

COSTESSEY JUNIOR SCHOOL

Costessey, Norwich

LEA area: Norfolk

Unique reference number: 120801

Headteacher: Mr A Hull

Lead inspector: Mr J Sorsby

Dates of inspection: 7th – 9th February 2005

Inspection number: 266672

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 to 11
Gender of pupils:	Mixed
Number on roll:	307
School address:	Three Mile Lane Costessey Norwich Norfolk
Postcode:	NR5 0RR
Telephone number:	01603 742203
Fax number:	01603 746980
Appropriate authority:	The Governing Body
Name of chair of governors:	Rev. N Parry
Date of previous inspection:	1 st April 2003

CHARACTERISTICS OF THE SCHOOL

Costessey Junior School is a larger than average size primary school with 307 pupils from Year 3 to Year 6. Approximately 31 per cent of pupils have special educational needs, which is above average. Most of these pupils have moderate learning difficulties. 1.3 per cent of pupils have a statement of special educational needs; this is average. Six pupils are of a background other than white British or mixed British, the largest group being Chinese. All such pupils are fluent speakers of English. Pupils come from a range of economic backgrounds; overall their socio-economic status is below the national average. Five per cent of pupils joined or left the school at times other than normal in the last year, this being low. However, very significantly, 30 per cent of the pupils who sat the national tests at the end of Year 6 in 2004 joined the school later than normal, eight of these pupils being at the school for just one year or less. The proportion of pupils eligible for free school meals, 18 per cent, is average. Pupils' attainment on joining the school is below average overall, and well below average in mathematics.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
14042	J Sorsby	Lead inspector	
9121	H Danpure	Lay inspector	
32747	K Faulkner	Team inspector	English Art and design Design and technology History Modern foreign languages Physical education Religious education Provision for pupils with special educational needs Provision for pupils with English as an additional language
25778	A Hicks	Team inspector	Mathematics Science Information and communication technology Geography Music Personal, social and health education

The inspection contractor was:

Penta International
Upperton House
The Avenue
Eastbourne
BN21 3YB
BS8 2BN

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

In a very short period of time this has become a **good school** that provides **good value for money**. Pupils achieve well and their standards rise from being below average when they join the school to being around nationally expected levels by the end of Year 6. The school owes its success to good teaching and very good leadership and management.

The school's main strengths and weaknesses are:

- Pupils achieve well in English and very well in mathematics as a consequence of good teaching and good use of assessment by teachers to plan lessons that accurately meet pupils' needs.
- The school is very well led and managed, particularly by the headteacher.
- Standards in science are too low.
- Pupils' attitudes, behaviour and personal development are very good as a consequence of very good provision for their spiritual, moral, social and cultural development.
- Pupils are very well cared for and procedures for their welfare are very good.
- The school has very good links with parents, other schools and the community.
- There are no assessment procedures in information and communications technology (ICT) or religious education.
- Provision is insufficiently developed for those pupils who are gifted and talented in areas other than sport.

The school was last inspected in April 2003 since when there has been continued good improvement. Standards have improved in English and mathematics and pupils are making better progress in these subjects and science. Pupils' attitudes, behaviour and personal development have improved as has provision for their spiritual, moral, social and cultural development. The quality of teaching, learning, provision for pupils with special educational needs and assessment have all improved, as has the curriculum, the care of pupils, relationships with parents, other schools and the community and the leadership and management of the school. All key issues except the raising of standards in science have been successfully dealt with.

STANDARDS ACHIEVED

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

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

Overall, pupils achieve well. Pupils now in Year 6 joined the school with standards that were below average in English and science and well below average in mathematics. They have achieved very well in mathematics, well in English and satisfactorily in science and ICT and have reached expected standards in English, mathematics, ICT and religious education. Their standards are below expectations in science.

In the national tests for pupils in Year 6 in 2004, in comparison with all school nationally and with similar schools, standards were below average in English and mathematics and well below average in science. These results were depressed, and were worse than in 2003, because 30 per cent of

pupils in the group joined the school much later than normal and almost 10 per cent had only a year or less in which to benefit from the school's good provision. A significant proportion of pupils in the group had special educational needs. **Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good.** Pupils behave very well. Attendance rates and punctuality are good. Pupils have very good attitudes to school and to learning.

QUALITY OF EDUCATION

The school provides a good quality education; the quality of teaching and learning are also good. Assessment data is used well in English, mathematics and science to ensure that lessons accurately meet the needs of all pupils including those with special educational needs and higher attaining pupils – but not yet including the most gifted and talented. The school has no means of measuring pupils' progress in ICT or religious education. The support and guidance of pupils is very good, with all pupils being very aware of their personal targets in English and mathematics. Teachers skilfully motivate pupils and make lessons fun. In response, pupils behave very well and are keen to learn. The well designed curriculum ensures pupils' interest in lessons and meets their personal and academic needs well. It is well enhanced by good and often innovative links with other schools, such as the "on line community" and visiting teachers from the local secondary school, by the school's close working relationship with parents, and by the very good quality of care provided to pupils. Learning resources are good and the school's accommodation is very good. Gifted and talented sports people are well provided for and the school is now turning its attention to making appropriate provision for pupils whose talents lie in other fields.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher's exemplary clarity of vision, sense of purpose and high aspirations are well complemented by the very good governance of the school and the good leadership and management provided by other staff with management responsibilities, particularly the two acting deputy head teachers. Governors see to it that the school complies with its statutory requirements. All necessary systems, such as monitoring and evaluation are fully in place and working well – the school operates like a well oiled machine. Everyone works in the context of a strong and unified team, clearly focused on the wellbeing and success of each pupil.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are very pleased with the school, and pupils enjoy all it offers them.

IMPROVEMENTS NEEDED

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

- Raise standards in science by following the school's science action plan
- Introduce assessment procedures in ICT and religious education as planned
- Continue with the introduction of appropriate provision for gifted and talented pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN SUBJECTS

All pupils, including those with special educational needs and higher attaining pupils achieve well. Overall, standards rise from being below average at the start of Year 3 to being average by the end of Year 6.

Main strengths and weaknesses

- Pupils achieve well in English and very well in mathematics.
- Pupils with special educational needs make good progress in lessons.
- While pupils achieve satisfactorily in science their standards remain below expectations.
- Although there is good provision for pupils gifted and talented in sport and they achieve well, no similar provision exists for those gifted and talented in other areas.

Commentary

1. The following table demonstrates that pupils in Year 6 in 2004 achieved lower standards than pupils in Year 6 in 2003 in English, mathematics and science, and that the fall in standards was similar in each subject. Their standards in English and mathematics were below the average for all schools and similar schools and in science they were well below average. Given their below average standards on joining Year 3, they achieved satisfactorily in English and mathematics but unsatisfactorily in science.

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

Standards in:	School results	National results
English	26.3 (27.1)	26.9 (26.8)
mathematics	26.3 (26.9)	27.0 (26.8)
science	26.9 (27.5)	28.6 (28.6)

There were 83 pupils in the year group. Figures in brackets are for the previous year

2. The reason for the fall in standards, which has already been reversed, was that 30 per cent of the pupils involved joined the school later than normal and 10 per cent had only a year or less to benefit from the school's good provision. A significant proportion of this group of pupils also had special educational needs.

3. Pupils now in Year 6 are achieving well. Their standards on entry to Year 3 were below average in English and well below average in mathematics. As a consequence of the school's decision to concentrate on raising standards in English and mathematics, they have achieved well in the former and very well in the latter. Standards in both subjects have risen and are now average. In science, pupils now in Year 6 have achieved satisfactorily but their below average standards on entry to the school have remained below average throughout. In ICT pupils have achieved satisfactorily and their standards in Year 6 are as expected for their age. In religious education pupils have achieved well and standards are as expected. Insufficient evidence was collected to judge standards or achievement in other subjects.

4. The achievement of pupils with special educational needs is similar to that of other pupils. This is because their targets are realistic and take full account of their individual needs. These

pupils work hard in lessons, responding to well planned lessons and very good support by teachers and teaching assistants.

5. The school provides well for pupils who are gifted and talented in sport, using its community link effectively, for example, those with Norwich City Football Club. However, work to develop provision for pupils talented in other areas, such as art and music, is planned but has not yet taken place. Hence, these pupils achieve in line with higher attaining pupils but not yet to their full potential.

6. Overall, there has been good improvement in pupils' achievement since the last inspection.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils' attitudes and behaviour are very good. The rate of attendance and punctuality are good. The spiritual, moral, social and cultural development of pupils is very good.

Main strengths and weaknesses

- Pupils develop very good attitudes to learning and to school.
- Pupils' behaviour in lessons and around the school is very good.
- Pupils' personal development including their spiritual, moral, social and cultural development is very good.
- The school has successfully established an ethos of learning, achievement and harmony.

Commentary

7. Pupils' attitudes, behaviour, personal development, attendance and punctuality have all improved since the last inspection. Pupils with special educational needs develop the same very good attitudes, behave equally well and develop into equally mature young people as their class mates.

8. The school places very high priority on development of the whole pupil, planning very well to provide for pupils' personal development. Many opportunities are created for pupils to take responsibility for themselves and for aspects of school life. For example, there is an active school council through which class representatives discuss ideas put forward by their electorate and make proposals to the management. One such idea which resulted in action being taken by the school was the introduction into the playground of a "buddy-stop", somewhere for pupils who had no one to play with to wait for someone to come and join them. Pupils are also strongly encouraged to take responsibility for their own learning. This is achieved by constant referral to pupils' individual targets and by the careful and constructive marking of pupils' work which informs pupils how to further improve their learning.

9. Pupils' spiritual, moral, social and cultural development are all very well provided for. Pupils develop self-knowledge, being aware of their strengths and areas for development and of those things in their lives which are important to them and those that are of only passing significance. For example, in class discussions, great emphasis is placed by pupils on the importance of family. Through their knowledge of class and school rules, pupils learn to respect one another's comments, praise each other's successes and support those who make mistakes. This creates an environment in which pupils know that they are safe to answer questions, make mistakes and learn from them. Mutual respect underpins pupils' learning in subjects such as religious education, geography and history, in which they display considerable respect for the beliefs, feelings and customs of others. Pupils have a keen awareness of what is right and what is wrong, and their very good behaviour is as much a result of mutual expectations as responding to the expectations of teachers. In a school that is almost entirely homogeneous, every opportunity is taken to ensure that pupils develop a broad cultural awareness. Their own culture is emphasised through broad coverage of art, music, literature and history, while other cultures, generally not present in the school, are promoted through

well chosen visits to places of worship, museums and art galleries and by visiting artists, performers, scientists, French speaking teachers and representatives of other faiths and cultures. The Creative Partnership art scheme, with a succession of visiting artists with whom pupils undertake exciting projects such as producing and publishing comics based on Viking legends, makes a significant contribution to pupils' cultural awareness.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.7	School data :	0.1
National data:	5.1	National data:	0.4

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

Exclusions

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	313	3	0
White – Irish	1	0	0
White – any other White background	3	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – any other Asian background	1	0	0
Chinese	3	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	3	0	0

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

10. Pupils' very good attitudes and behaviour, the very good role model presented to them by staff and high levels of mutual respect present all contribute well to the harmonious and hard working atmosphere in the school. It is rare for the school to need to take serious sanctions in order to improve behaviour. In the past year, three fixed term exclusions were necessary, involving two boys who used offensive language towards adults.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school is providing a good quality education; teaching and learning are good. The good curriculum is well enriched and very innovative. It meets all statutory requirements. Assessment in English, mathematics and science is thorough, and the information collected is very well used to respond to individual needs.

TEACHING AND LEARNING

The quality of teaching and learning has improved since the last inspection and is now good. A detailed and broad range of assessment data is collected by teachers and is put to very good use in lesson planning to ensure that each pupil's individual needs are being addressed.

Main strengths and weaknesses

- Teaching, learning and assessment are good in English and mathematics. Despite there being no formal assessment procedures in ICT and religious education, the quality of teaching and learning is good and pupils make good progress.
- Through self evaluation, pupils have a very good understanding of what they must do to make progress. They have a keen awareness of their targets and take significant responsibility for their own learning.
- The quality of the teaching of pupils with special educational needs is good.
- Pupils who are gifted and talented in sport learn very well in physical education. Because no similar provision exists for those gifted and talented in other areas these pupils' learning is similar to others in their classes.

Commentary

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	6	14	7	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

11. Since the last inspection, as a consequence of the ongoing emphasis of senior management on monitoring, evaluation and staff development, the quality of teaching has improved. It is now good and results in pupils learning well. Consequently, standards are rising.

12. The school has rightly continued to place its emphasis on the teaching and learning of literacy and numeracy and policies and practices are better developed in these subjects than in others. Nevertheless, the quality of teaching and learning in science, ICT and religious education, the three other subjects in which sufficient evidence was accumulated on which to make judgments, are similarly good. Few lessons fell below the threshold of "good", and more lessons were either very good or excellent than were satisfactory. No unsatisfactory teaching was observed.

13. Teachers are very skilled at motivating their pupils and ensuring that they work hard. They share their good subject knowledge well, and, together with teaching assistants, provide good support for pupils who find their lessons difficult. Lessons are well planned, with very good emphasis on ensuring that the challenge with which pupils are faced is appropriate for each and takes full account of their prior learning and skills. All teachers demand a high standard of behaviour from their pupils and manage their classes very well. Assessment, where present, results in the collection of a good range of data which teachers use very well in planning pupils' next steps in learning. This is particularly the case in English, mathematics and science. The school recognises that similarly good systems need to be developed in other subjects, particularly ICT and religious education in which there are no systems to monitor progress. None-the-less, teachers use well their more general understanding of pupils and their high quality relationships with them so that learning remains at least satisfactory in these subjects. In English, mathematics and science, pupils have a very good awareness of their targets and how to improve their work. This greatly aids their learning and is making a significant contribution to their good, and in mathematics very good, achievement.

14. Where teaching is satisfactory, there is no one underlying weakness. In each of the seven such lessons, the factors that made them satisfactory rather than good were unique. They included an over-reliance on pupils' mental mathematics skills in one lesson, a pedantic pace that limited learning in two lessons, insufficient follow up questioning of pupils to test and challenge their knowledge in another and missed opportunities to utilise the skills of a teaching assistant in another. Each teacher who taught a satisfactory lesson was also observed teaching at least one other lesson that was either good or better.

15. A range of strategies is used to support pupils with special educational needs. In Years 5 and 6 pupils are taught English and mathematics in ability groups, while pupils in Years 3 and 4 are taught all subjects in mixed ability classes. In Years 5 and 6, ability group teaching ensures that pupils with special educational needs are in smaller classes than normal, and thus receive additional support. Teachers are able to quickly identify and resolve learning problems and pupils achieve well. In Years 3 and 4 pupils with special educational needs receive good quality support from their class teachers and from teaching assistants, and also benefit as needed from lessons in small groups away from the main class.

16. All pupils are set high expectations of behaviour and work; they know, and can explain their learning targets and are given alternative ways of achieving the lesson objective if they are finding the learning difficult. An example of the good quality of support provided by teaching assistants was seen in a poetry lesson when the teaching assistant acted as the scribe for a group of pupils enabling them to have the additional time they required to discuss the similes they wished to use. Pupils' finished verses included the phrase "The rain is as clear as crystal", indicating that good learning took place.

THE CURRICULUM

The school provides pupils with a good curriculum that meets statutory requirements. A good range of educational visits and extra-curricular activities enrich pupils' experiences well. Accommodation is very good, resources are good and staffing is satisfactory.

Main strengths and weaknesses

- Grouping pupils of similar ability (setting) for English and mathematics in Year 5 and Year 6 contributes well to their achievements.
- A good programme of enrichment activities, including the Creative Partnership initiative, enhances learning well.
- The school makes very good provision for pupils' personal, social and health education.
- The curriculum provides well for pupils with special educational needs.
- The school's accommodation overall is very good and the school is well equipped for all subjects.
- The planning for less able pupils is good especially in English and mathematics.
- Provision for gifted and talented pupils requires improvement.

Commentary

17. In order to raise standards the school has given English and mathematics a high priority but has maintained a good overall blend and balance within its curriculum. Planning in all subjects draws well on national or local guidance. Teachers work well together to share ideas and plan work. Long, medium and short term planning is good. Putting Year 5 and 6 pupils at similar standards into the same groups for English and mathematics is especially effective. Teachers link work well to pupils' long and short term learning targets so that learning builds progressively on what they already know. Pupils of all abilities make good progress and achieve well as a result.

18. A carefully planned programme of educational visits and visitors, including those funded through the Creative Partnership, contribute well to learning. For example, the study of coastal formations at Brancaster, a theatre project, work on the Vikings, support for art and design and other activities all add much to pupils' experiences. The ICT Online Community project has attracted both local and national recognition and contributes very well to pupils' achievement in ICT. The school provides a satisfactory range of weekly extra curricular clubs and activities although more could be available for younger pupils. Provision for sport is good. Pupils have many opportunities to take part in seasonal sports including participation in local tournaments. This provides well for those gifted and talented in sport, although provision overall for gifted and talented pupils in other areas is less well developed, with the result that they achieve in line with others in their classes.

19. Very good provision is made for pupils' personal, social and health education. Pupils learn about those things they can do to stay healthy and are sensitively introduced to the dangers of drug abuse. In class discussions they explore feelings, such as how it feels to be ignored. Consequently pupils develop a keen awareness of how to make people feel good and what not to do if you don't want someone to feel bad. This theme is developed when older pupils begin to explore relationships and sexuality. For example, not long after receiving a first sex education lesson, one Year 6 boy explained how he had learned how important it was to always show respect to girls. Safety is another aspect of life that receives attention through the curriculum, with pupils learning about fire risks and taking cycle proficiency courses.

20. The planning for pupils with special educational needs is good. The quality of provision has been maintained since the last inspection and pupils make good progress in lessons. This is because, when appropriate, individual education plans identify specific short-term targets in English and mathematics. Good planning by teachers ensures that learning is focused on pupils' individual targets and as a result pupils achieve well with decreasing levels of support as they progress towards Year 6. An improvement in the organisation of the planning of teaching for pupils with special educational needs means that they are now only taught in small groups away from the main class infrequently and for short periods of time during which they require specific support. The good support by teaching assistants is used flexibly and is based on individual or group needs. Teaching assistants have access to teaching plans and are clear as to their role in lessons, contributing well to pupils' achievement.

21. At present the school does not have any pupils who need extra support for English as an additional language.

22. The school site is attractive and well maintained. The school building is well decorated and provides a very good learning environment. Classrooms are adequate for the number of pupils in each class. Extensive playing fields and the playground contribute very well to the provision for physical education. A separate music room, science classroom and large hall all contribute well to learning. The school is well equipped for all subjects, for example in science where practical investigation is central to learning. Investment in computing equipment is contributing well to the quality of teaching overall. Teachers have learned quickly how to use the new computer-linked projectors and use them well to teach many subjects.

23. The quality of the curriculum and the range of extra-curricular activities have improved since the last inspection.

CARE, GUIDANCE AND SUPPORT

The quality of care and welfare, including the health and safety of pupils is a strength of the school. Pupils receive good guidance and advice about their work.

Main strengths and weaknesses

- Staff care for all pupils very well.
- A very safe, secure and stimulating environment benefits pupils' work and play.
- Pupils' knowledge of their well chosen targets helps them to make good progress.

Commentary

24. This is a very caring school in which pupils' well-being is given a high priority and is very well catered for. The care given to all pupils by all staff is a strength of the school; a view endorsed by parents. The pastoral assistant's diverse role, including supporting staff with pupils' welfare and behaviour, as well as acting as a pupil counsellor and first-aider, is particularly effective in enabling pupils to focus on their work and is helping them to make good progress. She, class teachers and support staff all ensure that pupils receive good guidance that supports their personal development.

Pupils' emotional well-being and development are promoted through very good class discussions about feelings, in personal, social and health education lessons. Such discussions, as well as contributing to pupils' personal development, also contributes to their good understanding of their place in society and their responsibilities towards others.

25. Health and safety, both in school and on visits, is very effectively implemented and monitored by staff and governors. Safe use of the Internet is closely checked and security is particularly good. A good school travel plan to increase the number of children who walk to school is nearing completion. The school is very well looked after by the caretaker and his team, is well maintained and spotlessly clean. Bright, attractive displays throughout the school stimulate learning and promote good behaviour. Recent changes have made accessibility to all areas of the school very good. Healthy living is strongly promoted.

26. Pupils receive good guidance supporting their academic development. Individual and group targets in English and mathematics are helpful in telling pupils what they should focus on and what they need to do to improve further. Pupils' self-evaluation comments on their reports are evidence that pupils understand and take responsibility for their own learning, further helping to raise standards.

27. This aspect of the school was not reported on at the time of the last inspection, and no comparison can therefore be made.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

The school has very good links with parents, other schools and the community.

Main strengths and weaknesses

- The school provides very good information, training and support for parents.
- The school has very good links with schools involved in the on-line community.
- Specialist teachers from the local high school make a very good contribution to the education of Year 6 pupils.
- There are very close curriculum links with a wide range of community organisations.

Commentary

28. The school provides a very good range of high quality information for parents, particularly a very helpful information-packed school website. Many information evenings, for example, on literacy, numeracy and standard assessment tests, together with the family literacy programme and 'bring your parent to school day' are helping parents understand better how they can support their children's learning. Reports further supplement the information parents receive, providing carefully chosen individual targets in English and mathematics. Supported by all these developments, parental support makes a good contribution to the standards that pupils achieve.

29. The school is a significant partner in a pioneering on-line community resulting from the Creative Partnership link with the school. This safe on-line community provides links for Year 6 pupils to build web pages, do research and communicate and share experiences with members of other schools at home and abroad from any computer anywhere. These opportunities are providing an exciting learning experience for all participants.

30. The school has developed very strong curriculum links with the local High School and with the broader community. Weekly lessons for Year 6 pupils in mathematics, science and French from specialist teachers at the High School are helping to raise standards and to prepare pupils for their transfer to the high school at the end of Year 6. A few of the school's recent links with the community exemplify the significant contribution these very good links make to pupils' academic and personal development. The wider community supports the school very well. The Creative

Partnership has brought the school into contact with businesses, such as a publishing house which printed pupils' Viking comics. Work by pupils formed a prominent display in Norwich Castle, and a member of the senior management team provided holiday workshops in the castle on the theme of "myths and legends". Pupils have performed in the Nutcracker at the Theatre Royal and visitors from the Museum of Contemporary Art have delivered part of the science curriculum, in school, through art.

31. There has been considerable improvement in the school's relationships with parents, other schools and the community since the last inspection.

LEADERSHIP AND MANAGEMENT

Leadership and management, particularly by the headteacher, are very good. The leadership of key staff is good and the governance of the school is very good.

Main strengths and weaknesses

- The headteacher displays excellent vision, sense of purpose and very high aspirations and is very well supported by the staff through their strong team work and shared sense of purpose.
- The leadership and management of English, mathematics, ICT, religious education and special educational needs are good.
- The acting deputy head teachers are very effective in their leadership and management roles.
- The governing body performs all aspects of their role very well, based on their very good understanding of the school.

Commentary

32. The recent history of the school has been difficult. In 1999 It was being deemed to have serious weaknesses and in 2000 it was found not to be providing a satisfactory quality of education and to require special measures. Major changes occurred with the appointment of a new headteacher in 2002, and by 2003 on re-inspection, the school was found to once again be providing a satisfactory quality of education and to no longer require special measures. Since 2003 a number of staffing issues arose, all of which have been dealt with. Despite the problems these presented the headteacher has pursued the school's program of staff and curriculum development, and with his excellent vision, sense of purpose and high aspirations for the school and its pupils, has succeeded in improving the school which now offers its pupils a good quality education.

33. The headteacher is a motivator of people. He recognises their strengths, upon which he helps them to build, and is keenly aware of their relative weaknesses and his responsibility to help them to be overcome. Consequently, the whole school team – managers, teachers, governors, teaching assistants and ancillary staff – work together to a common shared purpose, the academic and personal success of their pupils. The very good support provided by the school's administration team ensures that all staff can get on with their work.

34. The headteacher invests heavily in staff development, whether through the well honed performance management system, the well developed staff and governor development programs or through the giving of appropriate opportunities and responsibilities for personal development to occur. Hence, faced with there being no deputy headteacher in a school the size of which warrants such a post, he appointed two acting deputy headteachers from among the staff. These post holders play very supportive and effective roles in the leadership and management of the school. They, together with a range of subject leaders, ensure the effective monitoring and evaluation of the work of the school and that areas for development are quickly and accurately identified and addressed.

35. The governance of the school is also very good. Governors use their very good understanding of the school's strengths and weaknesses to participate fully and meaningfully in

setting the school's direction and adjusting its provision. They have a direct input into school development planning and carry out their role of critical friend to the senior management in a very effective manner. They are equally focused on the school's shared sense of purpose, are equally keen to raise standards and are equally involved in suggesting the means to do so. Monitoring and evaluation are their means of keeping abreast of developments; challenge, discussion and planning are their tools in helping to forge the way forward. In every respect they are equal partners in the leadership and management of the school.

36. It is no coincidence that when questioned during the inspection, both the senior management team and the governing body were, independent of each other, able to suggest areas for development which correspond to those identified by inspectors. Each also explained why they thought the issues are as they are, and how they might be addressed. This is a reflection on the commonality of understanding by all concerned with the leadership and management of the school, and the clarity of vision with which the future is being approached.

37. The management of special educational needs by the co-ordinator is good. She provides good support for staff and pupils and is herself supported well by teaching assistants and the pastoral support assistant in implementing pupils' individual learning programmes. Targets for individual education and behavioural plans are carefully designed so that pupils can successfully achieve their objectives over a period of time. Within the constraints of the time available to the coordinator, pupils' individual plans are regularly reviewed, with full parental involvement.

38. The school's finances are well managed with budgets being drawn up annually and reviewed regularly to ensure that sufficient funds are available and allocated to meet educational priorities. At the moment the school has surplus funds in excess of the five per cent recommended. This is a consequence of its good fortune in receiving significant unexpected funds from service agreements, the creative partnership and a local trust, The Forum Trust, to cover expenditure which had been budgeted from the school's own funds. Governors and senior managers have allocated the additional funds to maintaining current staff levels during an anticipated period of falling numbers on roll. Consequently balanced budgets have been presented to the local authority through to 2007.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	770870	Balance from previous year	56000
Total expenditure	732964	Balance carried forward to the next	93906
Expenditure per pupil	2283		

39. The school applies the principals of challenge, comparison, consultation and competition very well to its work and in particular to its management of resources.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH AND MODERN FOREIGN LANGUAGES

Year 6 pupils are introduced to **French** and have a regular weekly lesson. The good lesson observed was presented in a lively and interactive way and was well matched to the pupils' developing skills in understanding and replying to simple questions. Pupils were enthusiastic and worked well in pairs practising the correct French pronunciation of the questions and answers. By the end of the lesson, they were able to identify and explain the features of infinitive verbs. French is taught by a teacher from the local high school. This is of additional benefit in preparing pupils for the next stage of their education.

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching is good and pupils achieve well.
- Pupils are well motivated and enjoy lessons.
- Setting of individual targets helps all pupils to make good progress.
- Links with other subjects require further development.

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Commentary

40. At the time of the last inspection standards were judged to be below the levels expected particularly for the older pupils. At the end of Year 6, in 2004, standards in English were below the national average. Although an above average proportion of pupils achieved the expected Level 4, a smaller than average proportion achieved the higher Level 5. This dip in attainment from the previous year can be explained by the high proportion of pupils in last year's Year 6 who joined the school later than normal and had insufficient time to benefit from the school's good provision. There was also a significant proportion of pupils in last year's Year 6 who had special educational needs. Standards throughout the school, including in the current Year 6, are average. This is an improvement since the previous inspection where weaknesses were identified in handwriting, spelling, punctuation and expression, particularly for pupils in Years 5 and 6.

41. The attainment of pupils on entry to the school is below average. The good and sometimes very good teaching seen across the school ensures that the pupils consistently achieve well in their learning. Lesson planning is good and well matched to pupils' abilities, skills and prior knowledge, setting appropriately high expectations for their ability. For example, in a very good Year 6 poetry lesson pupils were learning about the shape and pattern of limericks. The teacher had appropriate expectations of all pupils and enabled each to successfully write a limerick by requiring different levels of complexity from pupils of different ability. More able pupils were expected to include geographical vocabulary whilst less able pupils succeeded with simpler expressions. In another lesson, in Year 5, pupils were challenged to write their own fable within a set time; the more able pupils were expected to include compound sentences, interesting connectives and use paragraphs accurately.

42. Teaching assistants support pupils well in lessons. They have clear direction from the class teacher and focus on identified groups of pupils so that all groups of pupils, including those with special educational need make progress in the lessons. Teachers continually support pupils' learning and so maintain enthusiasm and excitement. Pupils have a sense of satisfaction in their achievements because their efforts are praised, promoting self-esteem and confidence.

43. The standard of written work seen in the present Year 6 is average. Pupils of all abilities write to a standard that matches the expectations for their age. For example in report writing the more able pupils are able to give a balanced viewpoint, use complex sentences and organise and correctly present information. Average and below average pupils' work also demonstrates skills in correctly using a narrative structure, accurate punctuation and spelling. Teachers' marking helps pupils know if they have achieved their writing target and advises on how to improve further. The standards of handwriting and presentation by pupils of all abilities are consistently good. Regular writing lessons help pupils to use and apply their skills to longer pieces of writing and this has contributed well to the improving standards since the last inspection.

44. Standards in reading are satisfactory in Year 6. Pupils of all abilities enjoy reading and have a weekly lesson in the library where they are able to browse and select books that interest them. More able pupils are fluent readers and are able to discuss the characters in the story and make predictions as to what might happen next. Less able pupils are given good strategies to help them select an appropriate text. For instance one pupil explained that he knows that the book is suitable if he is able to read the majority of words on the first page. Pupils in Year 3 have below average reading standards but with good support and guidance from teachers and other adults, such as those provided by a local crisp company as part of the school's reading partner scheme, are making progress.

45. Standards in speaking and listening in Year 6 are average. Most pupils talk confidently in informal situations. In lessons, adults and peers always value pupils' contributions and responses and this ensures that pupils of all abilities willingly offer answers in class discussions. This helps pupils to achieve well and positively contributes to the quality of formal written work because pupils have had the opportunity to verbally rehearse their writing through speech.

46. Regular monitoring of pupils' progress in English is helping the school to set suitable individual pupil targets. These are displayed in the front of each pupil's writing book and are referred to in lessons. Achievements are acknowledged and recorded in their books. At the end of each lesson pupils evaluate their work against a set of clear criteria and identify for themselves where they need to improve. This is helping them in their work and accelerating achievement as they progress through the school, making a positive impact on standards and achievement by the end of Year 6.

47. The leadership and management of English are good. Though new to the post, the subject leader is committed to improving standard further. She is well supported in this by the headteacher. Pupil data is used well in the setting of targets and progress towards targets is regularly monitored by the senior management team. Teaching is regularly observed and useful constructive criticism provided to teachers. Staff are skilled in accurately identifying the standard of individual pieces of pupils' writing. This helps teachers to plan lessons that accurately meet the needs of all pupils. A governor with responsibility for literacy regularly visits the school and reports to the full governing body on progress towards the implementation of the English action plan, which is a priority in the school development plan.

Language and literacy across the curriculum

48. The opportunity to develop literacy skills through other subjects requires further development. There are some planned writing opportunities within history, geography and religious education lessons. In religious education pupils use their knowledge of writing in different genres to write biographies of famous religious readers. In history non-fiction writing skills are used to write about life in Tudor times. However there is no whole school systematic approach and planning for

using literacy in other subjects is incidental rather than strategic. This means that opportunities to further improve pupils' skills in English are being missed.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards in Year 6 are average and pupils achieve very well.
- Teachers have high expectations, founded on good assessment of past performance.
- Grouping pupils of similar abilities together for lessons (setting) in Year 5 and Year 6 contributes well to pupils' achievements.
- Pupils' good behaviour and attitudes to work contribute well to learning.
- Good subject leadership and management contribute well to improving standards and achievement.
- Pupils make insufficient use of ICT in learning mathematics.

Commentary

49. The school's performance in the national tests for Year 6 pupils has fluctuated from year to year, within a slight rising trend overall. In 2004 results were below the national average and below those attained nationally by pupils who attained similar standards when they took the Year 2 tests in 2000. Standards attained by the current Year 6 group when they started at the school in 2001 were well below the national average. Since then pupils have made very good progress and are on track to attain average standards by the end of the year. Achievement now is very good. Recent emphasis on the development of pupils' number skills is beginning to pay off. The highest attaining pupils solve problems based on whole numbers and decimals well and apply their knowledge soundly in work on shape, such as finding areas of complex shapes and in drawing and interpreting graphs. However, other pupils find problem solving more difficult because they are less confident with written calculations and, for instance, in converting answers such as 4200 millilitres to 4.2 litres.

50. The quality of teaching is good overall. Teachers assess work regularly and good records of progress, kept by each pupil, show clear targets for improvement. This leads to high expectations and ensures that pupils know what they are aiming for in both the long and short term. However, unlike in English, systems to show pupils just what they must do to reach each level of attainment have not yet been developed. Planning is good throughout the school. The "setting" arrangement in Year 5 and Year 6 works especially well in helping teachers to plan for pupils of different abilities. For example, a lesson with a lower ability set, including many pupils with special educational needs, was a good mix of mental and written work on multiplication. Pupils gained confidence and made progress because the use of games made practising their multiplication tables fun, but also made them think as they helped each other. Pupils with special educational needs make equally good progress as others in lessons and in the longer term. Class management and relationships are very good. Pupils' good behaviour and their positive attitudes to learning add much to the busy purposeful lessons seen throughout the school. The learning ethos is very good. Where teaching is less successful lesson pace is slower than the brisk pace of the majority and teachers are less skilled in asking probing questions and explaining new skills. As a result pupils make less progress than they might otherwise do.

51. Improvement since the last inspection is good. Standards and achievement are improving as a result of effective action by senior school managers. They have a good vision for the future. Assessment information is analysed well to identify areas of strength and to show where improvements are necessary. Priorities are set out in the school development plan and set a firm agenda for improvement. Teachers are making increasing use of ICT in teaching, but pupils currently have too few opportunities to use it for themselves in learning.

Mathematics across the curriculum

52. Pupils use their numeracy skills satisfactorily to support learning in other subjects. For example, pupils draw graphs to analyse the results of science experiments or to display climate information in geography and they use simple algebraic ideas when learning how to use spreadsheets in ICT. These opportunities help pupils to understand how mathematics may be used for practical purposes.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards in Year 6 are below average but pupils achieve satisfactorily.
- There is a good emphasis on learning through practical investigation.
- The school has taken effective action recently to tackle underachievement.
- New assessment systems are good and standards are beginning to improve.

Commentary

53. Results in the national tests for Year 6 pupils have been consistently well below the national average in recent years. In 2004 they were also well below the performance of pupils nationally who started Year 3 in 2000 with similar standards. Current Year 6 standards are better but, as at the time of the last inspection, remain below average. Pupils start at the school with below average standards. They make satisfactory progress and most achieve satisfactorily but not enough pupils reach higher levels of attainment. Pupils carry out soundly planned investigations and use their mathematics skills well to measure data and record results. They are beginning to analyse their findings through drawing graphs. They know how to make tests fair by changing just one variable at a time. However, many pupils do not routinely record their initial predictions or explain convincingly the conclusions they have come to as a result of their investigation, for instance to show how various forces combine to alter the apparent weight of an object when it is immersed in water. Pupils have a suitable science vocabulary and describe, for instance, how animals and plants depend on each other for food or describe what happens when substances such as chocolate melt. However, work often lacks the depth of knowledge or degree of explanation that is necessary for them securely to attain the standards expected for eleven-year-olds.

54. Teaching is good overall. Teachers organise lessons well around practical activities that engage pupils' interest. Pupils clearly enjoy science and behave well in lessons. At its best teaching is excellent. In one lesson skilled questioning about the results of an experiment on thermal insulation, reference to clear learning targets, high expectations and good support for lower attaining pupils and those with special educational needs all combined in a very brisk, stimulating lesson. By the end of the lesson all pupils had made very good progress in their understanding of the effectiveness of materials such as bubble wrap and metal foil as thermal insulators. Teaching is sometimes shared between teachers in combined classes. This is not always as effective as it might be. A long discussion on the phases of the moon, following earlier investigation using torches and spheres of various sizes was only partially successful. The teacher's explanation was not always clear enough and progress was rather slow. However, good use of small discussion groups enabled all pupils to take an active part in the lessons and by the end all had developed their understanding satisfactorily.

55. The school has rightly identified previous underachievement in science as a cause for concern and a clear programme for improvement is set out in the science action plan. Already improved planning, resources and assessment are beginning to have an impact. Regular assessments, linked to pupil targets, are raising teachers' expectations and standards consequently are rising. They are average in the lower age groups, but action is too new to raise standards sufficiently in older classes.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils achieve well in work based on text, pictures and Internet research.. Teaching in these aspects of the subject is good.
- The Online Community project makes an excellent contribution to the achievement of pupils in Year 6
- The school is well equipped for ICT.
- There are no systems to assess pupils' progress.

Commentary

56. Younger pupils reach expected standards in work such as word processed stories and "India" posters. Work often includes suitable images found in picture collections and is presented attractively using a range of borders and text effects. Year 6 pupils are on track to attain the standard expected overall for eleven-year-olds and in some areas of work to exceed it. Pupils achieve well in work such as multimedia presentations about the Rocky Mountains. Pupils use the Internet effectively to locate information such as visitor numbers to a National Park. They record these in a spreadsheet and transfer graphs of the results into their presentations. Finished work is a good combination of text, pictures and diagrams. Pupils use special effects such as animations to add interest to their work. Work in other aspects of ICT is less well developed. Pupils have a little understanding of the principles of mathematical modelling that are required when using spreadsheets. Plans are in place to develop this and to develop work in control technology and automatic measuring of data before the end of the school year.

57. Participation in the Online Community project, a joint venture with other schools, is very good. Many Year 6 pupils regularly access information from and contribute to the website, sharing their work with a wide community of schools. They make extensive use of electronic mail to exchange information and, for instance, to arrange for work to be sent home if they are absent from school. The project contributes much to pupils' achievement and understanding of how ICT is used in the wider community.

58. Pupils have good access to a range of high quality machines around the school. The computer suite is very well furnished and equipped with high quality equipment. It provides a very good environment for learning ICT. Teachers use it well. The quality of teaching in the small number of lessons seen was good. Good explanations ensure that pupils are clear what they have to do in practical work at the computers. Pupils work well together in mixed ability pairs. They enjoy lessons and behave well. Teachers keep a close eye on all pupils, visiting each pair as necessary and resolving difficulties. They support pupils with special educational needs well, enabling them to make equal progress with others in the class. One teacher made very good use of homework to prepare pupils for the lesson. They came to the lesson with good plans of what they wanted to do on their "India" posters, having searched the Internet and other sources for information and drawn outline sketches of their intentions. Very good individual instruction helped them develop their work and by the end of the lesson pupils had made very good progress.

59. ICT is led and managed well. The school has maintained a good impetus for ICT for several years, especially in the development of the Online Community project and expansion of resources. Plans to develop the curriculum are under way following recent specialist purchases for control technology. The school acknowledges that the lack of a system to track pupils' progress is a weakness that needs urgent attention.

60. Standards in ICT are as reported at the time of the last inspection. Insufficient information is available in the last report to compare aspects of provision.

Information and communication technology across the curriculum

61. Teachers make good links with other subjects such as geography, history, English and religious education. For example pupils learned how the Ancient Egyptian used materials such as papyrus for writing and how the pyramids were built when using a program that simulated an archaeological dig. Pupils often use word processors in English lessons, for example to write and edit stories or poems. Good work in geography, described earlier, and in religious education, for example biographies of religious leaders were also seen during the inspection. ICT is not, however, sufficiently used in learning mathematics.

The remaining subjects in this report were not inspected at the time of the last inspection, and no comparisons can therefore be made.

HUMANITIES

62. One **geography** lesson was observed during the inspection and no teaching was seen in **history**. A small selection of pupils' work was analysed. Consequently it is not possible to make judgements about overall provision, teaching and learning or standards of attainment in these subjects.

63. In the satisfactory geography lesson seen, pupils described features of mountainous terrain and compared climate at high and low altitude. Knowledge and understanding was appropriate for their age. The teacher supported all pupils effectively, including one who had missed an earlier lesson through absence. Consequently pupils were fully engaged in lesson activities. Work and learning resources were matched well to the range of abilities in the class. Pupils settled well to work although there was insufficient time to complete their writing or for the teacher to review what had been learned and to assess progress at the end of the lesson.

64. In history, pupils' past work demonstrates that they are beginning to understand the chronology of historical events and the similarities and differences between the past and present. For instance the study of the Tudors helped pupils to make comparisons between houses of the rich and poor and clothes worn then and now. Whilst studying the Vikings, pupils created a time capsule sculpture that contained meaningful objects. This sense of creating an artefact for the future was enhanced through pupils' poetry, where they described why they chose the objects. For instance pupils' wrote "I will put in my box the first words I ever spoke" and "a petal of the prettiest flower" enabling pupils to understand that they contribute to making history for the future pupils in the school. Pupils' work shows that they are able to use a range of sources such as artefacts, non-fiction books and the Internet to help them research and understand important historical events.

RELIGIOUS EDUCATION

Provision in religious education is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- The curriculum is well planned using the locally agreed syllabus and the Qualifications and Curriculum Authority scheme of work.
- Religious education contributes well to pupils' personal and social development.
- The leadership and management of the subject are good.
- There are no systems to assess pupils' progress.

Commentary

65. By the end of Year 6 pupils attain the expected standard in religious education. The planned curriculum meets statutory requirements; pupils learn about Christianity and five other major world faiths giving them a satisfactory understanding of the diversity in the range of beliefs in the world.

66. Teaching and learning in the lessons observed were good. Teachers have a secure knowledge of the subject and lessons are well planned to meet the needs of all pupils including those with special educational needs. Despite their being no formal procedure for monitoring pupils' progress, teachers use well their good knowledge of pupils as individuals that stems from the very good provision for their spiritual, moral, social and cultural development so that appropriate lessons are planned and learning is good. New knowledge is well presented, giving pupils the opportunity to understand and compare it to things they already know. For example, in a lesson about Passover, pupils learned about the Seder meal. By responding to good questioning by the teacher, pupils began to understand the symbolism involved, such as eggs representing new life, and identified the similarities with the Christian festival of Easter also celebrating new life. In Year 4 pupils study Hinduism. In a good lesson observed, pupils learned well because the teacher connected the new learning with their own experiences. Pupils talked about their own special places at home where they can reflect quietly. By the end of the lesson pupils understood that shrines in a Hindu home are very important places to worship and are to be treated with respect.

67. Pupils work hard in the lessons and are well motivated by the variety, pace and opportunity to work collaboratively. This supports their personal development by improving their ability to share, take turns and listen to other points of view.

68. In discussions older pupils recall previous learning and talk reverently about Sikhism, Hinduism, Buddhism and Judaism. They express mature views about faiths different to their own. Collective worship makes a good contribution to enriching learning in religious education. Assembly themes are linked to the faiths being taught in lessons and pupils hear stories from other cultures. Local Christian ministers visit the school and pupils learn about places of worship in the community. The local church provided extra funds to enable the school to buy new and more appropriate Bibles and these were observed being effectively used in a religious education lesson where pupils were learning about the scope of the Old and New Testaments.

69. Religious education is well led and managed by a confident and enthusiastic subject leader. She reviews the quality of teachers' plans and offers advice and guidance to support teaching and learning. Resources are good, well organised and audited annually to maintain quality and provision. As a result they support pupils learning well; pupils are able to research in books, access the Internet, handle artefacts from different faiths and holy books such as the Qur'an. Displays around the school such as images of "Hindu Gods" and "The Holocaust" further promote pupils' understanding. There is no formal assessment of the pupils' progress resulting in the subject leader having insufficient information to identify areas for development which could inform future teaching and learning plans and further improve standard.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

70. Insufficient lessons were observed in art and design, design and technology, music and physical education for judgments to be made on the quality of provision or standards in these subjects. However, inspectors analysed pupils' art and design and design and technology work on display and in their books.

71. In **art and design** the standard of the art work displayed around the school is good. Pupils learn about famous artists such as Matisse and LS Lowry and interpret and apply similar techniques in their own paintings. Pupils learn about using a knife and oil paints to apply paint in the style of the Impressionists. The finished paintings are presented, mounted and displayed to a very good standard. In a good lesson in Year 6 pupils created landscape pictures using a range of media such as pastels, wax crayons and water colours. Pupils practise techniques in their sketch books, experiment with colours and design and evaluate the success before making final choices for their

own pictures. Pupils attend an after school club to further develop their interest and creativity in art and design.

72. Pupils are developing design and evaluation skills in **design and technology**. Year 5 pupils successfully designed and built model Tudor Houses using a range of materials, tools and joining techniques. The resulting models show that the pupils plan, design, select materials and join with accuracy. These skills are extended in Year 6 where pupils design, build and test model vehicles and are able to draw conclusions as to the success of the design and construction.

73. One lesson was seen in **music** and a discussion was held with the co-ordinator. Teaching is well supported by the use of a commercial scheme of work that gives non-specialist teachers good guidance and direction. Pupils have opportunities to take instrumental lessons from visiting teachers and to perform in school celebrations at Christmas and other times. These contribute well to the overall programme of curriculum enrichment activities. The lesson seen was satisfactory. Pupils began work on improvising percussion accompaniments to mime sequences of everyday actions such as putting on make-up or cleaning teeth. The lesson was organised well and gained pupils' interest. Pupils joined in enthusiastically and made satisfactory progress in exploring a range of sounds. Class management was good and the teacher's sense of humour transferred to the class so that learning was purposeful and enjoyable.

74. In **physical education** one Year 6 gymnastics lesson was seen. Pupils demonstrated good skills in the lesson and as a result of good teaching created a sequence of joined movements using balance and speed. Pupils carefully observed each other's performance and, because of their very good attitudes to learning, commented sensitively on achievements as well as making suggestions for improvements. An interview took place with the subject leader. The subject is well led and managed by a committed and skilled teacher. There is a sound scheme of work, good lesson planning and the subject is well resourced. Teachers are confident in teaching physical education. The school maintains its tradition of positively promoting physical education by providing a wide range of sporting activities through after school clubs. School teams participate in local tournaments and leagues further developing team work and pride in representing the school in the wider community.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Provision in personal social and health education is very good.

Main strengths and weaknesses

- A very good curriculum contributes very well to pupils' developing maturity.
- The subject is taught very well and reinforced through many aspects of school life
- The subject contributes well to the mutual respect shared by pupils and staff.

Commentary

75. The very good provision for pupils' personal, social and health education benefits all areas of the curriculum and underpins all facets of life in the school. It makes a significant contribution to the respect all pupils and staff share for each other, and hence to the ethos of the school and to pupils learning. This subject was not reported on at the time of the last inspection, so no comparisons can be made. However, pupils' personal development and maturity, which was reported on, has improved and provision for pupils' personal, social and health education plays a role in this respect. Encouraging pupils' personal and social development is a constant theme in the school. It is present in religious education lessons in particular, but also in most other subjects through encouraging pupils' learning skills and their taking personal responsibility for their learning. Specific lessons are also planned, often in the form of class discussions. Two such lessons observed were characterised by the notable maturity of pupils' comments, their keen awareness of other people's feelings, and the responsibility they feel for each other. Discussions, and assembly themes which further such

considerations, focus on issues of the day. For example, pupils discussed and considered the Boxing Day tsunami and developed their own ideas as to how they, as a community of pupils, could help the affected communities in Asia. Closer to home, when an incident of bad behaviour occurs, pupils consider and discuss its impact on them and the school and how repetitions can be prevented. The curriculum incorporates healthy eating and health living, and in a safe environment, exposes pupils to consideration of the dangers they face in every day life. For example, pupils learn about road safety and how to stay safe while cycling, and with the help of officers from the local fire brigade, how to prevent fires, particularly in their homes. They are sensitively introduced to the dangers of drug abuse, while also learning about the beneficial effects of medicine that they may be prescribed by their doctors. Older pupils, either in whole class discussions or in appropriately single sex sessions, learn about how boys and girls develop through adolescence into young adults, and the emotional and physical aspects of relationships. While no such lesson took place during the inspection, one had occurred very recently. Pupils spoke with great maturity and sensitivity about it and clearly felt that they had benefited from it.

76. The success of personal, social and health education can best be summarised by a comment from one pupil. "If we behave like adults, we are treated as adults – and we are treated as adults".

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	3
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	3
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	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
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	3
The effectiveness of management	2

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