

INSPECTION REPORT

DEVONSHIRE JUNIOR SCHOOL

Smethwick

LEA area: Sandwell

Unique reference number: 103942

Headteacher: Mr Don Wright

Lead inspector: Mrs Rowena Onions

Dates of inspection: 25th – 28th April 2005

Inspection number: 266732

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 years
Gender of pupils:	Mixed
Number on roll:	360
School address:	Auckland Road Smethwick West Midlands
Postcode:	B67 7AT
Telephone number:	0121 5581654
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs V Blount
Date of previous inspection:	01/02/1999

CHARACTERISTICS OF THE SCHOOL

Devonshire Juniors is a popular school that draws most of its pupils from its local area in Smethwick. The socio-economic circumstances of the pupils are below average. The school has a higher than average number of pupils taking free school meals. Pupils' attainments on entry to the school are well below average. There are 360 pupils on roll. Pupils come from a very wide and mixed range of cultural heritages: 65 per cent are of Asian or Asian/British heritage and 20 per cent are of British heritage. A very high percentage (63 per cent) of pupils do not have English as their first language. For a number of these pupils, English is their third language. 17 pupils (five per cent) are at an early stage of language development. There are 11 pupils who are either refugees or asylum seekers. 80 pupils (22 per cent) have special educational needs, ranging from moderate learning difficulties to a number with complex difficulties. This is an above average percentage. Five pupils have a statement of special educational needs. The number of pupils leaving and joining the school other than at the usual times is average. The school has national 'Artsmark Gold' and 'Activemark Gold' awards as well as one marking 'Excellence in Sandwell'. The school has contributed to numerous national and local creative arts initiatives.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18354	Rowena Onions	Lead inspector	Science, religious education, art and design, music, physical education, special educational needs
19338	Graham Ellis	Lay inspector	
28014	Peter Buckley	Team inspector	English, design and technology, geography, English as an additional language
27387	David Tomkins	Team inspector	Mathematics, information and communication technology, history

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Devonshire Junior is a **good** school with many very good and some excellent features. It gives good value for money. Pupils love their school, are hardworking and are a pleasure to be with. Teaching is good overall and much of it is very good. All pupils make at least good progress in all the subjects inspected. The school is well led and managed overall and benefits from strong leadership by the headteacher.

The school's main strengths and weaknesses are:

- Visionary leadership by the headteacher and deputy headteacher has established a school in which all are valued and in which all learn to value each other.
- Pupils of all abilities and backgrounds achieve well.
- Pupils' very strong personal development, very good attitudes to school and their very good behaviour ensure that they are well placed to learn successfully.
- Excellent curriculum enrichment, especially in sporting activities and in the creative arts, stimulates pupils and raises their self-esteem and will to learn.
- Teachers and teaching assistants work very hard to ensure the good progress of the pupils.
- Pupils are not sufficiently involved in the assessment of their work, with the result that they are not always sure how to improve it.
- Pupils do not have sufficiently regular opportunities to use information and communication technology (ICT) to support their learning in other subjects.
- There are very strong community and parental links.

The school has shown good improvement since its last inspection, having raised standards in English, mathematics and science more than they have been improved nationally. The weaknesses identified in the last report have been successfully addressed.

STANDARDS ACHIEVED

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

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

Overall, pupils achieve well. In 2004, Year 6 pupils attained average standards compared nationally in mathematics and science and below average standards in English. The above table compares these results with other pupils who attained similar levels of attainment when they were in Year 2 and indicates average progress. When compared pupil by pupil, however, data shows that the school had promoted well above the national average 'value added' progress. Current Year 6 standards are a little below average in English, mathematics and science, reflecting a group with a significant proportion of pupils with special educational needs who entered the school with overall well below average standards. Careful provision ensures that all pupils achieve well irrespective of their level of attainment, gender or background. Standards are at expected levels in ICT and above this in religious

education, art and design, dance, history and in music, where pupils' achievement is particularly good.

Pupils' personal qualities are very good, as is their behaviour. Pupils are very keen to please adults and learn to be increasingly self motivated. They are very hard working and enthusiastic about what they do. They are a joy to talk to. Attendance is satisfactory and has shown recent significant improvement. Pupils' moral and cultural development is excellent and their social and spiritual development very good. Through strong adult example, pupils learn to respect themselves and each other and to enjoy school life in each other's company.

QUALITY OF EDUCATION

The school provides a good quality of education with some very good and excellent features. **Teaching and learning are good overall.** Teachers use the school's comprehensive planning system well to provide pupils with a wide variety of activities during each lesson and over time. This means that pupils concentrate well throughout the day and enjoy their lessons. A good amount of practical activity provides pupils with first-hand experiences which help them remember what they have learned. Pupils are very well managed and lessons are orderly and relaxed. Teachers rightly concentrate on successfully ensuring that pupils have the language they need to learn in each subject. The school has very thorough and comprehensive systems for assessing pupils' work, and this helps teachers plan lessons which meet pupils' needs. Pupils are not, however, sufficiently involved with this process to always understand how to improve their work. Teachers are supported ably by skilled teaching assistants. The curriculum is good and there is excellent enrichment that is key to the way the school promotes pupils' personal development. Pupils do not, however, get enough opportunity to use ICT to help them learn in other subjects. Care and support are very good, as are links with parents and the community.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The very good leadership of the headteacher and the deputy is shown in their very clear vision for the way that pupils' personal and academic education should be promoted. This vision is clearly seen in the work and life of the school. Other key staff play a good part in maintaining and improving the quality of education provided. The full inclusion of all pupils is a key principle by which all work, and is very successfully accomplished. Governors support the school well and play a good part in the way the school strives for improvement. They ensure that all statutory duties are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very positive about the school. They feel that all is done to make the education of their children successful. They are very well informed about the life of the school and about the progress their child is making. Pupils love their school and the vast majority can think of little they wish to change about it.

IMPROVEMENTS NEEDED

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

- Further develop the involvement of pupils in the assessment of their work so that they know what to do to improve.
- Increase the opportunities pupils have to use ICT to promote their learning in other subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Pupils achieve well, irrespective of their level of attainment, gender or background. Because of the make up of the group, standards in the core subjects are currently below average in Year 6.

Main strengths and weaknesses

- Standards overall are rising in English, mathematics and science.
- An emphasis on the development of language helps pupils to achieve well.
- School tracking systems help teachers to ensure that all pupils make good progress.
- Pupils achieve well in ICT, religious education, history and art and design, and particularly well in music.

Commentary

1. Pupils achieve well in English, mathematics and science. In 2004, Year 6 pupils attained average standards in the national tests in mathematics and science and below average standards in English. These pupils entered the school with below average standards in mathematics and science and well below average standards in English and had achieved well. Although the group had performed in an average way when compared with pupils nationally who were at the same level at the end of Year 2, this data does not fully take into account the large number of pupils with English as an additional language. The school has recognised the need to pay extra attention to pupils' language development and this is steadily helping pupils to achieve increasingly well. Over the last four years, standards in these core subjects have risen more than they have nationally.
2. The current Year 6 group contains a significant number of pupils with special educational needs, including some pupils with severe learning difficulties and, as a result, current standards are below average in English, mathematics and science. These pupils entered the school with well below average standards, and comprehensive school tracking data shows that they have made good progress and achieved well overall.

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

Standards in:	School results	National results
English	26.5 (24.6)	26.9 (26.8)
Mathematics	26.9 (26.4)	27.0(26.8)
Science	28.9 (28.4)	28.6 (28.6)

There were 85 pupils in the year group. Figures in brackets are for the previous year

3. The good attention paid to the development of pupils' language means that achievement is good in speaking and listening. Pupils gain the vocabulary they need to learn in other subjects, to discuss their work and to give opinions confidently. The careful development of basic skills in reading, together with the implementation of a reading programme for more advanced readers, is successful in ensuring that most Year 6 pupils read at secure levels of fluency and enjoy reading. Much work has been done to improve standards in writing and this is having positive impact. Most Year 6 pupils write legibly and can adapt their style when writing for different purposes.

Because so many pupils are acquiring a second or third language, fewer than average attain higher levels of skill in spoken or written language; a situation that the school does its best to improve.

4. In mathematics, an emphasis on numeracy skills ensures that, by Year 6, most pupils are confident in their calculations both mentally and when working on paper. A good curriculum ensures that progress in gaining other mathematical concepts, such as those involved with shape and measurement, is also developed well. Standards in science have risen significantly since the last inspection. Good attention has been paid to the practical aspects of science and this ensures that pupils understand how to question and investigate. This approach also helps them to learn and remember scientific information.
5. All pupils achieve well. Good provision ensures that pupils with special educational needs and those with English as an additional language make good progress. There is no evidence that pupils of different genders or from different social or cultural backgrounds make less good progress than their peers. The school's systematic recording of the attainment of pupils in most subjects ensures that teachers are aware of those of higher attainment and this knowledge helps them to successfully stretch these pupils accordingly.
6. Pupils achieve well in ICT and standards meet the national expectation. Achievement is also good in religious education and, because the pupils benefit from the first-hand experiences of their peers who have a wide range of cultural backgrounds, standards are above those identified in the locally agreed syllabus.
7. The school's particular interest in helping pupils develop culturally ensures good achievement in dance, art and design and history. Consistently very good teaching in music promotes very good achievement. Standards in all these subjects are above the national expectation.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour and attitudes to work and school life are very good. Their spiritual, moral, social and cultural development is very good overall. Attendance is satisfactory.

Main strengths and weaknesses

- There is excellent provision for pupils' moral and cultural development.
- Excellent relationships ensure that pupils work in a highly supportive environment.
- Pupils' spiritual and social development is very good.
- Very high standards for personal conduct are very successfully promoted by the school.
- Pupils join in very enthusiastically with all that is provided for them.

Commentary

8. Pupils form excellent relationships and these are a major strength of the school, strongly underpinning their learning. The school stimulates pupils' learning through staff's enthusiasm, clear expectations and the promotion of a strong sense of community. Pupils respond exceptionally well. They enjoy school and feel valued by adults, to whom they respond accordingly. Very well motivated, they commend their school with considerable pride and enthusiasm. They have a very strong sense of commitment and are very willing to undertake responsibilities and demonstrate initiative. Older pupils, for example, assist the younger ones with reading, act as song leaders in the playground, help with the homework club and help in the adjacent infants' school. Pupils of all age groups play well together and 'look out' for each other, further reinforcing the strong communal spirit.

9. In lessons, pupils are focused on their work, pay attention to their teachers and enthusiastically join in activities and discussions. They are keen to talk about their work, are self-aware and express themselves openly with confidence and articulation. They are engaged in their learning, maintaining very good levels of concentration, working well in groups and individually.
10. Pupils' personal development is enhanced and broadened very well during their school life so that they leave mature and independent. The school's ethos is inclusive and caring. Members of staff provide a very strong example to pupils and the reinforcement of moral standards is reflected in pupils' very good understanding of, and respect for, the feelings, values and beliefs of others. There is a very strong sense of community and shared values, which successfully stimulates a strong spirit of mutual support and co-operation. Boys and girls and pupils of differing ages and backgrounds mix very well together. Respect for both people and the environment are strongly promoted and activities in lessons have positive effects on pupils' spiritual development. The creative arts are very well developed and are major contributors to pupils' cultural awareness, self-esteem and to the overarching sense of an integrated and balanced community, reinforcing and strengthening successful learning for all pupils.
11. The high standards of pupils' behaviour identified in the previous inspection report continue to be maintained, reflecting the school's continuous promotion of high standards for conduct. Conscientiously and consistently reinforced by staff, this high expectation results in very good behaviour in lessons, around the school and in the playground. No bullying or aggressive behaviour was observed and the school has very good procedures to deal with incidents should they arise. No pupils have been excluded from the school.
12. The school has taken good action to improve attendance. Attendance is actively promoted and the overwhelming majority of pupils are keen to attend school. There has been recent marked improvement in attendance rates which in the current year are around the national average. Unauthorised absence is below average. This recent improvement is due to the success the school has had in reducing the length of pupils' extended holidays in term time.

Attendance in the latest complete reporting year

Authorised absence		Unauthorised absence	
School data	6.7	School data	0.0
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Teaching and the curriculum are both good. Enrichment of the curriculum is excellent. Very good care is taken of the pupils. Links with parents and the community are very good.

Teaching and learning

The quality of teaching and learning is good overall and there is a significant proportion of very good teaching. The use of assessment is also good, although pupils could be better included in this.

Main strengths and weaknesses

- Pupils' levels of concentration are consistently high because teachers use a very good range of different types of activity.
- Language is carefully developed.

- Assessment is used well to plan lessons so that all pupils are correctly challenged.
- Pupils are not always sure how best to improve their work.
- ICT is not used as well as it could be to promote learning.
- Teaching assistants play a very significant part in the progress made by the pupils.
- Teacher expertise is used well to enthuse pupils.

Commentary

13. Lessons seen during the inspection and outcomes in terms of pupils' work and their achievement show that teaching is good. A major strength in teaching is linked to the school's approach to curriculum planning. Teachers are very aware of the need to provide pupils with a range of different types of activity during lessons and over a day. There is much practical activity which both motivates pupils and ensures that they better remember what they have been taught. As a result of this variety, pupils concentrate very well throughout the day and this has a positive effect on their progress.

Summary of teaching observed during the inspection in 46 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	15 (32%)	23 (50%)	8 (17%)	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.

14. Very good emphasis is given to the development of language. Teachers take great care to ensure that pupils understand what is being taught and that they develop and use an increasing range of general and subject-specific vocabulary. There are frequent opportunities for pupils to discuss what they are doing as a whole group and with a partner. This provides pupils with a good level of confidence to attempt demanding levels of work.
15. The school's centralised planning system, linked to very comprehensive assessments, ensures that all pupils are correctly challenged in lessons. Assessment is also used well to check that pupils are making good progress. Good use of assessments means that teachers are well informed and careful to use their knowledge of pupils' attainments to provide them with support or to further promote their learning. Questioning is often used well to stretch higher-attaining pupils as well as to ensure the full understanding of others. In the most effective lessons, these questions are directed to individual pupils rather than being open to the whole group. Teachers have clear expectations for what pupils will learn and do in lessons, but these are not always made clear to the pupils. Where lessons are only satisfactory, it is often because pupils have not fully understood what is expected of them and have not completed the work set by the end of the lesson.
16. Pupils with special educational needs and those with English as an additional language are taught well. Teachers structure work so that pupils can learn and have success. Teaching in withdrawal groups is good. Teaching assistants are well managed and play a very effective part in providing this good teaching and in promoting the progress of all pupils, both in class and in withdrawn groups.
17. Levels of respect in the school are high and this is evident in all lessons. Pupils are very well managed and, as a result, wish to please. This wish to please others gradually moves, as the pupils mature, to a desire to do well for their own benefit. Pupils respond particularly well when they are sure of their success. In English, this is illustrated by the enthusiasm for a reading programme, which they follow voluntarily and that consists of a number of short 'tests' which pupils can take when they have finished their books. These tests provide pupils with information about success as well as being part of a school reward system. This type of information to pupils is not yet systematic in other subjects. Although the school has recently introduced target setting with the pupils, it has rightly identified a need to refine and improve the system. Pupils are not currently always sure of how their targets can help them improve their

work. Additionally, information given to pupils through the marking of their work does not always show them clearly enough where they have succeeded and where they could improve.

18. Resources are frequently used well to ensure that pupils are motivated and have good levels of understanding. New computer-linked whiteboards are beginning to add to the range of resources used, although there remains a need for further teacher training to ensure that the full impact of this resource can be exploited.
19. The school's use of staff and visitor expertise in the teaching of subjects, especially the creative arts, has a very direct positive impact on learning. The enthusiasm of these staff for their subjects is translated to the pupils, who make greater effort and learn better as a consequence.

The curriculum

The curriculum is good overall. Enrichment activities are excellent. The school has good accommodation and resources.

Main strength and weakness

- The innovative use of a Tudor project in Year 5 has proved very successful.
- Very high levels of participation in a very wide range of out of class activities contribute significantly to pupils' very good personal development.
- Good use of specialist teaching helps pupils achieve well.
- The spacious accommodation and good resources are used very well to promote learning.
- Pupils are not given sufficient opportunities to use ICT to support learning in other subjects.

Commentary

20. The school provides a good, broad and balanced curriculum that meets pupils' individual needs so that all achieve well. The curriculum meets requirements in all subjects, including religious education, and for collective acts of worship. Good emphasis is given to the development of basic skills. 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. Links between subjects exist, but are not yet fully exploited in all subjects. Pupils have opportunity to use computers as part of some lessons in a range of subjects and there are some subjects, for example music, where these are used well. There are, however, a number of occasions when opportunities are missed to further extend pupils' knowledge, understanding and achievement through their use of ICT.
21. The school has successfully used a Year 5 project to make the most of opportunities for pupils' creative development and to evaluate and improve their communication skills. The project developed pupils' understanding of life in Tudor times by exploring the arts used by different social groups. Very good use was made of a local Tudor home and its knowledgeable staff, and pupils undertook a wide range of cultural activities. Evaluation of the project showed a marked improvement in pupils' willingness to communicate and the quality of their responses and use of language. As a result of this success, all year groups are now participating in an arts-based afternoon each week, which includes music, art, dance and drama. By using specialist teachers and teaching assistants to very effectively deliver this programme, the arrangement also meets the need for class teachers to be released for planning, preparation and assessment time.

22. Excellent enrichment of the curriculum is provided through the variety of visits and visitors to the school and the extensive range of clubs that are enthusiastically supported by pupils. Activities begin early in the morning, with various music groups taking place before morning lessons begin. These, and a wide range of other activities, continue at lunchtime and after school. The school has a strong musical tradition and a significant number of pupils play a range of instruments. Specialist teachers are used well to promote higher achievement in dance, drama and art. The school choir, orchestra and musical groups perform at a wide range of local events. The school very successfully promotes a wide range of sporting activities and very good use is made of external coaches, links with local colleges and a professional football club. The school caretaker and the gardening club care for a very attractive school garden. Drama, French, cycling proficiency and homework are some of the other clubs which enrich the curriculum and contribute so successfully to pupils' enjoyment of school. The school's very good accommodation, with specialist rooms for art and technology, music, a hall and purpose-built gymnasium, supports this wide range of activities very well.
23. The overall provision for pupils with English as an additional language is good, as is that for pupils with special educational needs. Pupils are well supported by teachers and by experienced and effective teaching assistants and achieve well. There are good programmes for pupils with special educational needs with accurate personal targets that promote good individual learning.
24. Most subjects are well resourced and all classrooms have been recently equipped with computer-linked whiteboards. The computer suite is used well to teach ICT skills, but there are insufficient opportunities for pupils to use these skills to promote their learning in other subjects, in part because there are few computers in classrooms.

Care, guidance and support

The school ensures pupils' care, welfare, health and safety very well. It provides good support, advice and guidance overall. Arrangements for actively seeking pupils' views and involving them in its work and development are satisfactory.

Main strengths and weaknesses

- Very good standards of care ensure that pupils work in a safe and secure environment.
- Very good induction arrangements enable all pupils to quickly settle into school.
- Very good personal support, advice and guidance help each pupil to mature very well.
- Pupils are respected and their opinions valued.

Commentary

25. The school is a caring community, providing very good standards of pastoral support, advice and guidance in which pupils are confident and happy. Pupils trust their teachers and know how they can obtain help. Staff know them very well, effectively monitoring their personal development and recognising their needs, acting quickly to assist any pupil who needs support. Support mechanisms are applied sensitively and efficiently; for example the learning mentoring service provides pupils with the greatest need with very valuable help. Pupils receive good academic support and guidance in lessons but their longer-term understanding of how to improve is not yet fully secure. Target setting is very new and requires further refinement.
26. The school's strong communal spirit is a decisive contributor to pupils' attitudes and relationships. Pupils value the school's friendliness and refer in glowing terms to the trust

placed in them, their enthusiasm is indicative of the powerful sense of mutual support and commitment that exemplifies all the school's activities. Very good induction procedures enable children to settle in quickly and to feel comfortable in their new school.

27. There are very good policies and procedures relating to health and safety, first aid and child protection. There is good co-ordination with outside agencies so that further support may be provided in appropriate cases, with regular and systematic risk assessments. These very positive arrangements reflect the school's strong commitment to care and welfare.
28. The school's overall arrangements for involving pupils in its work and development are satisfactory. The school is an open environment in which pupils' views are valued and they are encouraged to take on responsibilities and express themselves in lessons. There are valuable opportunities in some classes during discussion times, which provide for pupils' views and feelings to be expressed. These arrangements do not, however, apply consistently throughout the school nor are they systematically organised to allow all pupils to contribute formally to the running of the school or to gain experience in aspects of citizenship such as representation.

Partnership with parents, other schools and the community

The partnership forged with parents is very good. There are good links with other schools and very good links with the community.

Main strengths and weaknesses

- Very good relationships between parents and the school ensure strong parental support.
- Parents feel involved in the school's work, are well informed about its activities and are very appreciative of its achievements.
- The school makes very good use of its community links.
- The school successfully broadens pupils' experiences through its links with other schools.

Commentary

29. The school places a high priority on its relations with parents and has established very strong links with them. Parents hold the school in very high regard, valuing the openness, accessibility and welcoming approach of staff. As a result they provide good support for their child's learning at home. The school communicates frequently with parents. There are regular, informative newsletters and useful curriculum information. The prospectus and governors' annual report to parents are both informative. The school regularly issues a parents' questionnaire and consults them on significant issues, including for example the best way to communicate with parents for whom English is not their first language.
30. Parents are kept fully informed of their child's progress, primarily through consultation meetings with staff and informal contact throughout the year. The consultation meetings for parents are very well supported and enable parents to be advised of their child's progress in relation to national expectations. The pupils' annual reports are augmented by the provision of individual pupil targets. The general comments convey well the staff's good knowledge of the children.
31. There are good links with the secondary school to which most pupils transfer and the adjacent infants' school. Links with the infant school are productive and ensure pupils' smooth move into the school. The secondary school provides valuable assistance on science and drama project work and for high-attaining pupils in science. There are also useful links with a specialist sports college, and sports leadership

students provide physical education skills assistance. All these links effectively extend what the school can offer to its pupils.

32. The school has established very good links with the community through local visits and visitors to the school. There are good links with all local religious organisations. The school is a focal point for the community, for example providing a base for cultural activities such as theatre groups and a venue for local organisations, such as the brass band. The children regularly give performances locally and this helps to maintain the high profile of the school and its popularity with parents. The school is keen to be part of local initiatives, such as a 'Singing Communities' project, which bring additional expertise into the school to the benefit of pupils. Links with professional basketball and football clubs provide coaching for pupils, giving talented pupils opportunities for development. There are useful commercial links with some local branches of national companies, which bring additional funding to the school as well as allowing pupils opportunity to begin to look at the way some businesses are run.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The leadership provided by the headteacher and deputy is very good. Leadership by other key staff, management and the governance of the school are good.

Main strengths and weaknesses

- The combined leadership of the headteacher and his deputy is very good and has some excellent features.
- The subject co-ordinators' roles are developing well and having a positive impact on learning.
- Governors show strong commitment to the school and fulfil their duties well as a 'critical friend'.
- Financial control is good.

Commentary

33. The headteacher and deputy head have a very clear, shared educational vision that focuses on creating an environment in which pupils will be comfortable and confident and able to develop high self-esteem. This excellence of vision underpins the school's many good and very good attributes. All staff demonstrate a strongly shared commitment to inclusion and to raising standards. Parents express a high regard for the quality of the school's leadership.
34. The school's self-evaluation is self-critical and accurate. Both the key areas for improvement identified in this report were already identified as such by the school. Strategic planning, as formalised in the school development plan, is detailed and reflects the school's goals very well. This has ensured the good improvement since the last inspection. All the senior management team undertake a well established regime of performance management that effectively promotes the professional competence of all staff.
35. The role of the subject co-ordinators has developed well since the last inspection and is now well established. Co-ordinators are having a significant impact on raising pupils' attainment. They demonstrate good curriculum management skills in the development of the curriculum and subject-specific resources. They check the quality of teachers' planning and of the work produced by the pupils. Although they are developing the skills to check the progress of groups of pupils through the school's comprehensive assessment systems, much of this work is currently done by the headteacher and deputy. The school rightly plans to continue developing this aspect of the work of co-ordinators.
36. Many governors have a long-term association with the school and demonstrate a very strong commitment to its ethos. They have a good understanding of the school's strengths and weaknesses and are playing an increasingly active part in shaping the direction of the school. The governors have a comprehensive structure of committees through which they ensure that all their statutory duties are met. They make regular visits to ensure that both pupils and staff are aware of their interest in the school's activities and to help ensure that they have up-to-date information about the working of the school. The management of the school's finances matches spending well to the school's priorities. As a result of the good financial controls and good quality provision, pupils achieve well. The school provides good value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,022,693
Total expenditure	1,046,057
Expenditure per pupil	2,890

Balances (£)	
Balance from previous year	101,965
Balance carried forward to the next	78,601

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strength and weaknesses

- Good teaching contributes to pupils' good achievement.
- Pupils' very good attitudes and behaviour impact strongly on their good learning in lessons.
- Leadership and management contribute well to the school's rising trend in standards.
- Pupils do not have the same understanding of how to improve their writing as they do their reading.

Commentary

37. Throughout the school, pupils are well taught and they learn and achieve well. Standards have risen steadily since the last inspection. In the national Year 6 tests in 2004, overall standards were below average, but an above average number of pupils achieved the nationally expected standard (Level 4). Standards overall were constrained by the fewer than average number who attained the high level (Level 5). Similar standards were seen during the inspection.
38. The high number of pupils with special educational needs and English as an additional language are carefully provided for and achieve well. Teaching assistants play a particularly valuable part in ensuring pupils' good progress. Prior to a science lesson, for example, two teaching assistants taught a small group of pupils with English as a second language the essential key scientific vocabulary, which enabled them to achieve well in the lesson.
39. The school places strong emphasis on developing pupils' speaking and listening skills. An evaluation of the Year 5 Tudor project to improve pupils' communication skills showed marked improvement in pupils' willingness to communicate and the quality of their responses and use of language. This was primarily achieved by ensuring that pupils had increased opportunity to talk, and this has now been translated into general practice. While some of the more able pupils in Year 6 can express their views fluently, standards overall are constrained by the difficulties most pupils have with the subtleties of language required to attain higher levels.
40. Basic skills in writing are taught well. Very good attention is given to the development of handwriting, spelling, punctuation and grammar. Knowledge of how to write for different audiences is developed well. Pupils have writing targets, but these are not in the form of short-term achievable targets and do not help all pupils understand how to improve or help them see the progress they are making and see rapid progress. Reading is also well taught. Teachers hear all pupils read regularly and group reading is used well to develop pupils' skills. An 'accelerated reading programme' for more fluent readers introduced last year has raised standards significantly, and is now to be extended to involve all pupils. Pupils are taught to look deeper into texts and complete an on-screen test before moving on to another book.
41. Teachers teach with great enthusiasm and manage pupils very well. Because of this, pupils enjoy their lessons and work very hard. The pace of most lessons is good and pupils produce a

good deal of work, but in some lessons there is not a clear expectation of what is to be achieved by the end of the lesson and work is left unfinished. The best lessons have a clear focus on active involvement of pupils through partner talk and games, and effective questioning encourages pupils to develop their answers.

42. The leadership and management of the subject are good. A clear development plan focuses on raising standards, particularly through improving consistency in the quality of teaching. Teaching is monitored, as are samples of pupils' work from each class. The school has a considerable amount of data, but it is not yet used by the co-ordinator to identify the finer details of strengths and weakness within groups.

Language and literacy across the curriculum

43. Links with most subjects are good and teachers are planning the use of literacy skills across the curriculum. The Year 5 Tudor project is a good example of pupils using their communication skills. There are satisfactory links made with learning in ICT, but these are restricted by the few computers in each classroom.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Good teaching helps all pupils achieve well.
- Good subject leadership has successfully promoted the raising of standards.
- Target setting is not as effective as it could be.
- Teachers use computer-linked whiteboards effectively to increase pupils' understanding.

Commentary

44. Standards in work seen in mathematics in Year 6 are slightly below the national average. This represents good achievement based on pupils' well below average levels of attainment when they entered the school. Pupils perform well in class and achieve good results. Over the last four years, the school has maintained a steady improvement that is somewhat greater than the national trend. Pupils with English as an additional language and those with special educational needs achieve well. Teachers and teaching assistants give good support to these pupils.
45. Teaching and learning are good overall and a significant number of lessons seen during the inspection were very good. Teaching in Year 6 is particularly strong. The key features of the very good lessons seen were:
- very clear and detailed planning,
 - computer-linked whiteboards used very well to reinforce teachers' explanations,
 - very good development of specialist language,
 - high standards of behaviour and a purposeful working atmosphere.
- These features were particularly well demonstrated in a Year 6 lesson on shape translation. The lesson was conducted with pace and enthusiasm and pupils demonstrated the confidence to ask challenging questions. The main activities were well targeted to pupils' ability. Teaching assistants provided individual support where it was needed. The result was rapid learning by all pupils. This is not consistently the case, however. Where lessons were only satisfactory, work is not as clearly matched to different pupils' needs, and this results in some loss of concentration.

46. Subject leadership is good. The co-ordinator is capable and enthusiastic and has developed a comprehensive curriculum based on national guidelines. He checks the quality of the education provided through looking at teachers' planning and results of half-termly assessment of pupils' attainment. He is not yet, however, fully involved in the overall monitoring of the progress of groups of pupils, work that is largely undertaken by the headteacher and deputy.
47. Although overall assessment in the subject is good, allowing the accurate planning of lessons, pupils are not as involved as they might be. The setting and use of targets are rightly identified as areas for improvement. Currently, the targets set are more of a check of what is to be taught rather than personal learning priorities. For the most part, pupils do not understand the link between these targets and the overall improvement of their work.

Mathematics across the curriculum

48. The use of mathematics in other subjects of the curriculum is satisfactory. In ICT, for example, mathematical skills were involved in the handling of data in spreadsheets when pupils identified favourite crisp flavours or when pupils created graphs to show the number of legs different creatures have. Although links exist between mathematics and other subjects, these do not occur as frequently as they might.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Well-planned practical activity helps pupils to learn.
- The promotion of language skills is very effective.
- All pupils are enabled to learn well.
- Teachers do not make as much use of ICT as they could.
- Pupils are not always sure how best to improve their work.

Commentary

49. Standards have risen significantly since the last inspection, when they were a key issue for the school. Pupils achieve well in all classes in all aspects of the subject. In 2004, standards by Year 6 were average compared nationally and high compared with those attained in schools in similar circumstances. Standards are a little lower this year, reflecting the increased number of pupils with special educational needs in this year group, but achievement remains good.
50. Teaching and learning are good. Special focus has been given to the development of pupils' ability to enquire scientifically. Pupils systematically learn skills such as how to predict, set up and carry out an investigation, observe and come to conclusions. Their recording of these investigations is satisfactory but the subject co-ordinator is correct in identifying this as the weakest aspect of their learning. Lessons are well resourced so that pupils have good opportunities to be fully involved. Because learning is practical, pupils have seen for themselves much of what they are required to learn by way of scientific knowledge. This greatly assists their enjoyment, their concentration and their understanding and memory of what they have learned. ICT is not, however, used as well to further enhance pupils' learning.

51. The whole-school focus on the development of language is evident in all science lessons. Teachers give time to ensuring full understanding of the vocabulary to be used and learned in a lesson and this is a very effective use of time. Where teaching assistants are available, their time is used well in the support of many pupils. Pupils with special educational needs and those with English as an additional language are well taught. Good links are made between work done in class and that done in withdrawn groups. During the inspection, for example, pupils in a withdrawn group were taught the vocabulary they would need in the class science lesson that followed. This greatly enhanced their ability to succeed.
52. Subject leadership and management are good and the work of successive subject co-ordinators has effectively promoted the improved provision. Pupils' progress is regularly assessed and comprehensive records maintained. These are used well by the headteacher and deputy to track and monitor pupils' learning. Pupils are set targets for their improvement but are not always sure how this process can help them to improve their work.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teaching in ICT lessons is consistently good, which results in good pupil achievement.
- The enthusiastic and capable co-ordinator has a clear vision for the development of ICT.
- Pupils' involvement with setting and using targets is not fully developed.
- Pupils do not routinely use ICT to help them learn in other subjects.

Commentary

53. Pupils' standards on entry to the school are below what would normally be expected, but the impact of good teaching and a well-designed curriculum results in good achievement overall. Pupils' work shows the steady development of their ability to word process, handle graphics and data, and to use control technology. By Year 6, standards are at the nationally expected level. Careful teaching and good support, as well as good emphasis on the development of specialist vocabulary, ensure that all pupils, including those with English as an additional language and those with special educational needs, do well.
54. Teaching and learning are good. Teachers have good specialist subject knowledge and are secure in their use of the equipment. They show a very high level of awareness of the safety issues relating to computer and Internet use. Teachers try hard to enthuse pupils. One very good lesson seen featured an animated presentation, which immediately captured pupils' interest and resulted in their total engagement with the lesson and a clear understanding of the task. The high quality learning which took place resulted from the teacher's use of appropriate questioning and setting of problems to make pupils explore the issues involved.
55. Teachers use the school's well-devised curriculum guidelines effectively to plan ICT lessons with clear objectives which are effective in promoting the systematic learning seen. These objectives for lessons are reflected in the curriculum targets set for pupils. At present, however, pupils are not sure of what these targets are for and are not fully aware of how they could be used to help them improve the overall quality of their work.

56. The subject is well led by an enthusiastic and capable co-ordinator who demonstrates a clear vision for the development of ICT within the school and has developed the curriculum well to ensure good progression. She checks teachers' planning and assessments of pupils' work to produce useful termly reports that effectively inform future development. There has not, however, been opportunity for the direct monitoring of teaching to ensure its consistency and impact. Overall, the subject has made good improvement since the last inspection.

Information and communication technology across the curriculum

57. Teachers make some good use of ICT as resource to assist them to teach effectively. They are, for example, developing the use of computer-linked whiteboards to interest and engage pupils. As these are very new in the school, teacher expertise in their use is variable and is the focus for planned further training. Pupils do not, however, get enough opportunity to use computers in subjects other than ICT. The good practice evident in music, with the imaginative use of technology to develop music making, is not yet to be seen in most subjects. The use of ICT is made difficult by the small numbers of computers available in classrooms but opportunities to use those that are available are often missed.

HUMANITIES

Religious education and history are reported below. Geography was not inspected.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Religious education plays a significant part in the personal development of pupils.
- Very good use is made of the personal experiences of pupils.
- Pupils' knowledge and understanding are assessed well.
- There is too much variability in the amount and quality of pupils' written work.

Commentary

58. Very good use is made of the very wide range of religious and cultural backgrounds of the pupils to provide effective opportunities for pupils to learn about a variety of faiths. As a result, they achieve well and attain standards that are above those identified in the locally agreed syllabus. By Year 6, pupils are knowledgeable about the traditions, beliefs and practices associated with a number of different faiths. They are aware of similarities and differences between them. When discussing what they know, they show a high degree of respect for and interest in the lives of others. Their attainment is only restricted by some difficulty in expressing themselves when talking about the more difficult aspects of what they think and believe. Teachers are aware of this and work hard to address this.
59. Teaching and learning are good. Teachers provide very clear examples for pupils in their interest and respect for others. They use the resource at hand, in the form of the experiences of the pupils, well to extend what they teach. Good use is made of visits to, for example, local places of worship, to provide pupils with first-hand experiences. Religious education plays a very important part in the very high quality personal education provided by the school. Correct

emphasis is placed on the pupils' ability to think and talk about religious matters. There is, however, a wide variety in the type, extent and quality of written work in the subject. In some year groups there is a preponderance of worksheets which means that pupils are not using a full range of literacy skills. In other year groups there is very little recording and pupils are not, therefore, consolidating their learning as well as they might be.

60. There is good leadership and management of the subject. The need for better recording of attainment in religious education, identified at the time of the last inspection, has been addressed well and has contributed positively to the overall improvement in the subject. Pupils' knowledge and understanding are now regularly assessed and recorded, helping teachers to plan their lessons effectively.

History

Provision in history is **good**.

Main strengths and weaknesses

- Well-planned visits and visitors make a good contribution to pupils' interest in history.
- Good teaching of historical investigation and language assists pupils to make good progress.
- Enthusiastic leadership has ensured successful subject development.

Commentary

61. Standards attained by pupils are above the national expectation. Pupils achieve well in gaining knowledge about periods of history and in linking this knowledge to and increasing understanding of chronology. They know how to research and understand that some sources of information are more reliable than others.
62. Teaching and learning are good. Teachers are very clear in the way they teach historical skills and in the promotion of subject vocabulary. Pupils are encouraged to think deeply through the good use of questioning and by allowing pupils opportunity during lessons to discuss and reflect on what they are learning. An example of very good teaching was seen in a lesson on life in Britain since 1948 when a local visitor described his own school days and early working life. High standards of organisation and planning promoted a strong involvement by pupils and the development of good investigative skills.
63. Curriculum leadership is good. The co-ordinator is enthusiastic and has worked hard to develop the school's resources including a range of artefacts. The well-planned curriculum ensures that good links are made between history and many other subjects, particularly the creative arts. The deployment of a wide range of artistic skills in the development of a Tudor project, for example, produced high quality outcomes. These were well demonstrated by the music pupils wrote, played and recorded in the Tudor style. Links with ICT are, however, not as well developed. Overall, the subject has made good improvement since the last inspection and the coordinator has a clear and imaginative vision for its further development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Physical education was sampled during the inspection. Art and design and music were inspected in full. Design and technology was not inspected.

64. Two lessons in **physical education** were observed. One of these in dance was part of the school's 'creative arts' afternoons and promoted very good learning and well above average attainment. This lesson was taken by a dance specialist and is illustrative of how the school raises standards by the regular and frequent use of such specialists. The school provides a wide programme of education in physical education and is in receipt of national 'Activemark Gold' status to acknowledge this. Pupils have the opportunity to experience sports such as badminton as well as sports more usually seen in primary schools. Extensive opportunities are provided for pupils to undertake extra-curricular activities and a very large number join in with these. Pupils greatly benefit from the very good accommodation and facilities available at the school.

Art and design

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

Main strengths and weaknesses

- Art and design is given a high profile in the school.
- Very good use is made of outside expertise in broadening the scope of the subject.

Commentary

65. A major part of the school's ethos is linked to the raising of pupils' self-esteem through teaching and learning in the creative arts, including art and design. This emphasis on the importance of the subject has led to its significant development since the last inspection. Pupils now achieve well throughout the school. Standards are above national expectations.
66. Teaching and learning are good overall and very good in some aspects and lessons. Teachers use the well-devised scheme of work in the subject well to plan lessons that ensure that pupils build skills systematically. Very good use is made of the expertise of local arts and crafts people to both teach the pupils and provide ongoing training for teachers. Some of the outcomes of activities led by these specialists are of high quality.
67. There is very good leadership and management that have promoted a very good curriculum in art and design. Additionally, learning is further very effectively promoted by excellent curriculum enrichment. Pupils are given opportunities to learn in lessons, through art clubs and through the visits of experts discussed above. Many involve themselves in the voluntary activities. The requirement to provide teachers with time to plan and prepare work has been used very positively by the school and subject managers. Weekly creative arts afternoons provide teachers with their time away from class, while the pupils benefit from the specialist knowledge of teachers and teaching assistants during the afternoon.
68. Art and design is generally linked well with work in other subjects. Pupils gain enjoyment and depth of understanding through these links, for example with history. However, the subject co-ordinator has rightly identified a need to further develop pupils' use of ICT in art and design lessons.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Music is central to the ethos of the school and the high level of pupils' personal development.
- Very good leadership has ensured that the quality of musical education continues to be high.

Commentary

69. As with art and design, the school's emphasis on the importance of the creative arts has a direct impact on pupils' attainment and achievement in music. Pupils achieve very well overall. They are given a wide education in different musical experiences. Standards are consistently above those expected nationally in all aspects of music. Pupils sing sweetly, play instruments correctly, and compose and listen well.
70. Teaching and learning in music are consistently very good. All music is currently taught by subject specialists, and this provides a consistency of teaching as well as huge enthusiasm for the subject that very effectively promotes pupils' enthusiasm and progress. The quality of teaching and learning ensures that music is central to the cultural development of the pupils as well as their multicultural understanding.
71. The school has extensive musical links with other establishments and pupils have regular opportunities to perform to others. This raises self-esteem, which has a clear impact on pupils' learning in all subjects. Projects, such as one to teach pupils to sing as part of their playtime

games, have brought the school to national and local attention, thus raising the profile of the subject overall. It is the enthusiasm and vision of the subject leader that has brought this about. Very good leadership and management have ensured the maintenance of the high quality provision identified at the time of the last inspection. As in art and design, the school has been very effective in using the creative arts afternoons to further promote learning in music as well as providing planning time for teachers.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

72. The school promotes pupils' personal social and health education very well, and meets statutory requirements in sex and relationship education and drugs education. Discrete lessons in personal, social and health education are only rarely taught, but this area of learning is very successfully combined with religious education and science, and in a less formal way across all other subjects. Very good use is made of the expertise of visitors to the school and the school has begun to work for the national Healthy Schools Award, which includes the promotion of citizenship.

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	4
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	1
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	4
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	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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