

INSPECTION REPORT

EDGE HILL PRIMARY SCHOOL

Burton-on-Trent

LEA area: Staffordshire

Unique reference number: 124045

Headteacher: Mr. M. Mander

Lead inspector: Mrs. D. J. Brigstock

Dates of inspection: 6th -9th June 2005

Inspection number: 266781

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7-11
Gender of pupils:	Mixed
Number on roll:	414
School address:	Sycamore Road Stapenhill Burton-on-Trent Staffordshire
Postcode:	DE15 9NX
Telephone number:	01283 239040
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs. K. Dabell
Date of previous inspection:	June 1999

CHARACTERISTICS OF THE SCHOOL

Edge Hill is a large junior school. It received an achievement award in 2002, Dyslexia Friendly Status (Level 1) in 2003, and the Investor in People award in 2004. The socio-economic profile of the local area is below average but only about 10 per cent of parents take advantage of free school meals. Attainment on entry into school is broadly average. A below average proportion (11 per cent) of pupils have special educational needs (SEN), and these are largely identified as moderate and specific learning difficulties, and/or problems with speech and communication. An average proportion of pupils have a statement of educational needs and these vary widely, some being for physical disabilities. Almost all pupils are of white British origin and no pupils are at an early stage of learning English. The school has category 'A' status for accessibility, which means that pupils with physical disabilities can move freely around the accommodation. As a result, although the level of pupils joining and leaving partway through the school year has been low for several years, it is now attracting several additional pupils with special needs into the school at various times.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23067	Mrs. D. J. Brigstock	Lead inspector	Science, Information and Communication Technology, Art and Design.
14324	Mr. M. Hudson	Lay inspector	
19765	Mrs. P. Shannon	Team inspector	English, Geography, History, Physical Education, Religious Education, Special Educational Needs
22397	Mr. S. Fowler	Team inspector	Mathematics, Design and Technology, Music, Personal, Social and Health Education and Citizenship

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's effectiveness is satisfactory and it gives satisfactory value for money, as a result of satisfactory teaching and satisfactory leadership and management. Satisfactory achievement leads to average standards overall by the time pupils leave at the end of Year 6.

The school's main strengths and weaknesses are:

- Pupils with special educational needs (SEN) achieve well, but achievement is unsatisfactory for lower attaining pupils in writing and mathematics.
- Achievement in music is very good.
- Whilst achievement in science is satisfactory overall, it is unsatisfactory in some aspects because pupils do not have enough opportunities to conduct their own investigations.
- The leadership of the headteacher and some key staff is good, and this has led to particularly good curriculum enrichment.
- Assessment procedures are unsatisfactory, and there is too much variation in the quality of teaching and learning.
- Pupils' attitudes, attendance and their involvement in school are very good.
- There are very good links with the community.

Overall, improvement since the last inspection is satisfactory. Standards have risen in English, mathematics and science, although the trend for improvement is below the national trend. Subject leaders have had leadership and management training and continue to develop in their roles. Provision for pupils' spiritual development has improved well and the length of the teaching week has been increased. Provision for ICT has improved well, but pupils' independent approaches to carrying out science investigations have not improved enough.

STANDARDS ACHIEVED

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

Pupils' achievement is satisfactory overall. Current standards are average in English and mathematics but below average in science. Achievement in English and mathematics is satisfactory but is unsatisfactory in one element of the science curriculum (scientific enquiry) because this work is too teacher-directed, which holds back pupils' skills of

investigation. Pupils are taught in sets for all three subjects. One set contains pupils with SEN, who are given focused, additional support for learning, which contributes to the good achievement these pupils make. However, those in the set for lower attaining pupils underachieve in writing and mathematics because assessment and teachers' marking are not used well enough to plan sufficiently demanding work for them. Throughout the school, achievement in ICT and RE is good, and it is very good in music, where a large proportion of pupils have additional instrumental tuition.

Pupils' personal qualities are very good. Their spiritual, moral, social and cultural development is good overall. Pupils' attitudes are very good and their behaviour is good. Attendance is very good.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory overall. Teaching and learning are satisfactory overall, but vary widely from excellent to unsatisfactory. Most of the teaching seen during the inspection was good or better, and lessons were planned using the school's new planning format, but evidence from a scrutiny of work shows that teachers' marking does not consistently show pupils how they can improve, and that there is an overuse of worksheets. Assessment is unsatisfactory. Information gathered from tests is not used well enough to set targets for improvement for either pupils or teachers. Relationships between teachers and pupils are very good. The curriculum is satisfactory and curriculum enrichment, particularly in music, is very good. The school cares for its pupils well and they are involved very well in school development.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The leadership of the headteacher and some senior staff is good. This leadership, encouraged by recent training programmes, is leading to a culture of change in school, which focuses more clearly on raising standards of achievement and the quality of teaching and learning. Governance is satisfactory. Governors take an active interest in the school, but many of them are new to their roles. They fulfil all statutory requirements and undertake appropriate training. Management is satisfactory. Subject coordinators have a good understanding of their roles but have had few opportunities to monitor the quality of classroom teaching practice and are not yet using assessment data to set precise targets for improvement in their subjects.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are satisfied with the school, and are particularly pleased with how approachable the school is if they have a problem. Parents and pupils were worried about the issue of bullying. No bullying was seen in school and pupils' attitudes were very good to each other and to adults. However, teachers, senior staff and the school council are proactive in dealing with issues such as name-calling when they arise.

IMPROVEMENTS NEEDED

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

- Raise standards in science by providing more opportunities for pupils to plan and analyse their own investigations.

- Use assessment information to set clear targets for raising attainment for all pupils in each year group and set.
- Improve the consistency and quality of teaching and learning, particularly for the lower attaining pupils, by more focused marking and target setting and by giving subject coordinators more opportunities to monitor and evaluate the teaching and learning in their subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Achievement is a measure of how well pupils are doing, taking their progress and capability into account.

Current standards are average in Year 6. From pupils' average attainment on entry into school, this represents satisfactory achievement overall.

Main strengths and weaknesses

- The achievement of pupils with SEN is good, but for lower attaining pupils in Set 3, achievement is unsatisfactory in writing and mathematics.
- Achievement in music is very good and it is good in ICT and RE.
- Pupils achieve well in most areas of the science curriculum, but their skills of enquiry are not developed well enough and their achievement in this aspect is unsatisfactory.

Commentary

1. In the Year 6 national tests in 2004, results in English and science were below average and they were average in mathematics. Compared to similar schools, they were above average in mathematics, below average in English and average in science. The below average results in science and English were due to a below average number of pupils attaining the higher Level 5 standard. Although the school's results are higher than at the last inspection, the trend for improvement is below the national trend.

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

Standards in:	School results	National results
English	26.3 (27)	26.9 (26.8)
mathematics	27.5 (26.9)	27 (26.8)
science	28.3 (27.9)	28.6 (28.6)

There were 110 pupils in the year group. Figures in brackets are for the previous year

2. The current Year 6 pupils are attaining standards that are broadly average in English, mathematics and science. Their achievement is satisfactory overall. In English, pupils' speaking and listening skills are average for their age but they are above average in reading, where pupils achieve well. Writing is the weakest area but there is an improvement this year. In mathematics and writing, pupils with below average attainment underachieve because the quality of teachers' marking is not consistently good enough, and assessment information is not used well enough to plan for their learning needs.
3. In science, pupils' standards are at the expected level for their age in most areas of the curriculum and pupils' achievement in learning about the properties of materials,

physical processes, and life and living things is good, because teachers are knowledgeable and well informed. However, in one important element, scientific enquiry, standards are below average and here pupils underachieve. Teachers give pupils a lot of investigations to complete and a lot of practice in interpreting data from graphs and charts, but pupils are not given enough freedom to construct their own investigations in the area of scientific enquiry, and this is why too few pupils are attaining the higher Level 5 standard.

4. Pupils with SEN achieve well in all three subjects in their sets because these sets are smaller than the others and pupils receive targeted support and assistance from well-informed teaching assistants, which promotes their learning well.
5. Pupils are attaining the expected standards in ICT. Their achievement is good, because ICT provision has developed rapidly over the last two to three years and teacher confidence in using and applying ICT to learning activities is also good. Pupils are very keen to succeed in learning new ICT skills and their very good attitudes towards learning are a factor in their good achievement. In RE, pupils are attaining average standards, and their achievement is good due to some interesting and lively teaching. Standards in music are well above average and pupils' achievement is very good. A very high proportion of pupils play musical instruments and the school has a deservedly high reputation in this subject.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are very good. Attendance is well above average. Behaviour is good. Pupils' spiritual, moral, social and cultural development is good overall.

Main strengths and weaknesses

- Pupils are delightful and their motivation and willingness to learn are very good.
- Pupils are pleasantly self-assured and have high self-esteem.
- Attendance, punctuality and procedures to improve both further are very good.
- Relationships are very harmonious, and there are no signs of bullying or harassment.
- Behaviour is good and older pupils exercise increasing self-discipline.
- Provision for pupils' moral and social development is very good.

Commentary

6. Attendance and punctuality are very good because pupils are happy at school and eager to arrive on time. Parents support their children well by observing school attendance procedures. Pupils' very good attendance and punctuality have a very positive impact on their learning.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.1
National data	5.1	National data	0.4

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

7. Pupils' attitudes are very good and at times excellent. They are a particular strength of the school. This reflects their high motivation and commitment and a marked willingness to learn. Pupils settle quickly into lessons, respond to challenge and remain

very attentive throughout classes and assemblies. They enjoy learning activities and work very effectively both on their own and in group activities. Pupils are relaxed, confident and have notable self-esteem. They take great pride in their efforts and are keen to share their pleasure in achievement. Pupils offer constructive ideas and listen carefully to what others have to say, and their contributions to discussions are frequently thoughtful and considered.

8. Pupils' good behaviour is founded on their understanding of school and class rules, and their willingness to comply with what is expected of them. The atmosphere within the school is calm, orderly and purposeful, and pupils use corridors and activity areas responsibly. In some lessons and assemblies, behaviour is very good. Pupils respect property such as library books. At lunchtime, pupils are friendly and interactive, making it an enjoyable social occasion. Older pupils exercise self-discipline. All pupils are very polite and pleasantly inquisitive with visitors. During the inspection there were no signs of abuse, harassment or aggression.

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	398	2	1
White – any other White background	2	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	1	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Pakistani	1	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	1	0	0
Chinese	1	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	4	0	0

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

9. There are very good relationships between all the staff and the pupils with SEN. Consequently pupils respond very well to this caring and supportive atmosphere, have very positive attitudes to their learning, and behave very well. They work very well, both in classes and in smaller groups, with the support of their teaching assistants. Pupils with emotional or behavioural needs are given further support and guidance, which helps improve their confidence.
10. Relationships between pupils are very good, friendships being strong and interactions harmonious. Pupils are very caring and considerate when others are hurt or upset. During lessons and playtimes boys and girls from all age groups cooperate well.
11. Pupils' spiritual development is good and properly reflects the school's ethos and values. Collective worship makes an important contribution to pupils' development. The services have simple spiritual themes such as sadness and the importance of prayer. The themes effectively enhance pupils' self-knowledge and worldly understanding.

Music, in particular, plays a significant part in reinforcing pupils' spiritual awareness.

12. Pupils' moral development is very good because the school's aims, values and rules of behaviour are based on a clear moral code. Pupils know that incidents of unacceptable behaviour will be dealt with firmly. This makes them think positively in recognising the difference between right and wrong. School staff provide good role models in helping pupils to develop their moral values. In assemblies and lessons, reference is frequently made to moral principles, such as keeping promises or respecting people and property.
13. Pupils' social development is very good. Pupils enjoy responsibility and have a growing awareness of citizenship. Classroom tasks and whole-school duties enhance teamwork, while the house system and discussions in the school council raise their awareness of whole-school issues such as conservation, broaden their social awareness and emphasise the importance of collective action. Very good community links, after-school clubs, residential visits and fund raising for charitable causes further strengthen social development.
14. Pupils' cultural development is satisfactory. Pupils have a clear understanding of the Christian faith and a broad awareness of non-Christian beliefs and values. Pupils learn about their local culture through topics, educational visits and community events. They gain some insight into multi-cultural life and traditions through discussions and displays, but have a limited appreciation of the diversity and richness of multi-cultural Britain. Improvement since the last inspection is good.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory overall. Teaching and learning are satisfactory overall, but assessment is unsatisfactory. The curriculum is satisfactory and the range of extra-curricular activities is very good. The quality of care given to pupils is good. Links with parents and other schools are good. Links with the community are very good.

Teaching and learning

Teaching and learning are satisfactory overall. Assessment is unsatisfactory.

Main strengths and weaknesses

- Whilst much teaching is good or better, the quality is too variable.
- Teachers have very high expectations of pupils' behaviour and provide very good role models for pupils.
- Assessment information is not used well enough to cater for all pupils' learning needs.
- Teachers use a wide variety of resources, including ICT, in their lessons, and this engages pupils' interest.
- Teaching assistants are used well to raise the achievement of pupils with SEN.
- The quality of marking is inconsistent, so not all pupils know how to improve their work.

Commentary

15. Teaching and learning are satisfactory overall. A high proportion of good teaching was seen during the inspection, including one excellent lesson. However, three unsatisfactory lessons were also observed and these, plus the findings from scrutinies of pupils' work since September, reduced the judgement on teaching and learning from good to satisfactory. This variability is largely because subject co-ordinators do not have enough opportunity to monitor

teaching and learning and thus be in a position to spread the good practice found in the better lessons.

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	10 (22%)	19 (42%)	12 (27%)	3 (7%)	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.

16. Currently all pupils are taught in sets for English, mathematics and science. In all the lessons seen, teachers' management of classes and sets was good. The very good relationships which exist between pupils and teachers encourage pupils to ask for help when they are stuck, and this was one of the positive features of teaching, plus the fact that they had to work hard, that pupils commented on in their questionnaires. The good and very good lessons were planned very well, using the school's new planning format, and included different learning activities for each group of pupils within classes or sets. Resources such as ICT or science equipment were used well to engage pupils' interest and motivate their learning. These factors, combined with a brisk pace to lessons and an assessment of what pupils had learned at the end, combined to give good learning and achievement for pupils of all abilities. Also, good teachers, when marking work, inform pupils what they have to do next to improve and set them targets which they refer to in their marking.

Example of outstanding practice

Pupils' learning and achievement were excellent in an English lesson that skilfully combined the use of ICT in learning how best to use figurative language to describe a character.

The English coordinator provides a highly effective role model for teaching. Her excellent understanding of the literacy strategy combined with motivational planning and expectations resulted in boys and girls equally participating in evaluating very well chosen video clips that fascinated all pupils. By mixing pupils with different levels of attainment for one writing activity and then re-mixing them for another, she enabled pupils to share their thoughts and observations and widened their vocabulary in a way that wasted no time. Excellent, explicit prompts and clear modelling of descriptive writing helped pupils clarify how best to describe a character using figurative language. The outcome was that all pupils in the group not only gained a greater and empathic understanding of slavery, but also described their characters with genuine understanding, and very good descriptive language.

17. Teaching of pupils with SEN is good overall. Teaching by the SEN coordinator is very good. As a result, most pupils achieve well although one Year 6 mathematics lesson was unsatisfactory, because the work planned was too difficult for the pupils with special needs. Good use is made of the teaching assistants, in and out of classrooms, to support pupils in small groups. The staff have very warm and caring attitudes to the children, and work hard to ensure that pupils are confident learners. As a result, children are motivated, very keen to learn and have good self-esteem. However the current setting arrangements mean that there are very big gender imbalances in the sets. Also, pupils with SEN do not have the opportunity to mix with pupils of different abilities in English, mathematics and science lessons, although their access to the same curriculum is ensured.
18. In the unsatisfactory lessons seen, assessment had not been used to match the work set with pupils' learning needs. For example, in an English lesson for a top set, the work lacked enough challenge, and pupils were not given enough opportunities to discuss their learning. In two lessons in mathematics, the learning objectives for pupils were not set at the right level, and the pace of lessons was too slow.
19. The use of assessment information is unsatisfactory. Teachers make assessments on what pupils know and can do in English, mathematics, and science at the end of every unit of work,

but this information is not used well enough to set appropriately challenging work for pupils in different sets, or for pupils within each set. Consequently, pupils in the same set mostly have the same learning activities, some of which are not challenging enough for the highest attaining pupils, and some work is too difficult for individuals or small groups of pupils. Some teachers use worksheets from published schemes of work too often, and a scrutiny of pupils' work revealed that they can be used more than once in different year groups. From looking at pupils' books there are inconsistencies in the quality of teachers' marking. Whilst there are good examples of marking, using the school's marking policy, some examples show only congratulatory comments on pupils' work, which do not direct them in how to improve further. Also, there are inconsistencies in teachers' expectations of how much new information pupils can learn. This results in varying achievement for different sets of pupils. For example, pupils in the top two sets in mathematics achieve satisfactorily, but those in the third set do not. Pupils in the fourth set, who have additional support in their learning, achieve well.

The curriculum

The curriculum is broad and balanced and enriched by a very good range of extra-curricular activities, particularly in music. Accommodation is very good and pupils have access to very good resources for learning.

Main strengths and weaknesses

- The curriculum is enriched by a very good range of clubs, educational visits and visitors.
- Provision and support for pupils with SEN is good.
- Resources for learning are very good in most curricular areas except for music, where they are excellent, and ICT, where they are satisfactory.
- Provision for music is very good.
- Setting arrangements in English, mathematics and science do not meet the needs of all pupils.
- The accommodation is very good, and the spacious school grounds are used effectively.
- The school library is too small and difficult to access.

Commentary

20. At the time of the previous inspection, there was insufficient teaching time, weaknesses in science provision and resources, and a lack of depth in the curriculum for geography. These weaknesses have mostly been eradicated. The school has looked carefully at time allocations to ensure appropriate coverage for all subjects and resources for learning are very good in most curricular areas, satisfactory in ICT, and excellent in music.
21. A comprehensive programme of clubs, visits and visitors enriches the curriculum. Extra-curricular provision includes clubs for football, hockey, tennis, drama, chess and pottery. In addition, pupils have very good opportunities to learn to play a wide variety of musical instruments, including recorders, drums, cellos, clarinets and violins, and to join the school orchestra. Pupils in Year 6 can participate in a residential experience based on outdoor pursuits, and a party of pupils have just returned from a week in France. A good range of visits is made to enrich the curriculum. For example, pupils visit Ilam and Dovedale as part of their geographical studies, the local technical college to develop their skills in design and technology, and Blist's Hill and the Cannock War Museum to help them to develop historical awareness. Visitors to the school include dance teachers, local poets, theatre groups and sports coaches. The school also organises special focus weeks that concentrate on humanities and the creative arts. All of these experiences enrich the curriculum, and provide pupils with good opportunities for learning.

22. There is good provision for pupils with SEN and they achieve well. These pupils benefit from good teaching and support from teaching assistants. Care is taken to promote pupils' academic learning and self-esteem. Good use is made of a range of computer programs to help pupils with their literacy skills. The school has achieved an award for its inclusion practices and achieved Dyslexia Friendly Status (Level 1). Care is taken to make the learning of reading and spelling skills interesting, through regular use of computers, 'catch up' programmes and word games.
23. There is satisfactory planning for personal, social and health education (PSHE). There are timetabled lessons in almost all classes and themes are integrated into other subject areas, such as science and literacy. Lessons are effectively used to explore issues which arise, such as bullying, and to sort out differences of opinion. These sessions are instrumental in promoting the very good attitudes and behaviour in school.
24. At the time of the previous inspection, resources were described as "satisfactory" in most curricular areas and unsatisfactory in science. This is no longer the case as there has been a significant improvement in resources in all curricular areas. For example, provision in ICT has improved through access to the new computer suite, there are interactive whiteboards in most classrooms, and the school has a very impressive range of musical instruments that contribute significantly to the high standards that are achieved in music where provision has improved significantly since the last inspection and is now very good. Over one third of the pupils participate in additional music tuition. The coordinator has developed a music curriculum that addresses all of the programmes of study and is enriched by a very good range of additional opportunities. Music has become a strength of the school.
25. Setting arrangements in English, mathematics and science do not meet the needs of all pupils. Although pupils of average and above ability make satisfactory progress within their sets and pupils with SEN achieve well because of the additional support that they receive, the achievement of pupils with below average ability is unsatisfactory in both writing and mathematics. The school plans to revert to mixed-ability teaching in English and science for the coming year, although ability sets for mathematics are likely to remain.
26. There have been significant improvements to the school accommodation since the time of the previous inspection, such as the development of a new computer suite and nurture room and the provision of interactive whiteboards in most classrooms. The indoor accommodation includes additional rooms for the teaching of small groups of pupils, such as those who receive additional support for SEN. The school is well maintained and kept very clean by the diligent site manager and team of cleaners. Although the indoor accommodation is very good overall and includes a lift for disabled access to each floor level, the school library is too small and difficult to access, which means that pupils do not have enough incentive to raise their reading standards, and the computer suite lacks a suitable cooling fan, resulting in an unsatisfactory atmosphere for learning.. The outdoor accommodation is spacious and is used effectively for learning in subjects such as science and physical education. The pupils have access to suitable playground areas, an attractive school field and an environmental area, which includes woods and a small pond.

Care, guidance and support

Pupils' involvement in the school's work is very good and induction arrangements are good. Pastoral care, child protection and health and safety procedures are good. Support, advice and guidance for pupils are satisfactory overall, although some aspects are good.

Main strengths and weaknesses

- Pupils and staff have a very close and trusting relationship.

- Pupils are very closely involved in the school's work and their views are valued.
- Academic assessment and the setting of pupils' targets are unsatisfactory.
- Pastoral care has a high priority and pupils' personal support is good.
- Child protection and health and safety, including medical provision, are good.
- Arrangements for pupils' induction are well established and effective.

Commentary

27. Child protection arrangements are clear and appropriate. Procedures for accidents, illness and medicines are good. The school has a designated medical room and pupils have regular health checks. Sufficient staff have up-to-date first aid qualifications.
28. Health and safety procedures are good and staff are well aware of any specific features which relate to teaching. Cleanliness and hygiene are good and hazardous substances are well managed. All equipment inspections are up-to-date and emergency procedures are practised. Risk assessments are regularly carried out.
29. Pupils' personal development is good. Staff know pupils well and pastoral care and welfare have a high priority. Pupils feel nurtured, safe and secure and this impacts favourably on their attitudes to learning. Relationships between pupils and staff are very good and pupils trust their teachers and happily confide in them when they are worried or upset. Good provision is made for pupils who come early to school or stay after hours. Those who lack confidence, or are socially insecure, benefit from the advice and guidance they are given. Playground friends and monitors provide further support. Personal development is not formally monitored and the assessment system, which tracks pupils' progress, is not developed well enough. The result is that individual pupils' targets are not set consistently, nor used to monitor achievement, and so pupils do not understand how to improve their work.
30. There are good systems for assessing the progress of pupils with SEN. There are regular assessments undertaken which show that pupils make good progress with their reading and spelling skills. However, there are a few pupils, not identified as having special needs, who also need additional small group support. The targets in the pupils' learning plans are precise and helpful and regularly reviewed. The atmosphere in the school is inclusive and an attractive *nurture room* has been set up to support pupils who are less confident. There are good arrangements in place when pupils enter or leave the school. The special needs coordinator meets with infant and secondary school staff to discuss individual pupils' needs. There is also a good programme in place to help less confident pupils transfer to secondary school.
31. Induction arrangements for new pupils are well established and effective. The school keeps in close touch with the local infant schools and parents are very content with the induction programme and the advice they receive. Induction of pupils higher up the school is similarly well managed.
32. Pupils are closely involved in the school's work and development and this makes them feel important. Pupils' views are sought through the school council as well as through assemblies, class discussions and circle time. Their views are valued and, where appropriate, acted upon, the purchase of new playground equipment being an example.

Partnership with parents, other schools and the community

The school's partnership with parents is good. Links with other schools are good and links with the community are very good.

Main strengths and weaknesses

- The school values parents' views and encourages their close involvement in school life.
- The school is very well integrated into the local community.
- Parents' contribution to pupils' learning at school and at home is good.
- Information to parents about the school is good, but that on children's progress is satisfactory.
- Procedures to deal with parental complaints are good.
- Links with other schools and colleges and pupils' transfer arrangements are good.

Commentary

33. The school is working hard to improve its partnership with parents. It values the part parents play in their children's education and actively encourages their interest in all aspects of school life. The school seeks parents' views through discussions, questionnaires and parent governors and helpers. The majority of parents are pleased with the school's provision for their children. Parents support their children's learning and use homework and home/school diaries effectively. Pupils benefit, both in academic performance and personal development, from their parents' involvement. Some parents help in school and are keen to accompany pupils on educational visits. Celebratory assemblies and school events, such as concerts, are well attended. The parent teacher association successfully arranges a variety of fund-raising and social events. The school deals appropriately with parental suggestions and concerns.
34. The quality of information the school provides about school activities is good. Regular newsletters are issued and informative year group curriculum details are given to parents. Family workshops are held and there are parents' evenings each term. Teachers are always available to speak to parents after school. School reports are satisfactory. They give a clear outline of pupils' work across the year. However, the reports make no mention of pupils' standards and although some individual improvement targets are set, they are not well defined. The prospectus and governors' annual report to parents are helpful, well-structured documents that meet statutory requirements.
35. There are good links with the parents of children who have SEN and information is shared at regular review meetings. Pupils with SEN are identified and supported well from the time they enter Year 3. Teaching staff and the special needs coordinator are approachable and a 'drop in centre' has been set up so that parents can meet informally with the coordinator. Parents are given copies of the pupils' individual plans, although they do not have the opportunity to make suggestions before the plans are drawn up.
36. Community links are very good and greatly enrich the curriculum. The school has a close relationship with the parish church. The vicar takes assemblies and conducts services such as 'Christingle' in the school. A number of businesses provide resources and help with school projects. Pupils carry out research within the community, talking to townspeople and visiting places of interest, and compete in inter-school and local sporting events. The choir and orchestra take part in music festivals, and visit hospices and care homes. Pupils donate to national charities and community appeals. Local people have pride in the school, support its events and use its premises for club activities.
37. Links with other schools and colleges are good. Pupils' transfer to secondary schools is a smooth procedure that ensures good continuity in their education. Crossover projects are started, advice given, visits made and academic and pastoral records

transferred. College students and trainee teachers regularly undertake school placements.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The leadership of the headteacher and some key coordinators is good. Governance and management are satisfactory.

Main strengths and weaknesses

- The headteacher's determination to make changes to school organisation has led to a better-informed and more proactive senior team.
- There is an effective partnership between the LEA and the school to raise the quality of leaders' management skills and the quality of teaching and learning.
- The commitment of the headteacher and governors to including all pupils in all the school has to offer is very good.
- Subject leaders do not have enough opportunities to monitor the quality of teaching and learning in their subjects.

Commentary

38. The headteacher gives clear leadership and a sense of purpose to staff, parents and pupils. He provides a very good role model in the relationships he has forged between these stakeholders in the school. He has worked hard on establishing a supportive atmosphere for staff in school and a positive climate for learning. Senior staff are better informed of the need to raise standards and the ways in which this may be achieved through better curriculum and lesson planning, analysis of data, and the use of assessments, than at the last inspection. He has also led improvement in the range of extra-curricular activities in school, which are now very good.
39. The headteacher has welcomed the services and advice of the LEA in raising the quality of teaching and learning in school, through monitoring classroom work in English and mathematics, and this is beginning to have an impact on the standards being attained. In addition, senior staff have been involved in lengthy leadership and management training. The immediate impact of this was to improve the quality of planning in school and to ensure that all members of staff agreed to this change. In addition, after consultation with all staff, the school has decided to replace setting in English and science with class teaching. This action will make individual members of staff more accountable for the progress their pupils make, as currently, teachers may teach up to 100 pupils for different subjects in any one year group. It will also increase the opportunities that teachers have to make connections between subjects and this has the potential to raise standards, particularly for the lower attaining pupils, as skills learned in literacy can be applied in other subjects. The leadership model adopted by the school provides a bridge between senior management and other staff. This model is new, and involves extensive consultation between senior managers and staff on how best to make changes to school organisation. The determination to get every member of staff to agree to reorganisation, for example in setting procedures, before decisions are made slows the pace of change.
40. The leadership and management of SEN are good. The coordinator helps lead the school's drive and is a very good role model for teaching pupils with SEN. She organises regular meetings that include teaching and support staff, and the named

governor for special needs. The special needs coordinator and the senior teaching assistant also regularly meet with teaching assistants to ensure their training needs are identified and met. The governing body is fully committed to the inclusion of all pupils. As a result, the achievement of pupils with SEN is good, and the school has received Dyslexia Friendly Status (Level 1). The LEA has awarded the school a category 'A' status because of this, and the fact that it has full disabled access throughout the school, including a lift. As a result of this provision, the school is becoming increasingly popular for parents whose children have specific learning needs and twelve out of the fourteen pupils admitted this year in Years 3, 4 and 5 have SEN.

41. Several members of the governing body, including the Chair, are new to their roles. They are aware of the school's results in comparison to similar schools, and know that improvements have to be made. Several governors are involved in school life, but overall, governors rely too heavily on information from the headteacher and do not challenge the senior leaders well enough. They have invested in training, and fulfil all statutory requirements. They have a satisfactory understanding of the principles of best value. Their work is satisfactory overall.

42. Management is satisfactory overall. Coordinators for SEN, English, ICT and music have good leadership skills. This is reflected in the success they have in driving improvements to the provision in their subjects, and is resulting in improved learning for pupils. However, curriculum management does not benefit fully from coordinators' monitoring of teaching or of pupils' progress, because the assessment system does not give them a good enough overview of standards in each year group so they do not know where to make the most effective interventions. The headteacher and deputy are constructing a new assessment system which tracks individual pupils' progress, using ICT, but as yet it is incomplete. The headteacher's analysis of test results in English and mathematics, made yearly, gives him a satisfactory overview of pupil progress, but a more rigorous system, which holds individual teachers to account for their pupils' progress, is not in place. The school's self-evaluation, completed before the inspection, closely matches the judgements in most areas of the inspection.

43. Subject coordinators and team leaders make bids for their budgets every year. Most of this money is spent on resources. The school's learning resources are now very good overall. There is now the opportunity to use money from the budget to support subject leaders in improving their leadership and management skills by having additional time to monitor, evaluate, and improve provision in their subject areas. The school's financial administrative support is efficient and well organised.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	975,260
Total expenditure	971,310
Expenditure per pupil	2,350

Balances (£)	
Balance from previous year	0
Balance carried forward to the next	3,950

PART C: THE QUALITY OF EDUCATION IN SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils with SEN are well supported and consequently achieve well. A few pupils of average and just below average attainment underachieve.
- There are good opportunities for pupils to develop their reading and speaking skills, but not enough opportunities for them to write at length.
- Not enough use is made of assessment information to plan work for pupils with different learning needs within sets.
- Leadership is good, with recent initiatives helping to raise standards and improve pupils' achievement.

Commentary

44. Standards in English in the Year 6 national tests were below average in 2004 but in line with national averages in 2002 and 2003. Currently standards in Year 6 are average overall. They are average in speaking and listening and above average in reading. The proportion gaining the national average in writing remains below average, but shows an improvement from the 2004 results and the previous inspection.
45. The quality of teaching is variable, ranging from unsatisfactory to excellent. The strengths in teaching are the very warm relationships between teachers and pupils and the good use of interesting materials. Pupils respond well, have very good attitudes to their learning and work hard. There are examples of good and very good teaching, particularly for pupils with SEN, and good use is made of teaching assistants in and out of classrooms. Consequently these pupils achieve well. Where teaching was identified as excellent, the teacher had high expectations and used extremely stimulating materials that motivated all pupils. Where teaching was unsatisfactory, the most able pupils were not challenged enough and made limited gains in their learning. The current setting arrangements also result in big gender imbalances in some sets.
46. A significant percentage of Year 6 pupils have above average standards in speaking and listening. The school has improved the opportunities in most subjects for pupils to use their speaking and listening skills, either with 'talk partners' or in small groups. Drama is used well in science and RE lessons to help pupils explain their thinking. Pupils are praised for using subject language and encouraged to answer in extended sentences. Consequently older pupils express their ideas confidently and achieve well. Care is taken to encourage boys and girls to speak in lessons and join in drama sessions.
47. The teaching of reading is effective throughout the school and most pupils' achievement is satisfactory. Pupils with SEN achieve well. The strategy of taking guided reading sessions out of lessons has successfully led to a sharper focus on developing pupils' specific reading skills. Regular use is made of computer programs to reinforce and extend skills. By Year 6, pupils are confident, fluent readers, with a

significant minority reaching the higher Level 5 standard. Pupils are exposed to a wide range of fiction, with care taken to include books that appeal equally to boys and girls. However, there are not enough opportunities for pupils to use the library, as it is not accessible enough. Most pupils enjoy reading and can identify preferences for different types of books such as mystery, fantasy, and humour. Parents and carers support the school well by hearing their children read and helping them practise their spelling. Not all staff make enough use of the home reading diaries to indicate to parents how best to help their children and not all reading records are kept up to date.

48. Standards in writing are steadily rising. Records show that a minority of pupils who are at the national average had the potential to achieve more highly. Also a minority of pupils are just below average with the potential to reach the national average. These pupils underachieve. The school is continuing to target writing for improvement. However, whilst pupils are gaining the technical skills necessary, there are not enough regular opportunities across the school for pupils to write at length, either during English sessions, or in other subjects. Although handwriting is taught regularly, some teachers do not have high enough expectations of pupils' written work. For example, most Year 6 pupils still use pencils to record their work and not all of them join their writing. This does not reflect the expectations in the school's agreed policy.
49. Assessment arrangements are unsatisfactory. While regular assessments are undertaken and analysed, not enough use is made of this information to plan consistently for pupils with different learning needs within sets. Consequently a minority of pupils are not tracked closely enough and underachieve. There are examples of helpful marking, which refer to pupils' targets and the levels pupils are attaining. However, the quality of marking is inconsistent, resulting in many pupils not having a clear understanding of how to improve further.
50. Leadership is good. The coordinator is knowledgeable and an excellent role model in terms of her teaching skills. She has compiled a good action plan, which addresses the subject's developmental needs well. The strategies put in place over the last year are proving effective in raising standards in writing, particularly for boys. The current focus on supporting staff to improve their expertise in analysing pupils' writing is helping staff gain a better understanding of pupils' skills. There is very good enrichment of the curriculum, with regular visits by poets and writers together with regular theatre trips. For example, the poetry club, run by the coordinator, has resulted in pupils in Years 3 to 6 having their work published nationally. Management is satisfactory. Although the coordinator has occasionally observed teaching and learning, the opportunities are not systematic enough for her to influence the quality of classroom practice.

Language and literacy across the curriculum

51. There are satisfactory opportunities to use language and literacy skills in other subjects. Pupils have good opportunities planned to develop their subject vocabulary in science, history, geography and RE. However, there are some missed opportunities in mathematics for some pupils to explain their thinking. There are regular opportunities to use writing skills in all subjects and some good examples of using literacy skills in science and history, but these links are not formally planned. Higher attaining pupils, while regularly note taking independently, do not have enough opportunities to write in depth. There are satisfactory opportunities to use ICT to extend literacy skills and some good use was seen of interactive whiteboards.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Assessment and monitoring procedures are insufficiently focused on the needs of individuals and groups of pupils.
- Inconsistent teaching and the current setting arrangements are leading to unsatisfactory achievement for pupils with below average ability.
- Pupils' attitudes to learning are always good and often very good.
- Resources for learning are very good.

Commentary

52. Standards in mathematics are average in Year 6. In the 2004 National Curriculum tests, standards were average overall, although the percentage of pupils attaining the higher Level 5 grade was slightly higher than the national figure. Inspection findings suggest that standards are likely to be similar for the current pupils in Year 6. As these pupils entered school with average standards overall, this represents satisfactory achievement over time. However, although the achievement of most pupils is satisfactory, and pupils with SEN achieve well, pupils with below average ability underachieve.
53. The procedures for assessment and the use of assessment information to set targets for improvement are unsatisfactory. Although the school does analyse data, it does not use this information effectively to ensure that support is targeted appropriately. As a result, tasks are not consistently well matched to pupils' needs. For example, in some year groups the work planned for pupils in Set 4 is sometimes more challenging than that planned for pupils in Set 3. Although there is always a class target for each half-term, these are often vague and difficult to measure and, when they are more specific, there are no strategies to support pupils who fail to achieve them. Pupils do not have individual numeracy targets and so cannot see what they need to do in order to improve. Although supportive, marking rarely indicates what pupils need to do to improve and in some sets, the standard of marking is poor.
54. Teaching is satisfactory overall, although it is inconsistent across the school. Some good and very good teaching was seen during the inspection. These lessons were planned carefully to meet the needs of pupils and challenging, stimulating activities ensured that they were fully engaged at all times. Teachers and pupils made very good use of the interactive whiteboards and this had a positive impact on pupils' achievement. For example, in Year 4, pupils were challenged to estimate fluid levels and calibrate containers as part of their work on capacity. They were then able to see how accurate their estimations had been by watching fluid slowly entering the container. Pupils were totally engrossed in this process, and there was a spontaneous gasp of approval when one pupil exactly estimated the required level. Although there was some good teaching of pupils with below average ability during the inspection, there were also two unsatisfactory lessons. In these lessons, the pace of teaching was slow, pupils were not given opportunities to actively participate in stimulating activities, tasks were mundane, and they were not planned with sufficient thought to the ability of the pupils. An analysis of the work of pupils with below average ability reveals that they underachieve because teachers fail to plan regular opportunities for them to use and apply their mathematical skills in practical and problem solving activities. Pupils with SEN achieve well because they are supported effectively by teachers and teaching assistants. The quality of teachers' marking is inconsistent.
55. Pupils have good attitudes to learning. They share resources and work well as individuals or when placed in a group situation. In a lesson in Year 4, for example, pairs of pupils played their capacity game in a very sensible and mature fashion. In almost all lessons observed, attitudes and behaviour were good or better. Even when faced with fairly mundane activities, pupils remained focused and worked productively. During discussions, pupils from Year 6 said that mathematics was one of their favourite lessons, particularly when teachers introduced games and set up interesting investigations.

56. Resources for learning are very good. Most classes have interactive whiteboards and teachers use them effectively, particularly when introducing new concepts. Good quality resources stimulate pupils' interest and pupils in Year 6 cited this as one of the reasons that they enjoyed numeracy lessons. As resources are plentiful, pupils rarely have to share equipment, and this helps to maintain the pace of lessons.
57. The coordinator provides satisfactory leadership. He has overseen the successful implementation of the national numeracy strategy, improved resources and carried out some monitoring of teaching and learning. He has developed close links with the LEA in an attempt to raise achievement in mathematics and is committed to making better use of assessment information to address the needs of all pupils, and to monitoring teaching and learning systematically in order to address inconsistencies.

Mathematics across the curriculum

58. There is satisfactory use of mathematics across the curriculum. There are occasions when pupils use mathematics as part of their work in other subjects and consequently learn the practical application of their skills. In a design and technology lesson, for example, pupils applied their measuring skills to mount gears in a 90-degree arrangement, and pupils in Year 4 had studied symmetry in art as part of their work on Ancient Greece. In the best lessons, teachers and pupils make good use of ICT. However, teachers do not always give enough attention to planning how key skills in mathematics can be used and developed in other curricular areas.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils do not have enough opportunities to construct and design their own investigations.
- Teachers use ICT well to interest and motivate pupils to learn.
- The use of assessments to raise standards is unsatisfactory.

Commentary

59. In Year 6, standards are below average and pupils' achievement is satisfactory overall. The proportion of pupils attaining the expected Level 4 for their age is average but a below average number of pupils are attaining the higher Level 5 standard. The school's analysis of every paper from 2004 reveals that several pupils missed attaining a Level 4 or a Level 5 grade by very few marks. Pupils receive a balance of work that addresses their knowledge and understanding of most of the curriculum well. They have a good understanding of physical processes, materials and their properties, and life and living processes. They have a good understanding of the conditions required for a fair test. Pupils complete a wide range of investigations that are prepared and led by the teachers, and have a lot of practice on interpreting data from graphs and charts which enables them to complete these aspects of the Year 6 written tests. However, they are not given enough opportunities to design and construct their own experiments and investigations, and, as a result, their skills in thinking creatively to try to explain or establish links between what happens in experiments, and why, are below average. This is why not enough pupils are attaining higher standards.
60. The quality of teaching is satisfactory overall. The teaching seen during the inspection ranged from very good to satisfactory. The very good and good lessons were practical ones where

pupils were given some freedom to learn independently. For example, in Year 4, all four sets of pupils had time to discover, collect, draw and study 'minibeasts' they found in different parts of the school grounds, such as the woods, pond, walls and field. The activities excited them and motivated them to learn more about the creatures they found, and how they were adapted to live in their 'home' areas. In satisfactory lessons, such as one seen in Year 3, although a practical element such as planting seeds was present, pupils had to follow very directed instructions, and were not given enough opportunities to suggest their own ideas - for example, on where the planted seeds should be kept - in order to find out what conditions the plants needed to grow. In Year 6, pupils conducted an experiment to measure how much carbon dioxide was in a given amount of lemonade. The pupils clearly enjoyed the work, and learned about some of the properties of gases, but were not given the opportunity to make suggestions on how the task could be achieved, or how they could improve. They could not learn from their mistakes and then adapt their work to make their learning better.

61. Teachers use ICT well in science. The use of whiteboards and a commercial science program allows pupils to see short clips from films and real-life applications that lend meaning to their learning. This resource captures pupils' interest in the topics they are studying.
62. A cycle of topics has been planned to cover each aspect of the curriculum for each year group. In the medium term planning documents, topic areas such as learning about a skeleton are revisited and the plans specify what level of work should take place so that pupils' learning is improved and not repeated. However, a scrutiny of work revealed that there is an over-reliance, particularly in Years 5 and 6, on using published worksheets. Some of the same worksheets are used within different sets in more than one year group and so pupils do repeat work unnecessarily. In Year 6, too much work is focused on revising for the end-of-year tests and not enough practical work is in evidence. When investigations do take place, they are clearly led and designed by teachers. In all the lessons seen, pupils were very well behaved, cooperated well with each other and their teachers, and concentrated well on their tasks. However, a discussion with some of the older pupils revealed that they found science to be "boring" due to too much revision and not enough experimental work.
63. Leadership and management are currently satisfactory. The coordinator is new to her role but has already undertaken some monitoring tasks, for example in scrutinising medium term plans and using the knowledge gained from a rigorous scrutiny of last year's test results to pin-point the weakest areas of the curriculum and make changes to improve provision. She has a good knowledge and understanding of the subject, and a drive and enthusiasm to succeed in her role. Currently, she does not have a good enough overview of pupils' achievement. Teachers assess pupils from each set after each completed topic. This generates a lot of data, which is not used well enough to improve the quality of teaching and learning or to set targets for improvement. Although standards have risen since the last inspection and curriculum planning has been revised and improved, improvement since the last inspection is only satisfactory because the key issue of pupils constructing their own investigations has not been resolved.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- The subject is well led, and this has resulted in significant improvement in pupils' learning.
- Effective staff training has resulted in confident and knowledgeable teaching.
- The accommodation in the ICT suite is unsatisfactory.

Commentary

64. Standards are average but pupils' achievement is good. Over the last few years the amount and quality of hardware and software available in school have increased significantly and pupils' increased access to computers and interactive whiteboards is having a positive impact on their learning. The oldest pupils use PowerPoint to create their own web pages and confidently word-process their work, importing images and clip art from files and from the Internet.
65. The quality of teaching is good. Following focused training, teachers are now competent in using interactive whiteboards in the computer suite and in classrooms. They give good, clear demonstrations of the skills pupils need to learn and pupils' interest is caught by the tasks they are given to complete. Teachers' planning is good and they know which pupils require additional support and which can be given more challenging learning activities. They give good advice and training in how to use the Internet safely, as seen in a very good lesson in Year 5 where pupils were writing letters to other pupils from a neighbouring school. The lessons seen were conducted at a brisk pace which maintained pupils' interest and spurred them on to complete and then refine their work.
66. The coordinator's leadership and management are good. She is knowledgeable and freely gives advice and guidance to other staff. She has some good ideas for the future development of the subject, including making stronger links with design and technology through improved access to control technologies. She has constructed and maintains an up-to-date portfolio of examples of pupils' work. These samples are accurately assessed against national expectations for attainment, and assist teachers in making assessments on their own pupils' work and to plan additional, more challenging activities for them in future units of study. Teachers record their assessments after each unit of work and the coordinator is using this information to construct targets for each class to meet every term. She monitors teachers' planning documents, and audits and then provides for their training needs. She has not had the opportunity to monitor teaching and learning in the computer suite.
67. There are ten interactive whiteboards in school, which has also invested in installing computers with wireless technology in the mobile classrooms. The computer suite is adequately resourced with hardware but there is no extractor fan in place so, by the end of the afternoon, the room is hot and stuffy. This is unsatisfactory as in lessons, at this time of day, the atmosphere is oppressive and tiring. With just one computer suite for the school, lessons are restricted to one per class every week although there is additional time available, which teachers opt to take. Resources are satisfactory overall as limited use is made of digital cameras and control technology. However, improvement since the last inspection is good, particularly in teachers' improved expertise and in the installation of interactive whiteboards in school.

Information and communication technology across the curriculum

68. ICT is used well to support pupils' learning in almost all other areas of the curriculum. For example, in Year 6, when learning about Anne Frank in history, pupils used the Internet to research information, download photographs of her and then word-process their reports. In Year 5, pupils have used a spreadsheet program to help them in mathematics and progressed to calculating formulae using functions on the toolbar. Pupils lower down the school have composed pieces of music and poems, and in art they have use a paint program to produce self-portraits. Learning for pupils with SEN is enhanced by use of programs for individual pupils, for example in playing a computer game to improve their spelling.

HUMANITIES

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

69. No lessons were observed in **geography**. The planned curriculum is satisfactory, with some good links made with RE and history. There are good, planned opportunities for pupils to use their speaking and listening skills. Pupils extend their mapping skills through an in-depth study of the local area and regular external visits. They explore environmental issues and study contrasting localities such as St Lucia. In discussions, Year 6 pupils had a secure understanding of mapping skills and good subject knowledge, and used correct subject vocabulary well. While there is adequate recording of work, the higher attaining pupils would benefit from further opportunities to record their work in more depth. The subject makes a good contribution to pupils' social and cultural development, with opportunities for older pupils to work collaboratively during field trips and a week's residential experience. There is no formal assessment of pupils' learning so teachers are not able to track the progress pupils make. Resources are good and pupils use the Internet regularly for research. However, there are not enough opportunities for pupils to use the library.
70. One satisfactory lesson was observed in Year 3 in **history**, in which ICT was used well to stimulate pupils' interest and included good opportunities for pupils to use their speaking and listening skills whilst studying different aspects of Roman life. From discussion with pupils and work sampling, standards are at least average. Year 6 pupils have secure subject knowledge and understand the difference between factual information and opinion. They use the Internet regularly but do not have enough opportunities to use the library for research purposes. While there is adequate recording of work, not enough attention is drawn to presentation of work, and the highest attaining pupils would benefit from further opportunities to record their work in more depth. The subject makes a very good contribution to pupils' social and cultural appreciation. The very good range of experiences that are used to help bring the subject to life is a particularly impressive feature. These include regular visits, visitors and special days such as the Tudor day and Victorian day, where children experience life in the past through drama, music and art. There is no formal assessment of pupils' learning so teachers are not able to track the progress they make. Resources are very good.

Religious education

Provision in RE is **good**.

Main strengths and weaknesses

- Teaching is good and pupils achieve well.
- The subject makes a good contribution to pupils' understanding, respect and interest in different faiths and beliefs.
- Pupils have good opportunities to use their speaking skills.
- There is no formal assessment of pupils' work, therefore teachers cannot track the progress pupils make.

Commentary

71. In Year 6 pupils are attaining average standards. The curriculum focuses on three main religions in depth; Christianity, Judaism and Islam. There are many opportunities

for reflection and contemplation, which is an improvement from the time of the previous inspection.

72. Teaching was observed in each year group. All the teaching observed was good with pupils achieving well in their knowledge and understanding. Teachers have good subject knowledge and teach in a way that captures the interest and imagination of boys and girls, and promotes their learning well. Pupils respond very well to this; have very positive attitudes and work hard. The very good range of resources for each faith studied are used well to stimulate pupils' interest. For example, in a well-taught lesson, a suitcase containing items of religious significance to Muslims was used well to check pupils' prior factual knowledge. Good use was made of the interactive whiteboard to show images of Mecca and a Muslim pilgrimage.
73. There are good opportunities for pupils to use their speaking and listening skills, resulting in them expressing their ideas using correct subject vocabulary. Pupils in Year 4 debate different views of creation, and in Year 5 the symbolic language in the Lord's Prayer. In Year 6, pupils discuss similarities and differences between the three religions, using the correct terms. Good use is made of drama to promote understanding of faiths from different perspectives. While there are good opportunities for reflection and discussion, there is less emphasis on recording work. Good use is made of notebooks to jot down ideas in lessons. However, higher attaining pupils would benefit from more opportunities to record their ideas in depth.
74. RE makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils have many opportunities to discuss and reflect on aspects of life such as injustice, poverty and the impact of their actions on others. For example, in a well-taught lesson in Year 6, pupils discussed in depth the impact of the religious beliefs on significant figures in history, such as Martin Luther King and Ghandi. They explored issues around poverty, injustice and oppression. Pupils are encouraged to respect the values of different religions.
75. The subject is well led and satisfactorily managed. The coordinator is enthusiastic about the subject. She monitors planning, ensures resources are of very good quality and gives informal support to staff. There is no formal assessment system throughout the school, and the coordinator does not have regular opportunities to monitor, and therefore influence, the quality of teaching and learning. Improvement since the last inspection is satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

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

76. One good lesson was seen in **art and design** in Year 6. The teacher clearly had good subject knowledge and pupils learned how to distinguish the fore-, middle- and backgrounds of several pictures of works of art before practically demonstrating how to divide them. From a scrutiny of displays around the schools, the full curriculum is taught and ICT is also used well. In Year 5 pupils learned about Picasso and constructed some good representations of portraits in his style using a paint program during a lesson on ICT.
77. **Design and technology** projects are planned in every year group and some good links to other curricular areas have been established. For example, pupils in Year 6

make electronic buggies using their scientific awareness of electrical circuits. Only one lesson was seen during the inspection, where teaching and learning were good. Resources were plentiful, tasks were challenging, skills were developed, and the teacher strongly emphasised health and safety issues when pupils handled the very good range of tools provided for them. During the lesson, pupils worked with enthusiasm and a number of them said that they liked design and technology lessons because they found it exciting to be able to make things. Pupils in Year 6 spoke enthusiastically about additional opportunities that were provided for them, such as their regular visits to the local technical college. The coordinator provides good leadership. He has very good subject knowledge and his enthusiasm for the subject does much to enthuse pupils throughout the school. Although designing and making skills are developed in a systematic manner in all year groups, there is less evidence that projects conclude with an opportunity for pupils to evaluate their models through written evaluations, and this is a missed opportunity for them to develop their literacy skills through work in design and technology.

78. Three games lessons were observed in **physical education**. In these, standards were average. Both lessons in Year 3 were satisfactory, and pupils were making satisfactory progress in improving their skills. Good use was made of additional adults, including a local coach and a student, to work with pupils in smaller groups. The Year 6 lesson was well taught with pupils learning new skills in batting, bowling, throwing, catching and fielding. Good use was made of pupils to demonstrate their skills to each other. In all three lessons the pupils were very enthusiastic, shared equipment sensibly and behaved very well. From discussion with Year 6 pupils, they enjoy PE and the opportunities they have to take part in competitive sports. Records show that the majority of pupils can swim at least the nationally expected 25 metres by the end of Year 6. The planned curriculum covers all required areas, and makes a very good contribution to pupils' social and cultural development. There is an extensive range of extra-curricular activities. Girls and boys have regular opportunities to compete and take part in a range of sports including football, cricket, rounders and athletics, as well as dance and gymnastics. Year 6 pupils also take part in a residential week. The school has had many sporting successes in inter-school competitions. Accommodation and resources are very good. The school has extensive playing fields, a hard surface playground and a large hall, all of which are used well to develop pupils' skills.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- The leadership of the coordinator is very good.
- Teaching is very good and pupils achieve very well.
- Pupils have access to an excellent range of musical instruments.

Commentary

79. At the time of the last inspection, standards in music were average and the coordinator had yet to improve the music curriculum. Standards are now well above average and pupils' achievement is very good. The coordinator provides very good leadership and supports her colleagues very well. She has implemented a scheme of work that provides balanced opportunities for composing, performing and appraising music, and enables pupils to experience a wide range of musical instruments on a regular basis. She works closely with colleagues and her support enables teachers who are not specialist musicians to teach the subject very well. She has developed a good action plan for future development that includes the implementation of assessment procedures for the end of each module of work.
80. Teaching and learning are very good overall. In all of the lessons seen, pupils were provided with challenging activities, the pace of lessons was good, teachers had high expectations and pupils responded positively. Teachers make very good use of the excellent range of instruments available to them. In a lesson in Year 3, for example, pupils worked in groups to compose music to represent the sound of water and rainfall. They were provided with an extensive choice of instruments and used them effectively to develop musical sequences. By the end of a lesson in Year 5, all pupils were able to play a piece of music on their recorder. Pupils clearly enjoy music lessons and attitudes to learning are very good. Pupils from Year 6 spoke enthusiastically about their musical experiences and clearly appreciated the varied opportunities that the school provides.
81. The school has invested heavily in this subject, and pupils now have access to an excellent range of high quality instruments, including violins, cellos, clarinets, keyboards, recorders and a variety of different percussion instruments. These are regularly used in lessons and pupils handle them with care and respect. In addition to music lessons, there is a school orchestra and recorder groups, as well as peripatetic music tuition in cello, violin, clarinet and drums. Over one third of the pupils play at least one musical instrument on a regular basis and many reach a high standard. For instance, during the week of inspection, individual pianists, clarinettists, percussionists and violinists performed to a very high standard during daily assemblies. There are regular opportunities for performance, such as at the annual Summer Fair, musical concerts and during assemblies. The weekly 'Singing For Pleasure' assembly, of which an example was seen during the inspection, has become an opportunity for instrumentalists and singers to celebrate their obvious love of music. The quality of singing throughout the school is very good, and many pupils enjoy the opportunity to become members of the school choir. Improvement since the last inspection is very good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

82. There are timetabled lessons in almost all classes, and themes are integrated into other subject areas such as science and literacy. The benefits and outcomes of this subject can be seen in the very good attitudes and behaviour in school, which operates as a courteous, caring and harmonious community. The coordinator has only recently

been appointed and has had little opportunity to influence the subject. The school has an effective school council, which enables pupils to influence their own learning and experience democracy at first hand. They have brought about recent improvements, which include the purchase of additional resources for the playground. Pupils accept responsibility readily when given opportunities to do so. For example, pupils in Year 6 operate the overhead projector in assemblies and pupils often take responsibility for collecting and distributing resources at the beginning and end of lessons.

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	2
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 (ethos)	2
Attendance	2
Attitudes	2
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	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
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	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

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