

INSPECTION REPORT

ETON PARK JUNIOR SCHOOL

Burton-upon-Trent

LEA area: Staffordshire

Unique reference number: 124051

Headteacher: Mrs Julie Green

Lead inspector: Mr Grahame Sherfield

Dates of inspection: 20 – 22 June 2005

Inspection number: 266804

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: 222

School address: Masefield Crescent
Burton-upon-Trent
Staffordshire

Postcode: DE14 2SG

Telephone number: 01283 239450
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Appropriate authority: Governing body
Name of chair of Mr Peter Haynes
governors:

Date of previous May 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

Eton Park Junior School draws its pupils from the area of housing near the school. The socio-economic circumstances of the pupils and attainment on entry to the school have worsened since the last inspection and are well below average. 78 pupils are from ethnic minorities and most speak English as an additional language. At the time of the inspection, there were 222 pupils on roll. There were 71 pupils with special educational needs, which is above average, most with learning difficulties, though a significant minority have social, emotional and behavioural problems. Nine pupils had a statement of special educational needs. The number of pupils leaving and joining the school other than at the usual times is broadly average. The school has the Healthy Schools award and received a School Achievement Award from the Department for Education and Skills in 2002. Eton Park is recognised as a Dyslexia-friendly School.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
4758	Grahame Sherfield	Lead inspector	Information and communication technology Religious education Geography History
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20230	Jennifer Clayphan	Team inspector	English as an additional language Mathematics Science Design and technology Music
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	18
PART C: THE QUALITY OF EDUCATION IN SUBJECTS	20
SUBJECTS IN KEY STAGE 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's **effectiveness** is **good** and it provides good value for money. Pupils enter the school with standards that have fallen since the last inspection and are now well below average. As a result of good and sometimes very good teaching, they achieve well in English, mathematics and science; standards are below average by Year 6.

The school's main strengths and weaknesses are:

- The headteacher and key staff provide good leadership and are determined to improve achievement further and to support pupils in overcoming any difficulties affecting progress in their work and personal development.
- Most teaching is good or very good, particularly in Years 5 and 6, but teaching is satisfactory in a significant minority of lessons.
- Pupils' achievement in information and communication technology (ICT) is unsatisfactory as a result of unsatisfactory provision.
- Very good steps are taken to ensure pupils' care, welfare, health and safety and pupils benefit from a very good curriculum for personal, social, health and citizenship education.
- Provision for pupils with special educational needs is good and enables them to make good progress.
- The school works very hard to improve attendance and to ensure that all pupils fully benefit from the opportunities it provides, but many pupils still arrive late in the morning.

The school's improvement since the previous inspection is good. Achievement in English has improved, despite attainment on entry falling significantly. In mathematics and science, achievement remains similar. Although teaching is still good overall, the proportion of very good teaching has increased markedly. Leadership and management have improved. Steps taken to ensure the care, welfare, health and safety of pupils are now very good. All the key issues have been addressed with success.

STANDARDS ACHIEVED

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

*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.*

Achievement is **good**. Pupils make good progress in English, mathematics and science. The table shows that pupils are doing at least as well as those in similar schools in all three subjects, even though their low attainment on entry holds back standards. Achievement is

unsatisfactory in ICT as pupils have too few opportunities to use computers to learn skills and to support their learning across the curriculum. Achievement is good in religious education and physical education.

In the last two years, the high proportion of pupils with English as an additional language has meant that attainment in English has not been as good as that in mathematics and science in comparison with similar schools and with all schools nationally. However, the school has worked successfully to improve achievement in English over the last year, and it is now similar to that in mathematics and science.

Pupils' personal qualities are good. Their spiritual, moral, social and cultural development is good overall, with strengths in moral, social and cultural development. Pupils' attitudes and behaviour are good. Attendance has been steadily improving and is now satisfactory. Many pupils, however, do not come to school on time at the start of the day.

QUALITY OF EDUCATION

The quality of education provided by the school is good.

Teaching and learning are **good** overall, with a high proportion of very good teaching, particularly in Years 5 and 6. Teachers plan lessons carefully and pupils respond well, though a significant minority of lessons are not so well-planned. Good procedures for assessing pupils' progress are in place but these are not used consistently enough by all teachers to help pupils to understand how to improve their work.

The curriculum is satisfactory and meets pupils' needs. Opportunities for activities outside school hours are satisfactory. There is a very good curriculum for pupils' personal, social, health and citizenship education and provision for pupils with special educational needs is good. Care for pupils' welfare, health and safety is very good. Despite much effort from the school in seeking the support of parents and carers for their children's education, some do not respond well and the partnership with parents is satisfactory. Links with the wider community and other schools are good and have a positive impact on achievement.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher and key staff provide good leadership and she and her staff are strongly committed to improving the school and meeting the varied needs of its pupils. The work of the governing body, which is also committed to improving the school, is satisfactory. Nearly all statutory requirements are met, but the governors' annual report to parents does not include required information on finance and previous test results and the prospectus omits information on attendance.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are generally satisfied with the work of the school in most areas. They appreciate that their children like school and that they are expected to work hard. Some parents believe that children do not behave well and that their child is bullied. Behaviour during the inspection was good and the school acts quickly to deal with the small number of instances of bullying. Information for parents and extra-curricular activities are satisfactory, and the school works hard to involve parents in their children's education.

Most pupils like most things about their school. Some think that other pupils do not behave well but the inspection team finds that behaviour is good. Some think that lessons are not

interesting and fun but the inspection team found that most lessons engaged pupils' interest.

IMPROVEMENTS NEEDED

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

- Improve achievement in ICT so that pupils develop skills and knowledge more quickly and can use these to support their learning in the other subjects.
- Improve teaching so that its quality is more consistently high.
- Continue the work with parents to improve pupils' punctuality.

and, to meet statutory requirements:

- ensure that the governors' annual report to parents and the prospectus contain all required information.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Achievement is good but standards are below average in Year 6.

Main strengths and weaknesses

- Achievement is good in English, mathematics, science, religious education (RE) and physical education (PE).
- Pupils make unsatisfactory progress in ICT.

Commentary

1. In the Year 6 national tests for 2004, standards were below average in mathematics and science. They were well below this in English and only one pupil reached standards above those expected nationally. This is less good than results achieved in 2003 and reflects a year group in 2004 with significantly more emotional, social and behavioural problems. In comparison with those in similar schools, pupils did better than most in mathematics and science in 2004 and reached standards in English in line with those in most similar schools.

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

Standards in:	School results	National results
English	25.1 (25.8)	26.9 (26.8)
mathematics	25.9 (26.8)	27.0 (26.8)
science	27.5 (28.8)	28.6 (28.6)

There were 60 pupils in the year group. Figures in brackets are for the previous year

2. Pupils now achieve well in English, mathematics and science as a result of good teaching. In Year 6, standards are below the national average in mathematics and science, which is similar to 2004. This is also the case in English, but this is an improvement on last year and reflects the vigorous efforts to improve pupils' speaking and listening, reading and writing. Pupils achieve well in RE and reach standards expected in the Staffordshire Agreed Syllabus by the end of Year 6. In PE, achievement is good. In ICT, there are too few opportunities for pupils to develop their skills and knowledge. As a result, achievement is unsatisfactory and there is only limited use of ICT to support learning in other subjects.
3. The school has worked hard in recent years to ensure the progress of ethnic minority pupils, particularly in English, and no significant differences were noted in their achievement compared with other pupils. There have also been well-directed efforts to improve the achievement of girls from all backgrounds as this has significantly lagged behind that of boys over the last three years. Girls' education plans have been introduced to support class teachers in taking measures to improve the progress of girls. These have been successful and the achievement of girls is now broadly similar to that of boys. The achievement of gifted and talented pupils is similar to their

classmates as a result of the good teaching they receive. Pupils with special educational needs are identified early, receive appropriate support and as a result they make similar progress to other pupils.

Pupils' attitudes, values and other personal qualities

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

Main strengths and weaknesses

- The school has put in place very effective measures to ensure that pupils' behaviour is good.
- Relationships between most pupils, and between pupils and staff, are good.
- The school's very determined efforts have steadily improved attendance, but many pupils are still late at the start of the day.

Commentary

4. Skilful measures put in place by the school are having positive effects and children are well behaved in classrooms and around the school. A few pupils become too boisterous in their play, but staff capably resolve any incidents. Pupils are happy with the way staff intervene at such times. The very effective team of adults which gives support is having a positive effect and helping to develop vulnerable pupils' self-confidence and feeling of being valued. Relationships between most pupils are good and several examples of kindness were noted by the inspection team. A number of incidents of bullying and anti-social behaviour led to fixed period exclusions earlier in the school year but these have declined and the school is maintaining its vigilance through its very good systems to support both bullies and victims. Current good behaviour is similar to that found in the last inspection. Pupils trust their teachers and other adults and show them good levels of friendly respect.

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	142	5	0
Asian or Asian British – Pakistani	67	9	0
Any other ethnic group	2	2	0

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

5. The good or very good teaching that pupils experience in many classes captures their interest. They co-operate willingly with staff and their attention seldom wanders. Pupils persevere well with their tasks, willingly helping each other when this is part of the lesson. Pupils are prepared to take responsibility and to be enterprising, but they are not always provided with enough opportunities to do so. Pupils with special educational needs and those who speak English as an additional language usually behave well, have good attitudes to school activities and work with as much care and attention as their peers.

6. Pupils' spiritual development is satisfactory. Assemblies are well planned and make a positive contribution, providing opportunities for pupils to reflect on ideas, actions and beliefs from religion in the context of their own lives. In lessons, pupils sometimes discuss stories with moral themes and there are brief periods of reflection. Teachers are increasingly aware of the importance of lifting pupils beyond everyday things. This happened in a music lesson when pupils listened in rapt silence to the atmospheric music *Mare Tranquillitatis* while watching a video of the first moon landing.
7. The effective promotion of pupils' personal development is reflected in pupils' good understanding of right and wrong. Pupils have helped to write the rules of the school community and the large majority follow them readily because they have a growing awareness that misbehaviour is unfair to others. Class and year group councils and the school council provide opportunities for pupils to develop ideas about democracy and citizenship. Friendliness and thoughtfulness towards others are constantly encouraged. For example, teachers often ask pupils to discuss some aspect of their work with a partner. This builds their ability to relate to others and to consider their feelings as well to listen to their ideas. Care for others is evident during playtimes when older pupils look after younger ones.
8. Pupils have a good appreciation of their own and others' cultural traditions as a result of the school's improved provision for helping pupils to be aware of others' ways of life and of culture in the wider world. For instance, last autumn there was a Muslim harvest festival celebration, which proved so successful that there are plans to repeat it. A local orchestra visits the school regularly so that pupils hear excerpts of western classical music and a bhangra drum group plays for pupils to dance to and to listen to Asian harmonies and rhythms.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.5	School data	0.2
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.

9. At the time of the last inspection, attendance was in line with the national average. Since then, attendance has been below this. Very good procedures have led to an improvement so that in 2004-05 it is again in line with national figures. Unauthorised absence is below the national average. The school has received very good support from the education welfare service in focusing parents on their children's poor attendance and punctuality, and the adverse impact on their progress. However, the punctuality of many pupils at the start of the day remains unsatisfactory, despite the school's efforts to counter this.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching, learning and assessment are good. The curriculum is satisfactory, but the school's accommodation is good. Pupils are very well cared for, well guided and well involved in the life and work of the school. Links with the community and other schools are good.

Teaching and learning

Teaching, learning and assessment are good.

Main strengths and weaknesses

- There is a high proportion of good and very good teaching, particularly in Years 5 and 6.
- Good subject knowledge is often used well to plan engaging activities.
- Lessons proceed at a good pace and pupils generally behave well.
- In lessons that were satisfactory, opportunities were not always taken to extend pupils' thinking and tasks were sometimes not clear.
- Pupils' work is assessed well and most understand how they can improve.

Commentary

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	15 (44%)	9 (27%)	10 (29%)	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.

10. Teaching and learning are good. Staff share the headteacher's determination that all pupils should be supported in taking full advantage of the opportunities for learning in their lessons. While there is good teaching in all year groups, there is a high proportion of very good teaching in Years 5 and 6. In the best lessons, teachers ask very good questions to make pupils think, to draw out their new learning and to help them develop their speaking and listening skills. Sequences of activities are very well planned, drawing on teachers' good subject knowledge, as in a Year 6 science lesson investigating the best material for shoes in *The Pied Piper*. This ensures that pupils' understanding develops smoothly. Lessons proceed at a good pace and teaching assistants make a good contribution to pupils' progress. The work that is expected of pupils is made very clear, either by the teacher modelling this, as in a Year 5 English lesson on writing a letter based on *War Horse*, or by a pupil being helped to do so. Working on new ideas with a partner is well established and makes a positive contribution to learning. Classroom management is good so that while the teacher works very purposefully with one group of pupils, others get on with their work well. The closing session to lessons is used very well to help pupils understand what they have learnt and to extend their thinking further. Role-play and drama approaches to teaching are very effective in developing pupils' learning.
11. Where teaching is satisfactory, lessons sometimes proceed at a more uneven pace. Teachers seek to involve all pupils using questioning, though this could be more effective in extending their understanding. While teachers have clear purposes for lessons, these are not always clearly communicated to pupils and sequences of activities would benefit from more planning to ensure smooth progress in learning. Sometimes pupils find it difficult to concentrate on their work in a group while the teacher works at another table. When lessons end, what pupils have been doing is shared with the whole class but the opportunity is not always taken to extend learning further.

12. The school has interactive whiteboards in each classroom and staff have received training. The use made of these is currently variable. In some classrooms, equipment is used well and full advantage taken of its facilities for easy demonstrations, quickly showing new information and allowing the teacher and pupils to operate programs by touching the screen. In others, teachers operate the board using the mouse at the nearby computer or the software designed for use on the whiteboard is not available. There is a need for further training on how to make the most of this equipment in teaching the different subjects of the curriculum.
13. The assessment of pupils' work is good. All pupils have targets to improve their work in English and mathematics and they understand well what they need to do. Pupils' work is marked thoroughly, though teachers' comments do not always indicate clearly how a particular piece of work could be improved or what the pupil should seek to do next time.
14. Pupils with special educational needs are well supported in class and in withdrawal groups and their learning is good. Gifted and talented pupils also learn well as a result of good teaching. The teaching of those who speak English as an additional language is satisfactory overall. Some teachers systematically ensure that pupils understand new vocabulary and phrases; others rely on the context to aid understanding. Pupils do not have specific language-related targets to aim towards in addition to those for subjects. Teaching of these pupils in groups once or twice a week is thorough, but their withdrawal from classes for the oldest pupils takes them away from very good class teaching. At present there are no bi-lingual teaching assistants but the school has plans to address this.

The curriculum

The curriculum is satisfactory and pupils have sound opportunities for enrichment. Accommodation is good and resources are satisfactory.

Main strengths and weaknesses

- The school has adapted the curriculum well to meet the needs of current pupils; provision for pupils with special educational needs is good.
- The curriculum for personal, social, health and citizenship education is very good.
- Cross-curricular links make the curriculum more meaningful and interesting.
- Development in ICT is unsatisfactory.
- Participation in sport and the arts is good.
- Accommodation, though generally good, is uncomfortable in hot weather.

Commentary

15. The curriculum is broad, balanced and meets statutory requirements. All pupils have access to it and there is good support for pupils with special educational needs and good extension for the gifted and talented so that all pupils achieve well. Because standards in all three core subjects are below national averages, the school weights the curriculum towards additional literacy and numeracy work and therefore less time is spent on other subjects. To raise standards in writing, there is an hour's literacy each day, which culminates in an assessed writing task each fortnight. To improve reading, there is half an hour's reading session each day as well as class novel time and identified literacy and numeracy links across the curriculum. This has contributed to good achievement in English and mathematics. Priority is also given to personal, social, health and citizenship education and the curriculum for this is very good. Pupils are all involved in school council business and there is circle time and discrete teaching of health and safety and of awareness of issues such as tolerance and responsibility. This is in addition to daily informal work on the subject.
16. Wherever possible, the school works hard to use time as efficiently as possible and to provide pupils with interesting lessons, which appeal to different styles of learning. To this end, cross-curricular links are well developed across the rest of the curriculum, although ICT is not used enough. In Year 6, use of Robert Browning's poem *The Pied Piper* as a text for literacy has provided a starting point for developing a geography project on Germany, a movement and drama programme in physical education, a design and technology brief to construct the piper's sandals and a word processed newspaper report on Hamelin's rats. Resources for ICT are unsatisfactory and pupils' time on the computer is limited. As a result, pupils do not acquire the necessary speed on the keyboard or the flexibility to research and record across the curriculum.
17. The curriculum is enriched by a wide range of visitors and visits to places of interest. The classrooms are bright and welcoming with work displayed well to help stimulate, encourage and remind pupils about their learning. There is good participation in sports and arts because of the percentage of time spent on these subjects in school and the quality and variety within lessons. Extra-curricular provision such as the choir, school performances and after-school clubs enhances the opportunities on offer to pupils. The school is modern, bright and secure. The classrooms are of a good size and there are spaces outside the classrooms for additional work areas. However, the building is unsuitable as a working environment during hot weather and this affects pupils' concentration. The playgrounds and grassed areas are spacious and attractive. The new trim trail has been a very popular and accessible addition for all pupils.

Care, guidance and support

Provision for ensuring pupils' care, welfare and health and safety is very good. The school provides pupils with good support, advice and guidance and their involvement in its work is effective.

Main strengths and weaknesses

- The headteacher and staff have a very good knowledge of pupils and nurture them very well.
- The school receives good support from outside agencies.
- Pupils are well supported and guided in their lessons and in their personal development.
- Pupils settle happily into the school and feel part of the school family.
- The school listens to pupils effectively and increasingly involves them in its work and development.

Commentary

18. Since the last inspection, this aspect has been strengthened as the headteacher is very committed to the principle that every child should be healthy and safe and to the school's vision for each child, *Learning to Love Learning*. Her daily work gives a very high priority to the care of pupils, and the school's staff and governors are very mindful of the disadvantaged and diverse community that they serve. The headteacher is dedicated to her pastoral duties and all staff are totally committed to providing children with a haven of calmness and stability. They have a very good knowledge of all their pupils, and often parents too, though some parents are reticent in their dealings with the school.
19. The headteacher and governors have a wide range of up-to-date and well-written care policies. These are consistently implemented by well-trained staff and supported by a responsible governor. The school receives good support from outside professional agencies, and the quality of its pastoral welfare work has been recognised by Staffordshire County Council Education Service with extra funding. The school is well resourced for the needs of physically disabled pupils. Child protection procedures conform to Staffordshire guidelines. All staff, including governors, receive refresher training and are very vigilant to the potential risks to pupils. The school assists pupils to protect themselves through displaying the *Childline* telephone number. Health and safety procedures are very thorough with regular reviews of the site. The school is safe, as evidenced by a low minor accident rate, and risk assessments are effectively completed for school activities and disabled facilities. There are sufficient first-aiders and accident and sun protection procedures are well established.
20. Pupils are very well supported by a variety of strategies for improving their social skills and coping with emotional problems through the Dolphin Club. The learning mentor is an invaluable resource in supporting vulnerable pupils through personal conversations and counselling. The Sparkles Club, which is made up of approximately one in ten pupils and all Year 6 girls, is very well supported by the Child and Adolescent Mental Health Strategy (CAMHS) worker, who visits on a weekly basis in order to raise their confidence and self-esteem. The school has a very practical relationship with the community police, who have cooperated in improving behaviour.
21. The school's support for pupils with special educational needs is good. Individual educational plans are realistic and discussed with pupils and parents. The tracking of

pupils' personal development is mostly informal, except for that of pupils who have individual educational plans and behaviour problems. There is good feedback and discussion of issues between the teacher and the headteacher at internal staff meetings, where strategies are tailored to the individual child.

22. The induction of pupils new to the school is good. Parents of Year 3 pupils are made welcome in the school before the start of term and are reassured that the school wants to build a partnership. Parents are clearly informed about essential routines, but there is no translated information for ethnic minority parents. A few pupils join the school later in the year and the headteacher's high levels of care for both pupils and parents help to integrate them into school life quickly and sensitively.
23. Staff treat pupils with respect and most pupils feel that teachers want to listen to them. Vulnerable pupils are particularly valued through the work of the learning mentor and the CAMHS worker. However, a few pupils feel that they are not trusted, and that teachers do not listen to their ideas and are not fair. This is linked with the school's ongoing need to manage behaviour. The school and class councils are taking a broader perspective after focusing on behaviour issues and are developing pupils' confidence and understanding of taking responsibility for their own school community. Pupils' targets for academic subjects and personal behaviour are well developed. Pupils respond well to the teachers' marking and they have a growing awareness of how they might improve their performance.

Partnership with parents, other schools and the community

The school has developed a sound partnership with parents, who are broadly satisfied with the school and the education it provides. Links with the community and with other schools are good.

Main strengths and weaknesses

- Many parents trust the headteacher and staff through their efforts to produce good quality education and care for their children.
- Although the school tries hard to listen to parents' views, their opinions are often negatively influenced by the school challenging them to support good behaviour and learning more effectively.
- All pupils benefit greatly from the school's good links with the community.
- The school has good relationships with other schools, which help pupils to settle well at the time of transfer to the next stage of education.

Commentary

24. The headteacher has a good understanding of parents and carers and the importance of their involvement in their children's education. She stresses the need to work together from the first contact with new parents. Parents of pupils with special educational needs are kept well informed about their children's progress and take part in review meetings each term. The school is broadly successful in gaining many parents' trust, and staff show confidence when dealing with parents. A significant minority of parents, however, are either apathetic, had poor personal experience of education themselves, or lack the confidence to engage with the school on equal terms.

25. Despite the school's unstinting efforts, parents' satisfaction with the school has declined since the last inspection to an average level. This is strongly influenced by parents' views of pupils' behaviour, as a third of parents responding to the questionnaire are concerned by this feature. The school has worked hard to create an atmosphere of calm and to challenge difficult behaviour so that behaviour is good. The headteacher and staff challenge parents to take greater responsibility for their children's attendance, behaviour and care and this has influenced some parents' views on how well the school works with parents, the approachability of the school, the fairness of the staff and the leadership and management qualities of the headteacher. The inspection team judges that parents' negative views are not justified. Parents are also concerned by the range of activities outside the classroom. Some extra-curricular activity has been suspended due to lack of support or the poor behaviour of pupils, but activities for pupils are satisfactory. As a result of its sound strategies for communicating with parents, few of these dissatisfactions have resulted in complaints, which have reduced markedly.
26. Despite the school's best efforts, too many parents are content to be passive partners with the school and are not a positive influence in their children's education. Although parents have signed the home-school agreement, the punctuality of many pupils is unsatisfactory at the start of the day. A minority of parents supports pupils with homework. The school finds it difficult to recruit parent volunteers, but parent governor roles are now filled. There is a small core of parents running the parent-teacher association and performances involving pupils are well supported. The school tries hard to gain the views of parents, but there is a poor response to questionnaires and the school often has to rely on informal approaches.
27. Although the school's prospectus and the governors' annual report to parents do not contain some statutory information, other written communications are of good quality and parents are given sufficient notice of events. The school is currently translating its brochure but does not yet routinely translate written communications for ethnic minority parents. Annual reports to parents are satisfactory as they give informative statements of what children can do in all subjects. The key issue from the last inspection has been successfully addressed as future targets are now defined. However, there is no review of past academic targets and there is no expectation that pupils or parents contribute to the reports. Most parents feel comfortable with the opportunities they have for verbal feedback on their children's progress.
28. Links with the local community are good and support the pupils very effectively. Two teaching assistants are being funded by The Heart of Burton Partnership to help raise standards in literacy and numeracy and a project with the local football club also builds pupils' self-confidence. Pupils are given an appreciation of the environment through their work with the Burton Park Rangers. The school uses the extended local community well for a diverse range of visits to enrich the experiences of all pupils.
29. There are good links with other schools. The good relationship with the infant school ensures that parents and pupils transfer between the schools without anxiety. The relationship with the technology college enables pupils to enjoy a range of lessons, including food technology, as well as supporting education initiatives with staff. Parents are given good information prior to the transfer of pupils to secondary school.
30. The school tries hard to develop programmes of learning for parents, but support for these is variable. The programmes are soundly focused on supporting children in the

home or on raising parents' skills in using computers and in parenting, but parents are often not interested.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The governance of the school is satisfactory. All statutory requirements are met, except for some information in the documents sent to parents.

Main strengths and weaknesses

- The headteacher and key staff provide good leadership, motivating and inspiring pupils and staff very well.
- There is a very strong commitment to meeting the needs of individual pupils and enabling them to take up the opportunities the school offers.
- The use of data to check pupils' progress is good.
- Governors are very supportive of the school but need to improve their approaches to challenging the school and finding out more for themselves how things are going.

Commentary

31. Leadership and management in the school have improved since the last inspection and are now good. The headteacher provides clear direction in leading her staff to improve the school. The action plan to achieve this is thorough and progress is regularly checked. The headteacher and other senior staff maintain a sharp focus on actions to improve achievement and enhance pupils' confidence and self-esteem. Good strategies have been employed, such as the introduction of the Nurture Group, supported by a learning mentor, and the activities in school of a colleague from the CAMHS. These are very effective and have resulted in decreasing numbers of pupils with emotional, social and behavioural difficulties.
32. The special educational needs co-ordinator provides good leadership. Her expertise and knowledge of individual pupils' needs are effective in providing support and increasing the knowledge of her colleagues. The school has focused on improving achievement in English and mathematics and the leadership and management of these subjects are good. Time to undertake observations in classrooms and examine samples of pupils' work is made available and these staff provide energetic leadership, sharing the headteacher's determination to make progress. In most other subjects, subject leadership is satisfactory. Some staff are new to their roles and, in several subjects, the headteacher has taken on the subject leader role temporarily while newly-qualified staff complete their first year prior to taking on these responsibilities. Suitable plans are in place to ensure that all subjects have appropriate leadership from September. Currently, subject leadership of ICT is unsatisfactory as resources are not good enough to allow pupils' skills to develop as they should.
33. Pupils' progress, particularly in English and mathematics, is carefully checked by the headteacher in collaboration with the subject leaders and class teachers. Good attention is given to identifying those pupils who might not achieve as much as they should. The headteacher is directly involved, with the class teachers, in checking the work of such pupils and establishing action to remedy problems. The impact of these actions is also carefully evaluated.
34. The governing body is well organised and governors are very supportive of the work of the school, its pupils and its staff. Governors are provided with good information by the headteacher and know the main strengths and weaknesses of the school. They share the headteacher's determination to address the latter. Governors visit the school when it is in

session and report back to the governing body. There are no systematic arrangements for governors to hear at first hand from subject leaders about standards and areas for development. The governors' capacity to hold the school to account, particularly in curriculum matters, is in need of further development. Required information on finance and previous test results is missing from the governors' annual report to parents and attendance information is not provided in the school's prospectus. These omissions, however, are not affecting the standards pupils reach.

35. The school's finances are managed well and appropriate account is taken of the principles of best value. The large balance carried forward to 2005-06 results from a major purchase on interactive whiteboards unexpectedly not being paid for in the 2004-05 financial year.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	708686
Total expenditure	680942
Expenditure per pupil	2987

Balances (£)	
Balance from previous year	48504
Balance carried forward to the next	76248

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Good progress has been made since the previous inspection.
- Speaking and listening are well developed in lessons and all pupils experience in-depth study of good literature.
- The subject leader has a clear overview of the subject and her strategies for change have been successful.
- The management of independent group work requires further development in some classes.
- Opportunities to use ICT for research and drafting are missed.

Commentary

36. Although generally standards continue to be below average because of below average writing skills, good progress has been made since the previous inspection. Speaking and listening, reading, handwriting and spelling, previously considered below average, are now in line with national averages in Year 6. Current resources are good and there is a wider range of reading materials. In lessons, the higher attaining pupils are challenged and there are now more pupils working at the higher levels of literacy. This good progress has resulted from effective leadership and management strategies, which have in turn led to improved teaching and learning. This has been achieved with an increasing number of pupils with English as an additional language. Currently, attainment on entry is well below the national average. Pupils progress to below average standards. This is good achievement and is also an improvement on the standards reached in the 2004 national tests.
37. When appointed two years ago, the subject leader correctly identified that to improve standards, priority needed to be given first to speaking and listening across the curriculum, then reading and finally writing. This has been successful. Pupils who struggled to express ideas in Year 3 are now more articulate, answering questions more extensively and asserting their opinions using text as evidence. This is particularly noticeable with Year 6 girls who, previously passive and quiet during discussion, are now as confident as the boys. Strategies such as same-sex seating and the use of reading materials that appeal to girls have helped this process. Drama has been used effectively to improve general speaking and listening and also to enhance understanding of text through visual illustration and encouraging understanding of different viewpoints. All pupils hear or read good quality literature. Progress in understanding has resulted from regular discussion about different texts across the curriculum so that pupils appreciate layers of meaning, inference and structure. During guided reading sessions, pupils with special educational needs are well supported by teaching assistants who use time in small groups to revisit texts at a slower pace, and move more gradually from literal questions to those where pupils need to infer meaning. Gifted and talented pupils are challenged with more demanding

texts and a wider range of questions. Writing continues to be a priority and has improved owing to systematic teaching of phonics, punctuation and handwriting. There is also good coverage of the curriculum with pupils writing for a variety of purposes and audiences. There is, however, little extended writing.

38. As in the previous inspection, teaching and learning are good. There is a significant percentage of very good teaching and learning, particularly in Years 5 and 6. All teachers share their lesson targets with the pupils and work through a text or model writing very well, sustaining their pupils' concentration and enthusiasm. Their pace is brisk. They keep pupils as active as possible by the use of talk partners, individual whiteboard activities and questioning. Where teaching and learning are good or better, pupils' involvement is sustained because instructions for group work are clear, there is a good match of work to levels of attainment and pupils are clear about what is expected. Where teaching is satisfactory, pupils do not work so well in small groups. In the most effective lessons, teachers use the concluding session to extend learning and indicate future targets. Marking, when effective, helps pupils develop their learning through their response to teachers' comments. Assessment is also informing target setting in these classes and pupils know what they have to do to improve. Good quality marking, with good explanations, is not consistent throughout the school.
39. English is led and managed well. The subject leader is an enthusiastic and very capable role model. She has a very good overview of the subject and has accurately identified future targets and strategies after effective monitoring and checking data on pupils' progress. She knows that pupils' use of ICT is limited, better management of initial writing activities is essential and that drafting as well as editing is necessary for pupils to achieve their best. Pupils now appreciate how writers construct text in the books they read. They need to be as successful in their own prose and verse.

Language and literacy across the curriculum

40. Pupils are given good opportunities to practise their speaking and listening, reading and writing across the curriculum. In Year 3, pupils practise direct speech when retelling the Annunciation in RE. In history, they write letters home from a Roman soldier's viewpoint. By Year 6, pupils write reports of their residential experiences and detailed instructions on the construction of suitable shoes for the Pied Piper.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Leadership of the subject is good.
- Pupils achieve well as teaching and learning are good.
- ICT is not used enough to support learning in mathematics.
- The school is developing the practical use of mathematics well.

Commentary

41. Standards were average at the time of the previous inspection. Since then, they have fluctuated depending on the varying composition of year groups but, with the increase in the number of pupils who speak English as an additional language, they have

dropped overall and were below average in the national tests in 2004. Many pupils enter the school with attainment that is well below average. Achievement is good throughout the school and this year national test results are likely to be close to average again. Scrutiny of work and lesson observations confirm that pupils show good understanding of the topics they have studied and that they are often able to think and to reason clearly.

42. Teaching is good, and very good teaching was seen in Years 5 and 6. This is an improvement since the previous inspection. Samples of pupils' work indicate that this good quality has been maintained throughout the year. Pupils are placed in sets by attainment and this allows teachers to concentrate on appropriate topics at levels suitable for their pupils. Lessons are planned very carefully and learning objectives are shared with pupils so that they know exactly what they are going to do. There is good emphasis on encouraging pupils to use their mathematical knowledge to solve problems. Topics are interesting and often involve the practical use of mathematics; they appeal to pupils so they concentrate hard and achieve well. Teachers use skilful questions that challenge pupils to think logically while the encouragement of brief discussions with a partner helps them to explain and develop their thinking clearly.
43. In all classes, teachers give clear descriptions and examples which ensure that pupils understand and are confident before they start to work on their tasks. For example, in a very good lesson for lower attaining pupils in Year 6, pupils revised the 3 and 5 times tables and saw and discussed how to make simple totals only using 3p and 5p coins. The excitement was palpable when one pupil cried "Miss, I know how to make 17!" By the end of the session, nearly everyone was starting to think flexibly about adding, subtracting, multiplying and dividing as appropriate and the higher attaining pupils were finding totals of numbers in the twenties and thirties. Teachers use introductions to lessons effectively but sometimes not enough time is reserved for useful concluding sessions to revise what has been achieved and then extend pupils' learning ready for the next lesson. Many teachers use simple ways to heighten pupils' awareness of how much they have learned and how confident they feel. Marking is satisfactory, though the agreed scheme is not used by every teacher. Pupils with special educational needs are well supported in class, and this helps them to remain confident and to concentrate on tasks which are appropriate for them. Pupils who speak English as an additional language receive thorough teaching from the support teacher but they are not always fully challenged by the tasks. In whole-class situations, they cope well and some teachers ensure that new vocabulary and phrases are understood by everyone.
44. Subject leadership is good. The subject leader is very experienced and works hard. Assessment is good with detailed records of pupils' progress as they move through the school and these are used to indicate who will benefit from extra help. National and internal test results are analysed for strengths and weaknesses and targets are set both for classes and for individuals. Lesson plans are monitored regularly and some monitoring of teaching has also taken place, together with demonstration lessons for staff. Resources are good.

Mathematics across the curriculum

45. Teachers are increasingly aware of opportunities for pupils to use and extend their mathematical skills in other subjects. The use of mathematics in science is particularly successful. Pupils measure lengths, weight and mass and chart their findings in block and line graphs. These are done by hand rather than on computers, and ICT is not used enough to develop pupils' mathematical skills. A geography-focused lesson

observed in a Year 6 class was valuable in developing pupils' understanding of how to work out costings for holidays in Germany.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teaching and learning are generally good and pupils achieve well.
- There are good opportunities for pupils to develop their investigative skills, especially in Years 5 and 6.
- Science is used well to develop pupils' mathematical skills.
- Opportunities are missed to use ICT in science.

Commentary

46. Provision in science is broadly similar to that found in the previous inspection. Pupils enter Year 3 with knowledge and skills that are well below average, they achieve well and attain at below average levels by Year 6.
47. Samples of pupils' work throughout the year and lesson observations show that teaching is good. Teachers plan lessons thoroughly with clear learning objectives which they share with pupils. This ensures that pupils are well prepared and teachers' high expectations of good behaviour create an atmosphere where pupils are eager to learn. A good pace to lessons, with teachers using a well-judged mixture of questions and information, carries pupils forward with confidence and good understanding, and encourages them to think and predict sensibly.
48. Teachers create good opportunities in all year groups for pupils to investigate and to develop skills of prediction and explanation for what they discover. For example, in a lesson in Year 3, pupils started with sound knowledge of the major parts of a plant, but limited awareness of their functions. Simple, direct questions led them to think about why cut flowers are put in water, and what might happen if colour was added to the water. This revealed uncertainties, but their initial amazement when they saw white carnations start to turn blue was quickly superseded by discussion as they worked out what was happening. By the end of the session, they understood clearly that the wetness that comes from a broken celery stem is water transported from the roots, although they did not conduct all the investigations themselves. In Years 5 and 6, pupils are accustomed to deciding what questions they want to answer and how to set up their own simple investigations. Pupils with special educational needs are well supported in class and this enables them to make the same good progress as others. Some teachers use technical language well and explain it clearly, which enables pupils to understand well and to start to think and express themselves concisely. This helps both pupils for whom English is an additional language and those whose language is under-developed. The quality of marking in books is satisfactory, but not all teachers use the marking policy consistently.
49. Leadership of the subject is satisfactory. The recently-appointed co-ordinator is not a science specialist, but is keen to learn. The scheme of work is comprehensive and the emphasis this year on scientific investigations is bearing fruit. Assessment is good and is used to track pupils' understanding and progress. There are good opportunities for

pupils to use and develop their mathematical skills, by measuring or weighing and by recording their findings in charts and graphs. Resources are satisfactory, but there is limited use of ICT in science.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils do not have enough opportunities to develop their skills and knowledge in this subject.
- The school lacks equipment to enable pupils to make effective use of a wide range of software.
- Pupils' work can only be saved to floppy disks, which means that more complex items cannot be retained for further work in a later lesson.
- Staff work hard to give pupils opportunities within the constraints outlined above.

Commentary

50. Standards in Year 6 are significantly below average and achievement is unsatisfactory. This is worse than the position reported at the last inspection. The National Curriculum is taught but pupils have not had enough opportunities to consolidate their skills and to use them in other subjects.
51. Work available for scrutiny showed that Year 3 pupils have combined text and graphics to create greetings cards while Year 5 pupils have carried out searches on the Internet. Year 6 pupils have begun to create multimedia presentations and have used control boxes when equipment and expertise from the local authority was brought into school. The school has correctly identified that it needs its own control boxes so that their use can be built into the curriculum at the most appropriate points. Only a limited amount of work was available for scrutiny and this indicated that pupils sometimes work on aspects of ICT using pen and paper, such as annotating a diagram of a keyboard. This reflects the school's difficulties in teaching ICT without the equipment it needs to enable pupils to access a wide range of software or to save more complex work for further attention later.
52. There were too few opportunities to observe teaching for an overall judgement to be made. However, the teaching seen was satisfactory, supported by good subject knowledge and a suitable emphasis on specialist vocabulary. Pupils generally enjoyed using the laptop computers.
53. Subject leadership is currently unsatisfactory. Following the departure of the previous post holder last year, the headteacher has taken overall responsibility and has been working closely with a teaching assistant with good technical knowledge in a new partnership. An appropriate Internet security policy has recently been adopted, and teachers now annotate planning with useful evaluative comments. Simple but effective assessment arrangements are in place and pupils have the opportunity to evaluate their own progress. However, although staff have made considerable efforts to counter their limitations, resources are unsatisfactory and this significantly restricts pupils' progress. In addition to problems outlined above, the school has only one digital still camera.

54. The school's broadband connection was due to be installed in the week following the inspection, which is earlier than originally anticipated. This will allow improved access to email facilities and the Internet. The school does not yet have its own website; there are plans to create this in the autumn 2005.

Information and communication technology across the curriculum

55. ICT is not used enough to support learning in other subjects of the curriculum. There are some examples of its use in subjects such as English and history. For example, in Year 5 advertisements are created using graphics, different fonts and colours. In Year 6, pupils are starting to use PowerPoint to create multimedia presentations on the Aztecs but examples available for scrutiny were basic, and there were no examples of the more sophisticated use of images seen in most schools.

HUMANITIES

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

56. The one lesson observed in **geography** consisted of a mathematics segment from a sequence of activities linking together mathematics, geography and literacy. Planning indicated that the links were well conceived and that a suitable emphasis was placed on developing geographical vocabulary. Planning draws soundly on national materials and National Curriculum requirements are met.
57. In the one **history** lesson seen, teaching and learning were satisfactory. Pupils showed interest in the tools used by archaeologists to excavate Roman sites. Planning for history is sound and draws on national materials. The requirements of the National Curriculum are met.

Religious education

Provision in RE is **good**.

Main strengths and weaknesses

- Pupils' achievement is good.
- Teachers place considerable emphasis on helping pupils to reflect on their learning from their study of religions in the context of their own lives.

Commentary

58. By Year 6, pupils reach levels expected by the Staffordshire Agreed Syllabus. They achieve well. This is similar to the findings of the previous inspection. The subject is accorded high priority and benefits from a whole-school focus on building understanding of moral values and of others' points of view, as well as on developing pupils' self-esteem.
59. By Year 6, pupils show a sound understanding of Muslim patterns of worship and of the events of Easter in Christianity. They make real efforts to relate aspects of RE to day-to-day life, such as their commitments and responsibilities in school, changes in

their own lives and places special to them. Teaching and learning are good. In one lesson seen, role play was used well to help pupils relate the parables of the lost sheep and the Good Samaritan to contemporary life. Pupils responded well in planning and performing their own short role play and paying careful attention to those of their classmates.

60. Leadership of this subject is satisfactory with a sound action plan. Staff have evaluated the planning for each unit of RE, which provides a firm basis for ongoing review. A collection of samples of pupils' work in Years 3 and 4 has been started to assist the subject leader in checking standards which otherwise relies mainly on the teachers' assessments of pupils' knowledge and understanding. This collection has not yet extended to Years 5 and 6. There has been no recent monitoring of the quality of teaching and learning. It has been correctly identified that visits to places of worship and the use of ICT currently make only limited contributions to pupils' learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

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

61. In **art and design**, pupils experience a wide range of materials and techniques. These include paint, collage, clay and textiles. To ensure skill progression, visiting specialists work throughout the school on particular aspects such as drawing and printing. The school gives the subject more emphasis when it organises art and design afternoons for pupils to work with a selection of media and a variety of staff. There is also an art club after school. As a result of this provision, pupils present their work confidently in two- and three-dimensional forms. This is attractively displayed about the school. Sometimes the subject is taught as a cross-curricular aspect of another subject. In the one lesson observed, pupils drew replicas of artefacts studied in a history lesson on Romans. The lesson was good because the teacher effectively modelled detailed observation and sketching from different viewpoints. She also gave encouraging support and guidance through commentary and questioning so that pupils revisited aspects of their work and improved particular features.
62. Pupils' records of what they have done in **design and technology** this year indicate that coverage of topics is satisfactory, but they did not all include evaluations of finished items. Pupils in Year 3 have made photograph frames with decorations that recall ancient Roman architectural details. Pupils in Year 6 have studied shoes and understand the functions of the different parts which they then made from paper and assembled. The quality of work available is below average in both year groups.
63. In **music**, pupils were heard singing in assembly and this was clear and tuneful. They listen to music from a range of cultures. Teaching in the one lesson seen, in Year 5, was very good. Pupils showed good ability and performed at expected levels for their age. They used a wide variety of tuned and untuned instruments imaginatively to begin to build layers of sounds to represent the music of the heavens.

Physical education

Provision in PE is **good**.

Main strengths and weaknesses

- Confident teachers motivate the pupils and they achieve well.
- All pupils have access to a well-structured programme with a wide range of activities.
- Facilities and resources for this subject are good.

Commentary

64. PE is a subject which many pupils enjoy. During the inspection, pupils were working on dance, athletics, minor games and ball skills. Standards are above average and pupils achieve well, with skills developing well through the year groups. Planned provision covers all the required elements of the National Curriculum, including swimming. There is a residential opportunity when pupils engage in more specialised outdoor pursuits with qualified trainers. The school also participates in inter-school competitions and there are clubs after school for karate, dance and basketball. Visitors, such as Burton Albion Football Club, give professional training whilst the pupils experience fun events such as circus skills and skipping workshops. All pupils, including those in wheelchairs, are fully integrated and involved in lessons. It is not possible to compare provision with the previous inspection as no judgements were made.
65. Teaching and learning are good because teachers are enthusiastic, well organised and have good knowledge of the subject. As a result, pupils are effectively involved, basic skills are well taught and lessons run smoothly. Due attention is always paid to health and safety and lessons contain a warm-up, main activity and a cooling-down period. Skills are demonstrated well by pupils and teachers and pupils are well supported throughout the lesson. To ensure tasks match levels of attainment, teachers exhort individuals to further improvement or prompt them to further reflection. Equipment and space are used well during lessons to keep the pupils as active as possible and, because pupils co-operate and take turns fairly, time is used well. Pupils have acquired a good range of skills, which they can apply creatively or competitively. By Year 5, they are able to throw, hit and catch a ball accurately. In a dance lesson, Year 6 pupils competently assimilated the movement of rats for a performance of *The Pied Piper*, interpreting the music imaginatively with improvisation and stylised steps. They were able to do this because of very good teaching. Understanding of text and music had been well consolidated and movement using different levels had been thoroughly explored.
66. PE is currently led and managed well by the headteacher in a temporary capacity. She has ensured the maintenance of good resources and general provision until a permanent appointment is made. The accommodation for activities is particularly good with a large hall and extensive grounds comprising fields, hard surfaces and a new and very popular trim trail.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social, health and citizenship education (PSHCE) was sampled.

67. PSHCE is a very strong feature of the school's curriculum and leadership and management are good. After auditing pupils' needs, the co-ordinator has developed a well-structured programme of study to complement work completed informally on a daily basis. To do this, she has ensured all staff are trained to deliver the programme and that all resources, such as the local authority's *Life Bus*, are harnessed to enhance its impact.
68. The school's programme of study involves raising pupils' awareness of general safety, career information, respect for people, animals and the environment and the general rights and responsibilities of living within a free and civilised society. It also encompasses an anti-drugs education programme and the school's sex education policy. The purpose of the programme is to prepare pupils for adult life. It enables them to understand the political, economic and social aspects of being a responsible citizen. To this end, pupils learn about democracy from the annual elections of school council members and the regular meetings of their own class councils with delegates. They appreciate the need to work within a budget and to care for their own property and that of others. In circle time, they discuss aspects such as friendship and tolerance, bullying and racism. They read and discuss literature that explores some of these themes. Year 5 pupils develop a charter to disseminate these values and help guard its principles by operating a squabble-busting service and peer mediation.
69. Pupils acknowledge that staff are always approachable and keen to help solve problems. Staff encourage pupils to either seek adult help or use the *Bully Box* to report fears or incidents anonymously. The school has well-developed structures to ensure pupils receive the correct counselling and support. Nurture groups with a learning mentor operate to assist the vulnerable and those with specific needs. All these features instil in pupils the need to care for others, the need to accept difference and celebrate diversity and the need to make a personal and positive contribution to society. This programme has laid the foundation for pupils' good attitudes to the school and to their learning; it helps them to make good progress.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	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	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
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	3
The leadership of other key staff	3
The effectiveness of management	3

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