recognise the feedback and descriptions of their children and their achievements. They enjoy informative curriculum newsletters, and letters to home are timely and respectful of the demands on parents' roles.
30. Parents have signed the home-school agreement and fulfil their pledge through their children's very good attendance and assisting them with homework. The school is proactive in explaining new education strategies and initiatives. The school wants parents to help in the school and experience first-hand its positive ethos, and many parents attend school functions. Parent governor positions are filled capably. The parent teacher association is strong and enthusiastic in involving parents in social events and fund raising.
31. The headteacher wants parents to be confident in approaching the school and she is successful in making them comfortable. They are asked for their contributions to the school's development through an annual questionnaire and Year 3 parents are asked for feedback on the induction programme. The headteacher wants to listen to parents

and their concerns and anxieties, but the latter are minimal. Governors are often present at parent evenings and on the playground at the end of the day to assess parental opinions. The progress of pupils with special educational needs is regularly reviewed and shared with their parents.

32. The school wants to be an energetic member of the community. Pupils benefit greatly from the good links, which give them additional activities and awareness of their local culture. The school is always looking to promote its relationship with the armed forces. The school uses the local church well for the major Christian festivals, and the vicar visits for assemblies and to engage in school life. The school has developed a governors' marketing and sponsorship committee to try to develop improved links with business. Local organisations are welcomed into the school to use the facilities. Pupils have promoted their relationships with local and national charities well. The school uses the local community effectively as an important resource for the practical teaching of some subjects of the National Curriculum. The local community policeman is a valuable contributor to personal, social and health education and the Fire Service and St John's Ambulance promote health and safety.
33. The school has very good links to two local infant schools. Pupils attend events prior to transfer and school staff share assessments and feedback on pupil's progress. Inevitably, the links with the schools of pupils transferring from non-local areas are less effective, but the school is well organised in collecting the relevant information on their new pupils. The school has built very good bridges with two local secondary schools. Co-ordinators have very good working relationships and a visiting advanced skills teacher supports problem solving in mathematics. The headteacher is interested in tracking the progress of the pupils in Year 7 of the secondary schools to inform practice in the junior school. Parents appreciate the help they are given at transfer time to secondary school and pupils make a good transition without undue anxiety.

LEADERSHIP AND MANAGEMENT

The school is governed well. The headteacher and other senior staff provide very good leadership and overall management at the school is good. Standards of leadership and management have improved since the last inspection.

Main strengths and weaknesses

- The headteacher and other senior staff provide very good leadership and provide very good role models.
- The school's strategic planning reflects its needs very well.
- The school is highly committed to inclusion, promotion of equality and concern for the needs of individuals.
- The school's procedures for self-evaluation and the use of the results of self-evaluation are very good.

Commentary

34. The governing body is supportive of the school and has a good understanding of its strengths and areas for further development. It fulfils its statutory duties well and is

prepared to challenge the school's management if necessary. Individual governors bring a wide range of skills to the role including among their number, for example, people with backgrounds in education, youth leadership, military leadership, the police, finance, the building industry and local government. Several individual governors involve themselves directly in the work of the school supporting, for example, the development of the computer suite and being involved on residential visits. Governors join staff on training days and meet parents during consultation evenings. The governors are kept well informed about the life and work of the school by the headteacher but there is room for their role in the strategic monitoring of the curriculum to be further developed. The overall work of the governing body is successfully supported by a number of active committees.

35. The headteacher provides very good leadership and is a very successful team builder. She is highly respected by all parties. Nearly ninety percent of the parents who responded to the questionnaire considered that leadership and management at the school are good. The headteacher has a clear vision for the school's future development and the capacity to carry this out. Although having a high level of focus on maintaining and raising academic standards, she is deeply committed to providing a wide and enriched curriculum and an environment where all pupils – regardless of their backgrounds – feel valued and included. She is well supported by an able and equally committed deputy head. In addition to sharing the overall management and monitoring of the school with the head, the deputy has specific responsibility for a number of areas including staff induction and the leadership of the Improving Standards Team. An effective senior management team comprising the head, deputy, year leaders and the co-ordinator for special educational needs meets regularly to evaluate the school's progress towards its targets and other emergent issues. The members of the senior management team corporately and individually provide very good role models for other staff and for the pupils. The school development plan is a comprehensive document which reflects the school's needs and aspirations very well indeed. For example, all the key inspection issues are already included among its targets. Its construction and evaluation involve governors and staff at appropriate stages.
36. The management of special educational needs is very good. The special educational needs co-ordinator has very effective planning and monitoring procedures in place and is well supported by the headteacher and the named governor for special educational needs. Members of staff are committed to the needs of all pupils, including those with special educational needs, and this is a significant contributory factor in the school's very good overall ethos.
37. There are extensive procedures in place for monitoring and evaluating all aspects of school life. The headteacher and other members of the senior management team monitor teaching regularly – with a specific area of focus if relevant. Demonstration lessons are provided from time to time while test results and other data are thoroughly analysed. Planning is routinely examined to ensure continuity of the curriculum. The results of the school's self evaluation are put to good use in informing the school's strategic planning and in allocating human and other resources to where they are most needed. Performance management strategies are fully in place and are impacting very well on the quality of teaching. There are good procedures in place for staff development and newly appointed staff are very well supported. Consultation with parents and the pupils is very much part of the school's ethos and the views of

both parties are listened to and acted upon where appropriate. Partly as a result of staff changes, the monitoring role of the co-ordinators of some non-core subjects is under-developed. This issue is identified in the school development plan as a target for the current year and improvements are already taking place.

38. Financial planning and monitoring are both very good and involve all relevant parties – including the local authority and the governors – when appropriate. The budget reflects the school’s needs well. Due to unforeseen circumstances involving a substantial number of expected pupils not moving into the area, there is currently a deficit budget. The governors and school management have suitable plans in place to resolve this issue. Routine administration is very effective. There is good regard for the principles of best value and all statutory requirements are met.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	911551
Total expenditure	932165
Expenditure per pupil	2877

Balances (£)	
Balance from previous year	34678
Balance carried forward to the next	14064

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching is consistently good and, as a result, achievement is good. Standards are above average by Year 6.
- Teachers develop pupils' speaking and listening skills in particular through the use of challenging questions.
- The subject is well managed and pupils' progress is carefully monitored.
- Literacy skills are developed well in other subjects, notably through use of drama.

Commentary

39. At the last inspection provision in English presented a largely positive picture where most pupils achieved well. The proportion of pupils reaching the higher Level 5 in the National Curriculum tests was, however, below average. Although the high level of pupil mobility was recognised as a mitigating factor, the achievement of higher attainers was made a key issue for improvement. Since then the mobility factor has worsened. In two of the last three years half of the pupils who started in Year 3 did not continue to Year 6. In the current Year 6 about a quarter of pupils joined the school after Year 3. School records show that the vast majority of such pupils have been on balance lower attainers than those they replaced. Despite this, results have been above average and all groups of pupils now achieve well.
40. This good improvement is largely because teaching is better and meets all learners' needs well. Year 6 lessons about writing poetry, inspired by the work of Charles Causley, exemplified the successful approach. Good planning took account of what pupils already knew and the rate at which different groups build up their knowledge, skills and understanding. Teaching assistants offered well-focused support so that pupils with special educational needs did as well as their classmates. A key strength is the effective use of questions tailored to attainment. This approach probes and extends the learning of higher attainers and at the same time gives the necessary encouragement and support to average and lower attainers. Good feedback tells pupils what they are doing well and what they need to do better.
41. The assessment system is very good, which is another factor leading to good achievement. Assessments are recorded, carefully analysed, and used to set the targets pupils are expected to reach by the end of each school year. Pupils have specific personal targets that they can refer to in lessons to improve their writing. Although little use is made of National Curriculum levels in pupils' books, constructive comments and indications in marking help pupils improve their own work.

42. Subject management is good. The head teacher has monitored lessons, contributing to the consistency of teaching. The English co-ordinator has now begun to observe teaching and learning first-hand so that individual points for development such as faster pace, closer checks on spelling and improved use of assessment within lessons may be better addressed in order to raise the quality of teaching and learning even further.

Language and literacy across the curriculum

43. Literacy has been well developed through all subjects because teachers give due attention to spelling and vocabulary, opportunities for discussion and opportunities to write for different purposes, including word-processing. Cross-curricular approaches mean that aspects of many subjects regularly figure in literacy work. Pupils have good library skills because the library is used well. It offers good provision of fiction and non-fiction books - including reference books - to support all subjects but the provision of CD-ROMS and access to the internet for research are areas for development. The drama co-ordinator arranges visits by theatre groups to support a variety of subjects and promotes drama throughout the curriculum. This has led to the innovative use of drama; for example enhancing Year 5 pupils' understanding of seed dispersal in science.

MATHEMATICS

The provision for mathematics is **good**.

Main strengths and weaknesses

- Good teaching overall and very good teaching in Year 6 have contributed to pupils' good achievement.
- Good leadership and management of mathematics have provided a clear focus on raising standards and contributed to good improvement in the recent past.
- Pupils' good behaviour and their ability to work well collaboratively have supported their interest in learning.

Commentary

44. Although current standards are broadly similar to those reported at the time of the last inspection, the results of National Curriculum tests over the past few years have been at the national average. The school recognised this as a relative problem and took steps to improve the situation. Standards seen during the inspection were above average, due to good teaching and the careful monitoring of individual pupil progress, which is particularly important due to the high turn over of pupils.
45. Teaching throughout the school is good and is making a positive impact on pupils' achievement. Lessons are very well planned with clear learning objectives, against which progress is evaluated at the end of the lesson and used well in planning for the following lesson. In a Year 6 lesson, previous learning had been saved on the interactive whiteboard and used to start the next lesson. Lessons are well structured with a good range of strategies to maintain pupils' interest and promote learning. In another Year 6 lesson, pupils worked in pairs, challenging each other to draw a shape

by describing its properties, while Year 4 pupils drew a shape from the teacher's description. In work on shape in Years 4 to 6 there was a clear focus on the development of mathematical language and clearly planned progression in pupils' learning. However, there was little opportunity to evaluate pupils' speed in calculation, an area that the co-ordinator has identified as needing improvement. In all lessons there was a good emphasis on pace and practical activities, assessing pupils' understanding and setting further challenges. This made lessons interesting and contributed to pupils' interest and good behaviour. When asked to, pupils worked well together collaboratively and were good at keeping on task. Pupils with special educational needs receive very good support from well-trained teaching assistants. Homework is set regularly, contributing well to pupils' learning.

46. The co-ordinator has made effective use of the local authority's numeracy consultant. Test data has been analysed, weakness in mathematics identified and well targeted support provided. Teaching has been successfully monitored. Assessment procedures are now very good and teachers have confidence in levelling pupils' work against National Curriculum criteria.

Mathematics across the curriculum

47. The use of mathematics is developing well and the new information and communication technology equipment will enhance both provision and opportunity. Year 6 pupils have developed a concept of time through time lines. They have visited the Milestone Museum - a network of streets and buildings from Victorian times to the 1930's and followed this with history through the decades from 1930 to 1990. In a mathematics lesson, pupils used a range of shapes to plan a boating lake. Year 5 pupils used their computer skills to create a table to record the location of towns in St Lucia. In their study of ancient Egypt, Year 4 pupils made 'pyramid numbers', while Year 3 pupils collected data about people's favourite takeaway food.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average and pupils achieve well.
- Teaching is consistently good and is sometimes very good.
- Pupils thoroughly enjoy their science lessons and are well behaved in them.
- There are not enough opportunities for pupils to design their own investigations.
- Assessment strategies need to be formalised further.
- The subject is well led.

Commentary

48. In the 2004 tests of pupils at the end of Year 6, standards were well above the national average. Current standards in Year 6 are still at least above average in all strands of the subject. Because of the high inward and outward movement of pupils, it is difficult to judge achievement in terms of progress over time. However, analyses of previous work and lesson observations indicate that overall achievement is good. Current standards in science are broadly similar to those reported at the time of the last inspection.
49. Year 3 pupils carrying out an investigation to compare the absorbency of different brands of paper towels have a good understanding of factors which support 'fair testing' – although some find it difficult to apply these in their own experiments. Most make sensible predictions and can justify these in scientific terms. Year 4 pupils work out the potential relationship between shoe size and height, understand the underlying need for healthy eating and – among other investigations – explore various means of separating solids and liquids and the best forms of heat insulation. By Year 6, most pupils have a good understanding of the nature of forces and understand how to measure these. Some appreciate the difference between dependent and independent variables in an investigation and appreciate the need to change only one variable in a valid experiment.
50. Pupils are well behaved in science lessons and are often enthusiastic about them. When working in groups, they co-operate well together, sharing equipment and ideas

sensibly. Teaching is consistently at least good and is sometimes very good. Particular strengths in the teaching of science at the school include the wide range of methods that are used. These interest the pupils and motivate them. Aspects of lessons – particularly initial discussions – are often challenging, with questioning being used to good effect in promoting the pupils' depth of scientific knowledge. Positive pupil management is very successful in ensuring good behaviour and positive relationships at all levels. However, there are not enough opportunities for pupils to design their own investigations, which detracts from the standards that could potentially be reached – particularly in investigative science.

51. Information and communication technology is used to some extent to support the overall provision of science. A digital microscope has recently been purchased, for example. However, there is scope for this to be developed further. Assessment strategies also need to be more structured. The subject is well led by a keen, knowledgeable and proactive co-ordinator who has a clear vision for its further development.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Standards are average by Year 6 and pupils' achievement is satisfactory.
- Pupils work well collaboratively and learn quickly in lessons as a result of good teaching.
- Very recently introduced interactive whiteboards are making a positive impact on teaching and pupils' learning.
- The subject is well managed, but assessment of pupils' work needs to be developed further.
- Good links are made between ICT and most other subjects.

Commentary

52. An effective programme of staff training, good use of teaching assistants and the development of the computer suite have all made a significant contribution to pupils' satisfactory achievement and good improvement in provision since the last inspection. Equipment which had come to the end of its lease and was out of date is now being replaced. The new equipment and further staff training in the use of new software and the interactive whiteboards have a clear focus in the ICT improvement plan of raising standards and pupils' achievement.
53. Teachers plan their work well to develop pupils' skills and at the same time use these effectively across much of the curriculum. During the inspection the data projection screen in the suite was not functioning and teachers used other methods including, in one lesson, an interactive whiteboard, to give whole class introductions before pupils worked in pairs in the suite. Teachers are good at gathering the class together at intervals to evaluate pupils' progress and to show them the next stage. This was effective in a Year 5 lesson when pupils were creating tables to show the location of towns on St Lucia. While the suite is cramped, and not an easy shaped room in which

to teach, pupils' good behaviour and their interest in ICT enable them to learn well. Teachers are effectively developing their skills in using the interactive whiteboards. The active involvement of pupils in this process contributes well to their understanding of ICT as a tool for learning.

54. The co-ordinator leads the subject well. There is a clear scheme of work and pupils' work is assessed at the end of each unit, but these assessments are not specifically related to National Curriculum levels. The school employs a technician who provides very good support in maintaining the hardware and ensuring that the software functions correctly. This is important in the context of raising teachers' confidence in planning for ICT. The monitoring role of the co-ordinator is mainly through support and example. This needs to be developed by monitoring teaching and pupils' acquisition of skills, to ensure consistency across the year groups.

Information and communication technology across the curriculum

55. While teaching ICT skills, teachers ensure that these are related to other areas of the curriculum. Year 6 pupils talked enthusiastically about the use of the internet and e-mails and speak proudly of the school's web site, which is informative and provides a very good flavour of the range of pupils' work and activities: further evidence of their understanding of the use of ICT. Digital photography is used extensively to display pupil activities. In current topics, Year 3 pupils were importing text and graphics to make the cover of their local study folder. New equipment and software will significantly improve the control and monitoring aspects of the ICT curriculum and enable pupils to develop their skills in multimedia presentations, thus contributing further to raising standards.

HUMANITIES

Religious education was inspected in detail and is reported in full below. Geography and history were both sampled.

56. Scrutiny of planning and previous work and discussions with staff indicate that the requirements of the National Curriculum are being met in the case of both geography and history. In **geography**, for example, Year 3 pupils have drawn routes across a plan of their classroom and provided grid references for various features on a map of the local area. They have also examined the advantages and disadvantages of potential areas for a school extension. Year 6 pupils have explored the changing shapes of valleys as the result of river erosion. They have completed a detailed study of different forms of rock formation and carried out a study of a local river; measuring, for example, how fast it flowed and how it had changed over time prior to graphing a cross section of its current depth. As part of their work associated with a residential visit to the Isle of Wight, the pupils constructed topographical maps and studied environmental pollution. During the inspection, Year 5 pupils were involved in a study of the Caribbean island of St Lucia. In **history**, Year 3 pupils have completed a detailed study of Roman life and civilization exploring, for example, contemporary artefacts, culture and military tradition. Year 6 pupils have researched Britain since the 1930s, examining the events leading up to the outbreak of the Second World War and exploring its impact on individuals such as evacuees. They have also looked at changes in life styles and the roles of men and women in society in the period

between the 1930s and the present day. In a lesson sampled during the inspection, Year 4 pupils made good use of artefacts to learn about the life styles of rich and poor people during the Tudor era. Their experience of the period was also enriched by, for example, listening to Tudor music and learning Tudor dances. Overall provision for both subjects is enhanced by a good number of visitors to the school – including theatre and dance groups.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Good teaching encourages pupils to think for themselves when exploring values and beliefs.
- Pupils demonstrate their above average standards clearly in oral work but not to the same extent in their writing.
- Monitoring of lessons and recording of pupils' achievements are limited.

Commentary

57. Standards by the end of Year 6 were in line with those expected by the locally agreed syllabus at the last inspection. Achievement was satisfactory overall but the lack of challenge for higher attaining pupils was made a key issue for development. There has been a good improvement. Standards are now above the expectations of the locally agreed syllabus and pupils of all abilities achieve well.
58. This is due to better and more consistent teaching. The main strength lies in the efforts made to give balanced emphasis to the different strands of the subject. As pupils learn about different religions through teachers' often detailed subject knowledge, they reflect on how beliefs and practices relate to life. Thanks to very good relationships, teachers draw out pupils' opinions, asking them to explain why they think as they do. As a result when a Year 6 class looked at some of the different ways in which Christians express ideas about God, the vast majority of pupils could identify some ultimate questions even if they did not always go on to explore them. Higher attainers started to question the different images of God found within Christianity and began to reflect and give shape to some of their personal uncertainties.
59. By means of well directed questions and differently pitched but usually equally thought-provoking materials, teachers and classroom assistants make sure that all groups of pupils, including those with special educational needs, participate fully. Pupils' very good attitudes to learning mean that they share their thoughts unselfconsciously. Their written work, however, tends not to reflect fully the variety and independence of their classroom interaction and suggests that pupils have a solid but only broadly typical grasp of studies. Their level of understanding is better than this so their books do not provide as strong a support for future learning as they could.

60. Subject management is good because standards continue to rise as a new agreed syllabus is successfully introduced. Books are regularly checked but lessons are not regularly observed. Given the prominence of classroom discussion this is an area for development to assure continued good achievement. The system of assessment levels in both the present and previous syllabus remains unused. This limits precision in both pupils' and teachers' understanding of how well pupils are doing and what they need to do next. This is another area for development to safeguard good achievement.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design is reported on in full below. Design and technology, music and physical education were all sampled.

61. Discussion with co-ordinators, scrutiny of planning and previous work and the sampling of a small number of lessons indicate that the requirements of the National Curriculum are being met in the case of all three sampled subjects. In **design and technology**, for example, Year 4 pupils designed purses and wallets. They then constructed these from fabric and thread, evaluated their products and improved them where they felt this necessary. During the current term, Year 4 pupils are also designing and making 'Tudor' vehicles, while Year 5 pupils are making biscuits and Year 6 pupils constructing bridges and towers. Overall provision in design and technology is successfully supported through a lunchtime engineering club. The school has a high level of commitment to its provision for **music** and provides a wide range of experiences for the pupils. These include peripatetic tuition in woodwind, brass, keyboard, guitar, strings and recorders. There is a choir and an orchestra, while a recent workshop involving an external provider supplied further enrichment. During the inspection, a 'singing assembly' was sampled. The pupils sang songs such as 'I Can See Clearly Now' and 'Morning Sun' with enthusiasm and a good control of pitch, tempo and dynamics. In a very good Year 5 lesson sampled during the inspection, the pupils swiftly learned a calypso. The teaching was very effective, while the pupils themselves were very keen to improve their performance. In a sampled **physical education** lesson, Year 3 pupils successfully moved in different speeds and directions around the hall and constructed simple sequences of movement with an appropriate level of co-ordination. A large number of extra-curricular clubs successfully enhance the school's provision for physical education.

Art and design

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

Main strengths and weaknesses

- Standards are above average and pupils achieve well.
- Pupils are provided with a wide range of experiences.

Commentary

62. The pupils are provided with a wide range of experiences and media and standards are above average. Achievement is good. Current standards are higher than those reported at the time of the last inspection.
63. Year 3 pupils examine Archimboldo's portraits constructed from paintings of different fruits prior to producing their own still life pictures of fruit in pencil and pastel. Year 4 pupils effectively apply their knowledge and understanding of proportion and perspective when creating representations of human limbs with light pastels on black sugar paper. They also paint portraits in the style of Picasso and fine pastel drawings of 'mini beasts' as part of a science topic. In connection with a history topic, pupils in Year 5 construct a felt collage featuring scenes from ancient Greek history. Their three-dimensional structures made from natural materials in the style of the environmental artist Andy Goldsworthy are particularly striking. Year 6 pupils successfully produce paintings influenced by those of Van Gogh and good quality detailed drawings of trainers which reflect well developed observational and fine pencil skills.
64. The pupils enjoy their art and design lessons and are regularly enthused by them. When working together in pairs and groups, they co-operate well. Behaviour is good overall. Teaching is also good. In initial discussions, the pupils are challenged to think deeply about what they have to do. Methods are varied, which promotes the pupils' motivation and supports their concentration. Resources are stimulating. Support staff have a significant role in supporting the overall provision for art and design. Occasionally, however, introductory discussions are too long, which has an adverse impact on pupils' attitudes.
65. The co-ordinator has a good view of the subject's current status and areas for future development – including the formalisation of existing assessment strategies. There is some use of information and communication technology to support art and design, but this is another area which needs to be developed further.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This curriculum area was sampled.

66. The school has a high regard for the pupils' personal, social and health education and this is visible in all areas of school life. On a day-to-day basis staff are very responsive to the needs of individual pupils and deal with these effectively as and when they arise. On a more formal level, an extensive programme of lessons is timetabled throughout the school. These tackle a wide range of relevant issues. During the current term, for example, Year 6 pupils are exploring prejudice, racism and the creation of stereotypes. They are also looking at empathy, choices in life styles, relationships and coping with peer pressure. During a successful Year 4 lesson sampled during the inspection, the pupils looked at decisions they had had to make personally and discussed the reasons for their choices. They explored the external factors which influence people when they are exercising choice. School assemblies also contribute well to pupils' personal, social and health education. In one assembly which

took place during the inspection, for example, the headteacher explored what elements contributed to the making of a good school. The school is currently working towards the achievement of a 'Healthy School' award.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	3
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	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
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	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).