

INSPECTION REPORT

FREEMAN'S ENDOWED CE JUNIOR SCHOOL

Wellingborough

LEA area: Northampton

Unique reference number: 121999

Headteacher: Robert Astley

Lead inspector: David Marshall

Dates of inspection: 14th – 16th September 2004

Inspection number: 266847

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: Voluntary Controlled
Age range of pupils: 7 to 11
Gender of pupils: Mixed
Number on roll: 232

School address: Westfield Road
Wellingborough
Northampton
Postcode: NN8 3HD

Telephone number: 01933 274870
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Appropriate authority: The Governing Body
Name of chair of governors: Paul Stuart

Date of previous inspection: March 1999

CHARACTERISTICS OF THE SCHOOL

Freeman's Endowed Church of England Voluntary Controlled Junior School is situated near to the town centre of Wellingborough. Pupils come from a wide range of backgrounds and are drawn mainly from the immediate area of the school, almost all having previously attended St Barnabas Infant School. There are 231 pupils on roll, in eight classes, about the national average for schools of this type. There are nine full-time teachers, two part-time teachers and eight teaching assistants. Just over five per cent of pupils are known to be eligible for free school meals, which is well below the national average. However, this does not accurately reflect the broadly average background of the majority of the pupils. Currently there are no pupils who come from homes where English is not the first language. There are seven pupils supported through the Ethnic Minority Achievement Grant. Pupil mobility is low.

Attainment on entry of the majority of pupils is at an average level. There are 40 pupils identified as having special educational needs, mainly due to language difficulties. The number of pupils having statements of specific need, five, is above the national average as a percentage of the school roll, and is largely due to language or behavioural difficulties.

The school received the Healthy Schools Award, and Investors in People recognition, in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

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14404	Alan Rolfe	Lay inspector	
18703	Christine Canniff	Team inspector	Science Information and communication technology Physical education Music
14976	Peter Dexter	Team inspector	Mathematics History Geography Special educational needs

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
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	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN SUBJECTS	19
SUBJECTS IN KEY STAGE 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Freeman's Endowed is a good school. Pupils achieve well in their work and very well in their personal development. Teaching is good throughout the school, pupils learn well and standards in the core subjects of English, mathematics and science are above average by the time pupils leave school. The school is well led and managed by the headteacher and senior staff who motivate and influence both staff and pupils effectively. The school provides good value for money.

The school's main strengths and weaknesses are:

- The pupils achieve well in most subjects due to good teaching and careful use of assessment.
- The headteacher provides good leadership and is very well supported by all staff.
- There is a high level of commitment to include all pupils in all aspects of the school's provision.
- All staff consistently apply the very good arrangements for promoting and monitoring discipline and pupils' behaviour.
- The provision for pupils with special educational needs is sound, but could be better.
- The amount of time devoted to some non-core subjects, and the way literacy, numeracy and ICT skills are used in other subjects, limit the progress pupils make.

Since the school was last inspected the rate of improvement has been good. All the key issues from the last report have been dealt with. Teachers' expectations are now consistently higher and no unsatisfactory teaching was observed during this inspection. Written language has been developed well, although there are further ways for this to be improved. Assessment in the core subjects of English, mathematics and science is very good, and greatly improved in the non-core subjects. There is good continuity in learning in mathematics between the infant school and this school. The number and effectiveness of teaching assistants are now very good. The successful work of the headteacher and staff has maintained the many good features noted at the time of the last inspection, and built on them by incorporating the many national initiatives well.

STANDARDS ACHIEVED

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

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

Throughout the school most pupils are achieving well. Whilst results in 2003 were disappointing compared with similar schools, the figures for 2004 are considerably better with the school recording its highest ever scores in mathematics and science. The number of more able pupils achieving the higher levels was also well above average when compared to all schools. Standards in Year 6 now are above average in English, mathematics and science. Pupils' achievements in religious education, art and design, and design and technology are also above the expected levels for their age. Pupils with special educational needs achieve satisfactorily, but could do better.

Pupils' personal development, including their spiritual, moral, social and cultural development, is very good. As a result, pupils have very positive attitudes to school. They are encouraged to help one another and show consideration for others. Pupils' behaviour is good. They are enthusiastic and motivated and enjoy coming to school. Relationships between staff and pupils

and between the pupils themselves are very good. The school's attendance rate is very good and above the national average.

QUALITY OF EDUCATION

The quality of education the school provides is good. The quality of teaching and learning is good. Teachers have good subject knowledge and take great care to make sure all pupils are fully involved in all lessons. They manage pupils very well, insisting on and securing high standards of behaviour. Assessment information about what pupils know, understand and can do in English, mathematics and science is very detailed, and used well to make the work relevant to pupils' needs and to build on their previous learning. This has worked very well for raising standards in reading, mathematics and science, but opportunities to improve pupils' standards in writing further by providing stimulating opportunities in other subjects are still not good enough. The teaching in information and communication technology (ICT) sessions is good, but again the opportunities for pupils to use the skills they have learnt in these lessons in other subjects are under-developed. The school's current emphasis on developing different teaching methods to cater better for the needs of all pupils is appropriate to enable these skills to be better employed. Teaching assistants work very effectively, valuably enhancing the quality of teaching and learning. The teaching of pupils with special educational needs is sound. There are sufficient support staff, teachers and resources to meet their needs. However, the detail in pupils' individual education plans, and the management overall, need updating and re-organising to make sure the particular needs of each pupil are better met.

The curriculum throughout the school is satisfactory; it is well planned but unbalanced as the amount of time available for some of the non-core subjects is low and the use of literacy and numeracy skills in other subjects is limited. The many extra-curricular and additional activities enrich the curriculum very well. The care and welfare of pupils and the support they are given are good. Partnerships with parents are good. Parents are kept well informed of their children's progress and support the school well. The Friends of the School Association is a very active organisation whose fund-raising has enabled some significant purchases that have enhanced the school's provision.

LEADERSHIP AND MANAGEMENT

The leadership of the school is good and the school is well managed. The headteacher has established a very clear sense of direction for the school, and has succeeded in raising standards as a result. The head is very well supported by a highly committed senior management team and subject co-ordinators who contribute well to the good school improvement plan. Staff keep a sharp eye on how well they are doing so that improvement priorities are well chosen. Governance is **good**. The governors organise their work well, give the school unflagging support and make a good contribution to school improvement. They are beginning to take opportunities to monitor the school's performance and the outcomes of decisions they have made, instead of relying on the senior staff.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents have a high regard for the school and the place it has in the local community. Some parents with children with special educational needs said that the information they received about their children and the provision they received could be improved. Although the overall provision is sound, inspection evidence supports the parents' misgivings.

Pupils enjoy school, and are proud of it and of the very good support they receive.

IMPROVEMENTS NEEDED

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

- Improve the way key skills in literacy, numeracy and ICT are used in other subjects.
- Review the time allocated to non-core subjects, in particular history and geography.
- Improve the provision for pupils with special educational needs.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Children achieve consistently well from average standards on entry into school. By the time they leave the school they attain standards above average for their age in mathematics, in the speaking and listening and reading aspects of English and in science. Pupils' standards are in line with expected levels in writing by the end of Year 6, but improving. They also achieve above average standards in religious education, art and design and design and technology. Pupils with special educational needs achieve satisfactorily.

Main strengths and weaknesses

- By the time pupils leave the school, achievement is good and pupils do as well as they can in reading and mathematics and science.
- Pupils write well in most English lessons, but often fail to apply these skills in other subjects.
- Overall standards observed during the inspection in Year 6 are above average. In religious education, art and design and design and technology pupils' standards are above expectations for their age.
- Pupils with special educational needs achieve satisfactorily but could do better as the targets set for them are not precise enough.

Commentary

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

Standards in:	School results	National results
English	27.8 (26.6)	27.0 (26.8)
Mathematics	29.2 (26.9)	27.2 (26.8)
Science	30.8 (29.8)	28.9 (28.6)

There were 57 pupils in the year group. Figures in brackets are for the previous year

1. Children's attainment on entry to Year 3 is in line with expectations for their age in most subjects. Teaching and learning are consistently good, adults manage children very well and relationships are very good. Results in the National Curriculum tests of 2003 for Year 6 pupils were average in English and mathematics and above average in science when compared to all schools. When compared to schools in similar circumstances the results in English and mathematics were well below average and average in science. The results for 2004 show a very considerable improvement in all subjects.
2. The improvement in national test scores is especially true of overall results in English and mathematics where more pupils are reaching the expected level for their age and there is a substantial improvement in the numbers attaining the higher levels. In 2003, 73 per cent of pupils achieved the expected Level 4 in English; results for 2004 show that 86 per cent have achieved this level. In mathematics the numbers rose from 70 per cent to 90 per cent. The number achieving the higher levels is now well above average in mathematics and science and above average in English, and reflects the school's good arrangements for the more able pupils.
3. Over the four years to 2003 the school's results had moved forward in line with the national trend of improvement. This year the improvement, known as the value added score, is well

above average. Targets set by the governors in consultation with the local education authority were challenging and high, but realistic, given these results and inspection findings. These targets are based on the headteacher's and assessment co-ordinator's thorough analysis of what each pupil's potential is.

4. Achievement is good in most subjects and by the end of their time in the school pupils now reach above expected levels in reading and speaking and listening, mathematics, science, religious education, art and design and design and technology. Pupils are achieving broadly average standards in all other subjects, although the time available for geography and history inhibits their overall achievement.
5. The achievement of pupils with special educational needs is in line with their peer group. However, their individual education plans are handwritten and lack the precise details to ensure consistently good progress. The lack of individual targets, few suggestions of resources to use, and the lack of advice on the type and frequency of support required, all inhibit pupils' progress, especially in writing. More and effective use of individual targets in the individual education plans would ensure that the particular needs of each pupil are better met.
6. Standards in speaking and listening rise from average on entry to the school to above average by the time they leave. Due to the self-assurance they acquire through the good teaching, pupils begin to speak more clearly and with confidence by the time they leave the school. Standards in reading in Year 6 are above average due to the good teaching of basic reading skills. Writing progresses well but standards are currently average in Year 6 due to the lack of opportunity given to pupils to use these skills in other subjects.
7. Standards in mathematics also rise well throughout the school from an average start. By the end of Year 6, they are above the national average. This is because of the consistently good teaching. Achievement by the end of Year 6 is good. Boys and girls do equally well in the various strands of the subject, and using and applying mathematics and numeracy across the curriculum are sound.
8. In science, pupils have made good progress in understanding basic scientific skills and principles by the end of Year 6. They are especially good at knowing how to conduct experiments and record them. Standards throughout the school are above expectations by the time pupils leave school and there is a rising trend of improvement as pupils consolidate their skills well.
9. Standards in religious education are above those expected of pupils in Year 6. All pupils make good progress and achieve well. In music pupils achieve well and enjoy the many music-making activities provided for them. In physical education pupils achieve well and the school recently received the 'Activemark' award based on its good provision and is striving to achieve the higher, gold, award. Standards are positively affected by many individual and team successes at local level. In ICT pupils achieve well overall in word-processing and the standards they achieve in this aspect are in line with expectations for their age by the time they leave.

Pupils' attitudes, values and other personal qualities

Pupils' personal development, including spiritual, moral, social and cultural development, is **very good**. Pupils have **very good** attitudes to learning. Behaviour is consistently **good**. Relationships between pupils and between staff and pupils are **very good**. Pupils make **good** progress in their personal development. Attendance is **very good**.

Main strengths and weaknesses

- Pupils enjoy school and participate eagerly in all activities.
- Pupils behave well – both in the classrooms and outside.

- Relationships throughout the school are very good and pupils know there are always adults to whom they can turn for help or advice.
- Attendance is well above the national average.

Commentary

10. Pupils' very good attitudes to work make a positive contribution to their learning. In discussion, pupils say they enjoy coming to school and are able to identify favourite subjects. A significant number of pupils participate in the very good range of extra-curricular activities provided by the school. The majority of pupils are very interested in what they are doing and take an active part in all aspects of lessons. They listen attentively to their teachers' instructions, maintain concentration over time and make a positive contribution to classroom discussions. Most pupils are confident, willing and able to talk about their work and explain their ideas to inspectors. Pupils with special educational needs have good attitudes to work and behave well in lessons and around the school. They try hard and work well in groups, particularly when they are supported effectively by learning support assistants. For example, a small group of Year 5 pupils were helped to use ICT to produce a family tree of Henry VIII, which they completed accurately.
11. Behaviour of almost all pupils is good. In the majority of lessons seen behaviour was good, in some lessons very good; this has a significant and positive effect on pupils' learning and rate of progress. Most pupils are fully aware of what is and is not acceptable behaviour. They have a good understanding of the school rules, like the school's merit system, particularly the house point awards, and readily accept the principle of sanctions as an appropriate response to the few instances of poor behaviour. Outside of lessons, before and after school, at breaks and lunchtime, pupils socialise and interact very well together. There is no evidence of pupil-generated vandalism and there is little or no litter around the school.
12. Bullying is an occasional problem. Generally, the school reacts quickly to known instances of bullying. Pupils are confident that they can approach their teachers should they be bullied and appropriate assistance would be forthcoming. However, some parents have indicated that there are some inconsistencies in the response of some teachers to instances of bullying. The school has reacted positively to parents' concerns and is in the process of consulting with them on the introduction of a new anti-bullying policy. Inspection evidence shows that the school takes parents' concerns seriously and deals effectively with all concerns. There were no exclusions in the last academic year.
13. Pupils' personal development is good. Pupils in all year groups show a willingness to undertake additional responsibilities and are given many opportunities to do so, including helping in the library and in assemblies, running the tuck shop, serving on the school council and acting as house captains. Pupils are encouraged to apply for these positions of responsibility and they take their duties seriously. Such opportunities enhance pupils' sense of responsibility and citizenship, and their feeling of being part of a community.
14. Overall, the school makes very good provision for pupils' personal development. Pupils' spiritual development is well promoted through religious education and the school's personal, social and health educational programme, particularly in discussions known as Circle Time. Pupils are encouraged to explore their feelings and emotions and their relationships with friends and family. Spiritual links are also found in subjects such as art and design, religious education and music.
15. The provision for pupils' moral and social development is very good. As a result, pupils gain a clear understanding of the difference between right and wrong and are aware of the school's code of conduct that encourages them to be responsible for their own actions and consider the impact of their actions on others. Relationships between staff and pupils and the pupils themselves are very good. Staff set a very good example by openly valuing pupils' opinions and ideas, which effectively promotes their self-esteem. Pupils have many opportunities to work collaboratively in pairs and small groups. The range of visits they undertake also enhances

pupils' social development, as do the visitors to school that they meet and the extra-curricular activities in which they participate.

16. Pupils' cultural development is good. The school promotes knowledge and appreciation of other cultures and faiths very well in lessons, by arranging for parents and visitors to attend, and by pupils' off-site visits. Displays of religious artefacts around the school and of pupils' work show the effectiveness of the provision. British culture is also well illustrated by the work in English, history, geography and other topic work and off-site visits to places of interest and relevance to the work done in school.
17. The level of attendance is well above the national average. The school monitors registers on a regular basis and contacts parents where attendance is a cause for concern. Most pupils are punctual, and lessons make a prompt start throughout the day.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.0	School data	0.0
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Pupils achieve well and make good progress both academically and in their personal development. Teaching is **good** throughout the school. The school curriculum is **satisfactory**. The school is **well led** and managed by the headteacher and senior staff.

Teaching and learning

Teaching is **good** throughout the school and the pupils have maintained the **good** standards in learning identified at the last inspection. Assessment is **good** overall, and procedures are **very effective** in the core subjects of English, mathematics and science.

Main strengths and weaknesses

- Lesson planning is detailed and thorough, giving lessons purpose and drive, and reflects teachers' high expectations of pupils at all times.
- Teachers motivate pupils effectively and engage them very well, securing pupils' commitment to learning through their very good questioning.
- In literacy, numeracy and science, teachers' expectations are high, enabling all pupils, including the most able, to be challenged well.
- The provision for pupils with special educational needs is sound, but would be enhanced by improving the pupils' individual education plans.
- Teachers manage pupils well, promoting very good relationships and good behaviour.

Commentary

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactor	Poor	Very poor
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				y		
1 (3%)	11 (37%)	12 (40%)	6 (20%)	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.

18. The good teaching throughout the school turns pupils' energy and enthusiasm to very good account, using it skilfully to inspire progress in learning. Carefully targeted questioning, appreciation of pupils' ideas and well-judged use of praise motivate pupils and carry learning forward very well. Teachers manage pupils very well, insisting on and securing high standards of behaviour. Teachers plan lessons very carefully, ensuring that lessons challenge most pupils well and take account of their previous achievements. Classroom assistants work very effectively in all classes, valuably enhancing the quality of teaching and learning.
19. The provision for pupils with special educational needs is satisfactory. The group work in classrooms and in the ability sets helps pupils progress. Teachers and assistants are keen for them to do well. However, the management of special needs requires improvement so that everyone, including parents, knows exactly what each pupil's needs are and how they are to be helped. This is not always the case at present.
20. Assessment arrangements for English, mathematics and science are detailed, informative and used very well to set targets for pupils and improve standards. Although the use of information gathered varies in other subjects, in most there are assessment procedures that are used well. This means that the achievements of most pupils are accurately determined and lessons are planned for their best possible progress.

The curriculum

The school provides a **satisfactory** curriculum, which meets statutory requirements. There are **good** opportunities that enrich the curriculum well. The accommodation is **satisfactory**. Resources for learning are **good** and are used well in helping pupils learn.

Main strengths and weaknesses

- Although the planning of the curriculum is effective, opportunities for pupils to use their literacy, numeracy and ICT skills are being missed.
- There are good planned opportunities to enhance learning through visits and visitors.
- Opportunities for pupils to extend their learning outside the school day are good.
- The provision for pupils with special educational needs requires updating and re-organising to make sure the particular needs of each pupil are appropriately met.
- Pupils are very well prepared for the next stage of their education.
- The school deploys its staff well.

Commentary

21. Individual subjects are well planned. Teachers in parallel classes plan together so that pupils of the same age, but in different classes, have the same learning opportunities. Practical work ensures that pupils' skills, knowledge and understanding have secure foundations. Although there are some planned opportunities for pupils to apply their skills in literacy, mathematics and ICT to other subjects of the curriculum, the school needs to take a more integrated approach to planning for the use of these skills in order to give pupils' learning added interest and meaning.
22. The provision for pupils with special educational needs is satisfactory. There are sufficient support staff, teachers and resources to meet their needs. The group work in classrooms and in the ability sets in Year 6 helps pupils with special needs progress and the well-trained teachers and teaching assistants working as a team provide good support and are keen for

them to do well. However, the detail in pupils' individual education plans, and the management overall, need updating and re-organising to make sure the particular needs of each pupils are better met. Some parents are concerned about this inconsistency of approach in different classes. Inspection evidence confirms that the management of special needs requires improvement so that everyone, including parents, knows exactly what each pupil's needs are and how they are to be helped. This is not always the case at present.

23. The school gives pupils a wide range of visits and visitors, which enriches the curriculum and enhances pupils' learning in many subjects. Teachers make good use of visits to places of interest to increase pupils' knowledge and understanding in subjects such as history, geography and religious education. The school's Arts Week provides good opportunities for pupils to work with professionals and to take part in art, dance, poetry and music workshops. These extend pupils' skills and provide new insights into other cultures. Residential visits for Years 4 and 6 are well planned. They provide very good opportunities for pupils to take part in a wide range of outdoor activities and to develop their personal skills.
24. Pupils can pursue their interests at a wide variety of after-school clubs, which include sports, languages and choir. These clubs are very popular and well attended. The clubs make an effective contribution to pupils' personal development as well as extend the skills they acquire in lessons. The school makes good use of professional sports people. As a result of this expert coaching the school acquires itself well in competitive sports activities with other schools.
25. The school places a high priority on preparing Year 6 pupils for their move to secondary school. The good links with the local secondary schools enable pupils to get to know their tutors and become familiar with school routines. They undertake a number of planned curriculum projects, some of which are extended when pupils move on to Year 7, to prepare them specifically for the next stage of their learning. In personal, social and health education pupils discuss how to cope with the differences they would find at their new schools when they move on later in the year. There are plenty of opportunities for them to express their concerns and hopes. All pupils set themselves a personal target to help them manage the transfer successfully and to become more mature. As a result, pupils are well prepared for this big step in their lives.

Care, guidance and support

Procedures to support and guide pupils are **good**. This is a caring school, in which pupils feel secure and happy and where they can learn and develop effectively. The school actively seeks and values pupils' views of the school.

Main strengths and weaknesses

- Relationships between staff and pupils are very good and help to provide a good standard of pastoral care and academic support.
- The provision for health and safety is good.
- Pupils' views are gathered effectively.
- There are good procedures for the induction of children into the school.
- Overall, procedures for child protection are good; however, there is a need to ensure staff training is updated.
- There are some weaknesses in the quality of individual educational plans for pupils with special educational needs.

Commentary

26. The school is committed to providing a safe working environment for staff and pupils. The health and safety policy meets statutory requirements and is well implemented by the headteacher. Procedures for general risk assessments are in place and inspections are carried out on a regular basis. Risk assessments for educational visits, including residential

trips, are well established. First aid provision is good and good records of accidents and injuries are maintained. A few minor concerns mainly relating to the site were brought to the attention of the headteacher during the inspection. Overall the procedures for child protection are effective; a senior member of staff is the designated teacher and has a good knowledge of child protection procedures. However, formal training of the designated teacher and staff has not been undertaken for some considerable time, and needs to be addressed.

27. The good standard of individual care, support and guidance provided for pupils ensures they feel happy, confident and secure. Staff and pupils are well known to each other and interact well both inside and outside the classroom. Pastoral support for pupils is good; pupils feel confident to approach their teachers should any problems of a personal nature arise in the knowledge that appropriate support and guidance would be forthcoming. Staff maintain good records of pupils' academic and personal development which are used to guide and support pupils learning. Overall, the school's provision for pupils with special educational needs is satisfactory. However, there are some inconsistencies in pupils' individual educational plans that do not always provide parents with a clear indication of the support their children require.
28. The school has good procedures for the induction of children into the school. They work closely with the main infant feeder school to ensure a smooth transition into the school. Parents are given a wide range of information and guidance about these procedures and about how they can help to prepare their children for school life. Parents and children have opportunities to visit the school and meet with their teachers prior to admission. These procedures enable children to settle quickly into the school environment. The school actively seeks pupils' views of the school, mainly through the school council, questionnaires and discussion time in lessons. The school values these views and, where practicable, takes them into consideration when reviewing policies and procedures. This raises pupils' self-esteem and self-confidence, which further promotes their learning and achievement.

Partnership with parents, other schools and the community

As at the time of the last inspection, the school has a **strong** partnership with parents, and **good** links with the community. These make a positive contribution to pupils' learning. There are **good** links with other schools.

Main strengths and weaknesses

- Parents' views of the school are good.
- The school has established strong links with parents that make a positive contribution to pupils' learning.
- The school is regarded as an important part of the local community, and of the local group of schools.

Commentary

29. Overall, the quality of information given to parents is good. The school brochure and annual governors' report provide a wide range of information about the school and its activities and meet statutory requirements. Regular newsletters and letters about specific events, including information about what their children are studying, ensure that parents are kept up to date about current school activities. Parents are invited to two parents' meetings each year at which time they can discuss with teachers their children's progress. Attendance at these meetings is very good. Pupils' annual reports are satisfactory; they provide a clear indication of standards and achievement, but they do not always identify areas for further development or indicate ways to improve. The school actively seeks the views of parents through the use of questionnaires that are analysed so that their views may be incorporated into new or revised school policies and procedures.

30. Overall, parents have positive views of the school. In particular, they are pleased with the quality of teaching, the expectation that their children will work hard and the way in which the school is helping their children to become more responsible and mature. They are also pleased with the progress their children make, the way in which the school is led and managed and the wide range of extra-curricular activities provided by the school. Evidence from the inspection confirms these positive views of the school.
31. A significant minority of parents expressed concerns about the school's response to bullying, inconsistencies in the school's special educational needs procedures, and the use of homework. Inspection evidence indicates that homework helps pupils remember what they have been taught and increases their understanding. The school has recognised parents concerns about bullying and has consulted parents about the implementation of an anti-bullying policy. Inspectors agree that information for parents of pupils with special educational needs should be improved. Although there are good links with parents of pupils with special needs overall, the details of individual educational plans are not communicated well to some parents. There needs to be a much more consistent approach to this so the partnership is secure, and parents are able to help their child at home because they know exactly what they have to do.
32. Otherwise, parents' involvement in their children's learning is good. A significant number of parents help in the school, listening to pupils read, assisting in classrooms and accompanying pupils on school trips. The school makes good use of parental skills; for example one parent, an architect, assisted in design and technology lessons by helping pupils in designing and drawing Tudor houses. There is an active Friends Association that organises social and fund-raising events; significant amounts of money have been raised to finance additional learning resources. For example, it has provided significant amounts of ICT equipment and subsidised educational visits, all of which have had a positive impact on pupils' learning.
33. The school's links with the community are good and make a significant contribution to pupils' learning. There is a range of visitors to the school, including artists, musicians and theatre companies, who enhance pupils' learning in drama, art and design and music. The school makes good use of the local community, local field trips support pupils' learning in history and geography, and links with the local parish church support pupils' spiritual and cultural development. Links with local sports clubs provide cricket and football coaching in physical education. The school's links with local business provided the school with the opportunity to participate in a 'Changing Climates Project' for which the school was awarded first prize for their project and presentation.
34. The school's links with other educational establishments are good. They have established strong links with the local secondary school, to which the majority of their pupils transfer. The school has developed good transitional arrangements including effective liaison between staff and the transfer of information relating to both pupils' academic and personal skills. Pupils engage in transitional learning project: work started in the junior school is continued at secondary school; this helps the pupils to make a smooth transition to the next phase of their education.

LEADERSHIP AND MANAGEMENT

The leadership and management provided by the headteacher and senior management team are **good**. The governors ensure the school fulfils its statutory duties **well**. Finances are organised and managed **well**. The school is **committed** to inclusion.

Main strengths and weaknesses

- The leadership of the headteacher is good; there is effective support from the senior management team.
- Governors ensure the school fulfils its statutory duties well.
- There is a clear commitment to inclusion by the governing body and all staff.

- Management structures are clear and work effectively.
- Finance is well managed and well organised.
- The leadership and management need to give greater priority to building the wider curriculum in order to improve further the good standards in English, mathematics and science.
- The management of special educational needs requires further improvement.

Commentary

35. The headteacher and senior management team share with the governors a determined commitment to raise standards, so that all pupils are able to achieve their potential within a caring, Christian community. They are always seeking ways to improve further, and to resolve problems quickly as they arise, whilst maintaining a team approach so everyone feels valued and included. This team approach, guided skilfully and strongly by the headteacher, has ensured good improvements since the last inspection, both in the school's development overall and in the key issues for improvement. As a result standards have risen, teachers' expectations have been raised and continuity and progression in learning have improved, most particularly in English, mathematics and science.
36. This clear focus on continued improvement remains at the heart of everyday management so that it focuses on the best ways to translate the school's aims into action in every classroom. There is an effective consultative process, which involves parents, governors and school staff, to identify the school's strengths and weaknesses. Data is analysed very well, to see how much progress each individual pupil is making, and how the overall results compare with other schools. Teaching is monitored regularly by the senior management team and individual and whole-school improvements are agreed. From these consultations, data analysis and teacher monitoring, a detailed school improvement plan is produced, after in-depth discussions with the governing body and its sub-committees. This plan, which includes resources, staff targets, building improvements and curriculum innovation for example, is a thoughtful document, which has finally had a real impact on raising standards sharply in 2004, after several years of only slow improvement in English, mathematics and science.
37. The school has a strong commitment to inclusion and seeks to make sure everyone does well. The majority of pupils do. However, the management of special educational needs is only satisfactory. For example, almost all of the processes are handwritten, which is too time consuming and inefficient. All processes need updating to match the good ones evident in other areas, where ICT is used very effectively.
38. The school has recognised the importance of widening the very good management of English, mathematics and science into other curriculum areas. It has begun a review of lesson time, and curriculum co-ordinators have started collections of pupils' work to make sure everyone is clear about the standards expected in each subject. The senior management team is still exploring the best way ahead in developing a more innovative approach to this wider curriculum. It is a very important part of the school's 'next step'. Further work is needed to make sure future curriculum innovation is successful and every day time is used to best effect. Teaching assistants, and other school staff, are looking forward to being part of workforce developments, similar to those applied to teachers, so they are able to use their considerable skills more effectively.
39. The governors work very well with the headteacher and staff of the school to ensure that all statutory requirements are met. There is a good committee structure, which enables individual governors to use their expertise and local knowledge effectively. As a result the governing body has a good understanding of the strengths and weaknesses of the school and works very hard to bring about improvements. The governors' knowledge of the everyday work of the school, and the characteristics of the surrounding area, helps them to plan the strategic development of the school successfully. In discussion it is clear the governors are very keen to build on their success in helping the school to raise standards in English, mathematics and science by focusing more on other curriculum areas.

40. The school manages its finances well. Expenditure is monitored very carefully both by the school's administrative staff and by the governors' finance group. The most recent audit report was very favourable and any issues raised have been tackled. These were only minor recommendations. The quality of the office manager's knowledge and approach is very beneficial to the school. 'Best value' is always looked for in goods and services to make sure money is spent wisely. Although the overall value for money provided by the school is good, it could be better when curriculum planning is improved and standards in all subjects match those in English, mathematics and science.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	660514
Total expenditure	631114
Expenditure per pupil	2434

Balances (£)	
Balance from previous year	24620
Balance carried forward to the next	29400

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- Teachers provide a good range of work. There are especially good opportunities for speaking and listening and reading.
- The leadership provided by the co-ordinator and her colleagues is very good.
- Teachers mark work well and make good use of targets.
- The use of pupils' literacy skills in other subjects is insufficiently planned for.
- Good classroom display supports and motivates pupils well.
- Pupils behave and listen very well.

Commentary

41. Pupils achieve well in English with standards at the end of Year 6 being above average. There is no significant difference between the attainment of boys and that of girls. The differences in writing noted at the time of the last inspection have been addressed and standards are no longer unsatisfactory. However, although teachers provide good opportunities for pupils to write in a wide variety of contexts in English lessons they still pay insufficient attention to all the opportunities to develop pupils' writing skills in subjects such as geography and history, and therefore achievement in writing is lower than that in reading and speaking and listening.
42. Pupils throughout the school enjoy reading. Guided reading and opportunities for individual reading are well organised. Reading is well supported by parents and many pupils make use of the local town library. Pupils show good library skills and most are familiar with the Internet and with the use of computers for word processing. Pupils of average and above attainment are able to name favourite authors and can talk well about the books they have read.
43. There are very good opportunities for speaking and listening in classrooms and assemblies. Most pupils are very articulate and speak clearly and with confidence. Pupils produce presentations for other pupils. Pupils play significant roles in assemblies, preparing prayers and poems that they read publicly, or giving announcements. There are good opportunities for role-play in lessons and assemblies, and drama is a significant element of the English curriculum. Pupils listen and behave well and generally respond well in question and answer sessions. Pupils are also encouraged to set their own targets and to begin to take responsibility for their own learning.
44. Since the last inspection the school has built up a good range of classroom materials such as word banks and displays of points of grammar to support pupils' writing. The display of a range of compilations of class and individuals' work encourages pupils to write well. Good attention is paid to developing grammatical skills, spelling and handwriting. This supports pupils' written work particularly well in English lessons.
45. Teaching is consistently good. In a very good Year 3 lesson pupils enthusiastically questioned and discussed words based on using their senses. The teacher skilfully used open-ended questions, making sure all pupils were involved. Because the pupils were interested they listened carefully and were able to make appropriate comments. They frequently asked unsolicited, relevant questions and made some lovely comments. For example, one boy said he would "love to touch the clouds to see if they were furry or silky". This lesson exemplified the school's emphasis on the planned development of pupils' speaking and listening skills and why

pupils achieve so well. In an equally good Year 5 lesson pupils were engrossed as the class teacher built on their knowledge of *The Wreck of the Zanzibar* by Michael Morpurgo and developed a picture of the island in pupils' minds. This led to a very good role-play and mime session.

46. All lessons are purposeful, well planned and based on the National Literacy Strategy. This was seen in a very good Year 6 lesson in which writing, reading and speaking and listening skills were all addressed. In a guided reading group, good questioning developed pupils' understanding of different texts. This led to the writing of a biography that illustrated the challenging English teaching seen throughout the school. Focused questioning and well-led discussions gave pupils an understanding of the descriptive tools used in writing. Prompt sheets on these skills and on editing supported pupils as they carefully evaluated their own and others' efforts and modified the text. The teacher constantly reminded the pupils of what they already knew and to use this knowledge in their work. Pupils therefore made very good progress in their use of past tense, present tense, third person pronouns, chronological order and personification. They were beginning to choose words imaginatively and precisely to convey meaning accurately.
47. Pupils with special educational needs are well supported by teaching assistants and by class teachers and make sound progress, which would be enhanced if more were done to improve their individual education plans and their use. A range of supportive schemes helps pupils of lower attainment and those who are making insufficient progress at intermediate levels. Teachers take care to ensure that all pupils are included in learning appropriate skills.
48. There has been good improvement in English since the last inspection. Leadership and management in the subject are now very good. Senior staff including the co-ordinator have carefully analysed the school's performance in national tests and identified areas for development in writing. Policies are in place that provide guidance on planning and marking. Work is marked regularly with positive comments and areas for development clearly identified. A tracking system identifies the needs of individuals or groups of pupils. Individual target sheets are in place and pupils fully understand what they need to do to improve the quality of their work.

Language and literacy across the curriculum

49. There is satisfactory use of language and literacy skills across the curriculum, but this use could be considerably better. Although literacy aims are included in the planning of other subjects, this inclusion varies considerably from year group to year group. More could be done to enhance writing skills in geography and history in particular. Pupils develop their literacy skills as they complete their design sheets and written evaluations in design and technology and in discussing their finished products. There are some opportunities for pupils to use their literacy skills in ICT for word processing and *PowerPoint* presentations, but again these need to be extended.

MATHEMATICS

The provision for mathematics is **good**.

Main strengths and weaknesses

- Standards have risen and are now good. This is because of good teaching and the good planning of the National Numeracy Strategy.
- Assessments are very thorough; each pupil's development is tracked very carefully.
- Leadership and management of the subject are effective.
- Pupils are very enthusiastic learners because of good classroom management and very good relationships.

- Assistants give good support in lessons.
- More could be done to use mathematics in the wider curriculum.
- Individual education plans for pupils with special needs could be improved.

Commentary

50. The results for Year 6 pupils rose sharply in 2004 and the work seen during the inspection confirms standards are now above average. Pupils make good progress as they move through the school and achieve well by the time they leave. Although pupils with special educational needs receive good support from learning assistants in lessons more could be done to improve their individual education plans and their use.
51. Standards and achievements have risen significantly because of the successful whole-school focus on mathematics during the last year. The analysis of tests, the very close monitoring of each pupil's progress and better teaching have improved the achievements of pupils throughout the school. Teachers are now very confident that they know the abilities of pupils and how to help them further. Progress since the last report has been good because standards are higher, progress is good and pupils are now challenged, which was not always the case before.
52. Pupils in every class enjoy mathematics, whatever their ability. In Years 3, 4 and 5 they are taught in classes and then organised into three ability groups. In Year 6 the whole year is divided into two classes by ability, with again further division into three ability groups. Strong teaching in Year 6, together with this different organisation, has helped to raise standards sharply in pupils' final year.
53. By the end of Year 6 higher attaining pupils and middle ability pupils are confident mathematicians. For example, they investigate the exterior angles of a triangle using protractors to construct triangles and measure angles accurately. They read straight line graphs to convert currencies into pounds; they apply their mathematical skills to work out problems involving money and measures. Lower attaining pupils tackle problems at a lower level, sometimes with help. They reach a below average level because they are still uncertain about table facts, for example, and make many more mistakes when working out 'problems'.
54. The quality of teaching is good. Lessons are extremely well planned; all teachers use a similar format and follow the National Numeracy Strategy closely. Teachers are knowledgeable, quietly confident, and very skilful at maintaining good relationships with pupils. Teaching assistants know what they have to do and work independently and effectively with small groups. Pupils are enthusiastic and well behaved because teachers use good everyday management skills to keep them involved and working hard. Assessments are very thorough. The underlying strength of this is the 'Beacon Assessments' forged with other local schools, which this school has been using for just over a year. As a result of these detailed analyses teachers have precise knowledge of which mathematical skills need improvement and for which individual pupil. All pupils achieve well because of this highly structured approach. Resources are usually used well; the use of ICT in every classroom is a valuable aid.
55. Leadership and management of the subject are very good. The co-ordinator, supported very well by the rest of the teachers, senior managers and the governing body, leads the subject very well. She has very good subject knowledge, which she has used to good effect to establish a very lively 'mathematics road show' to challenge pupils' thinking; it was seen during the inspection when the outcomes were very good indeed.

Mathematics across the curriculum

56. Provision is weak. Although teachers give pupils opportunities to use their mathematical skills in numeracy lessons to solve everyday problems, more could be done to extend this to other subjects so that it is planned in. The co-ordinator has already identified this as an area for development.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well in science to reach above average standards by the time they leave.
- Teachers plan interesting and pleasurable activities for pupils and, because of this, pupils are keen to learn.
- Pupils' attitudes to science are very good.
- Very good leadership has brought about good improvement.

Commentary

57. The strong emphasis on the development of pupils' investigative skills has resulted in good improvement since the last inspection and standards of work seen are above average. Because of good teaching and the increased focus on investigative work, standards in the national tests have risen. The unconfirmed results of the most recent tests indicate continued improvement with an increasingly high numbers of pupils achieving the higher level. Throughout the school pupils achieve well and by the time they leave most pupils gain good enquiry skills because teachers place strong emphasis on developing pupils' understanding through challenging practical and investigative activities. This means that pupils have a good knowledge across all areas of science. There is no significant difference between the attainment of boys and girls and all pupils achieve well, including those with special educational needs and those from different ethnic backgrounds.
58. Teaching and learning are good overall, so that pupils make good progress in lessons. Teachers demonstrate secure subject knowledge and use this effectively to provide good challenges for pupils of all abilities. They are able to explain scientific principles in a way that all pupils can understand, and pay particular attention to developing pupils' scientific vocabulary. Teachers make effective use of a wide range of resources to make lessons exciting. This leads to a positive atmosphere and a buzz of excitement as pupils make discoveries. Activities such as the Year 3 investigation to discover what causes tooth decay capture pupils' interest so they become absorbed in their explorations, are keen to share their ideas and achieve well. The challenging work set for older pupils means that, by Year 6, many plan their own experiments well, are confident explaining their methods, and demonstrate a good understanding of what constitutes a 'fair test'. Teachers place good emphasis on pupils organising their work well. The good links with literacy and numeracy help to raise standards in science as well as in writing, data handling and measurement. There is some planned use of ICT in science but this is not yet developed widely enough.
59. Very good relationships help promote pupils' very good attitudes to learning. In most lessons, pupils work hard, behave well and strive to do their best. A particularly good feature is the way pupils co-operate and support each other well when they work together as a group. The strong emphasis on practical science activities motivates pupils well, because tasks are relevant, well planned and interesting. As a result, pupils gain good practical experience of planning and carrying out investigations.
60. The subject is very well led and managed. The subject co-ordinator is enthusiastic and knowledgeable and provides strong leadership of the curriculum and teaching. He has helped take the school forward in the development of investigative work and improvements to planning. This represents good improvement overall since the last inspection. Evaluation of science throughout the school, monitoring of performance data, and review of emerging trends are used very successfully to effect improvements and to set new development targets.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The teaching of ICT is good and because of this pupils make good progress in lessons.
- Pupils' attitudes to learning are very good.
- The leadership and management of the subject are good.
- Pupils do not have enough opportunities to use ICT to support their day-to-day learning in other subjects.

Commentary

61. Teachers have good subject knowledge and plan lessons with great care. There has been good improvement in the quality of teaching since the last inspection because teachers and support staff have effectively increased their skills and knowledge through further training. Teachers' expectations are high and the well-planned lessons and tasks are interesting and relevant. As a result pupils are motivated and enthusiastically explore new skills and ideas. For example, Year 6 pupils keenly explored the use of different tools and programs to begin creating a multimedia presentation. Teachers are confident in their use of ICT. They draw on their secure subject knowledge to give clear explanations and make good use of the *Smart* board to involve pupils in demonstrations so that they approach new learning with confidence. As a result pupils make good progress in lessons, are acquiring an increasing range of skills and are achieving at the expected level for their age, which is an improvement since the time of the last inspection. The purchase of new resources so that pupils can better meet the requirements of aspects of monitoring and control, and of exchanging and sharing information, are laying the foundations for raising standards. Teachers provide good opportunities for pupils to work independently and collaboratively, making an effective contribution to pupils' personal and social development. Pupils of all abilities achieve well, because teachers ensure that adult support is targeted where needed and, where appropriate, teachers modify tasks to match challenge to individual ability.
62. Pupils' attitudes to learning are very good, reflecting the effectiveness of teaching. In conversation, pupils explain the tasks and projects with great enthusiasm. During lessons, pupils of all abilities work closely together. They discuss the tasks with great enthusiasm, sharing ideas and supporting one another very well. Behaviour is very good and pupils listen carefully to teachers and support staff, readily accepting their support and advice. This contributes to their good progress and reflects the very good relationships and teachers' success in motivating pupils.
63. Subject leadership and management are good. As a result of evaluating what is taking place across the school in ICT, the subject co-ordinator knows the strengths in ICT and has correctly identified areas for future development. The school has made significant investment in resources and training, which has brought about the increasing effectiveness of teaching and learning. The subject action plan focuses well on the provision of a wider range of software so that pupils can make greater use of technology in their day-to-day learning.

Information and communication technology across the curriculum

64. The use of ICT across the curriculum is satisfactory but could be better because although the pupils have competent computer skills these could be put to greater use in other subjects. The range of activities in ICT lessons in the computer suite provides effective opportunities for pupils to contribute to their work across a range of subjects. For example, they used ICT to learn about the layout of a newspaper article, effectively extending their literacy skills. Teachers make good use of ICT, in particular the interactive whiteboards, to support teaching in all

subjects of the curriculum. Although this contributes to pupils' learning in various subjects as well as ICT, for instance in mathematics and research in history, pupils do not always see ICT in the classroom as another tool for learning.

HUMANITIES

Geography

65. Work was sampled in geography and history, with insufficient lessons being seen to draw overall conclusions about teaching and learning. No lessons were seen in geography, but it is evident from planning, pupils' work and displays, that there is a sound curriculum which enables pupils to make satisfactory progress and reach national expectations in the subject by Year 6.
66. There have been satisfactory improvements since the last report because standards have been maintained and there is now a progressive programme for pupils to follow to develop their geographical skills. Pupils have some opportunities to use their literacy skills when they use their research skills to write at length, which was not always the case before, but is still under-developed. Resources have been improved; ICT is used well on occasions. For example, the e-mail correspondence with an American school during the recent hurricane is a good example of this.
67. The leadership and management of the subject are satisfactory, but developments are needed. The school recognises that the present timetable arrangements for the teaching of geography need updating so there are better links made with other subjects and time is used better. It has begun a review process to tackle this but it has yet to have any real impact on teaching or standards.

History

68. Only two lessons were seen in history, but these, together with further evidence from planning, displays and pupils' work, confirm there is a suitable curriculum in place. It enables pupils to reach an average standard by Year 6 and to make satisfactory progress as they move through the school.
69. There have been improvements since the last report. Pupils now interpret history better, research information effectively and record it in a series of well-organised bullet points. In discussions pupils respond with enthusiasm showing they enjoy the subject. During the inspection resources were used well both in Year 5, when a learning assistant helped a group of pupils with special educational needs to build a family tree of Henry VIII using ICT, and when Year 6 pupils faced a somewhat daunting lesson dressed as Victorian children. It was an excellent experience because it was extremely well organised and the teacher, learning assistant and pupils remained in character throughout, with flair and panache. The inclusion of a pupil from a nearby special school was another very good feature, as she cast a nervous glance toward the door as the teacher vigorously caned a vaulting horse outside the classroom, whilst the 'victim' yelled convincingly!
70. However, the central criticism of the last report remains. History topics are still too self-contained and links to other subjects, or to previous learning, are limited. The senior management team, and the curriculum co-ordinator, recognise this. They have begun to consider ways of re-organising history to raise standards, to bring the same level of 'excellence and enjoyment', seen in the Victorian experience, to more lessons, whilst making better links to other subjects. This reorganization is still in its early stages.

Religious Education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils at the end of Year 6 show a good knowledge of aspects of religious education.
- The teaching is good, built on well-organised and detailed plans.
- Resources are thoughtfully chosen and of good quality.
- Pupils are enthusiastic learners because of very good relationships.
- The co-ordinator is enthusiastic and committed to leading the subject effectively.

Commentary

71. Inspection findings show that achievement is good and most pupils are likely to exceed the standards expected by the locally agreed syllabus by the end of Year 6. Pupils are introduced to different religions and are learning that religions have their own special artefacts, which have specific uses.
72. The standard of work by the pupils in Year 5 and 6 is good. The school has a strong sense of social values and has close ties with the local church. The minister regularly visits the school; consequently the pupils are able to relate religious education to their community. Pupils in Years 3 to 6 are taught about a range of religions, including Sikhism, Islam and Hinduism. The children in Year 5 benefited from their trip to a Hindu temple and are able to express their feelings and ideas effectively.
73. Teaching and learning are good. Teachers' subject knowledge is generally good, and they plan and prepare all lessons very carefully. In a lesson in Year 5 the teacher used a range of techniques, including a print of Leonardo da Vinci's *Last Supper* on the interactive whiteboard, to stimulate pupils well to think deeply about Judas' motivation in betraying Jesus and the significance of the first communion. However, pupils recorded their responses in a story board form and this missed an opportunity to reinforce their writing skills effectively. Teachers have a good understanding of what pupils know, and assess their knowledge and understanding well against the levels prescribed in the local authority's agreed syllabus. This enables them to match work more closely to pupils' needs, and also provides useful information to help succeeding teachers in their planning.
74. The religious education syllabus is well led and managed by the enthusiastic co-ordinator who sets a good example for other staff. Appropriate monitoring arrangements are in place so that weaknesses in the teaching of the subject are addressed through extra resourcing or support. Appropriate use is made of staff expertise with some exchanges of class taking place where appropriate. There is good coverage of the curriculum and effective use of visits and visitors to support pupils' learning. This all represents a good improvement since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and Design and Design and Technology

The school makes **good** provision for art and design and for design and technology.

Main strengths and weaknesses

- There are some very good examples of work displayed throughout the school.
- Teachers plan lessons well and have very good subject knowledge.
- Lessons have good pace and teachers have high expectations.
- Pupils listen and behave well in lessons.
- Pupils experience the use of a wide range of materials and develop a wide range of skills.

Commentary

75. Standards in art and design and in design and technology are above those normally expected. This is an improvement on the previous inspection. Pupils throughout the school make good progress and achieve well.
76. Examples of work around the school and in school portfolios show the use of a wide range of designs and materials. There is a good cross-section of children's work on display throughout the school that shows just how effective the 'Arts Weeks' are in promoting pupils' achievements and interest. Pupils have designed and made very good slippers, using a variety of materials. It is the very careful emphasis on design that is making such a difference to the quality of pupils' work. In many classrooms there are very good still life paintings, paintings based on the work of various artists and drawings showing a good understanding of line drawing and shading. For instance, pupils in Year 6 have produced interesting and accurate paintings in the style of Andy Warhol that are of very good quality.
77. Teaching in art and design and design and technology is good. Teachers plan and prepare their lessons well. They have very good subject knowledge and high expectations. As a result pupils listen and behave well and produce carefully executed designs. A good example is the decoupage work produced by Year 6. Teachers and teaching assistants provide good support during lessons. As a result pupils at all levels of attainment make good progress, including those with special educational needs. All pupils are involved in all classroom activities.
78. The management of art and design and of design and technology is good. Co-ordinators are enthusiastic, have clear priorities for taking their subjects forwards and good opportunities to monitor their subjects effectively. Good schemes of work and policies that are well designed and well suited to the needs and aspirations of the school are in place and appropriate time is given to each subject. Assessment is good and ensures that the identified priorities are addressed in teachers' planning.

Music

79. In music, planning for the development of pupils' skills is good. Pupils have good opportunities to sing and play instruments through performance and composing, and to listen to an appropriate range of music, including live performances from musicians. Pupils can extend their skills by joining an after-school club or learning a musical instrument. Take-up of these opportunities is very good. Pupils regularly take part in musical performances in school and in the local community. The lessons seen had a clear focus and involved pupils in learning through practical music-making activities, which they greatly enjoyed.

Physical Education

80. The two physical education lessons seen were well planned and pupils joined in enthusiastically with the different activities. Teachers placed good emphasis on the development of skills enabling pupils to make good progress. The school plans well for the development of pupils' physical education skills and the curriculum covers all key areas, including good opportunities for pupils to learn to swim. Pupils benefit from the expertise of specialists and the coaching they receive at after-school clubs gives them the skills and games strategies to play well competitively against other schools.
81. Although the accommodation for physical education has its limitations – a small hall and the lack of a sports field – planning indicates that teachers make good use of what is available, including the local park. Through their efforts the school has achieved the Activemark. The Years 4 and 6 residential visits provide very good opportunities for pupils to take part in a wider range of outdoor activities. The subject makes a good contribution to pupils' moral and social development.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education is **good**.

Main strengths and weaknesses

- There is a good policy that is consistently well applied throughout the school.
- Careful integration makes pupils feel at home in the school from their first day.

Commentary

82. During the inspection it was possible to observe only one personal, social and health education lesson, and it is not therefore possible to make an overall judgement on teaching. There is a good policy that is consistently well applied throughout the school. The positive care within classes and by all staff contributes very well to the security and welfare of all pupils and plays a strong part in their very positive attitudes to school and staff. All staff are very aware of the needs of individual pupils and how they can all be a part of the school. No pupil is left to feel alone or vulnerable throughout the day.

83. During the inspection a Year 5 class was involved in a discussion known as Circle Time on the theme of "I know what I am good at". This class discussion was typical of the care and thought being applied to this aspect of pupils' learning. This was very well linked to the preceding class assembly. The way the teacher generated a very supportive atmosphere to enable all pupils to speak when it came to their turn was impressive. Each pupil had a letter on which they had to write a 'strength' they knew they had. Many of these were focused on "getting along with other people" in order to help them. At the end of the lesson the teacher asked all the pupils to display their letters. To their great pleasure the pupils realised that the letters spelt out the message – "I am talented, together we are awesome." An idea to which they were all happy to agree!

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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