

INSPECTION REPORT

MAYPOLE PRIMARY SCHOOL

Bexley

Kent

Unique reference number: 118246

Headteacher: Miss C Heather

Lead inspector: Dr M J Bradshaw

Dates of inspection: 14th to 16th March 2005

Inspection number: 267797

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11 years
Gender of pupils:	Boys and girls
Number on roll:	213
School address:	Dykewood Close Bexley Kent
Postcode:	DA5 2JU
Telephone number:	01322 523830
Fax number:	N/A
Appropriate authority:	Governing body
Name of chair of governors:	Mr David Atkinson
Date of previous inspection:	17 th to 20 th May 1999

CHARACTERISTICS OF THE SCHOOL

The school has 212 full-time pupils from reception to year 6. Girls make up about 55 per cent of the school's roll, although the figure varies from class to class. The changes to the school's roll during the school year are quite low. Children enter reception part-time in the September of the year in which they are five years old; all are full-time by January. Attainment data show that the attainment of children joining the school in reception is about average, although it varies significantly from year to year. This is a less positive picture than reported at the last inspection and reflects the changing characteristics following the school's move to a new building in September 2002. Most pupils (84 per cent) are from a white ethnic background; the remainder come from a wide range of ethnic backgrounds with no one-group predominating. There are no pupils who are at an early stage of acquiring English. Pupils' backgrounds are about average, although the number of pupils claiming free school meals is below average at seven per cent. Over 27 per cent of pupils in years 1 to 6 have been identified as having significant learning needs, above the national average. This figure has increased significantly since 2003. The proportion in year 2 is over a half and in year 6 it is over a third. Two pupils have a statement of special educational needs. The range of specific learning needs is wide, but the majority of pupils involved have moderate learning or social, emotional and behavioural needs.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
6169	Dr M J Bradshaw	Lead inspector	Foundation Stage (support) Science Geography History Physical education
8992	Mr J Vischer	Lay inspector	
24528	Mr G Muton	Team inspector	Mathematics Information and communication technology Art and design Design and technology Special educational needs English as an additional language
22967	Mrs M Griffiths	Team inspector	Foundation Stage English Music Religious education

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	8
STANDARDS ACHIEVED BY PUPILS	
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	25

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Maypole Primary School provides a **satisfactory** quality of education and satisfactory value for money. Most children enter the school with average attainment levels and achieve satisfactorily. Attainment by year 2 is below average currently and average in year 6. Pupils' attitudes and behaviour are good. Teaching and leadership of the school are satisfactory.

The school's main strengths and weaknesses are:

- In English, attainment is above average by the end of year 6.
- In reception, teaching and children's learning are good.
- Teaching and learning are often very good in years 5 and 6, resulting in good achievement.
- Pupils' attitudes and behaviour are good.
- The leadership, management and governance of the school have not achieved a sufficiently rapid pace to improvement.
- Standards in year 2 are below average in English, mathematics, science and information and communication technology (ICT).
- Information about pupils' attainment is not yet used sufficiently well to follow individual or groups of pupils' progress, or to set precise targets.
- Teaching does not always challenge pupils sufficiently.

Satisfactory progress has been made since the previous inspection and there has been good improvement in the past 18 months. Overall, however, the pace of improvement has not been rapid enough. A suitable school improvement plan, which includes costs, has been developed. A range of policies has been developed, approved and implemented. Increased monitoring is taking place and a senior management team has been established. Subject leaders have more responsibility and have been successful in bringing about improvements in English, mathematics and science; however they do not yet have job descriptions. Accommodation is much improved with the move to a new building in September 2002. Parents receive better information. Governors' involvement is increasing, but they are not sufficiently involved in school improvement procedures. The reduction in the headteacher's administrative and non-essential duties has not been sufficient.

STANDARDS ACHIEVED

Achievement in the school is **satisfactory**, although attainment varies considerably from class to class, reflecting the variations in intake. Children in reception achieve well in developing their personal skills, and at least satisfactorily in all other areas. By the time they start year 1, most children should reach the goals expected. Satisfactory achievement takes place in years 1 and 2, but standards in reading, writing, speaking and listening, mathematics, science and ICT are below average. Pupils' attainment by year 2 is similar to that expected in religious education (RE).

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

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

Satisfactory progress continues in the early part of the juniors and accelerates in years 5 and 6. The table shows that pupils' attainment in English was well below average in 2004, while in mathematics and science it was average. Attainment has improved in English, and standards are now above

average. Standards remain average in mathematics and science, but this represents good achievement since year 2. Compared with similar schools, recent results indicate pupils make satisfactory progress in English, mathematics and science. Pupils' attainment by year 6 is similar to that expected in ICT and RE. In year 5 it is above this in gymnastics in physical education PE.

Children's personal qualities, including their spiritual, moral, social and cultural development, are **good**. Children have good relationships and their attitudes and behaviour are good. Personal development is good. More could be done to extend pupils' spiritual development. Attendance is average and punctuality good.

QUALITY OF EDUCATION

The quality of education provided is **satisfactory**. Teaching is **satisfactory** and this is leading to satisfactory learning in most years. Teaching and learning are usually good in reception, and very good in years 5 and 6. When teaching is satisfactory, pupils are not always challenged sufficiently. In the very best, stimulating lessons, pupils' interest and attitudes to learning are very good. Systems to identify how well pupils are doing are inconsistent, although this is being improved.

The school provides a satisfactory curriculum. Increasingly good links are made between different subjects, which are helping to make learning relevant. Pupils have good relationships with adults, which promotes effective care. Pupils' involvement in the school council is at an early stage of development. Links with the wider community, local schools and parents are satisfactory. Written reports about children's progress lack sufficient detail about how children can improve.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **satisfactory**. The headteacher provides satisfactory leadership, but she has not moved the school on fast enough. Subject leaders in English, mathematics and science provide good leadership. Management and governance are satisfactory. Statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are happy with the school. Parents think that their children like school, make good progress and that behaviour is good. They do not feel well informed about how their child is getting on. Pupils think behaviour is good and appreciate that they are well supported by adults.

IMPROVEMENTS NEEDED

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

- improve the pace of improvement by ensuring the headteacher's leadership is more effective;
- involve governors fully in school development planning;
- raise standards of attainment in English, mathematics, science and ICT by the end of year 2;
- make greater use of information about pupils' attainment, so that precise targets are set and the progress of individuals and groups can be followed;
- improve the quality of teaching to match the best in the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Children in reception achieve **satisfactorily** in all areas and most will meet the goals expected. Pupils' achievement is generally **satisfactory**, and good in years 5 and 6. By year 6, standards in English are above average, while in mathematics, science, information and communication technology (ICT) and religious education (RE) they are average.

Main strengths and weaknesses

- Pupils achieve well in years 5 and 6, and their attainment is above average in English.
- Attainment in year 2 is below average.

Commentary

1. Although varying from year to year, year 2 pupils' attainment in National Curriculum tests since the previous inspection has mostly been close to the average in reading, writing and mathematics. Since the last inspection in 1999, the trend in improvement has been above that seen nationally; this improvement has been strongest in mathematics. Currently, attainment is below average in English, mathematics, science and ICT, and meets the expectations in RE. Although varying from year to year, year 6 pupils' attainment in National Curriculum tests since the previous inspection has mostly been close to or above the average in English, mathematics and science. In 2004, year 6 results declined sharply, and were well below average in English, but close to the average in mathematics and science. Currently, attainment in English is above average, and it is about average in mathematics, science, ICT and RE. Throughout the school, the variation in results from year to year reflects differences in the make up of each class.
2. Children begin reception with average skills. They achieve at least satisfactorily and, by the time they leave reception, most will reach the standards expected for their age in all areas of learning. This secure start to their education prepares them well for the National Curriculum.

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

Standards in:	School results	National results
reading	15.4 (15.7)	15.8 (15.7)
writing	13.9 (14.7)	14.6 (14.6)
mathematics	16.6 (17.7)	16.2 (16.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year

3. In recent years in National Curriculum tests, results in year 2 show that boys have tended to attain standards lower than girls, especially in reading and writing. No significant difference is evident at present and their achievement is similar. In 2004, a reasonable proportion of pupils reached the expected standard or higher in reading, writing and mathematics. However, the attainment of between a fifth and a quarter of pupils in reading and writing was below the standard expected, which was above the national average. In all areas, results declined in 2004. The few pupils from the different minority ethnic groups found in the school achieve at least as well as other pupils. Pupils' achievement in years 1 and 2 is satisfactory, but owing to the characteristics of the group, standards in year 2 are lower than last year. In English, reading, writing and speaking and listening develop satisfactorily but pupils' attainment is below average. In mathematics, attainment is below average in the skills of addition, subtraction, multiplication and division. In science, pupils' attainment is below average in both

their knowledge and development of skills. This year, fewer pupils have reached a high standard, for instance in their use of number skills, the quality of their writing and their knowledge of science; more pupils have not reached the expected standard in these areas. Although the lower standards reflect the increased proportion of pupils with special educational needs in the class, achievement in the infants is also affected, on occasions, by a lack of challenge. In ICT, pupils in year 2 attain standards below those expected, but their work is in line with that expected in RE.

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

Standards in:	School results	National results
English	24.7 (28.6)	26.9 (26.8)
mathematics	27.2 (29.4)	27.0 (26.8)
science	28.7 (30.4)	28.6 (28.6)

There were 30 pupils in the year group. Figures in brackets are for the previous year

- In recent years in National Curriculum tests, results by year 6 show that boys have tended to perform slightly worse than girls, especially in English. Any differences this year are similar to those seen nationally, and boys' and girls' achievement is similar. The few pupils from the different ethnic minorities achieve at least as well as other pupils in the school. In the 2004 National Curriculum tests, attainment was well below average in English, and average in mathematics and science. This represented average achievement since year 2. In English, few pupils reached a high standard, although in mathematics and science the proportion reaching the high Level 5 standard was similar to that seen nationally. The introduction, throughout the school, of well-organised group reading sessions in English and skilful teaching in years 5 and 6 have resulted in good achievement by pupils currently in year 6. Attainment in English is now above average, and about average in mathematics and science. This represents good progress as these pupils' results were well below average in year 2. Good progress is being made in speaking and listening, reading and writing, with examples of good writing evident in a number of subjects. In mathematics, pupils' number skills are average. Science knowledge and pupils' scientific skills are average, with especially good progress now evident in the development of investigative skills. In ICT and RE, satisfactory achievement results in attainment by year 6 that is similar to the standard expected. In gymnastics, pupils achieve well and the quality of work is above that expected in year 5.
- The achievement of pupils with special educational needs is satisfactory in years 1 to 4, but in years 5 and 6 they make better progress. Teaching assistants throughout the school are usually very aware of pupils' targets in their Individual Education Plans (IEPs) and this helps pupils to make at least satisfactory progress towards their targets.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **good**. Personal development is **good** due to the good provision for pupils' moral, social and cultural education. Attendance is **satisfactory** and punctuality is **good**.

Main strengths and weaknesses

- Pupils enjoy school and behave well.
- Personal development is promoted well by good moral, social and cultural provision.
- Pupils are keen to undertake responsibilities, but opportunities are limited.
- Spiritual development is limited.
- Attendance is average and punctuality good.

Commentary

6. Standards are similar to those described in the previous inspection report. The pupils and most parents say they like the school and the great majority of pupils appear happy. Throughout the school, attitudes and behaviour in lessons are good. Pupils apply themselves to work and most stay on task well. Behaviour at playtimes and lunchtime is good. This is helped by the improved supervision and support, range of playground activities and space provided. Children in reception behave well and settle to lessons quickly. They make good progress in their personal, social and emotional development. Relationships in reception are good.

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	153	1	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	8	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – African	2	0	0
Chinese	5	0	0
Any other ethnic group	2	0	0

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

7. Pupils and parents have few concerns over bullying and think any incidents are dealt with promptly and effectively. The school temporarily excluded one boy last year and another this year. The positive support for good behaviour and the opportunities to consider social and moral responsibilities help to ensure a positive learning environment in school. Achievement, success and effort are celebrated in rewards and displays around the school. Most pupils know right from wrong and there is no evidence of any sexist or racist attitudes. Pupils' attitudes towards pupils with special educational needs are very good. Their understanding of becoming good citizens is being developed, although the school council's role has not been developed fully. Although there are opportunities for older pupils to take responsibility, such as by supporting younger children, these are underdeveloped. Beyond a group playing recorders, few children make a contribution to assemblies and there is no regular pattern of classes being responsible for an assembly.
8. The school enhances pupils' positive attitudes through the good provision made for their cultural development. In particular, good opportunities are provided to develop pupils' awareness of a wide range of cultures. RE makes a positive contribution, with good displays informing pupils about Sikhism and Islam. In geography, pupils studied aspects of life in India, and sampled a wide range of Indian foods. This could be improved further with greater participation in the arts. Spiritual development is not always promoted strongly. In a good year 5 physical education lesson, pupils were encouraged to reflect on what they had achieved. However, assemblies make little contribution as, although a prayer is said, pupils are not encouraged to think quietly about the assembly's theme and the candle is not used effectively to promote a reflective atmosphere.
9. Attendance is in line with the national average, however unauthorised absences are below those found in most schools. The school monitors attendance satisfactorily and provides a

reasonable range of awards to encourage better attendance. Punctuality is good with few latecomers and lessons begin promptly at the start of the day.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.2	School data	0.0
National data	5.1	National data	0.4

The table gives the percentage of half days (sessions) missed through absence in 2003/4.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education based on a **sound** curriculum and **satisfactory** teaching. The care provided for the pupils, links with parents and the community, and other schools are **satisfactory**.

Teaching and Learning

Teaching, learning and assessment are **satisfactory**.

Main strengths and weaknesses

- Teaching is mainly satisfactory, but it is usually good in reception and often very good in years 5 and 6.
- Good relationships with pupils and high expectations of good behaviour are features of most lessons.
- Pupils with special educational needs are often supported well, but in some lessons, average and more able pupils are not challenged sufficiently.
- Assessment procedures are improving and are very good in reception.

Commentary

10. Teaching and learning are satisfactory overall. The quality of teaching is similar to that reported previously, although there is less good or very good teaching. Very good teaching was often found in years 5 and 6.

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	7 (20%)	15 (42.8%)	13 (37.1%)	0 (0%)	0 (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.

11. The quality of teaching and learning in reception is good. Planning is good and the teacher and adults in the class have high expectations of good behaviour, which is regularly reinforced and this helps children’s personal development. Satisfactory opportunities are provided for children to make choices and to be independent in aspects of their learning. Good encouragement is given to help children cooperate and listen to each other. Each lesson has a very clear structure and good attention is given to making sure that the challenges given reflect children’s development. Teachers and adults often use questions well to help extend children’s learning. Good links are often made between different areas of learning, so that children reinforce what they have learnt, particularly in the focussed English and mathematics sessions.

12. Teaching in years 1 to 4 is satisfactory overall, and mostly very good in years 5 and 6. There is little difference in the quality of teaching in different subjects, but the quality of the curricular plans and their lack of depth and detail limits the effectiveness of teaching in many subjects, other than in English and mathematics. Teaching of English in the juniors is good. The very good lessons feature well-planned and exciting opportunities for all pupils to make rapid progress at their own level. In year 6, for instance, very good resources and the use of key investigative questions for each group of pupils, helped ensure very good learning about microorganisms and their importance. In year 5, very good use of questions and discussion points helped pupils extend their understanding of water, its use and relative availability in different countries. In all lessons, an important strength was the consistency with which teachers applied their high expectations of good behaviour. This helped concentration and ensured pupils' interest in their learning, even when the content of the lesson was not sufficiently stimulating. In many satisfactory lessons, planning does not take sufficient account of how to challenge and extend the work of, in particular, average and more able pupils. At other times, such as in some PE lessons, pupils are not active enough, and there are occasions when teachers talk for too long, which limits opportunities to extend pupils' learning. Links between different subjects are being developed well. There are good examples of the use of English and mathematical skills in subjects such as science, geography and history. ICT skills are not used as widely as they might be to extend learning.
13. In most lessons, teachers and assistants give good support to pupils with special educational needs. In the better lessons, these pupils have tasks especially modified for them so that they can make immediate progress. On some occasions the teaching assistants do not interact sufficiently with these pupils, especially in whole-class sessions at the beginning of lessons. Teachers give praise and encouragement and often give pupils with special educational needs appropriate verbal challenges to make sure that they are fully included in the lesson.
14. Assessment procedures are satisfactory and improving, but information gained is not always used sufficiently to guide the planning of lessons or to set targets. Marking is completed and is particularly helpful in years 5 and 6 in giving pupils an understanding of what they have done well or how they can improve. Assessment in reception is very good. It is used well to check how well children are doing in all areas of learning and to organise groups so that work planned matches children's attainment and hence improve their achievement. Assessment has improved in English and mathematics and is satisfactory. Good work is taking place to develop a consistent assessment system in science and examples of detailed science assessment are evident. In other subjects, assessment is not yet consistent or systematic. National assessments are not analysed in sufficient detail to identify strengths and weaknesses of individuals. Procedures to follow how well groups or individual pupils are progressing rely on pen and paper records and it is difficult to identify patterns.

The curriculum

The school provides a **satisfactory** curriculum. There are **satisfactory** opportunities for enrichment. Accommodation is **good** overall.

Main strengths and weaknesses

- Links between different subjects have been well developed.
- The curriculum for the pupils in years 5 and 6 is meeting their needs well.
- The English curriculum is good.
- Teaching time is less than the recommended minimum number of hours.
- Participation in the arts is underdeveloped.
- The outside area for play for reception children is not developed sufficiently.

Commentary

15. The school provides an appropriate curriculum for all its pupils. However, while statutory requirements are met, in the infants and the juniors the time allocated to teaching is below the

recommended minimum and this means that there is not enough time given to subjects other than English, mathematics and science. This, together with the lack of detail in the curricular plans, has a negative impact on pupils' progress in subjects such as geography and history. The school is strongly committed to providing equal opportunities for all its pupils. All pupils are valued and the school's good ethos ensures that all pupils have the same access to the curriculum.

16. The curriculum has been well developed to make appropriate links between subjects and this is especially true in years 5 and 6 where exciting, relevant links have been made in a number of subjects and, as a result, pupils are well motivated to learn. In science, pupils in year 6 have made models of the solar system with planets made to scale, so making good links between science and mathematics. Another good link was made in ICT and science, with pupils producing a power point presentation on microorganisms. Year 5 pupils have looked at the use of water in geography and compared it with the use in their homes, which has made the topic more relevant to their everyday lives. Although curricular links are not as well developed in years 1 to 4, year 2 pupils have made pictures to illustrate the 'Great Fire of London' using a computer program and pupils in year 1 have designed and made musical instruments in design and technology. The English curriculum provides pupils with a good range of activities to improve learning with opportunities for writing in a variety of styles, both factual and imaginative, and provides good links with other subjects, making the curriculum more meaningful. The provision for pupils with special educational needs is satisfactory overall. Effective measures are taken to ensure that pupils with hearing or sight impairment or specific learning difficulties can participate fully. IEPs have appropriate targets for pupils and those pupils who have statements of special educational needs have all the support to which they are entitled.
17. There are few opportunities for pupils to enjoy the arts and this is an area that needs further development. Although there is an area for outdoor activities for children in the reception class, as the school recognises, this still needs further development to provide good opportunities to support all areas of learning.

Care, guidance and support

Provision for pupils' care, welfare and health and safety is **satisfactory**. The support, advice and guidance pupils receive based on monitoring is **satisfactory**. Involvement of pupils through listening to their views is **unsatisfactory**.

Main strengths and weaknesses

- Newsletters and general information are of good quality and keep parents in touch very well.
- Written reports about children's progress lack sufficient detail about how children can improve.
- The parents' association (MSPA) is very supportive.
- Information and activities to encourage parental involvement in their children's work are not as good in the main school as they are for new parents.

Commentary

18. The good relationships in the school between adults and pupils ensure that pupils have an adult to turn to in case of need and this gives pupils a good sense of security. This is supported by most pupils' positive response to the question in the pre-inspection pupil questionnaire. All staff show a good level of care for the pupils, with the headteacher taking a good lead. Pupils find staff approachable. Pastoral advice and guidance are satisfactory. The good quality of relationships also ensures that pupils' views are not ignored. However, pupils' involvement in the development of the school is limited because the school council is relatively undeveloped. It only meets approximately once per half term. Pupils are now involved in creating changes to the playground but this is a new development, and earlier achievements are not recorded or spoken of. The council is not involved in any fund-raising

activities or any polling of fellow pupils' views. Their roles as post-holders, apart from the Chair, are not yet developed and so pupils lack this more formal experience and development of responsibility. An exit poll carried out by governors of last year's leavers has given the school some useful information to act on. Amongst these are views that the school council is ineffective. The views of other pupils are not canvassed systematically.

19. Arrangements to ensure the safety of pupils and the school are satisfactory. Records of the regular maintenance of equipment are detailed. First aid is a good aspect of the provision. Two members of staff are fully trained and four have been trained in the treatment of anaphylactic shock. Child protection training for the leader and regular updating for the whole staff have not been renewed as frequently as they could have been to ensure effective provision. The IEPs of pupils with special educational needs are reviewed twice per year and older pupils are aware of their targets. Both teachers and assistants monitor the progress of these pupils. There is however no agreed procedure within the school for noting day-by-day progress towards pupils' IEP targets, which limits the opportunities to modify plans to meet pupils' changing needs.
20. The school has a complex task ensuring that the many feeder pre-school children are settled into the school. It carries this out well because each child and parents are visited at home. Parents praise this service. Once in school pupils are given a good period of time to adjust to school life. New parents are offered a supplementary parents' evening when useful information is shared on how they can help their children. A coffee-morning is also held so that parents can see their children in action, which encourages children's good settling in.

Partnership with parents, other schools and the community

The school has **satisfactory** links with parents, the community and other schools.

Main strengths and weaknesses

- Newsletters and general information are of good quality and keep parents in touch very well.
- Written reports about children's progress lack sufficient detail about how children can improve.
- The parents' association (MSPA) is very supportive.
- Information and activities to encourage parental involvement in their children's work are not as good in the main school as they are for new parents.
- The school has a good relationship with local churches.

Commentary

21. Parents receive regular newsletters from the headteacher, the governors and from the parents' association (MSPA). The combination of these three means that they are very well-informed about what is going on in the school, what is coming up, the money raised at events and what local issues the school faces. Consultation evenings are well attended.
22. The best information in annual written reports is on pupils' personal development and they offer a good level of detail on what the child has learnt in English, mathematics and science. In other subjects, information on what has been learned is very brief. In all subjects, comparative achievement levels and information on what the child needs to do next are sparse. Detailed pupils' targets are not given. This means that reports are not as useful as they could be to help parents get involved in their child's learning.
23. New parents are given good support at the start of the year. Home visits lay a firm introduction to the school and school life. Information on what their children will be learning, especially with reference to reading, is provided in some detail at an initial parents' evening. Later in the term a coffee morning allows parents to see how their children have settled in to reception and what it is they are learning. This programme enables and encourages parents to get involved with their children's learning well. In other age groups, provision to encourage

parental involvement is not as good. The school offers two parents' consultation evenings per year. Few curricular workshops are provided and information on what pupils are learning is of a general nature. This means that for most parents opportunities to be involved in their children's learning could be better. Good opportunities are provided for parents of pupils with special educational needs to become involved in their education. They are invited to comment on pupils' IEPs. The headteacher invites parents of pupils whose needs are assessed at 'school action plus' and those whose child has a statement of special educational needs to meet her for additional consultations.

24. Links with parents are reinforced well through the MSPA, which regularly raises large funds for the school through organising social events. It is instrumental in funding resources, such as a wide range of library books. It entirely carries the cost of transport for pupils to attend swimming classes and the badges for pupil awards. The MSPA constitutes a good link to the community as well. A wide range of fund-raising events is staged during the year and they draw in people from the wider community.
25. A regular annual carol service is taken in the local Baptist church and the two local Church of England vicars alternate in giving an assembly in the school every week. Other links with the community are few. The school benefits from the area Volunteer Reading charity but only one volunteer is regularly helping pupils to read. Issues related to drugs were raised with year 6 pupils during a visit by the community police officer. There are no business links. The move to the new site has opened up potential links with the neighbouring housing association and with the adjacent, private pre-school, but these are at a very early stage. The school's links with other schools do not go beyond those found in most schools. Transfer arrangements to secondary school, although complex due to the number of schools involved, are satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**. The leadership of the headteacher and other key staff is **satisfactory**. Governance is **satisfactory**.

Main strengths and weaknesses

- Leadership of English, mathematics, science and reception is good.
- Strategic planning is improving and is focussed on pupils' achievement.
- The pace of improvement is too slow.
- The use of information about pupils' performance is unsatisfactory.
- Insufficient attention is paid to obtaining 'best value' from budget allocations.
- Induction of new staff is good.

Commentary

26. The headteacher has led the school through a very difficult period, which has included a threat of closure, relocation to a new building when the characteristics of its intake changed dramatically and a long period of uncertainty about a possible significant expansion. Despite these barriers a number of improvements have been achieved since the last inspection. During this period the headteacher has had good support from a loyal staff. The leaders of English, mathematics, science and reception have made important contributions to improvement and development. The school's inclusion in initiatives such as the 'Raising Attainment Pilot Project' (2002-2004) helped to raise standards, especially in 2003, and the current involvement in the Primary Leadership Programme is helping to raise awareness in the school's leadership of what needs to be done to bring about sustained improvement.
27. The governing body is supportive of the school and meets all its statutory responsibilities. Some governors have clear ideas about the future direction of the school and are beginning to think more strategically. Meanwhile the difficulties imposed upon the school for planning immediate improvements are being overcome. The most recent school improvement plan has a clear focus upon improving the quality of teaching and learning and pupils' achievement.

The headteacher and governors have a much clearer agenda for stage-by-stage improvement. However, the governors are not yet working closely enough with the headteacher to ensure short-term achievable objectives are met. This has resulted in the pace of change being too slow.

28. The arrangements for the senior management team are much better than they were, but the possibilities of further restructuring, including the creation of a deputy headteacher post, have been on the agenda for far too long. Whilst some of the reason for this can be associated with uncertainties over funding and the future size of the school, there has been no attempt to work out different staffing possibilities and to evaluate their different costs and benefits. This is creating an unnecessary climate of uncertainty over the school management structure, which is having a negative effect on the monitoring of standards and teaching and the development of the curriculum in many subjects. The headteacher also has the responsibility for coordinating the provision for special educational needs, which she is carrying out satisfactorily. However this is a demanding responsibility on top her other duties.
29. A great deal of effort has been made over the past year or so to improve the quality of teaching through monitoring and support. Key staff have played an important part in this through the performance management system. The good induction of new staff has also contributed to this process. However, the promotion of better achievement is being hampered by inefficient methods of tracking pupils' performance. The manual system being used does not facilitate the early identification of underachievement in order that appropriate action can be taken.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	536,553	Balance from previous year	3,732
Total expenditure	542,442	Balance carried forward to the next	-2,157
Expenditure per pupil	2681		

30. The attention to 'best value' principles has been insufficient in other areas as well as the costing of different management structures. Insufficient attention has been given to ensuring funds available are focussed on ensuring the driving forward of educational improvements. Whilst the arrangements for financial management are sound and monitored closely by the governing body, the process still involves the headteacher in spending some of her valuable time paying invoices. Alternatives to this situation have not been given sufficient consideration. There has also been insufficient consideration given to the different options for the use of supply teachers for sickness and for different deployments of staff during the process of workforce reform. Although a slight deficit was reported at the end of March 2004, it is anticipated that a small surplus will have been achieved by the end of the current financial year.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision in the Foundation Stage is **good**. Children enter school in the September of the school year in which they are five; all are full-time by January. They come to school with average levels of attainment, which is lower than reported previously. Good teaching is helping to ensure that children learn well. Children make good progress and, by the time they leave reception, most will reach the standards expected for their age in all areas. The curriculum offered is broad and balanced and links made between different areas of the curriculum are good. A particular strength is the very good working partnership between the teacher and her support assistants, who play an important role in maintaining the smooth organisation of the class. The good relationships established between adults and children and the good role models set by staff result in all children being fully included in lessons. Leadership and management of the Foundation Stage are good. Very good assessment informs planning very well and so helps the children learn well. Outdoor accommodation requires development to help promote learning in all six areas of learning. Satisfactory improvement has been made since the previous inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Teaching is good and, as a result, the children are settled and happy.
- Relationships between children and adults are good.
- The daily routines offer security and help children to become independent.
- Children behave well and develop positive attitudes to learning.

Commentary

31. The majority of the children are on course to reach or exceed the expected levels in this area of development. All adults ensure that children quickly learn the correct way to behave. As necessary, they correct the children firmly but gently, supporting self-esteem. Staff work well together as a team, providing a calm well-ordered and secure environment. All adults encourage the development of social skills in a variety of ways and, as a result, children get to know the daily routines, such as putting up their hands if they wish to say something or 'putting on their thinking hats' when learning something new. Children with special educational needs and ethnic minority children are well integrated. All staff work hard at promoting good relationships with children who, as a result, are happy and relaxed and benefit fully from the range of activities.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **good**.

Main strengths and weaknesses

- Activities are planned well to develop children's skills for speaking and listening.
- Strong emphasis is placed on the teaching of sounds, forming letters correctly and starting to read.

Commentary

32. When they reach year 1, overall standards will be average. Children are making satisfactory progress in developing speaking and listening, reading and writing skills. Staff spend time listening to what children have to say and give them praise and encouragement. Children talk

confidently to adults and to each other and express themselves well. Children develop speaking and listening skills well through many opportunities in the daily class routines, such as in the pirate boat, which is currently the role-play area.

33. All adults reinforce early writing skills and there is a good supply of paper, pencils and crayons available for children to use for writing activities. Good attention is given to the development of writing skills. Adults are good role models as they write for the children and there are opportunities for children to write independently, such as when writing about a nursery rhyme that they have enjoyed. Higher attaining children wrote simple sentences independently and, because of the teacher's gentle encouragement, they were confident about trying to sound out simple words for themselves.
34. The development of reading skills also has a high priority. There is a good programme of teaching sounds accompanied by movements to reinforce them, which the children enjoy and so quickly learn their sounds. Reading in groups together with the teacher promoted enjoyment of reading and the children had fun reading the words that they knew on the 'word wall'. All children are encouraged to take books home to share with their parents. There are many opportunities for children to listen to stories and to enjoy looking at books. During the inspection, children enjoyed the story 'Peace at Last' that their teacher read to them and enjoyed thinking about a different end to the story from the one in the book.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children's learning is promoted well by a good range of mathematical activities.

Commentary

35. Teaching in the lesson seen was satisfactory. However, resources were not used to best effect and children were not always involved in the whole class activity sufficiently, but children's work indicates consistently good attention to developing mathematics. The teacher did successfully introduce children to numbers 1 to 20, and the idea of one more or one less. A strength of the teaching is the good use of mathematical vocabulary during a wide range of activities and not just in mathematics lessons. Children achieve satisfactorily and, by the time they leave reception, most will meet all the expected goals. Activities, including interesting games, which follow specific mathematical input to the whole class, are well planned to reinforce the ideas introduced. Displays around the room introduce children to some properties of flat shapes and good opportunities are developed to promote an understanding of positional language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD, PHYSICAL DEVELOPMENT AND CREATIVE DEVELOPMENT

36. These areas of learning were not a specific focus during the inspection and no direct teaching was seen of knowledge and understanding of the world or creative development. One lesson of physical development was observed in the hall. Children achieve satisfactorily in developing their knowledge and understanding of the world and, by the time they leave reception, most will meet all the expected goals. Children know that animals, including humans, change as they grow older and that animals live in different habitats. They know that ice floats and that coins sink. They make suitable drawings of plant growth. They know about various religious events, such as 'Sukkah', and explore the concept of giving. They know some events in the life of Jesus and have explored the festival of Chinese New Year. Children enjoy using the computer and confidently use the mouse.

37. The range of creative development activities provides children with good opportunities for developing their skills and children are well on the way to achieving the expected goals. Children's artwork is attractively displayed and they have recently enjoyed making a pirate from recycled materials and have painted parrots and decorated them with feathers. During the inspection, they enjoyed 'painting' pictures using a computer program and clicked carefully on the chosen colour before designing their pictures. Some children chose to do careful observational drawings of the frogspawn that they were watching as it changed from one day to the next.
38. Children's physical development is promoted satisfactorily. During physical education lessons, children are well taught to develop a range of movements that can be put together to form dance movements. Children are well on the way to achieving the expected goals, although they still do not use space well and tend to crowd into one half of the hall. A good range of activities, including drawing, painting, writing and joining dots, helps to develop physical control. However, average and below average children do not have sufficient control to colour in shapes and pictures accurately and with care. On the other hand, more able children make good progress in this area. As the school recognises, the outdoor area is undeveloped, and requires improvement. The range of equipment available is limited and insufficient for children to have regular opportunities to develop their physical skills of riding and pushing large wheeled toys.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching is good overall with some very good teaching of older children.
- A good curriculum, with an emphasis on improving pupils' reading, has raised standards at the end of year 6.
- Subject leadership is good.
- Standards by the end of year 2 are below average.

Commentary

39. Standards in year 6 are above average and pupils in the juniors now achieve well by the end of year 6. In year 2, standards are below what would be expected and achievement is satisfactory in years 1 and 2. This is because there is little high attainment and a large proportion of the class has learning difficulties, which means that their attainment is below that expected. Although teaching is satisfactory in the infants, it does not always challenge pupils sufficiently to ensure good learning and achievement. Teaching is good overall in years 3 to 6, with very good teaching seen in years 5 and 6. Lessons seen in other years were never less than satisfactory and sometimes good. Very good lessons are lively, exciting and interesting. As a result, pupils are generally very well motivated to learn. Features of good teaching were the sharing of what pupils were expected to learn with the class at the start of each lesson, and opportunities for pupils to decide how good their learning had been by the end of the lesson. Most lessons are very well planned with a range of tasks so that pupils of differing abilities are very purposefully engaged and so learn well. The use of subject vocabulary is good in all lessons and this enables pupils to use correct words such as 'non-chronological text' and 'connectives' confidently.
40. Throughout the school pupils are given very good opportunities to practise and develop speaking and listening skills. Teachers encourage pupils to respond in sentences when questioned and good opportunities are given in lessons for reporting to the rest of the class, such as in year 6, when they reported back after activities in science. In many lessons, pupils had the opportunity to discuss in pairs, which gave good opportunities for developing their

ideas in conversation. Year 2 pupils enjoyed thinking of words to describe a princess and were encouraged to avoid words like 'nice' and to think of adjectives that were imaginative. Older pupils confidently ask questions of visitors and engage in mature conversations.

41. Writing skills develop well and, by year 6, pupils are writing both factually and imaginatively, producing work of good quality. There are good opportunities for writing in different styles. Pupils in year 6 enjoyed writing biographies of famous people or newspaper reports. Younger pupils in year 2 wrote invitations. Handwriting is taught well in all classes and most pupils try hard to present their work neatly and, by year 6, they have developed clear, legible handwriting. There were some examples seen of using computers for word-processing but this area has still to be developed further.
42. The leadership and management of the subject are good and the co-ordinator has introduced strategies throughout the school to improve pupils' reading and, as a result, standards are rising. An initiative to improve the quality of marking has also been implemented and, when it is very good, marking has a clear focus, reinforcing the expectations the teachers have of the pupils and indicates what they can do to improve their work.

Language and literacy across the curriculum

43. There has been an emphasis on extending writing into other subjects. Pupils have had opportunities to write science reports and year 2 pupils have written as Samuel Pepys, describing the Great Fire of London. Year 5 pupils wrote letters to the headteacher telling her about the Tudor Feast that they enjoyed as their Christmas party. Year 3 pupils have recently enjoyed writing stories about Chinese New Year.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in years 5 and 6, because teaching is good.
- Information about pupils' performance is not used consistently to promote high achievement.
- Standards attained by seven year olds are below average.
- The most able year 6 pupils are fully challenged.
- Subject leadership is good.

Commentary

44. Pupils' achievement in years 1 to 4 is satisfactory. However, the current attainment of pupils in year 2 is marginally lower than that reported in the National Curriculum tests of 2004 because of the much higher than usual proportion of seven year olds who have special educational needs. In years 5 and 6, pupils achieve well and the average standards reported in 2004 have been maintained. There has been satisfactory improvement in the provision since the time of the last inspection.
45. The consistent expectations of teachers mean that pupils behave well in classes, have good attitudes and good work habits. The majority of pupils work hard and present their work neatly. Pupils with special educational needs are usually well supported by learning support assistants although there are times when assistants could use more initiative and when teachers could do more to inform assistants about the content and purpose of lessons.
46. During the inspection there were good examples of teachers enthusing and engaging their pupils, as for example when pupils helped their teacher share real bags of sweets between their friends and when older pupils solved problems involving metric and imperial measures. A significant strength in the provision is the way in which some very capable eleven year olds are constantly challenged and produce solutions to mathematical problems worthy of much

older pupils. This very impressive matching of tasks to pupils' needs is not consistent throughout the school. Too often the more able pupils start at the same point as other pupils and move on to extension activities rather than being challenged with more demanding work from the start. Part of the reason for this weakness is that assessment information and marking are not used well by every teacher to plan lessons. The subject coordinator who provides a very good role model for her colleagues is aware of this and has plans for further improvements. Although good and very good teaching is taking place in years 5 and 6, the quality of teaching overall is satisfactory.

47. Subject leadership is good. There is evidence of a shared commitment and approach to improving achievement so that, for example, all year groups have targets and in every classroom groups of pupils of different abilities have targets. However, the coordinator has not yet had an opportunity to implement her ambitious plans for monitoring and supporting teaching.

Mathematics across the curriculum

48. This aspect of provision is satisfactory overall although there are some good and very good examples of mathematics being used in other subjects, particularly science and geography. In year 6 for example pupils produced scale models of the solar system and worked out the differences in time zones around the globe. In year 6 pupils make bar charts when finding out about the lengths of rivers and year 5 pupils on water usage. Some teachers are too closely reliant on worksheets and textbooks to take advantage of the many opportunities offered to apply mathematics in different situations.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teaching is satisfactory, and very good in years 5 and 6.
- By year 6, achievement is good in the juniors, but attainment by year 2 is below average.
- Pupils enjoy science and often demonstrate very good behaviour and attitudes.
- Leadership of science is good.

Commentary

49. In recent years, year 6 pupils' attainment in the National Curriculum tests has fluctuated but been about average overall. In 2004, compared with similar schools, year 6 pupils achieved satisfactorily when their attainment in year 2 is taken into account. Progress has been satisfactory since the previous inspection, and the rate of improvement is increasing. Attainment is currently average in year 6, and this represents good achievement since year 2. Currently, achievement is satisfactory in the infants but attainment is below average, because few pupils reach high standards.
50. In all lessons, pupils behaved well and often showed very good levels of interest that aided learning. They respond well when interesting activities are offered. In two very good lessons in years 5 and 6, pupils enjoyed discussion about science and carrying out investigations. In year 5, pupils logically investigated factors that affect the rate of evaporation, and understood that evaporation occurs even when the temperature is cold. In year 6, pupils have become fascinated with microorganisms and their roles. They enjoyed studying the action of yeast in producing carbon dioxide, which resulted in dough rising and are absorbed with observing the changes as food decays. This work made a good contribution to developing pupils' investigative skills. In year 2, an interesting approach captured pupils' interest in finding out about electrical circuits.

51. Analysis of pupils' work, however, shows that teaching is satisfactory overall, and not always demanding enough. The development of pupils' scientific investigative skills is not taught in a logical way. In this area pupils' achievement varies in years 1 to 4 and is satisfactory overall, but it improves in years 5 and 6 because of the very good teaching. Effective use of groups and usually good support for pupils with special educational needs helps them to make similar progress as others in their class. Good examples of the use of literacy and numeracy are seen in pupils' work, but the use of ICT to enhance learning in science is rare. Good use was made of ICT and a microscope to observe decaying food.
52. Assessment is satisfactory and improving, however, not enough use is made of information gained to ensure all pupils are challenged and assessment of the development of scientific skills is not sufficiently well developed. Work is always marked and the best helps pupils to know how to improve. The co-ordinator, who has been solely responsible for science since September, leads the subject well. She has identified strengths and weaknesses in the subject and raised expectations, begun to improve assessment systems, but has had little opportunity to monitor teaching and learning. She is also a very good role model, teaching her own class very effectively. Not enough has been done to analyse performance data to inform planning and targets, although the co-ordinator has now begun this task.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There are examples of very good work in year 6.
- Resources are underused.
- Assessment is unsatisfactory.

Commentary

53. Pupils in year 2 are not achieving the expected standards, although the majority are making satisfactory progress. The large proportion of pupils with special educational needs in this year group means that many pupils need support especially in language-based computer programs, so their progress and acquisition of skills are slow. Satisfactory achievement continues in years 3 and 4, and progress accelerates in years 5 and 6 so that the competence of eleven year olds is in line with national expectations.
54. During the inspection some of the equipment that teachers were using was very new and teachers were still getting used to it. The computer suite is too small and badly designed so that teaching the whole class is made difficult. There is no room for pupils to make notes or use worksheets conveniently. Nevertheless, the quality of teaching overall is satisfactory. Pupils behave very sensibly and are very enthusiastic about using computers. The computer suite is underused. Some teachers do a lot of effective preparation work in the classroom before going into the suite. Year 6 pupils producing an ambitious multi-media presentation were very sure of what they had to do before arriving at the suite and were therefore very productive and achievement was very good.
55. A nationally approved programme of work is followed to promote progression in pupils' skills and knowledge so that, despite the problems with the computer suite, improvement from the time of the last inspection is satisfactory. The range of learning opportunities is gradually improving as teachers develop their own competence and confidence. However, whilst there are good examples of planning and assessment in years 5 and 6, the uses of assessment to ensure that all pupils are suitably challenged is overall unsatisfactory. Subject leadership is satisfactory, however the coordinator has recently left the school so that the headteacher is fulfilling this role temporarily, adding to the already heavy burden of the headteacher.

Information and communication technology across the curriculum

56. There are some good examples of ICT being used in a range of different subjects. Pupils in years 1 and 2 use art software to make their own pictures. In years 4 and 5 they explore angles and use spreadsheets to make calculations and year 6 pupils are very enthusiastic about their PowerPoint presentation of microorganisms. However, there is a general reluctance by teachers to use the computer suite outside of their main allotted time so that many opportunities for the use of ICT are not being fully exploited.

HUMANITIES

Geography and history

57. Neither geography nor history was a major focus during the inspection. It is therefore not possible to make detailed judgements about provision, standards or the quality of teaching. In the year 5 lesson seen in geography, the pupils' attainment was similar to that expected and the teaching was good. Pupils were challenged to think about the use of water in this country and the problem of ensuring that sufficient water is available for everyone. They also thought about the small amount of water that some people in developing countries have available. Good use was made of mathematical skills as pupils calculated their own weekly use of water. Year 6 pupils have a secure understanding of the main features of rivers. The curriculum meets requirements, but pupils' work indicates there is often a lack of depth to pupils' work.
58. In history, pupils know about a range of famous people and study significant periods in the history of Britain, such as about the Tudors. Their personal development is encouraged through the study of Florence Nightingale and Mary Seacole. The curriculum meets requirements, but pupils' work indicates a lack of structure to the programme and insufficient introduction to the skills of historical enquiry. Literacy skills are used well in history.

Religious Education

Provision in the subject is **satisfactory**.

Main strengths and weaknesses

- The subject makes a good contribution to the pupils' social, spiritual, moral and cultural development.
- Assessment still needs to be developed.

Commentary

59. Achievement is satisfactory and, by years 2 and 6, standards are in line with the expectations of the locally agreed syllabus. Pupils talk in an informed way about Christianity, re-tell stories well, and discuss other faiths such as Islam. They know that prayer is a feature of all religions that they have studied and that religions have their own 'holy books' such as the Bible for Christians, the Qur'an for Muslims and the Torah for those of the Jewish faith. This reflects a similar picture to that found in the previous inspection.
60. Three lessons were seen during the inspection and, looking at pupils' work and teachers' planning, the quality of teaching is satisfactory overall. Pupils learn about a number of major world faiths and usually apply what they have learnt to their everyday lives. During the inspection, in a good lesson in year 2, pupils listened to the parable from the Bible about the wise man building his house on rock and, because of the teacher's good use of a puppet, they thought about the qualities of a 'firm friend'. Older pupils in a good year 5 lesson found out about Muhammad's life and his importance to Muslims and so extended their knowledge of other faiths. The subject co-ordinator has drawn up a useful scheme of work while awaiting a new locally agreed syllabus but, as yet, assessment remains undeveloped and there are no records in place to track pupils' progress.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and design and technology

61. It was not possible to observe any lessons in art and design or in design and technology therefore it is not possible to make overall judgements on the quality of provision or the quality of teaching in these subjects. However, school documentation and evidence of work on display shows that the requirements of the National Curriculum are being met. There are examples of teachers making good links between these creative subjects and other areas. In year 6, for example, as part of a poetry project, pupils made and decorated 'Jabberwockys' that light up. Year 5 pupils also made a connection between art and design and English by illustrating very imaginatively their own literal interpretations of idioms. Year 3 pupils made their own clay pots as part of a project on the ancient Greeks. There are many other examples around the school of pupils' creative work. In the autumn term the subject co-ordinator does some specialist teaching in different classes.

Music

62. Only one music lesson was seen and so no judgements are made on the quality of provision or pupils' standards and achievement. During the inspection, pupils enjoyed singing in school assemblies and sang tunefully. There are opportunities for pupils to learn to play the recorder and during the inspection a recorder group accompanied the singing during assembly. In the one lesson seen, pupils in year 3 enjoyed singing songs they had recently learned about Aesop's fables and sang enthusiastically.

Physical education

Provision in physical education (PE) is **good**.

Main strengths and weaknesses

- Teaching in the juniors is good, and pupils' gymnastic skills are good.

Commentary

63. PE was not a major focus during the inspection, but it was possible to observe two lessons, both of which were in the area of gymnastics. Teaching is good, and it was very good in year 5. Lessons are well planned. In the very good lesson, the pace to learning was excellent and not a moment was wasted. Pupils made very good strides in improving their balance and movement sequences, both on the floor and when using apparatus. The teacher continually challenged pupils to improve their performance and made effective use of demonstration and evaluation. The lesson ended with a very well managed opportunity for pupils to reflect on what they had done and how they had improved. Many of these features were present in the year 4 lesson seen, but there were occasions when pupils were inactive for too long when waiting their turn to work on the apparatus. Extra-curricular activities are limited. Since the last inspection, the curriculum has improved and pupils now learn to swim.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

64. Personal, social and health education and citizenship (PSHCE) were not a major focus during the inspection. The school's curriculum for PSHCE is satisfactory. Although there is no formal scheme of work in place, 'circle discussion time' takes place in classes, giving good opportunities for pupils to discuss relevant topics relating to their personal development. There are policies in place for sex education and drug misuse and these areas of learning form part of the science curriculum. The opportunities to develop citizenship through the development of the school council have not been fully exploited.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	5
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
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).