

INSPECTION REPORT

HAVELOCK JUNIOR SCHOOL

Desborough

LEA area: Northamptonshire

Unique reference number: 121815

Headteacher: Mrs M Rooke

Lead inspector: Mr J Heap

Dates of inspection: 11 – 13 October 2004

Inspection number: 266974

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 to 11 years
Gender of pupils:	Mixed
Number on roll:	311
School address:	Havelock Street Desborough Northamptonshire
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs M Payne
Date of previous inspection:	8 March 1999

CHARACTERISTICS OF THE SCHOOL

Havelock is a community junior school that caters for pupils between the ages of seven and eleven. It is situated in Desborough, near the town of Kettering. There are 311 pupils on roll: 165 boys and 146 girls. This is larger than the average sized school in England. The roll has increased in recent years. Pupils' attainment on entry is below average, but the intake of pupils includes the full range of ability. Pupils are organised into 12 classes, according to their year group – there are no mixed-age classes. Pupils come from a large, suburban catchment area, which has few signs of deprivation. Housing ranges from local authority estates to private individual dwellings. The vast majority of pupils are white, and a few minority ethnic backgrounds are represented. A small number of pupils come from a traveller background. The proportion of pupils entitled to a free school meal is below average. The proportion of pupils on the register of special educational needs is well above average: the majority of these pupils have moderate learning or behavioural difficulties. A very small number have a statement of special educational need. The school received the Activemark award in 2003. The most significant change since the last inspection is the appointment of a new headteacher a year ago. The school works closely with the Kettering cluster of schools and with Nene College and its Initial Teacher Training course.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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9736	J Brasier	Lay inspector	
23009	A Hogbin	Team inspector	Mathematics Art and design Geography Music Special educational needs
30075	M Duggan	Team inspector	Science Information and communication technology Design and technology History

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a **satisfactory and improving education for all of its pupils, regardless of background and ability.** Overall, standards are average by Year 6 and the pupils' overall achievement is satisfactory because the teaching is sound. Pupils' attitudes and personal development are good because of the school's good ethos. Leadership and management are satisfactory overall and the school gives sound value for money.

The school's main strengths and weaknesses are:

- Literacy skills are below average.
- At the age of 11, standards in information and communication technology are above average.
- The behaviour of a small minority of pupils is unsatisfactory.
- Effective provision for pupils with special educational needs means they make sound progress.
- Governance lacks vision and challenge for senior managers.
- Procedures and practices for care and welfare of pupils are effective.
- Links with other schools and colleges are very good.

Since the last inspection, the school has made satisfactory progress. However, there is evidence that the school was slow in implementing the necessary actions to ensure that the recommendations of the last report were carried out. In relation to the key issues identified in the last report, there have been satisfactory gains in standards and improvement planning is now more precise. The teaching of literacy is better than it was, with successful implementation of the literacy hour. However, there is room for further improvement in writing across the curriculum and the development of research skills. There have been good improvements in the planning and assessment of subjects such as design and technology, history and religious education.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2001	2002	2003	2003
English	D	C	B	B
mathematics	C	D	C	C
science	C	B	C	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.*

Overall, pupils' achievement is **satisfactory**, including those learning English as an additional language, those from minority ethnic and traveller backgrounds and those with special educational needs (all groups). Pupils enter Year 3 with levels of attainment that reflect the full range, but are below average overall. Achievement is good in mathematics and science where standards are average for pupils' age in Year 6. In English, standards are below average, particularly in speaking, listening and writing; overall, achievement is satisfactory. Pupils' results in national tests in 2003 were average compared with all schools. They were above average compared with similar schools. The trend in the school's results over time is broadly similar to the national trend. Fluctuations from one year to another accurately reflect the different proportions of pupils with special educational needs in each age group. Targets for

attainment are ambitious and not always met, as is evident in the unvalidated results for 2004. In national tests, girls are doing better than boys. This is recognised by the school and provision of resources is being adjusted in reading, for example, to overcome this. Achievement is good in information and communication technology and satisfactory in religious education.

Overall, pupils' attitudes, values and other personal qualities are **good**. Provision for spiritual, moral, social and cultural development is **good**. Consequently, pupils have good attitudes and attendance is good. Overall, pupils' behaviour is satisfactory but a few pupils are prone to silly and aggressive behaviour. The large number of fixed-term exclusions last year related to a very small number of pupils. There was one permanent exclusion. Pupils like coming to school.

QUALITY OF EDUCATION

Overall, the quality of education is **satisfactory**. The quality of teaching and learning is **satisfactory**. During the inspection the amount of good and better teaching outweighed the satisfactory. However, the analysis of pupils' work shows inconsistencies in marking and in the matching of tasks to individual pupils. Pupils with special educational needs are taught well. Teaching was good in mathematics, science, information and communication technology, and in English in Years 5 and 6. Management and control of pupils are mostly, effective but disruptive behaviour sometimes weakens an otherwise good lesson. Homework effectively supports learning. Marking is good in mathematics and science, but in English there are too few links between comments and pupils' targets for learning.

Overall, the curriculum is satisfactory. There are good opportunities for enrichment. The school's accommodation and resources are good. The steps taken to ensure pupils' care and welfare are effective and the working ethos of the school is good. Overall, links with parents and the community are good. The school has very good links with other schools and colleges.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are **satisfactory**. The headteacher has been in the school for a short period and leads satisfactorily. There is a clear vision for the school that emphasises consultation, teamwork and effective planning that challenges all in the school. Overall, the work of the governing body is satisfactory because it is supportive, helpful and seeking to improve its method of working. However, they are less successful at setting the vision for the school and monitoring its success. In all of this they rely too heavily on the headteacher. Although the leadership of key staff is satisfactory overall, they are new to their role and it is very early to assess the new initiatives they are helping to implement. Management is satisfactory.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are satisfied with most areas of the work of the school. However, there are some justifiable concerns about the behaviour of a minority of pupils. Pupils are supportive of their school, but some also have concerns about the behaviour of some pupils.

IMPROVEMENTS NEEDED

The most important things the school should do are:

- Raise standards in English, particularly through the use and development of literacy skills across the curriculum.
- Improve the behaviour of the small minority of pupils who are disruptive.
- Improve the quality of governance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is satisfactory for all groups of pupils. Overall, standards are average for pupils' age in Year 6. Standards are above average in information and communication technology.

Main strengths and weaknesses

- Investigative work in science is strong.
- Mental work and number competence are good in mathematics.
- Library skills and the use of literacy skills across the curriculum are weak.

Commentary

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.5 (27.0)	26.8 (27.0)
Mathematics	27.1 (26.2)	26.8 (26.7)
Science	29.2 (29.3)	28.6 (28.3)

There were 80 pupils in the year group. Figures in brackets are for the previous year

- 1 In 2003, results in national tests were above average for English and average in mathematics and science when compared with all schools nationally. In comparison with schools having similar intakes in Year 3, results were above average in English and science and average in mathematics. Overall, results were average in comparison to all schools and similar schools. Taken over the previous three years, the trend in results is broadly similar to that found nationally. The school's tracking systems indicate that fluctuations in results from one year to another are due to the varying proportions of pupils with special educational needs in the age groups. Within the school the proportion of pupils with special educational needs is well above average. Pupils from ethnic minority and traveller backgrounds achieve as well as the other pupils in the national tests. Parents are happy with the standards their children achieve and judge that they are making good and expected progress in their time in the school. Early indications from the 2004 results show that the ambitious targets were not met. These classes had a large number of teachers over time and there were difficulties with behaviour.
- 2 In English, standards are below average overall. Achievement is satisfactory because standards for this group of pupils were below average when they entered the school. The school is aware that an improvement in speaking and listening skills for average and lower attaining pupils is important to raise standards in English and other subjects. In writing, pupils make particular progress in Year 6 because of the wide range of genres and pupils' growing maturity and productivity. However, the majority of pupils do not join-up their handwriting and this hampers fluency. Reading standards are higher, but library skills and knowledge are weak. This lessens pupils' ability to learn independently. The school is also aware that boys' attitudes to reading are weak. Texts and activities that are best suited to boys' interests are

being introduced into their work. Overall, there are too few opportunities for pupils to use and develop their literacy skills across the curriculum and this lowers attainment.

- 3 In mathematics, standards are average and achievement is good. The main strengths are in mental work and number. However, pupils have difficulty with problem-solving because of their weaker literacy skills that lead to difficulties in interpreting questions. The school recognizes that pupils have these difficulties and the emphasis in teaching has been moved towards these weaker areas. There have been several initiatives that have raised standards, for example:
 - the input from local authority specialists;
 - class organization based on levels of prior attainment has allowed tasks to be accurately matched to pupils;
 - more interesting programmes of study have improved pupils' attitudes.
- 4 In science, standards are average and achievement is good. Strengths include pupils' skills in investigations, their use of fair testing and their knowledge and understanding of materials. Standards are rising because of good teaching, particularly the consistent marking that helps pupils know what they need to do to improve. Pupils have good attitudes to their work.
- 5 Standards in information and communication technology are above average and achievement is good. These findings are, in part, the result of:
 - good teaching and improved emphasis on pupils' learning skills and specific language;
 - effective use of information and communication technology across the curriculum.By Year 6, pupils present their work in multimedia format and find information using a range of advanced searches. Pupils have good attitudes to their work.
- 6 Standards in religious education meet the expectations of the locally Agreed Syllabus and achievement is satisfactory. The strongest aspect of pupils' work is their knowledge and understanding of the good range of religions, such as Christianity, Judaism and Hinduism. They are less strong at providing their own views and opinions about religious symbolism and rituals.
- 7 Pupils with special educational needs achieve satisfactorily because well trained teaching assistants give them good support. For example they re-phrase teachers' questions and help pupils complete the practical and written work. Pupils from minority ethnic and traveller backgrounds achieve satisfactorily because of the support they receive.

Pupils' attitudes, values and other personal qualities

Attitudes and personal development are good. Behaviour is satisfactory. Attendance has improved and is good. Overall, provision for pupils' spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- Pupils' enthusiasm and their interest in lessons provide a good foundation for learning.
- Behaviour is satisfactory. It is good in many areas but spoilt by unacceptable incidents.
- Racism is rare but there is some evidence of bullying.
- Pupils have good opportunities to think more deeply about issues but their awareness of our multicultural society is satisfactory.

Commentary

- 8 Since the last inspection, strengths in pupils' attitudes and personal development have been maintained. However, behaviour is not as good and there is a small minority of pupils who do not behave well. Attendance is improving.
- 9 In many lessons and in most subjects pupils' attitudes to learning are strong. Only in reading, where the boys show some disinterest, are attitudes only adequate. Pupils are keen to answer questions and contribute their own ideas to lessons. They listen with respect to others' viewpoints and show pleasure in the achievements of others. Pupils say that nearly everyone works hard. Older pupils are mature and respond well to the many opportunities offered for them to take on responsibility, such as the buddy system to help the younger ones.
- 10 Most pupils are well-behaved and thoughtful towards others. Consequently, behaviour around the school, at lunch and elsewhere is usually good. Nevertheless, in discussion, pupils show awareness of some unsatisfactory behaviour in their classrooms and elsewhere, largely confined to the few pupils who have not yet learnt self-control and respect. Inspectors found some evidence to support their view. For example:
- some pupils linger on corridors and around toilets during lunch and playtimes. These areas were unsupervised and became loud and silly at times;
 - a few sightings of aggressive behaviour at playtime and lunchtime.
- Some staff occasionally breach the behaviour policy by imposing inappropriate sanctions. Parents have some concerns about bullying. Pupils and the headteacher confirm that it occurs. Pupils say that some staff dismiss complaints of harassment too readily.
- There are two reasons at the core of these shortcomings:
- insufficient supervision during lunchtimes and playtimes;
 - some lack of consistency in the way that staff interpret the behaviour policy and the use of sanctions.
- 11 Overall, spiritual, moral and social development are good. Pupils' are encouraged to reflect deeply about issues, for instance the important things to value in life. Pupils' social development is apparent in the very polite and welcoming way in which they receive visitors. With a few exceptions they treat each other and staff in a very pleasant way. For instance when an inspector was talking to a solitary child on the playground, another pupil approached her and said 'Would you like to have someone to play with?' and off they went. Moral development ensures that pupils have a strong sense of right and wrong. Rewards are used effectively to emphasise the underlying code of conduct. However, pupils say that sanctions are applied in an inconsistent way, and there was evidence around the school that this is so. Older pupils behave maturely, taking it on themselves to raise money for charity and responding well to the challenge of membership of the school council and being asked to support younger children reading. Overall, cultural development is satisfactory. The pupils' limited knowledge of our multicultural society is being tackled by:
- developing a link with another school in Leicester;
 - studying a wide range of faiths in religious education and visiting a variety of places of worship, such as a mosque and temple;
 - learning about music from the Caribbean and the Hindu faith.

12 Absence has reduced by a quarter over the past year due to a tightening up of procedures and strong promotion of the benefits of good attendance. Parents have contributed to this improvement. This is a school that pupils very much want to come to.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.9
National data	5.4

Unauthorised absence	
School data	0.6
National data	0.4

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

Exclusions

There were a number of temporary exclusions in the past full year for poor behaviour. Eventually this led to a permanent exclusion.

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	296	23	1
White – Irish	1	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – Bangladeshi	1	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	2	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall the quality of education is satisfactory across the school. Teaching and learning are satisfactory. The strong emphasis on care, links with parents and the community and very good links with other educational establishments provide opportunities that support pupils' learning and progress. The curriculum is satisfactory.

Teaching and learning

Overall, the quality of teaching and learning is satisfactory.

Main strengths and weaknesses

- Teaching and learning is are good in mathematics, science, information and communication technology and in English in Years 5 and 6.
- Teaching assistants and other supports are used well to promote learning.
- Homework is used well to reinforce the learning of basic skills.
- Teachers do not plan enough opportunities for pupils to use their literacy skills across the curriculum.

Commentary**Summary of teaching observed during the inspection in 43 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1(2%)	7 (16%)	18(42%)	17(40%)	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.

- 13 Since the last inspection, there has been a significant change in staffing. There have been improvements in the teaching of mathematics and in the use of assessment information to inform teachers' planning. The good teaching of the pupils with special educated needs and those from traveller backgrounds has been maintained. Although the proportions of lessons judged to be good, or very good at the last inspection were much higher, the standards and achievement are better at this inspection. This supports an improving picture overall and no unsatisfactory lessons were seen. The views of parents are also supportive.
- 14 During the inspection, teaching was good in mathematics and science, and in English in Years 5 and 6. In mathematics, teachers are particularly strong at teaching mental/oral and number skills. The good assessment of pupils' work enables teachers to match work accurately to pupils' needs. In science, the strengths in teaching are the provision for enquiry and investigative work and materials. Teachers recognise that pupils have shortcomings in their knowledge of scientific vocabulary and they use their good subject knowledge to overcome this. They also reinforce pupils' understanding of the need for a fair test and how to set them up. In English, the teaching in Years 5 and 6 promotes greater maturity among the pupils, particularly in their writing.
- 15 Opportunities to use reading and writing skills in other subjects are not leading to a significant improvement in learning. This is because pupils are not required to use these skills often enough, particularly in subjects such as geography, history and religious education. Furthermore, inspection evidence shows that shortcomings in language have an adverse effect on standards in mathematics, particularly in problem-solving.
- 16 In information and communication technology, teaching is good. The strengths are:
- good use of computers and interactive whiteboards to illustrate and to practise skills and their uses;
 - good organisation and challenge in lessons and in after-school clubs;
 - effective support by the technician for pupils and teachers.
- 17 Teachers and support staff work well together. The support staff make a significant contribution to pupils' learning, particularly in the way that they assist pupils in their understanding of the more difficult ideas presented to them. Other helpers, such as parents and governors also provide useful guidance for a whole range of pupils and often in reading.
- 18 In the vast majority of lessons, teachers successfully insist on good behaviour from the pupils. Occasionally, these methods are less successful and pupils' learning is less than it ought to be. For example, in a Year 6 religious education lesson the planning and resourcing of the lesson were good. However, a small minority of pupils achieved little because they were badly behaved. The teacher controlled these pupils, but some time was lost.
- 19 Homework is mainly in the form of developing basic skills of reading, spelling and mathematics. The work is well thought-out and effectively supports the work pupils do in

class. An effective system of communication exists between home and school with the reading record.

- 20 Procedures for assessing pupils' performance in English are satisfactory and in mathematics and science they are good. The assessment and recording procedures for information and communication technology, history, design and technology, religious education and physical education which were a key issue in the previous report, are now good and include opportunities for pupils to evaluate their own learning. The quality of marking is good in mathematics and science. It shows pupils how to improve and also extends their thinking. It is satisfactory in English, where there are too few links with targets set for the pupils.
- 21 In mathematics, which has been a school focus this year, pupils write comments about how well they have understood lessons or whether they need further practice. Together with the marking of books and results of regular testing this enables teachers to tailor lessons closely to pupils' needs and so they achieve well. This is not reflected within English, where assessment is not so sharp nor daily planning as precise.
- 22 Assessment procedures for pupils with special educational needs and from minority ethnic and traveller backgrounds are good. These pupils are carefully monitored through the regular dialogue between teachers, assistants and the special needs coordinator. Pupils with greater levels of need are well assessed by outside experts in order to provide the best level of support. Good individual educational plans are well written for all pupils on the register, but day-to-day lessons do not closely enough relate to the targets they contain, especially in English.

The curriculum

Overall, the curriculum is satisfactory. Provision for out-of-school activities is good. Accommodation and resources are good overall. Provision for pupils with special educational needs is good.

Main strengths and weaknesses

- Equality of access for all pupils to the curriculum is good.
- Days that emphasise a particular area of the curriculum add richness to the curriculum.
- Provision for personal, social and health education and citizenship is good.
- There is wide participation in the many out-of-school activities on offer.
- The library is not yet fully utilised as a research resource.

Commentary

- 23 Overall, the curriculum is broad and balanced. The programme is planned satisfactorily, with the exception of provision for the use and development of literacy skills across the full range of subjects. The policies and schemes of work are detailed, with many offering opportunities for cross-curricular work. This is an appreciable improvement since the last inspection when the balance of the curriculum was a key issue and some aspects of literacy were not being taught. Statutory requirements for the National Curriculum and the Code of Practice for pupils with special educational needs are met. The school follows the local education authority's Agreed Syllabus for Religious Education, and provision for collective worship is satisfactory. The school ensures that

all pupils have equal access to the curriculum including out-of-school activities. In fact, nearly two hundred pupils take part in these activities each week.

- 24 Part of the school's aim to promote a stimulating, positive environment and foster a pleasure in learning is supported well by its everyday work. Many examples of policy becoming practice were observed during the inspection, for example the large attendance at the daily information and communication technology clubs and the organisation of an afternoon senior citizen party by the Year 3 pupils. Such activities enhance greatly pupils' citizenship development.
- 25 The provision for personal, social and health education, and about the use and misuse of drugs and sex and relationships education is good. Outside agencies, for instance the school nurse and a voluntary organisation are involved extensively in the drugs, health and sex education programmes. The school has developed very strong links with the local feeder and receiver schools, which ensures that pupils are prepared well for their next stage of learning. Since the last inspection the focus on personal and social development has increased with the introduction of a detailed policy and regular timetabled personal, social, health and citizenship lessons. The provision for out-of-school activities is good. In sport, clubs include football, netball, athletics and cricket. The school takes part in local and area football and netball competitions with varying degrees of success. Interest in sporting activities is instilled further from regular expert coaching by members of the local football and cricket clubs. Participation in the arts includes music club and choir, and annual productions such as 'Joseph', 'Oliver' and 'the Lion King' enrich the curriculum as well as cementing good relationships with parents and the community. These activities contribute significantly to the pupils' pleasure in the performing arts.
- 26 The curriculum is enhanced further by the provision of French in Years 5 and 6, and theme days for poetry and art. Educational visits are valued by the school and the annual residential week contributes positively to pupils' social and personal development, and improves team-building skills. In addition interesting visitors such as theatre groups, authors and musicians add another dimension to the pupils' education. These extra programmes increase their enthusiasm for learning.
- 27 Overall, resources and accommodation are good. Resources for music and information and communication technology being particular strengths. Although the grass area in the school grounds is limited, pupils have access to playing fields in the local park which is less than a five minute walk away. The library, though stocked well, is not used consistently for research purposes.
- 28 Pupils with special educational needs cover a similar curriculum to other pupils. Arrangements for grouping pupils according to prior levels of attainment, suit them well as it allows teaching methods and the pace of learning to more closely meet their needs. The curriculum is better adapted for pupils needs in mathematics than English where pupils' targets are not closely enough linked to daily lesson planning.

Care, guidance and support

Pastoral care is good. There is an effective school council which represents pupils' views on a wide range of issues.

Main strengths and weaknesses

- Very good trusting and caring relationships with teachers and teaching assistants create a climate for good pastoral support and guidance.
- There are good health and safety and child protection procedures.
- Arrangements for transfer from the infant school are good.
- The school council is democratically run and has some achievements to its credit.

Commentary

- 29 Pupils told inspectors how happy they were in the school and parents confirmed this. This was clearly a very good foundation for their work in school and demonstrates the quality of the pastoral guidance received. Welfare is well provided for. There is a medical room and pupils with medical conditions are well known.
- 30 Overall, guidance for pupils is satisfactory. A range of measures provide information on pupils' achievements. These include:
- standardised tests that are carried out at the end of each year;
 - end of topic assessments of knowledge and understanding.
- However, these are inconsistently used at present, because there is no agreed system for the whole school. For example, the biggest impact of assessment is in the setting up of groups for English and mathematics, according to their prior levels of attainment. Inspection findings are that these groupings are generally accurate and are helping to raise standards. Furthermore, day-to-day assessment is strong in subjects such as mathematics and science but less so in English where the marking does not refer directly to pupils' targets. The school has a good picture from assessment how the various groups of pupils in the school are progressing and these are adequately supported by local authority staff who have worked closely with pupils from minority ethnic and traveller backgrounds.
- 31 Health and safety has a high profile in the school, particularly for the safety of external visits and regular inspections. While the midday supervisors have been well trained and had their status improved, there is inadequate supervision on the playground because of restricted lines of sight, and more supervision is needed.
- 32 Child Protection is the responsibility of the headteacher, who is well trained and has seen that most members of staff have training. Midday supervisors and a newly qualified teacher have yet to be trained. The headteacher knows the local agencies and procedures well. There are many activities to familiarise infants with their new school when they transfer, and particular care is taken of children with special educational needs. The school council has brought about a number of improvements to the environment and currently has a challenging agenda.

Partnership with parents, other schools and the community

Links with parents and the community are good. The links with other educational institutions are very good.

Main strengths and weaknesses

- The information provided for parents is good.
- Parents make good contributions to pupils' learning.
- The school is one of the centres of town life.
- Local schools work very well together.

Commentary

- 33 End of year progress reports are succinct and give an accurate picture of the pupil work. The strengths are:
- clear comments on pupils' progress against National Curriculum criteria;
 - commentaries about each subject and a section on personal development;
 - targets are included that give parents guidance towards further improvement for their children.
- There are good newsletters and advice on topics being studied. Parents are very welcome in the school and teachers are generous with their support and advice. The prospectus is full of good information. Consultation evenings to discuss pupils' progress are well supported and appreciated by parents.
- 34 Pupils report that their parents help with homework and with the care of the school. They contribute much time and effort by:
- helping to raise funds for the school;
 - assisting in the supervision of visits;
 - making costumes for shows and helping with the arrangements for concerts.
- 35 The community is made very welcome at a range of events, for example, the exhibition evening, the fete, concerts and shows. During the inspection, Year 3 hosted a very well organised tea for local people. The school hosts local council meetings, lunches for the elderly, and classes for yoga, information technology and table tennis. There are strong links with several local churches and local people come into school to hear children reading.
- 36 The links with local educational institutions enhance the curriculum, by providing sporting, swimming and physical education opportunities, French teaching and multicultural arts activities. The school also provides work experience and teacher training opportunities.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are satisfactory. The headteacher and key staff are new to their posts and leading satisfactorily. Management is satisfactory. Governance is satisfactory.

Main strengths and weaknesses

- Priorities for development are accurate and this indicates that the school is well placed to make progress.
- Governance has weaknesses in monitoring and evaluation.
- The headteacher seeks and drives improvement through consultation and effective teamwork.
- Consultation with partners is a very strong feature of the effective procedures for achieving best value.

Commentary

- 37 The judgements on leadership and management are not as good as those at the time of the last inspection. However, the main strengths identified in the last inspection report have been maintained, and there is support for the new approach, which is being led by the headteacher, the governing body, the local education authority and the parents. Central to this new approach are:
- an emphasis on developing teams;
 - increasing the impact of the governing body;
 - raising standards in several areas of school activity, such as attainment and behaviour.
- At the time of the inspection, initiatives are in place, but it is too soon to judge their impact. However, inspectors judge that the school is well placed to make progress.
- 38 The governing body is supportive and helpful. It ensures that statutory duties are fulfilled and has a sound grasp of the school's strengths and weaknesses, owing to the good range of information provided by the headteacher. Furthermore, there has been a recent improvement in the committee structure and the setting up of a team to work with the headteacher on framing meeting agendas and reviewing policy. Governors are aware that there are shortcomings in their work and they are developing a more proactive approach to their work. However, they lack independence in the monitoring and evaluation of the school's provision. This is due mainly to:
- shortcomings in the school's aims, such as the absence of a clear statement relating to achieving the highest standards and developing pupils for life in a diverse society;
 - lack of understanding of how monitoring of aims leads to evaluation and the subsequent setting of targets in improvement planning.
- The school has an adequate anti-racism policy that is monitored and reported on.
- 39 The headteacher has a clear vision for the school's development. This vision has openness and challenge at its core. Early initiatives have included raising attainment in mathematics and improving the behaviour of a minority of pupils. Inspection findings have shown that actions based on these priorities have proved successful in mathematics and, to a lesser extent, on behaviour. There is a strong emphasis on monitoring standards across subjects and this is providing useful and helpful information for the governing body and senior leadership team. Senior colleagues provide satisfactory support, but they have only recently been appointed and are learning their roles. Subject coordinators contribute action plans for the school improvement plan, but, as present, these are of variable quality. For example, success criteria are often not challenging enough.
- 40 Where the school has identified priorities for improvement, the programme of support through training and other developments has been effective. This includes a cohesive approach to performance management that emphasises the need to link school priorities and individual development. There is a sound approach to supporting newly qualified teachers.
- 41 Provision for pupils with special educational needs is well managed. The experienced coordinator works closely with teachers and outside agencies to identify and meet pupils' needs. Teaching assistants are well trained and regularly report the outcome of their work to teachers and the coordinator so the progress of special needs pupils is constantly monitored. Although the coordinator teaches all lower sets at sometime during the year, which gives a general overview of special needs provision, she does

not have time to monitor lessons and so cannot assess the consistency with which the targets in individual educational plans are reflected in teaching.

- 42 Subject leaders in English, mathematics and science carefully analyse national test results in order to improve the curriculum and raise standards as well as to set targets and track pupils' achievement as they move through the school. This aspect has improved considerably since the new head teacher was appointed.
- 43 Financial planning is satisfactory and there is efficient financial control and day-to-day administration. Education priorities are supported satisfactorily. The budget surplus is large and it has grown recently because there has not been a deputy head in post. However, there are specific plans to use this money and part of it will fund management initiatives. Grants and additional resources are used for their proper purpose. Value for money is satisfactory.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	669,745	Balance from previous year	45,655
Total expenditure	649,475	Balance carried forward to the next	65,925
Expenditure per pupil	2,186		

- 44 The school has good principles and procedures for ensuring that it receives value for money when purchasing supplies and services. Opportunities and arrangements for consultation are a particular strength, such as:
- consulting the local education authority on priorities for improving standards;
 - consulting parents on the curriculum and behaviour;
 - consulting the governing body on the establishment of the senior leadership team.

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

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Teaching is best in Years 5 and 6.
- Higher attaining pupils have good basic skills in reading and writing.
- Library skills are not taught effectively.
- The application of basic writing skills is not always demanded in general work.
- There are too few opportunities to use and develop literacy skills across the curriculum.

Commentary

- 45 Overall, standards are below average for pupils' age in Year 6. This is reflected in the results of the unvalidated results of national tests in 2004 which indicate that the proportion of pupils reaching the expected level for their age (level 4) was below average. Over time, results in national tests have fluctuated, reflecting the varying proportions of pupils with special educational needs whose literacy skills take longer to develop. Achievement is satisfactory for pupils of all abilities. Improvement since the last inspection is satisfactory. There is no significant difference between the attainment of boys and girls.
- 46 Pupils with special educational needs make satisfactory progress in relation to their prior learning. This is a result of the good support they receive, either within the class or in small groups. This support is well focused on the individual targets that these pupils have in reading and writing.
- 47 Throughout the school, standards in speaking and listening are below average and achievement is satisfactory. Speaking and listening skills are below average on entry. Pupils' skills are used effectively in lessons across the range of subjects. For example:
- in a very good Year 4 mathematics lesson, pupils were able to talk about their ways of working out the perimeter of a shape;
 - in a sound Year 6 religious education lesson, the majority of pupils listened intently to the classteacher's explanation of how personal objects have special meanings.
- 48 Standards in reading are average and achievement is satisfactory. By Year 6, pupils have, at least, sound basic skills. Higher attaining pupils show good accuracy, fluency and understanding of the books they read. However, attitudes to reading are mixed with girls thoroughly enjoying books and boys showing tolerance more than enjoyment. All pupils have favourite authors and they talk sensibly about these writers' books. Most pupils have weak knowledge and understanding of how the library works and how books are classified.
- 49 By Year 6, standards in writing are below average. However, achievement is satisfactory and, sometimes, good because writing skills are below average on entry.

Pupils make particular progress in Year 6 because there is a wide range of writing for pupils to do and pupils' productivity is good. Higher attaining pupils are accurate at spelling and punctuation and their use of vocabulary is maturing. Lower attaining pupils have a straightforward style of writing that gives a usually clear picture of all that they want to say. Skills in handwriting are very mixed. Too few pupils join up their letters and for many this reduces the fluency of their work and their enjoyment of writing.

50 Overall, the quality of teaching and learning is satisfactory. Teaching is best in Years 5 and 6. Pupils learn more in these years and become more mature, particularly as writers. Teaching is strongest where staff enthuse pupils through their own interest and passion for the subject. For example:

- in a Year 6 lesson, lower attaining pupils shared their 'best moments' from the text because they were interested and inspired by the book;
- in a Year 5 lesson, average attaining pupils identified various reasons for writing a diary, because the teachers' questioning was bright and challenging.

In most lessons, teachers plan well and share learning intentions with the pupils. Classroom management is usually effective, but occasionally teaching and learning are slowed by the immature behaviour of some pupils. Basic skills of spelling and punctuation are taught strongly, but the application of these skills is not always demanded in general work. Marking is supportive, but not always related to pupils' targets.

51 Leadership and management are satisfactory. Coordinators are new to their roles, but they have an adequate appreciation of the strengths and shortcomings in provision and outcomes. For example:

- they are aware of the boys being less interested in reading and have begun to acquire texts that will interest them more;
- they have produced a scheme of work to improve pupils' skills in finding information. It is too early to judge the effect of this initiative.

Their vision is to improve pupils' attitudes to learning, particularly in reading and they organise several activities to give this some impetus, such as author visits and book fairs. Monitoring is adequate and done mainly through analysing teachers' planning and pupils' work. The library is well stocked and the texts are of interest to most pupils, and include an adequate range of texts from other cultures.

Language and literacy across the curriculum

52 Overall, pupils are not using their reading and writing skills enough in other areas of the curriculum. The main problems here are:

- the lack of knowledge and understanding of library systems;
- too few opportunities to write independently in subjects such as geography, history and religious education.

There is evidence that shortcomings in reading and interpretation of text are having an adverse effect on pupils' problem-solving skills in mathematics.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Careful analysis of the subject's strengths and weaknesses has led to improvement.

- Teachers make good use of information from assessment to help pupils to understand how to improve their work.
- Pupils' very positive attitudes help them learn well.

Commentary

- 53 Standards in Year 6 are average for pupils' age, similar to the overall trend in their results in national tests up to 2003. This represents good achievement as pupils begin Year 3 with below average standards. Results were not as good in 2004, mainly due to many changes of teacher in Years 5 and 6 that affected pupils' learning. In addition, there was a greater number than usual of pupils with behavioural problems who disrupted lessons and prevented other pupils learning enough. Standards attained by Year 6 pupils in 2004 were considerably below the school's targets. Results in national tests show girls doing better than boys and this is strongly linked to the fact that there were more boys with special educational needs. Provision for pupils with special educational needs is effective and they make satisfactory progress in relation to their prior learning. Pupils' targets are a focus for the comments in the marking.
- 54 School analysis shows the greatest barrier to higher attainment for many pupils is their weak reading and reasoning skills which prevent them fully interpreting questions to understand what mathematical processes are needed to solve problems. Many pupils also have poor recall of learning. In general, pupils have less expertise in devising ways to solve problems than in calculations because teaching has focused less on this area until recently.
- 55 Overall, teaching and learning are good. A third of teaching seen was very good. Teachers closely monitor what pupils have mastered or not fully understood in lessons and adapt daily planning to take account of it. Pupils' books are marked very carefully and comments are written that help pupils improve or extend their thinking. Year 6 pupils' individual evaluations of how well they have understood give instant feedback to teachers about the effectiveness of their teaching. Very good teaching was seen in classes in Years 3, 4 and 6. In each case teaching was challenging and carefully tailored to pupils' needs. A brisk learning pace was maintained and varied practical methods including interactive whiteboards and quizzes motivated pupils and ensured high levels of concentration and effort. The teaching of number skills and mental mathematics is good throughout the school. One of the very good lessons was observed in Year 6 where the coordinator's expert knowledge and infectious enthusiasm for manipulating numbers led to children experimenting with calculators to find out the importance of using brackets. Homework is set regularly which extends classroom learning well. Teaching assistants are well used to help pupils with special educational needs achieve as well as their peers. Teaching pupils to apply their mathematical knowledge and the use of more practical methods is a current school focus. Several instances were seen where learning was hampered because of insufficient or inappropriate resources or by pupils' inability to concentrate fully in group activities.
- 56 Leadership and management are good. The coordinator has a good overview of the strengths and weaknesses of the subject and vision for the way forward. Local authority advisers have monitored lessons and given helpful practical examples of good practice to help teachers improve their teaching and assessment skills, and advised how to make mathematics a more practical subject. Arrangements for grouping pupils

according to prior levels of attainment are effective in allowing teachers to match teaching methods and levels of challenge more closely to pupils needs. Pupils say mathematics has changed and is now one of their favourite subjects. Improvement since the last inspection is satisfactory.

Mathematics across the curriculum

57 Satisfactory. In geography, younger pupils gained a better understanding of traffic patterns when they used tally charts in a traffic survey. Older pupils learned about differences in rainfall when looking at tables and graphs of different parts of the world. In information and communication technology, pupils design symmetrical Roman shields and in science pupils measure plants growing.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- There are good opportunities for investigative work.
- Pupils' knowledge of science is generally sound but their understanding of scientific processes is not sufficiently well developed in Years 3 and 4.
- Assessment, tracking and recording of pupils' work require more rigour, but are improving.

Commentary

- 58 Standards are average for pupils' age in Year 6. This is similar to the findings of the previous report. Since 1999 the results of the Year 6 National Curriculum tests have fluctuated from above to close to the national average. From a dip in 2001 the trend has been slightly upward with 86 per cent of the pupils reaching the expected level for their age in 2004. Pupils start in Year 3 with knowledge, skills and understanding that are below average, but the overall good teaching and time invested wisely by support staff have a positive impact on the progress which pupils make. This, combined with the pupils' own interest and eagerness to improve, especially in Years 5 and 6 ensures that all groups achieve well. In national tests, girls have outperformed boys because there are more boys with special educational needs.
- 59 By Year 6, pupils have a satisfactory knowledge and understanding of scientific facts. For example, during a very good Year 5 lesson, pupils discussed and worked out that melting, freezing, evaporation and condensation are states which can be reversed. In Years 3 and 4 the development of the pupils' scientific knowledge and understanding is sound. They know that certain types of food and exercise are beneficial to health, and they are aware of the importance of light, water and soil to grow plants.
- 60 Teaching and learning are good overall and sometimes very good, which is similar to the last inspection. Teachers have good subject knowledge which they use effectively to explain scientific processes and provide opportunities for pupils to devise their own experiments. Enquiry and investigative work are strongly promoted. As a result, pupils' thinking and reasoning processes are extended and deepened, thus accelerating learning. Telling examples were observed in a Year 6 class investigating the effect of friction on movement, using a variety of surfaces. Teachers pay particular attention to the importance of fair testing and the acquisition and understanding of specific scientific vocabulary, seen to good effect in another Year 6 class studying forces. The purposeful atmosphere created in most lessons contributes greatly to the pupils' self-esteem, thus encouraging them to tackle new work with confidence. A strength in the subject is the pupils' good knowledge and understanding of materials and their properties. Less well advanced is their understanding of physical processes, especially in the earlier years.
- 61 Marking is consistent and frequently evaluative, which helps pupils to understand how they can improve. Pupils are generally well-behaved and display good attitudes. In some older year group classes the behaviour management of a small number of less interested pupils is usually effective and teachers are unfailingly polite but firm. They do not tolerate behaviour which might impact on the learning of others.
- 62 Leadership and management are satisfactory. Teachers' plans are reviewed to check that all aspects of the subject are covered. Shortcomings in provision have been recognised and have led to recent increases in resources and attendance on appropriate courses for the coordinator and other colleagues. The assessment system is satisfactory overall. However, target-setting and the recording of pupils' progress is not consistent and rigorous. Improvement since the last inspection is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Information and communication technology is used effectively across the curriculum.
- The internet is used well for research.
- Assessment is not used consistently through the school.
- Pupils benefit from the good deployment of the designated technician.

Commentary

63 Standards are above average for pupils' age in Year 6. Achievement is good because of overall good teaching and the effective use of information and communication technology in other subjects. This is similar to the judgement of the previous inspection. Considering national expectations are much higher now this is an appreciable improvement. Pupils from all groups make good progress, including those with special educational needs.

64 In Year 6, pupils' control and modelling techniques are good, and they use multi-media demonstrations to exhibit their findings, for example about mountain ranges such as the Andes. Higher-attainers use advanced searches during research for projects.

65 The quality of teaching and learning is good. Teachers are confident because they have good subject knowledge. They are also supported well by the technician. Good planning of lessons builds effectively on previous learning and leads to good progress over time. For example, pupils in Year 5 incorporate aspects of mathematics such as data handling and spreadsheets, for instance when graphically illustrating the amount of fat in cereals. All pupils edit, save and retrieve work efficiently and quickly. Many send and receive e-mails.

As a result of well-organised and challenging lessons and clubs, pupils are well behaved and keen to succeed.

66 The subject is led and managed very effectively. A detailed audit has led to extensive staff training which has impacted positively on teaching and learning. Future plans include more widespread use of recording events and the introduction of a more rigorous assessment system in all classes. The school has built up a substantial software library which supports well the use of information and communication technology across the curriculum. Interactive whiteboards are used well, especially with pupils with special educational needs. Improvement since the last inspection is good.

Information and communication technology across the curriculum

67 The use of information and communication technology across the curriculum is an effective feature of provision. Information and communication technology is widely used for research purposes through the internet and CD-ROMs. Many examples were noted during the inspection, in lessons, clubs and pupils' work. Good examples were found in history, geography, science and artwork. For example:

- in a very good Year 4 history lesson, pupils use a program successfully to create symmetrical patterns on Roman shields. A multi-cultural dimension includes the creation of Islamic patterns in a Year 4 class;
- in Year 5, pupils use the internet to download information and photographs of World War Two evacuees, while lower ability pupils successfully investigate vowel endings;
- word-processing is on-going in all classes.

HUMANITIES

No lessons were observed in history or geography during the inspection and, therefore, no overall judgements on standards, teaching and provision can be made.

In **geography**, the small amount of pupils' work was sampled in their books. Geographical skills are often practised incidentally in other subjects such as researching the origins of place names in history. Teachers plan satisfactory opportunities for pupils to practise mathematical skills such as when collecting data, making graphs and interpreting tables about noise pollution in school or rainfall in Bangalore. Assessment procedures have recently improved with the introduction of end of unit assessment sheets where pupils evaluate how well they have learnt. This gives teachers a good feedback on the effectiveness of their teaching but it is unclear how these assessments are used to respond to individual needs or to pupils' understanding of how they can improve further. In discussion with inspectors, pupils clearly favoured a style of teaching that emphasized their full involvement, such as holding a debate about land use in the Peak district. In these lessons pupils' interest is captured and the main points are remembered well. Pupils are less enthusiastic about lessons where they generally listen then write.

In **history**, an analysis of pupils' work and discussion with a group from the Year 6 classes indicate attainment to be in line with national expectations by the time pupils leave the school. An evaluation of Year 5 work indicates a satisfactory knowledge and understanding of the impact the Saxons and Vikings had on the way of life of the indigenous people. The higher-attaining pupils interviewed in Year 6 displayed good recall of the main events of World War Two, including the Blitz, and spoke animatedly about life in Victorian and Tudor times. Their attitudes towards the subject were good.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- There is a wide range of teaching and learning in several religions.
- Teaching and learning are well supported by good levels of artefacts and visits.
- There is too little use of literacy and information and communication technology skills.

Commentary

68 In Year 6, standards meet the expectations of the locally agreed syllabus and achievement is satisfactory. Improvement since the last inspection is satisfactory.

69 Christianity is clearly a central focus of work. The life of Jesus is studied throughout the school, and figures from the Old Testament are studied in later years, such as Abraham, Esau and Jacob. Pupils learn about a range of different religions and are beginning to identify similarities and differences between them. They look closely at the impact of these faiths on life in Britain. For example, in Year 6, pupils look at the characteristics of Sikhs in this country and look closely for instance at the main personalities in Sikhism, the ceremonies they engage in and their places of worship.

- 70 Overall, the quality of teaching and learning is satisfactory. Where learning is best, the strengths are:
- good planning that interests the pupils and challenges their knowledge and understanding;
 - good use of a wide range of artefacts, that bring to life the various religions and gives pupils the chance to understand the importance of symbols and special objects;
 - very good use of teachers' own views and experiences of 'special things' that illuminate for pupils the reasons why people view church furniture and objects as special.
- Occasionally, class management is weak and this lowers standards and achievements.

- 71 Leadership and management are satisfactory. The strengths are:
- high levels of commitment and enthusiasm;
 - capacity for very hard work that ensures that the locally agreed syllabus is fully understood and implemented;
 - strong development of assessment that provides helpful knowledge and understanding of pupils' achievements and the coverage of the curriculum;
 - the good links with local churches and other places of worship that help to illustrate the multi-faith nature of the school's work.
- Areas for improvement include:
- the use of literacy and information and communication technology skills in the subject;
 - opportunities to monitor teaching.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No overall judgements on standards, teaching and provision can be made for art and design and design and technology as they were not a focus for the inspection and no lessons were seen.

The **art and design** curriculum is enriched by workshops led by visiting artists and regular art days. Teachers extend pupils art experiences well through other curriculum areas. For example, Year 4 pupils design Roman shields using a graphics computer program and Year 3 pupils display their paintings to show how different colours appear in different seasons. Pupils use sketchbooks well to practise techniques such as shading or perspective.

In **design and technology**, an analysis of the policy, plans and scheme of work indicates that all aspects of the subject are covered. A discussion with a group of Year 6 pupils revealed that topics relating to structures, moving cars and food technology had been covered.

Two **music** lessons were observed. However, these did not provide sufficient evidence for judgements on standards, teaching, learning or provision to be made. Nevertheless, it is clear that music plays an important part in the life of the school. A high proportion of pupils learn instruments and take part in the choir, orchestra and music clubs- working towards public performances in termly concerts and musicals such as 'Mary Poppins' and 'Carnival of the Animals'. Pupils enjoy music, although older pupils say their class music is not as interesting or challenging as the extra curricular provision.

One excellent lesson, was seen in Year 3 where teaching and learning was of the highest standard and pupils' achievement was outstanding.

The teacher used stimulating methods and well chosen resources to motivate pupils. Her high expectations and detailed planning led to a purposeful and stimulating lesson. All pupils were so interested in their work and keen to receive praise for their efforts that the whole class worked as one in a spirit of cooperation and a brisk pace of learning was maintained. Groups of pupils chose appropriate percussion sounds for different types of weather and followed a musical score projected on the whiteboard to create a musical weather story. The method of taping their performance to evaluate and improve it another day ensured pupils worked with total concentration to practise and produce their best work. The lesson moved swiftly to an action song about a hedgehog where the teacher's trained voice led pupils to sing in different styles using varied volume and then to add percussion to make a background beat.

Leadership and management are inspirational. Staff give generously of their time to extra-curricular activities. Teachers' planning shows the abundance of good quality instruments from many cultures enables a wide and varied curriculum to be taught.

In **physical education**, only one lesson was seen and therefore it is not possible to make secure judgements about provision, standards, teaching, learning and management. Scrutiny of planning and discussion with pupils indicate that the full range of activities is undertaken in lesson time. Pupils enjoy their work and this is further enhanced by the well attended out of school sporting activities. Good opportunities are provided for pupils to join in competitive sporting activities with the other schools in the area. Specialist physical education coaches come to school to give pupils tuition in various sports. For example, during the inspection, many pupils were engaged in practising a range of football skills as part of a local scheme. In a good gymnastics lesson seen in the Year 3, all the pupils worked hard to show a good level of control and co-ordination on the floor and then on an increasing range of apparatus. They moved carefully and energetically, creating the sort of movements that will develop into an extended sequence of rolls and other methods of travelling. Pupils achieved well in this lesson, particularly when they were given the opportunity to watch and be helpfully critical of others in the class.

PERSONAL, SOCIAL AND HEALTH EDUCATION

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

Commentary

72 The school has a good curriculum to support pupils in their personal, social and health development. It includes sex education and the dangers of drugs misuse, and provides pupils with good information to help them make decisions about their own lives. Specific lessons and focused assemblies are a regular feature within the curriculum and are used effectively, as observed in a Year 4 lesson about honesty, courage and self-esteem. In addition to separate specialist lessons there are good opportunities in other subjects to promote personal and social development, for example discussion and collaboration in science and information and communication technology. Pupils' views are sought extensively through the democratically elected school council, where they are given good opportunities to listen, think and speak as they explore a variety of issues relevant to their own lives. A good example was their recent acquisition of drinking water dispensers, playground furniture and playtime equipment. Pupils are beginning to consider in a more proactive way how to develop ideas about themselves, the way they live their lives and how to deal with difficult situations which might arise, such as the consequences of aggressive behaviour. Citizenship is promoted well through pupils' involvement with the community through visits, visitors to school and presentation of plays and musicals. A very good example during the inspection was an afternoon party for senior citizens organised by pupils in Year 3. The mingling of these youngsters with their elders and their subsequent conversations were a joy to behold.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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