

INSPECTION REPORT

ORCHARD LEA JUNIOR SCHOOL

Fareham

LEA area: Hampshire

Unique reference number: 116225

Headteacher: Mr Brendan Carroll

Lead inspector: Mr Neville Sherman

Dates of inspection: 18th - 21st October 2004

Inspection number: 267433

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
Number on roll:	281
School address:	Kennedy Avenue Fareham Hampshire
Postcode:	PO15 6BJ
Telephone number:	01329 234471
Fax number:	01329 282019
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Elizabeth Clarkson
Date of previous inspection:	25-Jan-1999

CHARACTERISTICS OF THE SCHOOL

The school is situated in the town of Fareham in Hampshire. The socio-economic circumstances of pupils are generally average. While the school is larger than other schools, numbers are not as high as at the time of the last inspection due to the fall in population in the area that the school serves. The pupils' attainment on entry is average. There are currently 281 pupils on roll between the ages of 7-11. Almost all pupils are of white British ethnicity, and no pupils have English as an additional language. 60 pupils are on the school's special educational needs register. This represents 21 per cent of the pupil population and is about average. The number of pupils with special educational needs in the school is rising due to the changing socio factors within the area. Four pupils have Statements of Special Educational Needs, a number that is average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16493	Neville Sherman	Lead inspector	Science, information and communication technology, and art and design.
32768	Jane Manfield	Lay inspector	
18083	Judith Howell	Team inspector	English, religious education, music, design and technology and personal, social and health education and citizenship.
20301	Peter Isherwood	Team inspector	Special educational needs, mathematics, history, geography and physical education.

The inspection contractor was:

Altecq Inspections Limited
102 Bath Road
Cheltenham
GL53 7JX

Any concerns or complaints about the inspection or the report should be made initially to the contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17
PART C: THE QUALITY OF EDUCATION IN SUBJECTS	20
SUBJECTS IN KEY STAGE 2	
PART D: SUMMARY OF MAIN INSPECTION JUDGEMENTS	31

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a **satisfactory** education for all pupils. Achievement in English, mathematics and science is satisfactory overall, but higher-attaining pupils do not make enough progress in their writing and in science. Teaching is satisfactory with some good features that include the teaching of music and physical education. Leadership and management are satisfactory overall, but the monitoring of some features of the school is not precise enough. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards in physical education and music are above expectations, and the quality of teaching in these subjects is good.
- Higher-attaining pupils do not make enough progress in writing and in science and insufficient time is allocated to science.
- Not enough use is made of information and communication technology in daily lessons to support pupils' learning.
- Pupils behave well in and around the school and they have positive attitudes to their learning.
- Procedures to evaluate and monitor the school's work lack focus.
- Pupils benefit well from the good provision that is made for their personal, social and health education.
- Governance of the school is good.
- Links with parents need to be broadened to enable them to have full and clear information, particularly about their children's progress, and for parents of pupils with special educational needs.
- There is good provision for the pupils' social and moral development and attendance levels are good.

The school has made satisfactory progress since the last inspection. Standards in information and communication technology and design and technology, which were found to be below expectations at the time of the last inspection, have improved. The management structure within the school is much strengthened. However, insufficient progress has been made to ensure that pupils' learning and the implementation of the curriculum is effectively evaluated.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6 compared with:	All schools			Similar schools
	2002	2003	2004	2004
English	C	D	E	E
Mathematics	B	D	C	C
Science	C	D	D	C

Key: A – well above average; B – above average; C – average; D – below average; E – well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

Overall, pupils achieve **satisfactorily**. When pupils start school, their attainment is generally average for their age. In 2004, the results in the national tests were well below average in English, below average in science and were average in mathematics. When the results are compared with similar schools in terms of how pupils performed at the end of Year 2, standards were well below average in English, and average in science and in mathematics. Inspection evidence is that standards are below average in English, due to the lower than average number of pupils reaching high enough standards in writing. In mathematics and science, standards are average, although higher-attaining pupils do not achieve sufficiently well in science. Standards are above national expectations in music and physical education and pupils' achievement is good. Standards and achievement in all other subjects including religious education and information and communication technology are satisfactory. Pupils with special educational needs achieve satisfactorily. Evidence from the National Curriculum tests in mathematics and science over time indicates that girls perform less well than the boys. The results of the 2004 tests indicate that this gap is narrowing. The inspection gave no firm evidence that boys are performing at a higher level than the girls but the management of the school has not sufficiently identified why the boys are performing better than the girls in national tests.

The provision for pupils' social, moral, spiritual and cultural development is **satisfactory** overall. Pupils' moral and social development is good. Pupils understand how their behaviour can impact on the well-being of others and pupils work well in small groups. Attendance is above the national average and punctuality is good.

QUALITY OF EDUCATION

The school provides a **satisfactory** quality of education. Teaching and learning are **satisfactory** overall and teaching is good in some subjects where the expertise of individual staff is put to good effect. In all classes, effective use is made of learning assistants who work well with the pupils they support. Too little use is made of information and communication technology in day-to-day lessons and the good progress made by pupils when taught in the computer suite is not capitalised upon. Assessment is satisfactory, although in some aspects, notably writing and science, insufficient use is made of information gathered to plan challenging work for higher-attaining pupils. In some year groups, science does not have sufficient time allocated to it. The curriculum is satisfactory and effectively enhanced by educational trips and visitors to the school. Standards of day-to-day care are satisfactory. Much recent work has taken place to strengthen the partnership with parents. However, communication with parents in terms of how their children are progressing is limited and does not provide parents with the information they would like.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory**. The headteacher has recently had to manage the school during a period of staff absence and high turnover of staff. Together with the deputy headteacher who is relatively recently appointed, he has re-established an educational vision for the school that is based firmly on raising standards. The management by key staff is satisfactory. However, the arrangements to systematically check on how well pupils are performing and how the curriculum and assessment support this process are not sufficiently developed. Governance is good. The governors, many of whom are new to their role, provide good levels of support and visit the school often to see for themselves how the school performs on a day-to-day basis. Governors fulfil their statutory duties very well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The high level of recent long-term absence and illness of some staff has led to some parents feeling that their children's progress has been hampered as a result. In addition, a small but significant minority of parents feel that the behaviour of a small number of pupils has not been successfully managed. Inspection evidence points to firm and successful action being taken by the school to improve all pupils' behaviour. Inspectors support parental concerns about the way in which the school communicates with them, particularly in terms of their children's progress. Pupils say they are happy in school and are pleased with the efforts that the school has taken to improve their general day-to-day well-being

IMPROVEMENTS NEEDED

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

- Raise the achievement of higher-attaining pupils in writing and science and increase the time for science.
- Strengthen the channels of communication between the school and parents.
- Ensure that greater use is made of information and communication technology in day-to-day lessons.
- More rigorously evaluate learning and the curriculum and the impact these have on pupils' achievements.
- Identify the reasons for differences between boys' and girls' achievement in national tests.

Formatted: Bullets and Numbering

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

The pupils' achievement is **satisfactory**. Standards in reading, speaking and listening are average, although in writing they are below average. In mathematics and science standards are average.

Main strengths and weaknesses

- Pupils of all ages and abilities achieve well in music and in physical education where standards are above expectations by the end of Year 6..
- Standards in information and communication technology and design and technology are much improved since the previous inspection.
- Higher-attaining pupils do not achieve well enough in writing and in science and standards in English are below average.
- Although the gap is narrowing, boys have performed better than the girls in National Curriculum tests for mathematics.
- There is scope to broaden pupils' understanding of how to use information and communication technology in other subjects

Commentary

Standards in national tests at the end of Year 6 – average points score in 2004

Standards in:	School results	National results
English	25.3 (26.2)	26.9 (26.8)
Mathematics	27.1 (26.2)	27.0 (26.8)
Science	28.2 (27.8)	28.6 (28.6)

There were 87 pupils in the year group. Figures in brackets are for the previous year.

1. Pupils enter the school with broadly average attainment, although the results from the Key Stage 1 national tests indicate that boys enter the school with slightly higher attainment in mathematics. The higher numbers of pupils with special educational needs now entering the school, mean that attainment is not as high as that found at the time of the previous inspection.
2. The results of the 2004 end of Key Stage 2 national tests indicate that pupils' attainment is well below the national average in English, below average in science and average in mathematics. On the basis of their prior attainment, the pupils' performance is well below average in English and average in mathematics and science. The overall pace of improvement in the national tests has been satisfactory.
3. The inspection findings indicate that the standards of the current group of Year 6 pupils are below average in English where the results are depressed due to the lower than average number of pupils reaching the higher levels in writing. Standards in mathematics and science are average. Higher-attaining pupils do not always make the progress of which they are capable in writing and science. Pupils achieve satisfactorily in speaking and listening and reading. The school has started to tackle the issue in writing. Measures have been put in place to develop the pupils' writing skills so that they are more confident in producing well-structured independent and lively pieces of

extended writing. Close evaluation was undertaken during the inspection to gauge how well pupils had performed in various tests since joining the school. This evidence coupled with teachers' predicted assessments of how well pupils could perform in the 2005 national tests, indicate that the current cohort of Year 6 pupils achieve satisfactorily in English, mathematics and science.

4. Standards in music and physical education are above expectations and the pupils in the upper part of the school benefit from the specialist teaching they receive in these subjects. Standards in information and communication technology and design and technology are in line with expectations. This marks good improvement since the previous inspection when standards were found to be below expectations in both these subjects. Standards in religious education are in line with expectations. Not enough evidence was collected during the inspection to make reliable judgements about standards in art and design, geography and history.
5. Pupils with special educational needs achieve satisfactorily because teachers set work which meets their needs. There is particularly good achievement when pupils receive small group or individual support from learning support assistants. Satisfactory progress is made towards targets on individual educational plans. Evidence from the National Curriculum data points to the girls performing less well than the boys in English, mathematics and science, although the difference is less marked in the 2004 data. Inspection evidence could find no difference between the boys or girls. However, although the management of the school has been aware of this difference, it has not sufficiently investigated the possible reasons, so that it can address any weaknesses identified.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **good**. Their attendance is **good**. Pupils' spiritual, moral, social and cultural development is **satisfactory** overall but there are strengths in their social and moral development.

Main strengths and weaknesses

- The school sets high expectations for pupils' conduct and works hard to achieve them.
- Pupils have positive attitudes to learning and work hard in lessons.
- Pupils have good awareness of social and moral issues.
- Attendance levels are above the national average.
- The school's well-implemented behaviour policy is effective.

Commentary

6. Pupils like their school and are keen to take a full part in all that the school offers. Pupils behave well in classes and around the school. They are interested in their lessons and keen to participate and achieve as well as they can.
7. At the last inspection, pupils' behaviour was judged to be very good. Since then the school has experienced a period of challenging behavioural issues with a small number of pupils, and several parents' responses to the questionnaire raised concerns about bullying. Inspection findings are that the school places strong emphasis on how pupils behave and now has good systems in place to encourage good conduct and deal with inappropriate behaviour. A clear indication that these systems are effective is the reduction in pupil exclusions. During the last academic year there were eighteen temporary exclusions as a result of incidents involving inappropriate behaviour. At the

time of the inspection there have been none. This reflects the school's strong philosophy to ensure that the learning of the majority is not to be spoilt at the hands of the minority.

8. The behaviour policy is very clear and is known and understood by pupils throughout the school. This begins with class rules that are agreed by the class at the start of the school year. Pupils' involvement means that they understand their rules and appreciate why they exist. Class rules are complemented by themes across the school, such as respecting the needs and well-being of others. A system of rewards for good attitudes and behaviour includes stickers and certificates presented by the headteacher. It is evident in the polite, considerate way pupils behave towards each other and to adults that this positive approach contributes effectively to pupils' personal development.
9. The school runs 'PAVES' (Positive Attitude Values Ethos and Self Esteem) groups each afternoon, which focus on pupils' attitudes and the consequences of unacceptable behaviour such as bullying. This helps pupils to understand their own actions and those of people around them. It is effective in developing pupils' good social and moral attitudes. Pupils' progress is acknowledged and their learning reinforced by returning to the group as helpers or 'ambassadors'. Where misbehaviour does occur, it is dealt with through a yellow and red card system. This is used by teachers and lunchtime staff and provides a consistent approach. Pupils know the consequences of bad or consistently poor behaviour. Pupils are confident that if an incident with another child occurs they can tell a teacher and it will be dealt with effectively.
10. There is good provision for the pupils' social and moral development. Playtimes and lunchtimes are happy and relaxed occasions. For older pupils there are also opportunities to take on responsibility, through roles as 'captains' and playground 'patrols'. Inspectors observed how the older pupils helped the younger children and agree with their views that it is a worthwhile system that contributes to pupils' good behaviour.
11. Assemblies and religious education lessons contribute well to pupils' spiritual development and help them to understand other people's values and beliefs. Special events such as an 'Art' or 'Culture Week' complement pupils' learning and appreciation of people's diversity.

Attendance

12. Attendance is good. Good procedures are in place to monitor attendance and punctuality and the school works effectively with the Education Welfare Officer where absence or lateness persists or is unexplained.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	3.6	School data:	0.1
National data:	5.1	National data:	0.4

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

Exclusions

13. During the school year prior to this inspection there were 18 exclusions.

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	281	18	

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory**. Teaching and learning are **satisfactory**. Assessment is **satisfactory**. The curriculum is **satisfactory** and enhanced with a **good** range of additional learning opportunities. Provision for pupils' welfare and the support and guidance offered are **satisfactory**. Links with parents are **unsatisfactory**. Links with other schools and the community are **satisfactory**.

Teaching and learning

The quality of teaching and learning is **satisfactory** with some good features. Assessment is **satisfactory**.

Main strengths and weaknesses

- Pupils are managed well, ensuring that little time in lessons is lost.
- The expertise and interests of teachers in physical education and music are put to good use.
- Setting arrangements in maths and additional literacy teaching are effective in teaching higher-attaining pupils.
- Good use is made of the skills learning support assistants offer.
- Insufficient use is made of assessment information to plan subsequent learning for pupils in some subjects.
- Too little use is made of information and communication technology to extend pupils' learning, although the teaching of information and communication technology in the computer suite is made lively and interesting.
- In some subjects, how teachers mark pupils' work does not give them clear enough guidance on how they can improve their work.

Commentary

14. Teaching and learning are satisfactory, with some good features. There has been satisfactory improvement in the quality of teaching since the last inspection. However, the recent high turnover of teaching staff makes it difficult to make direct comparisons between teaching now and at the time of the last inspection.
15. Following the appointment of the new staff to the school, the management has moved quickly to establish a new learning policy and a teaching for learning policy to create a common framework for learning across the school based on shared values. In order to continue to raise standards in mathematics, pupils are taught according to their ability in Years 5 and 6. In addition, the school provides additional support for those identified

as higher-attaining pupils in the form of additional teaching in literacy for one session a week. This has been done to tackle the identified need to improve standards in writing. These strategies are proving positive in raising the level of achievement for the pupils concerned.

16. There is some good teaching in English and mathematics lessons. Lessons are well organised and in opening sessions, teachers devise interesting strategies and use resources well to which pupils respond positively. Many lessons conclude with effective recap sessions where pupils share what they have learned with the rest of the class. This gives the teacher a good overview of where teaching has proved helpful in establishing what pupils have grasped and how their teaching may have to be modified in a later session.
17. There is much good teaching in music and in physical education. In these subjects, the teachers who are the subject managers teach the subjects to classes in the upper part of the school and it is in these lessons that the quality of teaching and learning is often at its best. The teachers concerned have very good subject knowledge and understanding which they use well in planning lessons that pupils find highly interesting. The pupils work hard as a result and often achieve highly in the work they are being asked to complete.
18. Teachers and support staff manage the pupils well. They have high expectations of how they want the pupils to behave and in the main, the pupils respond well to these aspirations. This helps to ensure that lessons move at a brisk pace yet allowing teachers and learning support assistants to work alongside those that need more support in order for them to make the progress in lessons of which they are capable. Learning support assistants make a valuable contribution to the learning of those with special educational needs with whom they mostly work. They are well guided by teachers as to how best to support the pupils concerned and the pupils respond well and produce a good volume of work as a result of the warm praise and encouragement they are habitually given.
19. The positive features in teaching are balanced by some shortcomings. Not all teachers plan work carefully enough to meet the needs of higher-attaining pupils in some subjects – notably in writing and in science. This results in pupils undertaking the same tasks as those planned for other pupils and their achievement in both writing and science is not as good as it could be. Marking by some teachers is too generous when compared to the quality of work produced. The better marking is to be found in English where teachers give clearer guidance as to how pupils could improve their work. Finally, while the pupils are effectively and often imaginatively taught when being taught specific information and communication technology skills in the computer suite, the impact of this good teaching is lessened due to the infrequent use of computers in day-to-day lessons. Teachers miss the potential of information and communication technology in these lessons to build on and broaden further what pupils have learned when taught in the suite.
20. The quality and range of procedures that are used to measure and gauge the extent of pupils' learning as they move through the school are satisfactory overall. They are most effective in English and mathematics. Pupils are assessed half-termly in these subjects and the information used to plan pupils' subsequent learning. This is not always apparent in science. Assessment of the academic and personal progress of those with special educational needs is regularly undertaken and support is modified accordingly in the light of the evidence gathered. Assessment procedures in other subjects are in place, but these have been very recently introduced and it is too early to say how well staff are using these to judge how well pupils are progressing.

Summary of teaching observed during the inspection in 38 lessons.

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	6 (16%)	19 (50%)	13 (34%)			

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.

The curriculum

The curriculum is **satisfactory** overall, and opportunities for enrichment are **good**. Accommodation is **good** and resources are **satisfactory**.

Main strengths and weaknesses

- Planned opportunities for pupils' personal development are good.
- There is a good range of educational visits and visitors that complement pupils' learning well.
- Insufficient time is allocated to the teaching of units of work in science.
- There are strengths in the provision for music and physical education.
- There is insufficient monitoring of the curriculum
- Pupils' information and communication technology skills are not well developed in other subjects.

Commentary

21. The curriculum meets statutory requirements, including those for religious education and provides pupils with an adequate range of experiences and learning opportunities. There is however, an imbalance in curricular planning, and not enough time is allocated to science. This results in pupils not exploring some aspects of the science curriculum in sufficient depth and limits the progress of higher-attaining pupils in particular. Since the last inspection, there has been good improvement in the provision for information and communication technology and in design and technology, both of which are now satisfactory. The provision for music and physical education is good and results in pupils achieving well.
22. High priority is given to the programme for pupils' personal, social and health education, which is good. This is an integral part of the school's ethos and inclusion strategy, where the staff work hard to provide a calm environment that encourages pupils to mature and develop personally. Residential trips for pupils in Year 6 give pupils opportunities away from home, to develop their independence, inter-personal skills and maturity. Visitors to school, such as the community police officer and a drama team, play an important part in developing pupils' knowledge of personal safety and drugs education. Planned sessions for 'Circle Time' discussions and the promotion of citizenship through opportunities for pupils to develop a greater sense of ownership of the school, provide well for pupils' personal and social development.
23. Due to the recent high turnover of staff, teams of teachers have been put together to oversee curriculum planning and reviews of different subjects. These teams give staff a shared responsibility for all subjects taught and provide good scope for those appointed to the school to be introduced to the processes involved in curriculum planning. This is satisfactory and is helping the school to develop a cross-curricular

approach to learning. However, the monitoring role of the teams is insufficiently defined to fully support and evaluate the effectiveness of the curriculum.

24. The curriculum is generally inclusive. There is satisfactory provision within school for pupils with special educational needs. Individual education plans are in place for pupils but these are not always clearly explained to parents. The high quality support pupils with special educational needs receive from learning support assistants ensures that they have access to the full curriculum.
25. The school provides a satisfactory range of extra-curricular activities, which are well supported. However, they are limited to lunchtimes and those that take place after school are run by outside organisations. Focus weeks such as art, book and culture weeks raise the profile of subjects and are popular events, which support pupils' learning well.
26. The school is appropriately staffed with teachers and a good number of teaching support assistants who are well trained and give valued support to both the teachers and pupils. The school's accommodation is good and since the last inspection has been enhanced with the addition of a dedicated music room, an information and communication technology suite, staff room and work area. The library is attractive, well resourced and used regularly by pupils to support their reading and day-to-day learning. Outside, the spacious grounds provide a pleasing environment for work and play.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is **satisfactory**. Pupils receive **satisfactory** guidance and support and the school is **good** at seeking, valuing and acting upon pupils' views.

Main strengths and weaknesses

- Pupils have good relationships with teachers and other staff.
- Forums for pupils to contribute their views are effective and appreciated by pupils.
- Not all staff have had the necessary training in child protection.

Commentary

27. This is a caring school with satisfactory procedures in place to ensure pupils' health and safety. Several members of staff have completed first-aid courses and are on hand should the need arise. Staff are conscientious in administering and recording medication and aware of the needs of children with potentially serious conditions such as peanut allergy. Satisfactory child protection procedures are in place, although the school needs to ensure that regular training covers all support staff.
28. Pupils feel that teachers and other school staff are friendly and approachable. Although the school has experienced a number of staff changes and long-term sickness, good relationships exist between pupils and staff. This ensures that all pupils have at least one adult they can talk to if they have a concern.
29. Throughout the school there are satisfactory systems to monitor and track pupils' achievements and these support the advice and guidance given to pupils. The certificates given on a weekly basis to pupils for a wide range of achievements also provide an effective way of monitoring pupils' development. Parents' responses to the

questionnaire express the views that their children are treated fairly and expected to do their best.

30. Increasingly, the school values the views of its pupils and pupils appreciate this. They freely contribute their opinions during lessons in personal, social and health education and citizenship. A school council has recently been introduced and pupils feel this is a positive way to discuss improvements to the school community. A good example of the council's effectiveness is changes agreed to the way the playgrounds are used and the introduction of a rota for football. The school has an 'ECO' group that encourages pupils to consider their environment and, as part of the school's rebuilding and refurbishment, pupils helped to design the newly covered outside area.

Partnership with parents, other schools and the community

The school's links with parents are **unsatisfactory**, although those with other schools and the community are all **satisfactory**.

- Communication with parents about individual children's progress and needs is not always managed effectively.
- Pupils' annual reports are unsatisfactory.
- Pupils and staff benefit from links with other local schools.
- Regular outside visits contribute well to pupils' learning.
- Information for parents of pupils with special educational needs is unsatisfactory.

Commentary

31. At the time of the last inspection, the partnership with parents was judged as good. Since then, the school has experienced significant staffing changes and teacher absence through sickness, accompanied by behavioural issues with a few pupils. These factors have contributed to a decline of parents' perceptions of the school. The school has worked hard to overcome these difficulties and has had a degree of success.
32. Parents' views expressed through the pre-inspection questionnaire and meeting are in the main positive. Almost all parents feel that their children like school and the majority feel that their children settle into school well and enjoy what the school provides for them. However, a significant minority of parents expressed concerns about information provided on their children's progress and how parents can help at home. Some parents feel the school is not approachable if they have concerns, and that their views are not sought or sufficiently acted upon.
33. Inspection findings are that parents are involved with the school in a number of ways, including volunteers for school trips and an active parent teacher association. Parents are invited to school concerts and special assemblies. The headteacher's weekly 'Achievement Assembly', observed by inspectors, was well attended by parents. Although the number of parents helping in class is limited, the school is actively seeking volunteers. During the last year, parental opinion has been sought on the school's 'Vision and Values' and, via a questionnaire, about the school generally. This marks a firm commitment by the school's management to more fully involve and inform parents about the school's continued development. However, improvements are still needed in the way the school communicates with parents, through meetings and written information, and a more pro-active approach to welcoming parents' views is needed to enable a true and genuine partnership to be developed.

34. Each term, curriculum information is provided and parents have the opportunity to discuss their children's progress with class teachers. Informative newsletters and other information about school events are sent home with pupils. The quality of the annual reports that are forwarded to parents about their children's progress is unsatisfactory. The information contained within them is too brief and does not sufficiently highlight where pupils have achieved well and what action could be taken in order for them to improve still further. Links with parents of pupils with special educational needs are unsatisfactory. Individual educational plans include comments on how parents can help their child improve their learning but these are not detailed enough and the school does not involve parents sufficiently in the target setting process. However, the school prospectus and the governors' annual report to parents meet statutory requirements
35. The school actively participates with other local schools to benefit pupils' learning experience through joint events such as music festivals and a football tournament. Staff have opportunities to share experience and knowledge with the staff of the school's that the pupils move from or to. This helps ensure continuity and smooth handover for pupils moving to the next stage of education.
36. Local businesses support the school well through donations to events arranged by the parent-teacher association, such as the summer fair. A wide range of visits and visitors enhance children's learning. These include visits to the local church to celebrate Harvest Festival, trips out and a residential visit for pupils in Year 6.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory** overall. The governance of the school is **good**. The quality of leadership of the headteacher is **satisfactory** as is the leadership given by key staff. Overall the effectiveness of management is **satisfactory**.

Main strengths and weaknesses

- Governors have good systems in place to make them aware of where the school's strengths and shortcomings lie.
- Following a period of high staff turnover, the headteacher has re-established a clear vision on how to move the school forward but this has not yet been fully put in to practice.
- There is good team spirit within the school.
- Monitoring of learning is not sharp enough and insufficient use is made of assessment information to plan whole school developments.
- Leadership in music and physical education is good.
- Management of support staff is very good.
- Induction of newly qualified staff is good.

Commentary

37. Recent staff changes and long term sickness in the recent past have limited the scope for the headteacher to fully implement planned developments at the school. The situation is now much more settled and the headteacher has successfully re-established a clear vision of how to move the school forward and provides satisfactory leadership. The recent establishment of a school improvement team and teams of staff who work collectively to oversee curriculum development has led to a good team spirit and a strong commitment to raise standards. The recently appointed deputy head gives good support to the headteacher and they complement each other very well, providing good role models to staff. Leadership in music and physical education is

good. The subject co-ordinators use their expertise effectively to raise standards and as a result provision in these subjects is good.

38. The governing body plays a full and active part in school life. It is well organised and has a range of committees and governors who capably oversee the curriculum, financial and personnel matters. The chair of governors has a very good understanding of the school's strengths and shortcomings and what needs to be achieved to move the school forward. The governing body effectively acts as a critical friend to the school and monitors and evaluates the provision made. They are aware, of the concerns expressed by some parents and are working closely with the headteacher and his staff to strengthen the partnership between the school and home. Many governors have taken on responsibility for working with different co-ordinators in order to drive forward developments. The governors are effective in ensuring that all statutory requirements are met.
39. With the exception of the provision of information to parents about their children's progress, the leadership and management of those pupils with special educational needs are satisfactory. There has been satisfactory improvement since the last report and issues regarding special educational needs have been successfully tackled. There is good management and overseeing of the work of learning support staff and this has a positive impact on improving learning for the pupils whom they support. The monitoring of the use of individual education plans in classrooms is not rigorous enough and as a result implementation of plans relies on the expertise of individual teachers. There is a commitment to include all pupils in all aspects of school life. There is a register of particularly gifted and talented pupils and recent additional support is now given to those who show a particular flair in particular aspects of English.
40. The management of the school is satisfactory. Strengths include the way the school runs on a day-to-day basis. The more stable staffing now ensures that routines are followed and pupils feel secure with what is happening. The school administrative staff and site manager carry out their roles efficiently allowing teaching staff to concentrate on educational matters. Financial management is satisfactory and the impact of the falling rolls and the resulting reduction in budget share has been managed well by the governors and headteacher. The school is managing to build up a small contingency to help fund education development and these priorities are carefully costed before funds from the budget are committed. There is satisfactory professional development of staff, which is linked to the needs of both the school and individual teacher. Performance management procedures are well established and are satisfactorily monitored. Professional development of support staff is good and ensures that they have good knowledge and understanding of the many different and complex needs of pupils. The induction of newly qualified staff is good.
41. There are some weaknesses in the way the school monitors the impact of teaching, the curriculum and school based assessment on pupils' learning and the way future priorities are planned based on the information gathered. The school improvement plan highlights well the need to raise standards in writing, but does not identify the work needed to explain the reasons as to why the girls tend to achieve less well than the boys in national tests in some subjects. Although the headteacher and his colleagues monitor teaching, this work has not fully evaluated the impact that teaching has on learning and as a result why pupils' learning in some areas is not as good as it could be. Weaknesses in the planning of pupils' learning in science have not been identified and the school does not always act quickly enough to rigorously investigate issues identified by its analysis of data.

Financial Information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	796 295	Balance from previous year	43 968
Total expenditure	812 630	Balance carried forward to the next	27 633
Expenditure per pupil	2 891		

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

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in reading.
- Pupils' achievement and progress in writing are inconsistent through the school.
- Teachers' good subject knowledge enables them to teach literacy at the required depth.
- The learning tasks in writing are not always well matched to pupils' attainment levels, especially in the case of those who are higher-attaining.
- Learning support assistants work well with those who may need additional support.
- The use of information from assessment of pupils' progress is insufficiently rigorous.
- Pupils have positive attitudes to the subject.
- Insufficient use is made of information and communication technology in daily lessons to help broaden pupils' learning.

Commentary

42. Results in national tests for 2004 for pupils in Year 6, were well below the national average and well below average when compared with similar schools in terms of how well pupils performed when in Year 2. Inspection findings indicate that standards are below average. Although standards are improving, fewer than average pupils reach the higher levels in writing. Standards in reading and in speaking and listening are average. The achievement of pupils currently in Year 6, including that of those with special educational needs is satisfactory overall, based on prior attainment. However, higher-attaining pupils do not achieve satisfactorily in writing. Writing is a recognised area for development and the school has targeted particular higher-attaining pupils for extra support in their writing. The 2004 national test results indicate the girls performing better than the boys in the tests. However, inspection findings point to no difference between the boys and girls.
43. Standards in reading are average by Year 6. The school has made a considerable effort to develop pupils' interest in books and reading by revising the guided reading times and providing opportunities for the more able pupils in Year 6 to receive targeted support. As a result, in Year 6, many pupils read widely for pleasure and for information. Standards in writing are below average by Year 6. In the best writing, there is a good range of vocabulary and a lively use of language to create deliberate effects. However, whilst the choice of vocabulary is improving, for many pupils, including those who are higher-attaining, it is not always rich enough to reach the higher levels. There is a good emphasis on pupils' editing their work.
44. Standards in speaking and listening are average by Year 6. Pupils listen attentively and productively in lessons. They respond readily and in most instances, thoughtfully. Higher-attaining pupils express their ideas clearly and talk enthusiastically about their work and the books they have read. Since September the school has been involved in the county 'Speaking and Listening Programme', which is providing training for all staff

on how best to support the development of pupils' speaking and listening skills in everyday lessons.

45. The quality of teaching and learning is satisfactory with some good features. In the most effective lessons, the teachers' lively presentations quickly engage the interest of pupils, channel their enthusiasm and sustain their concentration. In these lessons, teachers' good subject knowledge enables them to use questions skilfully to reinforce pupils' learning and to check their understanding. Where teaching is less effective, too often all pupils are provided with the same activity. Where a support assistant is available, they work well with the least able pupils, giving well-focused guidance and encouragement. Effective support is provided for pupils with special educational needs in class, as well as additional support, when they are withdrawn from the class to work on individual learning programmes, so that they can make satisfactory progress. The potentially higher attaining pupils, however, are sometimes not given that extra level of challenge in lessons to help them achieve their best. Too few opportunities are provided both for them and other pupils to use information and communication technology in order to draft and amend their work with a view to improving its overall quality.
46. Teachers give individual pupils targets that set out the next stage in their learning in writing. This is a positive strategy that helps pupils have a better idea of what they need to do to improve. However, the process is relatively new and the use of them is not yet sufficiently rigorous to raise standards in writing. The marking of pupils' work is good and in many cases shows pupils clearly how to improve their work.
47. The leadership and management of English are satisfactory overall. The co-ordinator and the headteacher observe teaching throughout the school and the results of these observations are helping to improve provision. Assessment procedures in English are good and the school has successfully developed tracking systems that enable the senior management team and co-ordinator to monitor individual pupils' attainment and progress. However, information from assessment is not used sufficiently sharply to provide a good level of challenge for all pupils. Improvement in the subject since the last inspection is satisfactory.

Language and literacy across the curriculum

48. The use of language and literacy across the curriculum is satisfactory. Writing has been a strong focus for improvement and the senior management team is aware of several aspects in the teaching that need to be improved if standards are to rise. Opportunities for writing at length in subjects, such as history are good and there are some innovative approaches to writing in geography. Opportunities for pupils to express their ideas and hypotheses are not sufficiently encouraged in science. Good use is made of pupils' reading skills to carry out research in geography and history, using books and the Internet. However, insufficient use is made of information and communication technology for pupils to write and explore their ideas independently.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils demonstrate good attitudes and enjoy their learning of mathematics.

- The newly introduced setting arrangements are starting to prove successful in raising standards.
- While there is some good teaching, marking is not used sufficiently to develop learning.
- There is insufficient use of information and communication technology to broaden pupils' learning.
- Some pupils' work is not as well presented as it could be.

Commentary

49. Standards of attainment at the end of Year 6 are at the expected levels. This reflects the results of the 2004 national tests. In test situations boys outperform girls although there is little observable difference in achievement in lessons between boys and girls seen during the inspection. Analysis of work and classroom observations show that over time achievement is satisfactory with pupils building satisfactorily on their previous knowledge and understanding. Pupils with special educational needs achieve at the same rate as other pupils because they receive work set at different levels and additional support from teachers or learning support assistants.
50. The quality of teaching and learning is satisfactory. In the inspection period there were examples of good and very good quality teaching and learning. The school has organised Years 5 and 6 in to groups set on prior attainment. This allows teachers to become more focussed and set work which closely matches the needs of the pupils and enables them to work at a level that reflects their abilities. In Year 6 pupils learn well because they know their targets and understand what they have to do to improve their learning. There are missed opportunities to develop learning by posing challenging questions when work is marked. Questioning in lessons is used satisfactorily to establish what pupils know, understand and can do. There are occasions when questioning is aimed particularly at boys and as a result the teacher cannot be secure in the knowledge of the levels of understanding of the girls in the class. Older pupils with special educational needs learn well when they are given very practical activities such as dividing and recording using a 'classmate pizza'.
51. A positive feature of teaching is the relationships with pupils. Pupils are expected to concentrate on their work and show good standards of behaviour. They do this well, showing good and at times very good attitudes to learning. The pupils' good attitudes have a positive impact on learning because they allow teachers to concentrate on giving support to pupils who have particular difficulties. Pupils co-operate and collaborate very successfully together, effectively developing their learning by listening to each other and sharing their ideas. A number of pupils produce work which is not as well presented as it could be and as a result learning is impaired when figures are not lined up correctly or shapes are drawn inaccurately. There is insufficient use of information and communications technology to develop mathematical skills.
52. Leadership and management in the subject are satisfactory. The co-ordinator is keen to raise standards and has opportunities to monitor teaching and learning. The monitoring process needs to become more rigorous, identifying clearly areas of strength and weakness to allow teachers to improve their practice and raise standards of achievement. Standards match those at the time of the previous inspection. There has been satisfactory improvement since the last inspection.

Mathematics across the curriculum

53. There are good planned opportunities for pupils to apply their mathematical knowledge and skills in other areas of the curriculum. The use of nets in design and technology, measuring and recording in science and geography are used very effectively to develop learning.

SCIENCE

Provision for science is **satisfactory**.

Main strengths and weaknesses

- The time allocated to the subject does not allow the pupils to explore aspects of the subject in sufficient depth and this limits the progress of higher-attaining pupils.
- The monitoring of teaching and learning lacks precision.
- Lessons are well organised and resources are used well to enhance learning.
- Learning support assistants are used well by teachers to help guide pupils' learning.
- Good opportunities are provided for pupils to undertake investigative work.
- Teachers' day-to-day planning does not always highlight how the learning for higher-attaining pupils is to be catered for.
- Pupils make too little use of information and communication technology in recording their work.

Commentary

54. The 2004 National Curriculum assessments for Key Stage 2 pupils show that standards in science were below the national average, and were average when compared with similar schools in terms of how pupils performed at the end of Year 2. Inspection findings indicate a different picture in terms of attainment and point to standards being average. The difference is due to the changing nature of cohorts of pupils. The previous Year 6 had a high number of pupils with special educational needs, resulting in higher than average number of pupils reaching the lower levels in the National Curriculum tests. However, inspection findings indicate that higher-attaining pupils do not always make the progress of which they are capable. This is due in part to the amount of time that is allocated to the subject which is below that seen nationally. As a result, the pupils do not always get sufficient opportunities to explore certain themes in sufficient depth. The National Curriculum tests data points to the girls performing less well over time compared to the boys. Inspection evidence points to no significant difference between the boys and girls, although higher-attaining pupils are capable of producing higher quality work. Achievement is satisfactory overall.
55. Recent monitoring of teaching and learning has led the school to take steps to improve the scope that pupils have to learn new ideas by undertaking more thorough investigation work. As they move through each of the classes, most pupils make satisfactory progress in developing their knowledge and understanding of different scientific concepts such as forces, light, sound, materials and living processes. Their drawings and diagrams to illustrate their work, for example, are often rushed and mar the overall quality of their efforts.
56. The quality of teaching and learning is satisfactory overall. Strengths in teaching lie in the way teachers give pupils good opportunities to reinforce their understanding

through practical work. In one lesson, for example, the teacher gave the pupils a range of different musical instruments to explore the concept of sound. By gently dropping paper clips onto a cymbal while at the same time giving it a gentle tap, the pupils successfully consolidated their understanding of 'seeing' air vibrate through the movement of the clips. Good use is made of learning support assistants in day-to-day lessons. They are well briefed by teachers on how best to support pupils, particularly those that have special educational needs. The good use of practical equipment gives all pupils good opportunities to develop their learning through practical ways. However, day-to-day planning does not always show clearly how the work for higher-attaining pupils is to be different and hence more challenging than that for other pupils in the class. In addition, too little use is made of computers to help pupils present their work. Little evidence was seen in pupils' work, for example, of them being given sufficient opportunities to use charts, graphs and spreadsheets to communicate the results of their work.

57. Leadership and management are satisfactory overall and improvement since the previous inspection has been satisfactory. The co-ordinator provides good support for her colleagues who turn readily to her in seeking advice in how best to plan pupils' learning. Some monitoring of teaching and learning takes place and this has resulted in strengthening the provision for some features of teaching. However, the monitoring of some aspects of provision lacks precision. The school has not followed through, for example, the reasons why the girls are not performing as well as the boys in National Curriculum tests or matched the range and quality of pupils' work in books to the time that is allocated to science.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Standards are much improved since the previous inspection.
- When pupils are taught in the computer suite, the quality of teaching is good.
- Pupils enjoy their learning and work hard in lessons to achieve the tasks that teachers set for them.
- Limited use is made of computers in classrooms to extend pupils' learning.
- Pupils have too limited an understanding of how to use spreadsheets and control and sensor equipment.
- Teachers make too little use of assessment information to plan pupils' learning.

Commentary

58. By the time pupils leave the school, they reach standards that are in line with expectations. This is a good improvement since the previous inspection when standards were found to be below those expected for 11-year-olds. The creation of a well-resourced computer suite has contributed significantly to the much improved provision. Pupils have regular sessions in the suite and this, as well as a good programme of staff development and training has contributed much to the raising of standards. Pupils' achievement, including that of those with special educational needs is satisfactory. There is no difference in achievement between the boys and girls.
59. By the age of 11, pupils have a good understanding of how to use word-processing software to aid them in their learning. Pupils use simple desktop publishing software

well, for example, in the work seen during the inspection when the pupils used such software to produce simple leaflets advertising the facilities of St. Lucia as part of their work in geography. Pupils use the Internet well to support their research and they understand how email is a useful tool for sending messages and attachments quickly and easily. Pupils benefit from the good opportunities they are provided with to explore how information and communication technology is to be seen in the world around them. There are, however, weaknesses in pupils' understanding of some aspects of information and communication technology. Pupils do not have regular access to using control and sensor equipment as part of their learning and pupils' understanding of spreadsheets is at too low a level.

60. The overall quality of teaching and learning is satisfactory. The most effective teaching occurs when pupils are taught in the computer suite. Here, teachers often give clear demonstrations of how to use the features of particular software. This enables the pupils to have a good understanding of what to complete by the end of a lesson. However, this effective teaching is not followed through sufficiently once the pupils are back in the classrooms. In addition, teachers do not always plan fully to incorporate information and communication technology into day-to-day lessons. This lessens the impact of teaching and learning. The school has just introduced whole-school procedures for assessing pupils' progress. At present, however, teachers have too limited a picture of pupils' overall attainment and it is difficult therefore for them to plan with certainty what the pupils need to do next in order to build and extend what they already know.
61. Leadership and management are satisfactory. The subject has been led by various co-ordinators in recent times but the changing staffing profile has meant a new co-ordinator just having been appointed. He has clear ideas on how to build on the recent good work that has been undertaken in developing the subject which should impact well on raising pupils' achievement.

Information and communication technology across the curriculum

62. The school makes too little use of information and communication technology in daily lessons to support pupils' learning in other subjects, although when taught in the school's computer suite teachers often make good use of other subjects to promote the pupils' information and communication technology skills. In geography, for example, Year 6 pupils use desktop publishing software quite creatively to create simple brochures to 'advertise' the features of St. Lucia. However, on too many occasions pupils are provided with insufficient opportunities to build on these skills when taught in day-to-day lessons.

HUMANITIES

63. Little work was seen in either **geography** or **history**, and it is therefore not possible to make a judgement about the overall provision in these subjects. The analysis of teachers' planning, pupils' work and displays around the school indicate that the curriculum is suitably organised and that the subjects are taught in suitable depth to all classes.
64. In both geography and history, discussions with Year 6 pupils show pupils have good knowledge and understanding of the geography of the local area and compare and contrast it both with local places and other countries. In history, pupils show secure understanding of the periods they studied, explain why things happened and have good knowledge of sources of historical information and evidence.

65. Both the geography and history curriculum are well enhanced by a wide range of visits out and visitors in to school. Discussions with pupils show that these visits and visitors are effective in bringing subjects to life. There is some use of information and communication technology but it is under-developed. The subjects are satisfactorily led and managed by the recently established working party of teachers who oversee provision. Assessment procedures are in place but they need refining to guarantee step-by-step development of skills. There have not been opportunities to monitor teaching and learning in the classrooms. There has been satisfactory progress since the previous inspection.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils' knowledge and understanding of Christianity is well established.
- Learning makes an effective contribution to pupils' personal, social and moral development.
- Pupils are mature in their response to the good opportunities they are provided with to discuss religious education issues.
- Teachers provide plenty of opportunities for pupils to answer important questions.
- Insufficient use is made of information and communication technology to support the teaching of religious education.

Commentary

66. Pupils' attainment in the subject is in line with the expectations of the locally agreed syllabus. Pupils' achievement, including that of those with special educational needs, is satisfactory. Improvement since the last inspection is, satisfactory.
67. The quality of teaching and learning is satisfactory with some good features. Pupils have a satisfactory understanding of the basic concepts of world religions and faiths such as Hinduism and Judaism. They are aware of the values and messages of stories and festivals like the *Sukkot*, the Jewish harvest festival and how the story of *Prahlada*, a Hindu god, can relate to good and evil. In lessons, teachers successfully create an atmosphere of mutual support and encouragement where pupils feel confident to develop their responses to important questions. This was seen in a Year 6 lesson about the last part of the Christian story when pupils were asked, 'How would you feel if you were God and the people had killed your son?' There was good respect as the pupils responded with sensitive and thoughtful answers. Similarly, Year 3 pupils had a mature grasp of the significance of the Christian Creation story, as the teacher's open ended questioning developed their thinking well. In addition they were able to use the knowledge gained of other creation stories they had learned, such as Chinese and African, to write their own creation stories.
68. Discussions with pupils and the analysis of work also show that pupils are encouraged to respect different world religions and their core values such as the importance of special books and festivals. Year 5 pupils studying Judaism were fascinated by the story of '*Hanukkah*' and how each year the Jews celebrate the festival. They learn that the seven-branched candle, the *menorah* is still an important symbol for Jews. Good use is made of visits to the local church, where pupils learn about the symbolism involved in Christian ceremonies. Pupils' social, personal and moral development is well supported through religious education. There was little evidence that information

and communication technology skills are being used adequately in the subject and overall too little use is made of information and communication technology to support pupils' learning.

69. The subject is satisfactorily led and managed by a curriculum leadership team. They have worked hard to implement the new syllabus and plan to include opportunities to develop the key skills of investigation.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

70. The inspection focused on **music** and **physical education**. There was not enough evidence gathered to make a judgement about the provision in **design and technology** and **art and design**. However, in design and technology the work on display indicates that the school has made good progress in improving the opportunities for pupils to learn the principles of design and technology since the previous inspection. Standards now appear to be satisfactory. Art and design and design and technology are taught regularly in all classes, and teachers' planning is supported by schemes of work which provide good guidance for teachers in planning pupils' learning.

Music

The overall provision for music is **good**.

Main strengths and weaknesses

- Very good teaching by the co-ordinator in Year 6 promotes above average standards.
- The co-ordinator provides good leadership and management of the subject.
- Some good, imaginative ideas for activities in lessons enhance learning in other subjects.
- There is good provision for pupils to learn to play a musical instrument.

Commentary

71. By the end of Year 6, pupils' attainment is above average and the school has maintained the good provision for music identified in the last report.
72. Pupils are achieving well and making good progress, including those who have special educational needs. This is because teaching in lessons ensures that pupils have good opportunities to listen and appraise music as well as scope for composing and performing. In whole school assemblies, pupils' sing tunefully, with awareness of breathing, diction and dynamics. They obviously enjoy singing and when the choir join in, the singing is of a high quality and above average.
73. The quality of teaching and learning is good, and there are also some very good features. The lessons are challenging and move at a good pace. In a Year 6 lesson, the co-ordinator demonstrated her very good subject knowledge with an ability to find interesting activities that introduce well the skills she is teaching. For example, after listening to calypso music in previous lessons, pupils learned four syncopated rhythm patterns found in calypso music. By skilfully bringing the parts together during the lesson, the teacher taught pupils to play a simple bass line and a chord sequence played in calypso rhythm. Overall, the class did well and pupils used a wide range of

percussion instruments, including mini steel pan drums, to produce an above average performance of a rhythmic calypso.

74. Pupils are given good opportunities to hear songs and music and this listening is extended to link well with other subjects, such as history. In Year 5, pupils had heard various songs from the Second World War and were seen using one, 'Little Brown Jug' as a base for creating their own rhythmic ostinato, generated from the song words. The lesson provided a further example of the inventive methods used by a teacher.
75. The leadership and management of the subject are good. The co-ordinator has revised the schemes of work and added her touch to them so that they contain interesting activities as well as taking pupils further in the acquisition of musical skills. The curriculum is enriched by a number of workshops and visiting specialists. A good number of pupils sing in the choir and pupils have the opportunity to join lunchtime recorder clubs. Musical tuition allows individual pupils to learn the violin, flute, clarinet, piano and guitar. The resources, including the music room are very good and enable pupils to learn well in pleasant surroundings. Music is a subject with many good features and makes a considerable contribution to the spiritual, cultural and social development of the pupils.

Physical education

The provision in physical education is **good**.

Main strengths and weaknesses

- Pupils achieve well because teachers challenge them effectively and relationships are very good.
- Staff expertise is used well by the subject co-ordinator.
- Pupils have very good attitudes to the subject and very much enjoy their physical education work.
- Assessment is at an early stage of development.
- Occasionally there is some time lost in gymnastic lessons.

Commentary

76. Standards are above expected levels at the end of Year 6. This is good improvement since the previous inspection. Pupils throughout the school achieve well because of the good and at times very good quality of teaching. Pupils of all attainment levels, including those with special educational needs, are included in all aspects of lessons and they achieve at similar rates. There is no observable difference in attainment levels of boys and girls. Pupils show better than expected levels of co-ordination; they balance well, dance rhythmically, develop their swimming skills very well and show good understanding of how to improve their own performance.
77. The quality of teaching and learning is good. Pupils learn well because teachers have good knowledge of the subject. Teaching of skills ensures that there is good application of what has been learned within group and pair work. Challenges such as 'balance card' illustrations are used effectively to allow pupils to work together to develop learning by experimenting and discussing various moves. Highlighting good performance is used effectively to give pupils ideas on how to improve their own performance and improve standards. The use of a video camera by the co-ordinator allows pupils in his dance group to assess their own performance. Relationships with pupils are very good and older pupils learn very well when teachers and support

assistants take a full part in dance sessions. Occasionally a little time is lost when pupils set out mats or do not concentrate fully in gymnastic sessions and there is a slight slowing of learning. Pupils enjoy physical education, they are very eager to learn and improve their performance. Swimming sessions are very well organised with staff working closely together to ensure that pupils learn effectively. Pupils are made to feel very confident and as a result they make much better than expected progress in improving their swimming skills.

78. There is good leadership and management in the subject. The co-ordinator works hard to raise standards. He uses his expertise well to develop learning by taking classes other than his own and working alongside a less experienced colleague at the swimming pool. His teaching skills are very good and he is a very good role model both for his pupils and other staff. A recently introduced new assessment system has not yet had time to impact on learning. There has been good improvement since the previous inspection. Standards have risen, pupils achieve well and the quality of teaching and learning is good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Personal, social and health education and citizenship is effectively taught through the whole school curriculum, and is promoted well in religious education.
- The school has placed great emphasis on developing this aspect of the curriculum and the subject makes a valuable contribution to the pupils' personal development.

Commentary

79. The school's caring environment supports pupils' personal development well. Sufficient emphasis is placed upon leading a healthy lifestyle as part of the curriculum, and the school is working towards achieving the Healthy School Award. Pupils, including those with special educational needs make satisfactory progress in this area of the curriculum and reach standards in line with expectations. They are learning about rules, gaining confidence in their own views and are being given opportunities to express them.
80. The quality of teaching and learning was satisfactory in the lessons seen, with some good features. Good, sensitive teaching and learning observed in a Year 6 lesson challenged pupils to make decisions about their rights and responsibilities within the school environment. In this lesson, full involvement of pupils in discussions and the high value placed on their views and ideas resulted in most pupils being confident to express an opinion. The teacher selected a story that was relevant and well matched to issues related to behaviour and personal responsibility. Most were able to see how it might feel being blamed for something and they showed sympathy and understanding. Circle time forms an integral part of the personal, social and health education and citizenship programme and is used well to provide opportunities for pupils to discuss and express their feelings and understand how to deal with them. In Year 3, pupils were encouraged to learn respect for each other and for others' feelings by saying something they liked about a member of the class.
81. Pupils are involved in the decision making process through the establishment of 'Rights and Responsibilities' in each class, which feed into the 'Eco-Committee' and

the School Council. This is a new initiative and councillors collaborate well to act on most decisions made at their meetings, supported well by the deputy headteacher. Pupils are keen to assume roles of responsibility as monitors to help with daily routines in the school. In Year 6, pupils assume the roles of Playground Friends and Captains and diligently carry out their duties in caring for others.

82. Sex education and relationships are part of a planned programme of topics to be addressed that is relevant to each year group. Drugs education uses debate and role play to assist pupils in understanding how to make the right decisions. The programme is enhanced by regular input from the police liaison officer, health promotion nurse and the fire brigade.
83. The co-ordinator has been instrumental in developing the personal, social and health education and citizenship programme and provides good leadership and management. The subject has improved status in the school and makes a valuable contribution to the pupils' personal development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
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	4
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	5
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	3
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).