

INSPECTION REPORT

DEWHURST ST MARY C of E PRIMARY SCHOOL

Cheshunt

LEA area: Hertfordshire

Unique reference number: 117415

Headteacher: Mrs Lynne Wilson-Leary

Lead inspector: Selwyn Ward

Dates of inspection: 18th – 21st October 2004

Inspection number: 266735

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Primary |
| School category: | Voluntary controlled |
| Age range of pupils: | 4 – 11 |
| Gender of pupils: | Mixed |
| Number on roll: | 196 |
| School address: | Churchgate Cheshunt Waltham Cross Hertfordshire |
| Postcode: | EN8 9ND |
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| Appropriate authority: | Governing body |
| Name of chair of governors: | Mrs Susan Jones |
| Date of previous inspection: | 16 September 2002 |

CHARACTERISTICS OF THE SCHOOL

Dewhurst St Mary C of E is an average size suburban school catering for boys and girls aged 4 to 11. All but a very small number of pupils are white and of British background. There are no pupils in the infant or junior classes learning English as an additional language but there is a very small number of children in the reception year who are at an early stage of learning English. Pupils come from a wide range of social backgrounds, but they are average, overall. This is reflected in the average proportion known to be eligible for free school meals. Pupil mobility is high, with a large number of pupils leaving or joining the school other than at the start of their primary education. An average number have special educational needs or statements of special educational need, principally for emotional and behavioural difficulties. The school also caters for pupils with physical disabilities. Pupils are of broadly average ability when they join the school, although their language skills are below average. When the school was last inspected, two years ago, it was identified as having serious weaknesses. The school has had a very high turnover of staff. All of the management staff and almost all of the teaching staff have changed since the last inspection.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|-----------------|----------------|---|
| 9271 | Selwyn Ward | Lead inspector | |
| 9561 | Husain Akhtar | Lay inspector | |
| 2328 8 | Marianne Harris | Team inspector | <i>Foundation Stage</i> ; English; history; geography; religious education; personal, social and health education; special educational needs; English as an additional language |
| 1752 2 | Nigel Stiles | Team inspector | Mathematics; science; information and communication technology (ICT); art and design; design and technology; music; physical education |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Dewhurst St Mary C of E is an improving school that provides a **sound quality of education** and gives satisfactory value for money. Good leadership and management have resulted in improved teaching and rising standards of achievement, both of which are now satisfactory.

The school's main strengths and weaknesses are:

- The headteacher has been very successful in building an effective staff team responsible for significant recent improvements and rising standards.
- There has been underachievement in the past, but pupils are now catching up on lost ground and make very good progress in Years 5 and 6.
- Pupils behave well and are keen to learn.
- Pupils with special educational needs achieve well.
- Work in the reception year is not always appropriate for children's needs.
- Marking is good but pupils and their parents are not given precise enough targets for improvement.
- There are good arrangements for the care and welfare of pupils.

It is two years since the school was last inspected and judged to have serious weaknesses. Since that time there have been many staff changes, and the headteacher and almost all of the teaching staff are new. The quality of teaching has improved. There has been good progress in tackling all of the weaknesses identified in the last inspection report and standards have begun to improve. Overall, there has been satisfactory improvement since the last inspection, with very rapid improvement over the last six months.

STANDARDS ACHIEVED

| Results in <i>National Curriculum</i> tests at the end of Year 6, compared with: | all schools | | | similar schools |
|--|-------------|------|------|-----------------|
| | 2002 | 2003 | 2004 | 2004 |
| English | C | D | D | A |
| mathematics | D | C | E | C |
| science | C | C | C | A |

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.

Inspectors judge pupils' achievement by looking at the progress they make over their time in school as well as how well they do in lessons. **Achievement is satisfactory.** Although Year 6 results in 2004 were below average, they represent good achievement in relation to the same pupils' previous results when they were in Year 2. They show that pupils have caught up most of the ground lost through serious underachievement in the past. Standards seen showed a further improving picture, with pupils now achieving at least satisfactorily in all subjects. Achievement is very good in English, information and communication technology (ICT) and art, where pupils make particularly good progress in Years 5 and 6 to reach standards in all subjects that are in line with or, in the case of art, better than national. In the Year 2 tests in 2004, results were below average in reading, writing and mathematics. Although this

represents underachievement in relation to pupils' average standards when they join the school, it still represents an improving trend, with pupils slowly catching up on the underachievement of previous years. Achievement is satisfactory in the reception year because almost all pupils are on target to attain the early learning goals that they are expected to reach by the start of Year 1. Throughout the school, pupils with special educational needs achieve well because they are given good support in lessons.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. Pupils enjoy school, behave and get on well with one another, and are keen to learn. Attendance is satisfactory but punctuality is not as good as it could be, with a number of pupils brought in by their parents after the start of the school day.

QUALITY OF EDUCATION

The quality of education provided is satisfactory. All *National Curriculum* requirements are met and the substantially improved provision for ICT is helping to raise standards in this and other subjects. The curriculum in the reception year, however, is not as well matched as it could be to the children's needs because they are being introduced too soon to formal teaching of literacy and numeracy. This limits their progress. Accommodation and resources are good and there is a good range of extracurricular activities on offer. Support for pupils' welfare is good but, although pupils are being made aware of their learning targets, these are not specifically focused enough to help them or their parents know what to concentrate on in order to improve their work. Nonetheless, the school has developed an effective partnership with parents as well as with the local community.

Teaching and learning are satisfactory but with a notably high proportion of good and very good teaching in the older classes. Teachers generally have good subject expertise and a good relationship with their pupils that helps to keep the children well motivated. Lessons are generally well planned with varied activities that keep pupils interested and involved. In the most effective lessons, teachers have high expectations both of performance and behaviour. In some lessons, however, teachers could expect more of the pupils, both in terms of the amount and standards of work produced. Although time is often used well, this is not always the case, with pupils in some classes capable of doing more. Teaching assistants are used well, particularly to support the learning of pupils with special educational needs, who, in turn are very well integrated into the full life of the school. Marking is of consistently good quality.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The new headteacher has provided very effective leadership in driving forward the improvements of the past few months and in supporting and developing the staff team. Management is good. Staff with leadership roles are mostly new to their responsibilities but are effective. Governors do a satisfactory job. They are supportive of the school and have taken up training to equip them to fulfil their role more effectively. All legal requirements are met, except that the prospectus does not report, as it should, the school's test results.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils expressed very favourable views of almost everything about the school, although they would like more information about how well their children are doing. Although inspectors judged the information provided to parents to be of good quality, reports are satisfactory rather than good because they do not provide parents with precise enough detail on what their children need to do to do better.

IMPROVEMENTS NEEDED

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

- Raise teachers' expectations of what pupils are capable of achieving in Years 1 and 2 and in Years 3 and 4.
- Improve the curriculum in the reception year.
- Ensure that pupils' targets show them, and their parents, exactly what they need to focus on in order to improve their work.

and, to meet statutory requirements:

- Ensure that test results are reported in full in the school prospectus.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects and areas of learning

Standards are rising so that they are average by the end of Year 6 and pupils' achievement is now satisfactory.

Main strengths and weaknesses

- There has been underachievement in the past but pupils are now catching up on lost ground.
- Pupils now make very good progress in Years 5 and 6.
- Pupils achieve above average standards in art.
- Pupils with special educational needs achieve well because they get good support in lessons.

Commentary

1. Inspectors judge pupils' achievement by looking at the progress they make over their time in school as well as how well they do in lessons. In the last inspection, two years ago, pupils' achievement was unsatisfactory. Since that time there have been many staff changes. There is a new headteacher and deputy, and almost all of the teaching staff have changed. Careful monitoring by the headteacher, making good use of support from the local education authority, has raised the quality of teaching and learning which has, in turn, had a positive impact on pupils' achievement. Although improvements in standards and achievement were initially slow, they have been satisfactory overall, with very good recent improvement. As a result, pupils who previously have not achieved as well as they should are catching up lost ground.
2. Children join the school with a range of capabilities, but, overall, they are average, although their language and communication skills are below average. The curriculum in the reception year is not always as well matched as it could be to children's needs because the children are being introduced too soon to formal teaching of literacy and numeracy. This limits their progress. Nonetheless, children achieve satisfactorily and almost all are on target to attain the early learning goals that are expected of them by the end of the reception year.
3. The tables below show the average points scores attained in the Year 2 and Year 6 tests in 2004 (with the 2003 scores in brackets). One point represents roughly one term's progress, so the tables show, for example, that, in Year 6, pupils last year were around two terms behind pupils nationally in mathematics. In common with other schools in the area, Dewhurst St Mary C of E was last year part of a trial study into a different system of testing in Year 2. The comparisons for Year 2 scores in 2004 are therefore with other schools nationally that were part of the same trial, rather than with all schools.

Standards in national tests at the end of Year 2 – average point scores in 2004

| Standards in: | School results | National results |
|---------------|----------------|------------------|
|---------------|----------------|------------------|

| | | |
|-------------|-------------|-------------|
| reading | 14.9 (14.4) | 16.0 (15.7) |
| writing | 14.7 (13.8) | 14.9 (14.6) |
| mathematics | 15.7 (15.7) | 16.2 (16.3) |

There were 45 pupils in the year group. Figures in brackets are for the previous year.

4. Results in the Year 2 tests last year were below average in reading, writing and mathematics. There was no significant difference between the attainment of boys and girls. Standards seen during the inspection were similar. This represents a legacy of underachievement as pupils' ability are of broadly average ability when they start school. Pupils are now, however, achieving satisfactorily in lessons and are beginning, slowly, to catch up. Standards are similarly below average in information and communication technology, but in science and all of the other subjects inspected, standards are in line with national expectations. Standards in religious education are in line with those expected in the locally agreed syllabus.

5. In the Year 6 test in 2004, results were average in science but they were below average in English and well below average in mathematics. When compared, however, with how well the same children did when they were in Year 2, these results represent very good achievement in English and science. Even in mathematics, the test scores represent satisfactory achievement in relation to pupils' starting point as measured in the tests they took when they were in Year 2. Although results last year were still not as good as they should be, given that pupils are of average ability when they join the school, they show that pupils are increasingly regaining the ground lost through previous underachievement. The standard of work seen during the inspection showed a continuing improving trend. Standards are now in line with national expectations in English, mathematics and science. There is no statistically significant difference between the relative attainment of boys and girls. Standards are similarly average now in ICT and religious education. In art, which was the only other subject inspected in full, standards are above average. This represents satisfactory achievement overall in Years 3 to 6, but achievement is good and often very good in Years 5 and 6 because it is in these year groups that pupils benefit from consistently good and very good teaching.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 26.4 (26.5) | 27.0 (26.8) |
| mathematics | 25.2 (26.6) | 27.2 (26.8) |
| science | 28.1 (28.7) | 28.9 (28.6) |

There were 40 pupils in the year group. Figures in brackets are for the previous year.

6. Although, like other pupils at the school, they have had a previous history of underachievement, pupils with special educational needs are now achieving well because they benefit from good support in class that enables them to fully participate and to make good progress towards meeting the learning targets set for them in their individual education plans.

7. In monitoring pupils' progress, the school has not hitherto identified those pupils who join Dewhurst St Mary C of E partway through their primary education. Inspectors looked at the work and progress of a sample of these pupils and found no evidence that their

achievement is measurably different from that of the pupils who have been at the school since their reception year.

Pupils' attitudes, values and other personal qualities

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils are keen to learn and their behaviour is good. Attendance is satisfactory but punctuality is unsatisfactory.

Main strengths and weaknesses

- Pupils behave well as a result of high expectations set by adults.
- Relationships are good and pupils show respect for others.
- Pupils participate enthusiastically in all available activities.
- Pupils' spiritual, moral and social development is promoted well.
- There are not many opportunities for pupils to experience the rich diversity of British cultures and beliefs.
- Some parents bring their children into school late.

Commentary

8. Pupils' attitudes, behaviour and personal development, identified as positive features in the last inspection report, have been maintained as strengths of the school. Pupils are enthusiastic about their work and enjoy school. They are attentive and keen to learn. In a few lessons, however, when pupils' interest wanes when they are not set challenging enough work. When this occurs, their off-task chatter can sometimes distract others.
9. When pupils are offered the opportunity to take responsibility they respond well, like working as "buddies", befriending others, and as house captains. Children in the reception year are on target to attain the early learning goal for their personal, social and emotional development by the time they join Year 1.
10. Assemblies and discussions in lessons provide good opportunities for reflection and play an important part in pupils' spiritual and moral development. Teachers and support staff consistently reinforce the school's positive ethos. The staff's high expectations of behaviour are well known by pupils. Rewards and celebration of success, like the success assemblies, encourage pupils to work and behave well. Pupils show respect for each other, their learning environment and resources. Boys and girls and pupils from different backgrounds all get on well together: playtimes and lunchtimes are happy, sociable times. Pupils and parents are not worried about any bullying in the school but are confident that the school will know what to do if it occurred. There is a small number of pupils who show immaturity and whose behaviour can be challenging they are dealt with effectively so that any misbehaviour is not allowed to disrupt the learning of others. The school has rarely had to use the sanction of excluding a pupil.

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 | 172 | 1 | 0 |
| White – any other White background | 2 | 1 | 0 |

| | | | |
|---|----|---|---|
| Mixed – White and Black Caribbean | 3 | 0 | 0 |
| Mixed – White and Asian | 4 | 0 | 0 |
| Mixed – any other mixed background | 1 | 0 | 0 |
| Black or Black British – African | 2 | 0 | 0 |
| Black or Black British – any other Black background | 1 | 0 | 0 |
| Any other ethnic group | 1 | 0 | 0 |
| No ethnic group recorded | 33 | 0 | 0 |

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

11. Relationships between pupils and staff are positive and this is evident in all aspects of school life. Extracurricular activities and enrichment experiences, through the links with the church, educational visits and visitors to the school, have helped pupils to develop respect and a sense of community. The school council has given pupils an active role in ensuring their peers know what is expected of them. They have discussed and made decisions about matters such as the school rules and improvements to the playground equipment.
12. Through subjects like art, music and religious education, pupils have developed a good sense of cultural traditions. Assemblies and visits also contribute well to pupils' cultural development. Some subjects, including religious education and geography, help to raise pupils' awareness of diversity but elsewhere there are not many opportunities designed to widen pupils' experiences of British cultures and different traditions.
13. Attendance, very close to the national average, is satisfactory and the attendance rate is better than it was at the time of the last inspection. There are satisfactory systems for monitoring and promoting attendance. The administrative staff follow up any unexplained absences by contacting parents. Where there are concerns, the education welfare officer is appropriately involved. The lack of punctuality of a small number of pupils is unsatisfactory. Some pupils are brought in by their parents after the start of the school day, and their late arrival sometimes disturbs the orderly start of lessons.

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 5.7 | School data: | 0.2 |
| National data | 5.4 | National data: | 0.4 |

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. The teaching is satisfactory. The curriculum is satisfactory. There are good links with parents, other schools and the local community. Arrangements for the care and welfare of pupils are good.

Teaching and learning

Teaching and learning are satisfactory, but with a high proportion of good and very good teaching in Years 5 and 6. Assessment is satisfactory.

Main strengths and weaknesses

- Relationships are good, which helps to motivate the pupils.
- In some lessons, teachers could expect more of pupils.
- Teaching assistants are used well, particularly to support the learning of pupils with special educational needs.
- Marking is good but pupils are given too many targets and so do not know what specific things they need to concentrate on in order to improve their work.

Commentary

Summary of teaching observed during the inspection in 41 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|----------|--------------|----------------|------|-----------|
| 0 | 7 (17%) | 15 (37%) | 19 (46%) | 0 | 0 | 0 |

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

- The headteacher has focused much effort, with the support of the local education authority, on monitoring teaching and learning and promoting changes through staff training to improve the quality of teaching. Leadership and management have been effective in correctly identifying the strengths and weaknesses of teaching and in tackling shortcomings. As a result, pupils are now making better progress in lessons and are catching up on previous underachievement. There is now no unsatisfactory teaching, when previously one lesson in ten was judged unsatisfactory, and there are examples of very good teaching and learning in the Year 5 and 6 classes with pupils making rapid progress. This represents satisfactory improvement, with the potential for further improvement as the best practice in the school is spread.
- Lessons are well planned with varied activities that keep pupils interested and involved. Teachers routinely outline to pupils what it is they are expected to learn, and, in most cases, they involve pupils at the end of the lesson in assessing whether the learning objectives have been met. Work is mostly matched well to pupils' different capabilities, so that more able pupils, for example, are set more challenging work.
- Relationships throughout the school are good. Pupils like and get on well with their teachers and they are well motivated as a result. They develop the confidence to join in fully. In a Year 5 mathematics lesson, for example, the least able pupils, including some with special educational needs, were as keen and enthusiastic at volunteering answers to questions as the much more able pupils. Although their answers were often wrong, they were clearly not disparaged from trying.
- Teachers generally have good subject knowledge and they are confident in using resources, including ICT – the use of which was identified as a weakness in the last inspection report. In the best lessons, teachers' expectations of what pupils can do are high, providing good, and sometimes very good, challenge to pupils of all abilities. In some classes, however, teachers' expectations, both of pupils' capabilities and their

behaviour, are not as high as they could be. This extends to the use of teaching time. Although time is generally used well, in some of the lessons that were satisfactory, one of the weaknesses was that pupils were capable of getting more work done and achieving more in the time available.

18. Good use is made of teaching assistants. Their work is planned by and with the class teacher and they are effective in providing specific learning support for pupils with special educational needs as well as more general support for others in the class. The school has been particularly successful in fully integrating pupils with special educational needs, including those with physical disabilities, so that they are able to take part as completely equal members of the school community.
19. Marking, a weakness in the last inspection, is considerably improved and is now consistently good across all classes and in all subjects because pupils are given good, clear feedback on their work that guides them on what they need to do to do better. Assessment is satisfactory rather than good, however, because the targets that pupils are given are not as helpful as they could be. Although all pupils have targets in their books that show them what is needed to attain the next *National Curriculum* level in English and mathematics, there are given too many targets to cope with. Children have up to twenty targets in their English books alone, all of which have to be achieved before they reach the next level in their work. This is too daunting a task and does not help them focus on the specific things they need to do to make better progress.

The curriculum

Curriculum provision is satisfactory. There is a good range of clubs and other out-of-school activities. Resources and accommodation are good.

Main strengths and weaknesses

- Computer facilities are good and are used well.
- Reception year children are introduced too soon to formal teaching of literacy and numeracy and there is not enough planning for the other areas of learning.
- Pupils take part enthusiastically in a wide range of extracurricular clubs.
- Despite their idiosyncrasies, the buildings offer good facilities.

Commentary

20. The curriculum is appropriately broad and balanced and matched to the needs of pupils in Years 1 to 6. All *National Curriculum* requirements are met and the curriculum shortcomings identified in the last report have all been successfully tackled. This represents satisfactory improvement, although the curriculum in the reception year is unsatisfactory because, instead of teaching the stepping stones to the early learning goals expected of pupils by the start of Year 1, reception children are being taught a narrower and more formal curriculum than they are currently ready for. Although they achieve satisfactorily, they could get off to a better start with a more appropriate curriculum.
21. The school has identified plans to develop and improve its provision for pupils' personal, social and health education (PSHE) but its current provision is satisfactory. In conjunction with work done in other subjects, including learning about rules and laws in religious

education, it provides a sound introduction to elements of citizenship. All of the expected topics are covered, including drugs awareness and sex education.

22. ICT facilities, which were inadequate at the time of the last inspection, are now good. Computers are particularly well used throughout the school, both for teaching ICT skills and for boosting learning in other subjects. Other resources are also good. The school is on an exceptionally unusual site that includes private homes alongside and above the old and newer school buildings. Despite its oddities, however, the accommodation is good because it offers ample space for learning, with separate rooms for music and ICT and with a dining hall that is separate from the school hall used for assemblies and physical education.
23. Pupils benefit from a good range of clubs and other out-of-school activities that help to enrich the curriculum. The participation rate is high and pupils express particular enthusiasm for the extracurricular provision that is on offer to them. Although it was not seen during the inspection because it is not run during the Autumn term, the clubs include opportunities to gain a grounding in a modern foreign language through sessions run in conjunction with a local secondary school which has specialist status as a language college.

Care, guidance and support

The care, welfare and support given to pupils are good. Advice and guidance for pupils to improve their work are satisfactory. The involvement of pupils through seeking, valuing and acting on their views is good.

Main strengths and weaknesses

- Pupils are looked after well.
- Pupils are given too many targets and so do not know what specific things they need to concentrate on in order to improve their work.
- Pupils feel they are listened to and that the school takes account of their views.

Commentary

24. There has been satisfactory improvement since the last inspection in the arrangements for the care, welfare and support of pupils. Pupils and parents are happy about the care and support that the school provides. The headteacher is the nominated person for child protection, has received the appropriate training and has a good understanding of the needs of pupils on the “at risk” register and those in public care. Whole-school child protection training has been planned. Health and safety provision is good, with sound first aid facilities, several trained first aid staff and a good focus on assessing risk. Pupils’ health and welfare is well supported by visiting specialists. For example, the school nurse is involved in sex education for older pupils. Induction arrangements for new pupils are good and their transfer to secondary schools is well organised and effective.
25. Most pupils have established a relationship of trust with adults in school to whom they can bring any problems. The class teacher provides the first point of pastoral contact and gives good care, guidance and support. In addition to a recent pupil survey, the school council is used to gauge pupils’ views. School councillors are able to list with some pride some of the council’s achievements, which shows that pupils feel they are being listened to and their views valued.
26. There is a satisfactory system of keeping track of and reporting pupils’ progress and setting targets for improvement, although the school does not currently monitor whether or not there

are any links between progress and attendance or whether there is any difference in the achievement of those pupils who join the school partway through their primary education. Pupils with special educational needs have well focused targets set for them in their individual education plans. These are shared with the pupils, who are given responsibility for saying how they are going to help themselves in lessons and at home. This has a very positive impact on their learning because they feel fully involved in setting their targets and for monitoring how well they are doing. Parents are also involved in the process and many support their children at home.

Partnership with parents, other schools and the community

Partnership with parents is good. There are good links with the local community and with other schools.

Main strengths and weaknesses

- Parents' confidence in the school is high and they readily support their children's learning.
- Reports do not give parents enough information about what their children need to do to improve.
- Links with other schools and wider community are productive.

Commentary

27. Parents perceive the school as accessible and open to them and that the staff are friendly and helpful in resolving any issues or problems brought to them. The information provided by the school to parents is helpful. For example, letters in each class that inform parents about what topics their children are going to cover. Pupils' annual progress reports are satisfactory since they inform parents about what their children have been doing but not in relation to the level they should be at. Reports also give too little guidance to parents on how they can help their children with their work because they do not highlight specific targets for pupils to aim at achieving. The same is not true for parents of pupils with special educational needs because these parents benefit from good information on the progress their children are making towards achieving the targets in their individual education plans.
28. The school seeks to consult and involve parents. Their attendance at parent-teacher evenings is good, and a number of parents offer practical support to the school by helping on educational trips and attending fundraising activities organised by the parent teacher association. A minority of parents could do more to help the school by ensuring that their children do not arrive late for lessons.
29. The school makes good use of local community resources to benefit pupils' learning and welfare and is well supported by the local community. Educational visits and visitors from the community, like the clergy, are particularly helpful in this respect. The school reinforces the community atmosphere by hosting events for the local church. Pupils benefit from the school's good links with local sports clubs which offer coaching. There are similarly good links with other local schools enabling collaboration over staff training and smoothing the transition for older pupils transferring to secondary school. There has been satisfactory improvement in the partnership arrangements in the two years since the last inspection.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good because the new headteacher is providing very strong leadership that has brought about rapid recent improvement. Senior staff

now lead their subjects satisfactorily. Governance is satisfactory, although the prospectus does not report test results.

Main strengths and weaknesses

- The headteacher provides very good leadership that involves all staff in school improvement.
- Very good use is made of school self-evaluation so that effective strategies have been put in place to raise standards.
- The governors are supportive of the school but have not been active enough in the past in bringing about the improvements necessary.

Commentary

30. The very strong leadership of the new headteacher has brought about the recent improvements that were needed to improve the quality of education in the school and take it out of its categorisation as a school with serious weaknesses. Working closely with the staff, most of whom are new to the school, and the governors, she has galvanized everyone into working effectively as a team. New staff receive good induction so that they fully understand the policies of the school, and money is well spent on training and continued professional development. There is a strong commitment to including all pupils in the life of the school and this is successfully realised and evidenced by the good integration of pupils with special educational needs, including those in wheelchairs, and the low number of exclusions. This clear vision and desire to tackle the legacy of underachievement in the school is shared by all of the staff.
31. Staff with subject and other leadership responsibilities do a satisfactory job but most are relatively new to their roles and have had little opportunity as yet to have a significant impact on raising standards.
32. The school development plan, where staff lay out their strategies for improving provision, is very well thought out. It has been printed on coloured card and put on the staff noticeboard so that all can see what is happening. Each colour represents the group of people responsible for that task. When it has been completed, the paper is moved. In this innovative way, it is clear what has been achieved and what still remains to be done. It is through this careful analysis of what needs to be done that the recent improvements have come about. For example, the recent rise in standards in English follows identification of the weaknesses in pupils' spelling, handwriting and use of interesting vocabulary. These shortcomings have been tackled effectively through careful evaluation of teaching and learning in English. Test results are now analysed meticulously and action taken to remedy any weaknesses.
33. Governors are very supportive of the school and appreciate the recent hard work there has been to bring about improvement. They share the commitment to improve further and are now having a larger part to play in the development plan. However, governance overall is satisfactory because there was a long time when the governors did not hold the school sufficiently to account for any drive forward and it is only recently that they have taken a leading role in moving the school on. *National Curriculum* and other legal requirements are all met, although the school prospectus does not report test results as it should.

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | |
|----------------------------|---------|
| Total income | 728,514 |
| Total expenditure | 728,052 |
| Expenditure per pupil | 3,324 |

| Balances (£) | |
|-------------------------------------|--------|
| Balance from previous year | 83,037 |
| Balance carried forward to the next | 83,499 |

34. There has been an historic underspend in the school, but, nevertheless, spending is managed appropriately. Some of the money has been used to supplement the new budget and more resources are being bought. The amount carried forward in the budget includes capital set aside for improvements to the site.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the reception year is **satisfactory**.

Main strengths and weaknesses

- Relationships are good and children are helped to settle in well.
- The curriculum does not cover all areas of learning in sufficient depth.
- Children enjoy learning, although some activities are too adult directed.
- The outside area is used well to promote children's scientific knowledge.

Commentary

35. At the time of the inspection, during the Autumn term, there were few children in the reception class and so the areas of learning in the *Foundation Stage* have not been reported separately. Children make satisfactory progress during their time in the reception class, although some of them may only spend two terms in there before they join Year 1. By the time they do join Year 1, almost all are likely to have reached the expected goals for children's learning, although few are likely to exceed them because the curriculum is too focussed on formal teaching of literacy and numeracy, rather than on all of the areas of learning. Teaching and learning are satisfactory, as is assessment. Planning, however, does not cover all areas of learning in enough depth and this means that the curriculum is not broad enough. The staff in the reception class form good relationships with the children and help them to settle into school quickly and happily. There has been satisfactory improvement since the time of the last inspection with standards and leadership and management remaining satisfactory. The shortcomings identified over children's access to an outdoor play area have been remedied.
36. Children make satisfactory progress in their **personal, social and emotional** development. They settle quickly into school because they have a few visits before they start and are, therefore, used to the school building. Staff encourage the children to choose activities for themselves and to concentrate for appropriate lengths of time. Children behave well and learn to work together on tasks and activities. The balance between activities that are organised by the staff and those that the children choose for themselves is appropriate, although the adult led activities are often too directed. This means that children do not always get the opportunity to try out things out for themselves because the adults tell them exactly what to do. The very small number of children learning English as an additional language are appropriately supported and are fully included in all of the activities. They become confident speakers and enjoy being in school.
37. Children's **communication, language and literacy** programme is satisfactory with much emphasis put on learning to write letters and beginning to read. This means that the children develop early reading and writing skills well, but does result in there being too little emphasis on developing their storytelling techniques through role-play and activities that encourage them to act out their experiences.

38. Provision for children's **mathematical development** is satisfactory. Children learn to count accurately and explore mathematical language and ideas. Children know the basic shapes and understand about relative sizes such as *big* and *bigger*. They are beginning to understand about simple addition and subtraction. Good use is made of resources, such as number fans, so that all of the children are involved in whole-class activities, each taking an active part by responding to the teacher's questions by holding up the correct answer.
39. The outside area is used well so that children's **knowledge and understanding of the world** and their **physical development** is encouraged. Children learn what plants need to thrive and use the play space to develop their physical skills of running and jumping. To further develop their physical skills, the hall is used so that children can explore large spaces and learn to move with confidence. Children also use a wide range of resources to design and build their own models, and are confident when using relevant programs on the computer. The programme for children's **creative development** is satisfactory. Children have painted their own portraits and experimented with skin tones by mixing paint to achieve a close match to their own colour.

SUBJECTS IN KEY STAGES 1 & 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- There has been recent good improvement that has resulted in rising standards at the end of Year 6.
- Work is marked effectively, although there are too many targets for the pupils to manage.
- Pupils in Years 1 and 2 have not achieved as much as they could have.

Commentary

40. Results of the 2004 national tests show that pupils at the end of Year 2 were below average in reading and writing. This represents unsatisfactory achievement because their skills and knowledge were average when they joined the school. Standards of work seen during the inspection were similarly below average.. Although pupils learn the necessary skills to write grammatically correct work, and they learn spellings and handwriting skills, they do not have enough opportunities to use these skills in everyday work. There are too few opportunities for them to write stories and to use their imagination when writing independently. In subjects, such as history, there is an over-reliance on printed worksheets, and this further limits the chances pupils have to write for themselves. Pupils learn to read, practising their skills at home and during sessions when reading is the main activity, but they do not learn a variety of strategies for reading unfamiliar words. Too much emphasis is put on relying on their knowledge of sounds and pupils do not, for example, use the meaning of the text to predict a word they do not know. So, although achievement in lessons is now satisfactory, achievement overall, for pupils in Years 1 and 2, is unsatisfactory.

41. By the end of Year 6, results in national tests in 2004 were below average, but pupils achieved very well because when their results are compared to how well they did at the end of Year 2, they made very good progress. This achievement is reflected in the work seen during the inspection. Standards are now in line with what is expected for pupils at the end of Year 6. This is due to the recent improvements in teaching and learning, especially in Years 5 and 6, where work is very neat and pupils take considerable pride in what they are doing. Sessions where reading is the main activity are well organised in these classes so that pupils learn to discuss stories and understand the implied meaning of some texts. Lessons are made interesting and build on the interests of the pupils so that they are keen to learn and work together. Throughout Years 3 to 6, the skills that the pupils learn in English lessons are used well so that they write stories confidently and present their work neatly. Handwriting has been a recent focus and this had meant that work is written neatly with letters that are formed correctly.
42. Speaking and listening remain a concern for the staff in the school and much emphasis has been put on developing the skills necessary for pupils to be confident speakers and attentive listeners. Many lessons have an element of speaking and listening planned into them so that pupils build up their competence. For example, in a Year 6 lessons, the teacher used an imitation microphone so that pupils felt special when they were talking to the whole class. Talk partners were used very effectively so that pupils could recount some of their early experiences, talking to a partner, before they had to tell the whole class. Every opportunity is taken to introduce new vocabulary, especially in science, where technical words are used well and explained fully.
43. Teaching and learning are satisfactory overall, although they are better in Years 5 and 6. Lessons are planned effectively so that work is matched appropriately to the needs of the pupils. This results in pupils with special educational needs receiving effective support so that they are fully involved in all of the tasks and activities in the classroom. Pupils are interested in learning and join in enthusiastically, making relevant contributions to class discussions and group work. Teachers mark effectively. This gives pupils a clear indication of what they need to do to improve their work. Teachers also write encouraging remarks that value what the pupils has done and shows that the teacher has appreciated the good efforts that have been made. Pupils now have targets in their books so that they know what they are aiming for in order to reach higher levels. These are a positive move, but there are too many of them. This means that pupils have, maybe, fifteen to twenty targets to achieve and this is a daunting task for them, especially if they have special educational needs.
44. There has been satisfactory improvement since the last inspection, although much of the improvement has been very recent. The subject is now well led and managed. Weaknesses, for example in handwriting and the use of varied vocabulary, have been correctly identified and strategies have been put in place to tackle these. This has resulted in standards rising at by the end of Year 6 and pupils' achievement, overall, being satisfactory. Realistic, but achievable targets have been set for the performance of the school, and pupils are on track to be in line with the standards expected nationally. The performance of each pupil is analysed using optional tests, and the progress that each child makes is tracked so that appropriate support can be offered when needed.

Language and literacy across the curriculum

45. Good use is made of pupils' skills in English. Although there is an over-reliance on printed worksheets in the younger classes, pupils use their skills very well in the older year groups. For example, pupils in Year 4 use their knowledge of play scripts in religious education so that they can write a simple play about the life of Muhammed. In geography, pupils learn to use symbols to represent features of a landscape and in history they learn the letters of the Greek alphabet. This also contributes to their cultural development as pupils begin to understand about how people communicate. In science, diagrams are properly labelled and pupils write up their investigations clearly.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils learn and achieve well in the older classes where they benefit from very good teaching.
- There is not enough challenge for more able pupils.
- Pupils are given an unmanageably long list of targets.
- In some lessons, pupils drift off task and begin to distract others.

Commentary

46. In the 2004 national tests, pupils attained below average results at the end of Year 2 and results that were well below average at the end of Year 6. Work seen in pupils' books and in classes during the inspection suggests that standards and achievement are rising, especially in Years 5 and 6, where they are now broadly in line with national expectations. Pupils with special educational needs are well supported by teaching assistants and achieve as well as other pupils. Although there has been underachievement in the past, standards show that pupils are now catching up on lost ground, particularly in the older classes where they benefit from very good teaching. Achievement is now satisfactory, overall. Pupils are now gaining in confidence in using and applying mathematical skills to solve number problems. There is some way to go to improve their understanding of shape and space and of handling and interpreting data. The school is aware of these weaknesses and is taking steps to address them. By Year 6, pupils made good use of computer software to interpret data.
47. The quality of teaching and learning is satisfactory, although it is very good in the older classes. Strengths in the teaching across the school are the way in which lessons consistently follow the format recommended in the *National Numeracy Strategy*. Lessons begin with an oral starter, continue with group activities and end with a summing-up that consolidates the learning. Teachers always explain at the start of each section the specific learning intention. Their clear explanations ensure pupils understand the tasks they are set. However, a weakness in younger classes is that activities are not always well matched to pupils' abilities. Sometimes more able pupils are given mundane tasks which they complete quickly or which do not provide them with stimulating enough learning opportunities. Teachers' planning does not systematically relate work to *National Curriculum* levels and this contributes to the lack of challenge that sometimes occurs. Generally, pupils are managed satisfactorily and respond well to the teaching. However, in some classes the behaviour and attitudes of a small minority of pupils detract from a purposeful learning environment. They become talkative, lose concentration and involvement in the tasks and begin to distract other children. When this occurs, it is not always dealt with firmly enough by the teacher.
48. Improvement since the last inspection is satisfactory. The subject is managed satisfactorily although the subject leader is new to this management role. Pupils' progress is assessed on a

regular basis and targets for improvement are developed. The results of the national tests are carefully analysed, weaknesses noted and arrangements put in place to tackle them. The wealth of assessment data collected is now being used appropriately to raise standards. Currently the older pupils have a daunting list of targets in their books. This does little to motivate or focus pupils on what exactly they need to concentrate on in order to improve their work.

Mathematics across the curriculum

49. Pupils use number skills as part of their work in other subjects and begin to develop an appreciation of the practical uses of these skills. For example, they use tables and graphs to support their work in science. The topic '*Getting to grips with graphs*' which is used in the older classes provides very good opportunities in ICT for handling, interpreting and setting out data. The use of time-lines supports work in history. However, whilst the use of mathematics across the curriculum is satisfactory overall, more systematically planned opportunities for its inclusion across a wider range of subjects would help to further raise pupils' experience and confidence.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are very good in the older classes.
- The focus on learning through investigation has helped to raise standards.
- The new scheme of work has led to a more consistent approach to teaching science.

Commentary

50. In the 2004 national tests, results were broadly average at the end of Year 6. Standards seen are similarly in line with those expected nationally both in Years 6 and in Year 2. Achievement is satisfactory. The increased emphasis teachers are now placing on investigative work is having a positive impact on pupils' understanding of scientific processes and facts.
51. Teaching and learning are satisfactory, but good and very good teaching was seen in the older classes. Where teaching is very good, lessons include more challenging tasks for able pupils, who achieve very well as a result. Pupils showed interest, enthusiasm and motivation and they are beginning to take some responsibility for their own learning. The revised scheme of work which the teachers have adopted is already leading to more consistent practice and coverage of scientific knowledge. Teachers' knowledge of science is very good. Their confidence leads to productive and informative discussions with pupils. Particularly in practical sessions, their open-ended questioning puts the emphasis on pupils to think for themselves and develop enquiring minds. Teachers include more opportunities for investigative work in their planning and are increasingly encouraging pupils to develop the skills to plan their own investigations. In the older classes, teachers' insistence on the appropriate use of technical and scientific vocabulary leads to clear thinking and recording.
52. The subject is well led and managed. There has been good improvement since the last inspection, particularly in tackling the weaknesses previously identified in investigative science. Systematic analysis of pupils' performance in national tests, the adoption of a revised scheme of work, the use of mathematics to support work in science and procedures for regularly assessing pupils' attainment have all led to tasks being set that are more tightly matched to pupils' abilities.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- ICT is used well to boost learning in other subjects.
- Older pupils achieve very well in ICT.
- Standards in Years 1 and 2 are below average.
- Pupils are not always set challenging enough work.

Commentary

53. Although standards in Year 2 are still below average, by Year 6, pupils' ICT skills are in line with those expected nationally. This represents very good improvement since the last inspection when standards were well below average. Provision for ICT has improved considerably since the last inspection. A computer suite has been installed and a separate mini-suite has been created for smaller groups. Internet access is available and teaching enhanced through the use of laptops and data projectors. Teachers have received in-service training for the subject and their knowledge of ICT is now generally good, with some teachers very confident in its use. As in other subjects, the teaching seen during the inspection varied from satisfactory to very good. Teachers have started to use

national guidance for planning and this ensures that pupils experience all of the various elements of ICT. Examples of pupils' work show that ICT is used for word-processing, graphics, control, data handling and internet research. Discussions with Year 6 pupils confirm that they have previous experience of spreadsheet work to present and analyse data.

54. Teachers' ICT competence enables them to give confident explanations and demonstrations using the data projector in the suite, and these explanations help pupils quickly to improve their skills. Pupils are enthusiastic to move forward with their work. When pupils work singly at a computer, their use of time is good, though some younger pupils find that the length of lesson is too long for total concentration. This contributes to them achieving less well than older pupils. When pupils work in pairs, their good co-operation leads to good development of their work, although it is less easy for the teacher to monitor the relative input of each partner. A significant proportion of pupils have computers at home and this supports their learning. However, it also creates a situation where some pupils are not always sufficiently extended in the lesson. There is no significant difference in the attainment of boys and girls, but younger boys tend to remain on task longer than younger girls. Overall, pupils' achievement is satisfactory but the achievement of older pupils, who were working at a low standard two years ago, is very good.
55. Leadership and management of the subject is satisfactory overall. After an initially slow start, the recent pace of improvement has been brisk. However, there is still much to be done if achievement in Years 1 and 2 is to be improved and standards further raised. Although resources are good, more software is needed to provide a broader range of activities; greater challenge needs to be provided for pupils who learn very quickly; and teachers need to better identify the contribution of each individual when pupils work in pairs. An interactive white board in the suite would provide greater flexibility and increase opportunities for cross-curricular work.

Information and communication technology across the curriculum

56. ICT is used well to support learning in other subjects. During the inspection, graphics were used in history and geography lessons. In a Year 1 science lesson, graphics were used to show how different animals move and pupils then added text. In a Year 4 science lesson, some pupils started to combine text and graphics to write about healthy eating. In a Year 6 science lesson, ICT was used very effectively to understand scientific results by changing tables into charts and to interpret information from graphs. Pupils use a digital camera to record their artwork and a software program to create their interpretation of Aboriginal art. They create repeating patterns on the computer. Teachers express an enthusiasm for widening the scope of ICT support for other subjects. They have made a good start.

HUMANITIES

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

57. Just two **history** lessons and one **geography** lesson were seen, so no judgement has been made on the overall provision for these subjects. By the end of Year 2, pupils have learnt about old and new toys, and begin to understand about how holidays today differ

from those in the past. They know about historical figures like Florence Nightingale and understand her importance to modern day medicine. By the end of Year 6, pupils have studied a wide variety of topics and know about the Ancient Greeks and how they have influenced our lives today. Pupils have looked at the Greek alphabet and begin to understand how some of our words derive from Greek. In geography, pupils learn about simple map making and know that common symbols are used to denote features on a map. Younger pupils also look at the local environment and express their likes and dislikes about what they see.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Teachers make the subject interesting and relevant.
- Pupils draw well on what they have learnt in literacy and the subject contributes well to the development of pupils speaking and listening skills.

Commentary

58. By the end of Years 2 and 6, pupils reach standards that are in line with those expected in the locally agreed syllabus. Pupils learn about many different faiths and understand about the various customs and beliefs. By the end of Year 2, pupils know about baptism, and the importance of belonging to a community. They write thoughtful prayers and begin to understand about the importance of special texts such as the Bible. By the end of Year 6, pupils have studied the life of Muhammed and know about some Jewish traditions and laws.
59. Teaching and learning are satisfactory. Lessons are made interesting and draw upon the skills that the pupils have learnt in English. For example, Year 4 pupils have written play scripts and pupils in Year 6 have discussed and drawn up a list of rules for the dining hall, following work they had done previously on the Ten Commandments. Teachers are knowledgeable and use a range of resources, such as props for a play, or kosher food from the supermarket, to make sure that learning is relevant. Work in books is neat and well presented because pupils use their handwriting skills well. Speaking and listening skills are promoted well because teachers encourage the pupils to discuss ideas in small groups and report back to the whole class. In this way, ideas are shared and pupils grow in confidence.
60. There has been satisfactory improvement since the last inspection. Standards remain similar to those reported last time, and leadership and management of the subject are satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

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

61. One **design and technology** lesson was seen in which pupils were evaluating people's reactions to the product they had made in response to the design brief to make a

sandwich that could be appealing to children. They recalled comments that had been made about their sandwich and suggested ways of improving it. They enjoyed explaining how the teacher had created her own sample sandwich initially and how they had been able to comment on it.

62. In the **physical education** lesson observed, pupils were developing good co-ordination and control in the context of creating movement for a Tudor dance, linking with work in history. Some opportunities for self and peer evaluation were included when the class watched groups perform. However, pupils were reticent about offering evaluative comments. In a lunchtime club, pupils created a dance successfully with very little adult supervision. They were enthusiastic, committed and worked very well together. Teachers are working well to maintain the good standards reported at the last inspection.
63. The school enjoys a good-sized music room and currently employs a specialist music teacher who teaches every class once each fortnight. This teacher works with the teachers to develop their music skills and their confidence in teaching music. In the one **music** lesson seen, all groups of pupils were enjoying the activities and made good progress in singing and in deploying a range of percussion instruments. In assemblies, where pupils sing to the accompaniment of recorded music, the singing, especially by older pupils, is good. The school has put in place good systems to improve the below average standards identified at the last inspection.

Art and design

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

Main strengths and weaknesses

- Standards in art and design are above average by the end of Year 6.
- Overall teaching quality is good.
- Pupils achieve well and develop good skills.
- Pupils' work would benefit from more opportunities for three dimensional work.

Commentary

64. Standards by the end of Year 6 have shown very good improvement since the last inspection and are now good. This represents very good achievement given that the same pupils were at a low standard just two years ago. The curriculum follows national subject guidelines and has been adapted to meet pupils' learning needs and to forge links with other subjects. Pupils benefit from regular opportunities to explore a good range of media and to develop the skills and techniques of drawing, painting, print-making and textile work. All pupils also work with clay to produce three-dimensional tiles and produce designs related to physical education and sport. The facilities of a local college are used to fire the tiles.
65. During the inspection, a considerable quantity of pupils' work was on display. It ranged, for example, from pastel drawings and weaved pictures in the style of Van Gogh by Year 2 pupils, through investigating repeating patterns by using multi-coloured polystyrene print blocks in Year 4, to some very good still life work, including three-dimensional representations, in Year 5. The good quality of the array of work indicates good teaching. This was further evidenced in the lessons observed, where teachers' good knowledge led

to a clear introductions and good modelling of technique which pupils were then able to practise for themselves. Teachers' knowledge and skills are much better than described in the last inspection report.

66. Pupils have the opportunity to attend Art Club after school. They use a variety of materials and techniques and during the inspection about 15 pupils were using recycled materials to create a castle, a tank and a replica of the Titanic. They were enjoying the experience and explained the processes they were developing and their intention for the finished product.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education was sampled. Citizenship is not taught as a separate subject but elements of citizenship are included in personal, social and health education lessons.

67. There were no lessons seen in **personal, social and health education**, and no national standards by which to judge pupils' achievement. However, the school provides satisfactorily for pupils' sex education and is helping them to understand the dangers of drug misuse. In religious education lessons, pupils learn the need to have rules and abide by them, and some Year 6 pupils have written rules for the dining room to ensure that lunchtimes are a happy and social occasion. In specific lessons to promote pupils' social development, ideas such as honesty are openly discussed and pupils demonstrate a mature approach to acting in an honest manner and being truthful. The school council is a positive feature of pupils' personal development, as classes have the opportunity to elect representatives to give them a say in how the school is run.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i> | <i>Grade</i> |
|--|--------------|
| The overall effectiveness of the school | 4 |
| How inclusive the school is | 3 |
| How the school's effectiveness has changed since its last inspection | 4 |
| Value for money provided by the school | 4 |
| Overall standards achieved | 4 |
| Pupils' achievement | 4 |
| Pupils' attitudes, values and other personal qualities | 3 |
| Attendance | 4 |
| Attitudes | 3 |
| Behaviour, including the extent of exclusions | 3 |
| Pupils' spiritual, moral, social and cultural development | 3 |
| The quality of education provided by the school | 4 |
| The quality of teaching | 4 |
| How well pupils learn | 4 |
| The quality of assessment | 4 |
| How well the curriculum meets pupils' needs | 4 |
| Enrichment of the curriculum, including out-of-school activities | 3 |
| Accommodation and resources | 3 |
| Pupils' care, welfare, health and safety | 3 |
| Support, advice and guidance for pupils | 4 |
| How well the school seeks and acts on pupils' views | 3 |
| The effectiveness of the school's links with parents | 3 |
| The quality of the school's links with the community | 3 |
| The school's links with other schools and colleges | 3 |
| The leadership and management of the school | 3 |
| The governance of the school | 4 |
| The leadership of the headteacher | 2 |
| The leadership of other key staff | 4 |
| 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).

