

# INSPECTION REPORT

## **ABBAY PARK MIDDLE SCHOOL**

Pershore

LEA area: Worcestershire

Unique reference number: 116774

Headteacher: Mrs.L.Evans

Lead inspector: Mrs B. Iles

Dates of inspection: 11th –13<sup>th</sup> October 2004

Inspection number: 267492

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Middle deemed primary  
School category: Community  
Age range of pupils: 9 – 12  
Gender of pupils: Mixed  
Number on roll:

School address: Abbey Road  
Persnore  
Worcestershire

Postcode: WR10 1DF

Telephone number: 01386 552667

Fax number: 01386 561723

Appropriate authority: Governing body

Name of chair of governors: Mr B Smith

Date of previous inspection: 12<sup>th</sup> July 1999

## **CHARACTERISTICS OF THE SCHOOL**

The school is smaller than most middle schools with 212 pupils on roll. Almost all pupils are of white ethnic origin, speaking English as their first language. A small proportion are from Traveller communities. Twenty-five per cent of pupils have identified special needs which is just above average. Ten percent of the pupils receive free school meals, which is about average, but a larger proportion is eligible.

The school has gained several awards including healthy schools, Artsmark and Activemark. The school admits pupils from beyond the immediate locality and there is a very broad range of attainment on entry. Pupils spend only two years at the school before taking the national tests for eleven-year-olds. The proportion of pupils who join and leave the school at non-standard times has increased in the last two years due to increased family turbulence. The school has recently undergone a period of significant discontinuity due to illness, staffing changes and a major building project.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12000	Brenda Iles	Lead inspector	English, Science, Art and design, Design and technology, French
32660	Robert Adams	Lay inspector	
26965	Paula Protherough	Team inspector	Mathematics, Geography, History, Physical education, Religious education, Special educational needs
32207	Jennifer Thomas	Team inspector	Information and communication technology, Music , Personal, social and health education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **satisfactory school** in which satisfactory teaching and sound leadership and management enable most pupils to make steady progress in relation to their prior attainment. Pupils with special educational needs achieve well. After an unsettled period the school is now moving forward again; the leadership has a clear understanding of the issues for improvement and how to succeed. The school provides sound value for money.

The school's main strengths and weaknesses are:

- Relationships are very good and attitudes to learning are good
- Standards in writing are below average
- Pupils are very well cared for, like school and behave well
- Higher attaining pupils are not always fully challenged
- Provision for physical education is very good and the range of extra-curricular activities is very good
- Day-to-day assessment lacks consistency across classes and subjects
- Links with parents are good
- Monitoring and evaluation have not been rigorous enough
- Attendance is good

Since the last report challenging circumstances and many changes in staff have adversely affected the school's ability to move forward. The proportion of pupils with special educational needs, admissions of excluded pupils and those who change schools at non-standard times have increased. Following the last report, the headteacher and governors have ensured that all statutory requirements are met and provision and standards in ICT are better than they were. Standards are now rising again following a dip. Taking the recent turbulence into account, the pace of improvement since the last inspection has been satisfactory. Recent progress has been more rapid and the school development plan accurately defines the school's future needs.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2001	2002	2003	2003
English	D	D	E	D
Mathematics	D	D	E	C
Science	D	C	E	D

*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 now achieve satisfactorily** and standards are rising. By the end of Year 6 and Year 7, standards are average in reading, mathematics and science and below average in writing. A much higher proportion of pupils achieved the expected levels in the 2004 tests than in 2003, with an increase in the number of pupils who achieved the higher levels. Pupils with special educational needs achieve well but more able pupils are not consistently well challenged and consequently underachieve. Standards in information and communication technology (ICT) are average. Standards in physical education are above average. Participation in the performing arts is a strength.

Pupils have positive attitudes to school and **provision for their social, moral, spiritual and cultural development is good**. Attendance is above average. Pupils arrive punctually and are keen to learn. Behaviour is good.

## **QUALITY OF EDUCATION**

**The quality of education is satisfactory. Teaching is satisfactory overall.** There are examples of excellent teaching in physical education and a small number of very good lessons were also seen in history and geography. Provision to support pupils with special educational needs is good. Relationships are very good. Teachers do not consistently use their day-to-day assessment information well enough to plan learning that is sufficiently challenging for more able pupils. While individual targets are set, more could be done to enable pupils to understand precisely how to improve and to apply their knowledge and skills across subjects.

The curriculum is broad and balanced and a very good range of extra-curricular activities enhances learning well. This is a strength. All subjects are taught regularly but too many activities are teacher directed and do not support different learning styles well enough. The school has a strong, supportive partnership with parents. Links with the community are also good.

## **LEADERSHIP AND MANAGEMENT**

**The leadership of the school is satisfactory. Management is satisfactory.** Turbulence in staffing due to serious illness, retirement and promotion affected the strength and size of the senior management team. Budget constraints led to decisions not to permanently replace senior staff. This led to a decline in the standards of leadership and management in the school with significant responsibility placed on the headteacher. The strong pastoral leadership of the headteacher maintained the supportive ethos of the school during testing times. Many difficult circumstances have been overcome and a new, smaller senior management team now provides appropriate support. Training opportunities are enabling these roles to develop and there is a clear understanding of how to move the school forward again. Subject leaders know the strengths and weaknesses of their subjects and the headteacher, governors and staff work together with a strong team spirit to raise standards. Governors provide good support, make difficult decisions when necessary and challenge and evaluate the school's work. They know the strengths and weaknesses of the school. Day-to-day administration is very good. The monitoring of standards by the headteacher and staff shows structured, detailed evaluation of data. However, monitoring and evaluation strategies have not been used rigorously enough to increase the pace of recovery.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are very satisfied with the quality of education the school provides, and describe the care, relationships and ease with which they can share ideas and problems as significant strengths. Parents believe behaviour is good and that children are supported well to achieve their best. Transfer and induction arrangements are recognised strengths and parents say their children love school and are eager to learn. Reports give parents good information about their children's learning and next targets.

## **IMPROVEMENTS NEEDED**

In order to develop the quality of education further the headteacher, staff and governors should:

- Raise standards in writing, including the quality of handwriting and presentation
- Provide more consistent challenge for more able pupils
- Develop more rigorous tracking systems to support teacher assessment and the frequent and regular evaluation of the achievement of groups of pupils
- Develop rigorous approaches to monitoring and evaluation to ensure the quality of education is more consistently good

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

Standards in Year 6 and Year 7 are average in mathematics, science and reading below average in writing. The achievement of pupils is satisfactory overall. Academic standards are improving.

#### **Main strengths and weaknesses**

- There has been a recent increase in the proportions of pupils achieving average and higher levels in mathematics and science tests but standards in writing are not high enough
- Pupils with special educational needs achieve well throughout the school but higher attainers do not achieve as well as they should in the basic skills
- Standards in physical education and the performing arts are above average
- There are not enough opportunities for pupils to independently use and apply their investigative skills through research and problem solving
- There are not enough links between literacy and other subjects to enable pupils to consistently apply their learning in meaningful relevant contexts

#### **Commentary**

1. Assessments show a very broad range of attainment when pupils join the school and significant variations between cohorts. The 2003 cohort had a higher proportion of pupils with special educational needs than usual, many of whom joined the school after the start of Year 5. The 2003 test results for Year 6 showed performance was well below the national



average, below the average of similar schools in English and science and broadly in line with similar schools in mathematics.

2. The most recent unvalidated test results for Year 6 and inspection evidence for Years 6 and 7 show standards are now average in speaking and listening, reading, mathematics and science. Performance in writing remains a weakness with too few pupils reaching the higher levels. Overall, this represents good improvement in science and mathematics and an increase in the proportion of pupils achieving the higher levels in these subjects. The trend in performance, which has been below the national trend, is now moving upwards again.

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

Standards in:	School results	National results
English	24.7 (26.3)	26.8 (27.0)
Mathematics	25.4 (26.2)	26.8 (26.7)
Science	27.5 (28.4)	28.6 (28.3)

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

3. There is evidence of some inconsistency in the achievement of more able pupils, particularly in writing. Many pupils have a good range of vocabulary by the time they are in Year 6 and Year 7 but this is not always sufficiently evident in their recording.
4. Since the last report, the school's reputation for managing the needs of pupils with emotional and behavioural difficulties well has led a much higher proportion of pupils with these special needs joining the school following exclusions. The increased proportion of pupils who join and leave the school at non-standard times has had a depressing impact on progress and achievement, with some pupils staying only for short periods of time. The school manages induction procedures very well and this ensures pupils settle quickly.
5. Pupils are fluent readers, have a sound knowledge of number and understand the investigative processes in science. The development of these skills across subjects is not yet sufficiently flexible to enhance learning further and enable pupils to make decisions about the format and style of their research and recording. The school has already prioritised raising standards in writing and challenging more able pupils in the school plan, following a thorough analysis of test results. Some examples of good quality writing, for example in history and geography, show the school is on course to achieve its aim. Standards in ICT are average by Year 6 and 7. Pupils word process, analyse and present data, download information from the Internet and use this information to support their research. Standards in religious education are in line with the expectations of the locally agreed syllabus. Enthusiastic, specialist teaching, extensive community involvement and a good variety of sporting extra-curricular activities have raised standards in physical education to above average levels. Judgements about other subjects in the arts and humanities were not judged on this inspection. The school's development of pupils' involvement in the performing arts significantly enhances learning.
6. Pupils with special educational needs make good progress and achieve well. Their needs are supported well by caring and committed staff. Individual education plans identify what is to be learned next and are reviewed regularly. Pupils with special educational needs have

positive attitudes to their learning and their self-esteem is high because staff value their contributions and support their achievements.

## **Pupils' attitudes, values and other personal qualities**

Pupils have positive attitudes to school. Attendance and behaviour are good. Provision for pupils' personal moral and social development is good.

## **Main strengths and weaknesses**

- Pupils' moral and social development is well provided for
- The 'Aspirations' project has a very positive impact on attitudes, attendance and behaviour
- Difficult behaviour and incidents causing concern are dealt with swiftly and well

## **Commentary**

7. Pupils enjoy school, attendance is above average and punctuality is good. Robust systems monitor attendance, and truancy is identified very quickly and followed up rigorously. There is a very good range of after school clubs that supports personal and social development well. They are well attended by pupils.
8. The school is committed to supporting pupils with special needs and works closely with parents and professionals to ensure they receive the support they need to achieve well. The 'Aspirations' project is a fine example of multi agency working that has a significant impact on attitudes, good attendance and high self-esteem. This very effective work has substantially reduced long and short-term exclusions of pupils with emotional and behavioural difficulties.
9. Parents and pupils describe the school's management of challenging behaviour as a significant strength. The very good management of these needs by teachers ensures disruptive behaviour does not impact on day-to-day life. Staff consistently implement the school's policy and combine firm action with care and understanding. These strategies are effective because they intercept potential conflict and ensure pupils' inclusion in activities.
10. Members of the school council emphasised to inspectors that incidents of bullying, racism and harassment are very rare. They showed great maturity, explaining that the encouragement they receive to discuss their differences enables them to avoid arguments. Parents also say that any minor incidents of bullying are dealt with swiftly. A useful 'help box' enables pupils to draw the attention of staff to issues of concern. Issues are dealt with immediately and effectively.
11. Pupils' moral and social development is good. Spiritual and cultural development is satisfactory with good features. Staff provide positive role models for pupils through the promotion of caring, trusting relationships and respect for the views of others. The majority of pupils try to follow their example. The pupils are offered a good range of opportunities to take on responsibility within the school and to represent the school in the wider community. For example, they work on the School Council and as lunchtime helpers, librarians and monitors and take part in sporting competitions and other activities. The pupils are keen to participate and take their duties seriously. In personal, social and health education lessons, pupils have opportunities to discuss issues that are important to them and to share ideas and solutions. They are encouraged to respect and value each other's beliefs and ideas and, in this way, tolerance and understanding are promoted. Pupils are confident to talk to visitors, eagerly participate in activities, value the support of their teachers and take great pride in all performances.
12. Pupils, parents and governors highlight the good use of the nearby Abbey to promote spiritual awareness. Other faiths are introduced through religious education and there are good arrangements to enable pupils to attend religious events outside the town. In some

lessons, there is too much direction by the teachers and too few opportunities for pupils to explore their potential, work creatively and reflect on their achievements. The school has prioritised the need for the pupils to develop a greater awareness of different cultures and traditions both in Britain and around the world. It is addressing this partially through its links with a school in Africa, a multi-ethnic school in Birmingham and a range of visits to places of cultural interest. An annual multicultural Eisteddfod celebrates literature, art, dance and music from different cultures. However, the recent developments have only begun to make a significant impact on pupils' knowledge and understanding.

## Attendance

### **Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.2
National data	6.0	National data	0.3

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

## Exclusions

### **Ethnic background of pupils**

Categories used in the Annual School Census
White – British
Mixed – White and Asian
No ethnic group recorded

### **Exclusions in the last school year**

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
210	13	0
1		
1		

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory overall and the curriculum meets the national requirements. There is good support for pupils with special educational needs. There are particular strengths in provision for physical education, the performing arts and extra-curricular activities.

### **Teaching and learning**

Teaching is satisfactory with some excellent and very good examples seen in subjects such as physical education, history and geography. Assessment is not used effectively enough.

### Main strengths and weaknesses

- Almost two-thirds of the lessons seen were good, with some examples of very good and excellent practice.
- The encouragement given to pupils is good so self-esteem is high
- There is inconsistent use of day-to-day assessment information to support learning
- Provision for pupils with special educational needs is good but more able pupils are not consistently challenged well enough
- Teaching assistants are used effectively to support pupils' learning
- Pupils work well together, collaborate and support each other's learning

### Commentary

13. Examples of excellent and very good teaching were seen in physical education, English, history, geography and design and technology. In one unsatisfactory mathematics lesson the teacher did not adapt the planning well enough to meet the needs of different groups and to maintain pupils' enthusiasm for learning.

### Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1(3 %)	4(12%)	15(45%)	12 (36%)	1(3%)	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.*

14. The quality of teaching over time has not matched the standard described in the last report. There have been many staffing changes and pupils' learning has been adversely affected by successions of teachers who are unfamiliar with the school and its pupils. This has resulted in inconsistency and has hampered progression in learning. New appointments have been made and in the lessons seen that are satisfactory there are many good and very good features developing. The interim HMI report compliments the teaching of drama and, despite the sudden ill health of the key leader in this aspect of the curriculum, pupils describe their learning in the performing arts with great pride, enthusiasm and interest, for example when presenting plays and making films. There is evidence of steady improvements in teaching since an interim local review, reflecting the school's ability to act on advice. Lessons have precise learning objectives and structure, relationships are a strength and the value placed on individual responses ensures pupils have high self esteem.
15. Day-to-day assessment of pupils' work is inconsistent. There are some good examples of marking that help pupils to recognise success and improve further. However, there are too many occasions when comments do not provide enough clear guidance. While individual targets are evident in pupils' books, the language used is often hard for pupils to understand. Not enough is done to involve pupils in evaluating their own work, setting their own targets and recognising their progress.
16. Activities are planned to meet the needs of different groups of pupils but again, there is inconsistency in the level of challenge expected of more able pupils. There is a register of

more able pupils and the school plan prioritises action to extend provision in this area. The teaching of English and mathematics are satisfactory and supported well by the national strategies for literacy and numeracy. The links with other subjects are not sufficiently well developed to tie learning together meaningfully. There are some good examples of links between literacy and subjects such as history and geography and between mathematics and aspects of science. These could be extended further to bring greater relevance and continuity between the teaching of subjects. Provision for pupils with special educational needs is good. These pupils are fully included in all activities and achieve well because they receive good support from staff. The expectations for pupils to consistently write using a joined hand and to present work neatly are inconsistent and, therefore, not high enough. This often leads to lack of clarity and detracts from the pupils' ideas and depth of knowledge and understanding.

17. All lessons start and finish promptly and in many lessons the pace is good. In some satisfactory lessons teachers did not tell pupils how long they have to complete a task and plenaries do not indicate how the learning will be developed in the next session or in other subjects. These are features for improvement. Staff responded positively to advice and acted upon suggestions for improvement during the inspection, reflecting their capacity for further improvement.
18. In excellent and very good lessons teachers are confident, knowledgeable and bring creativity and fun to learning, for example in physical education, food technology, history and geography. They draw well upon pupils' experiences and model language very precisely. In the excellent lesson seen in physical education the teacher very skilfully developed pupils' movements and established a working ethos that engaged and highly motivated pupils. Consequently, their achievements were high and they exceeded the expectations for their age range. The teaching of geography by the headteacher also provides a very good role model for staff.
19. There are sufficient examples of very good teaching within the senior management team and in the coordination of subjects to enable the school to raise the quality of satisfactory teaching. Bearing in mind the school's recent difficulties, while teaching is not as good as in the last report, recent progress with a more stable staff is at least satisfactory.

## **The curriculum**

The curriculum is satisfactory with very good opportunities for enrichment. The accommodation and resources are satisfactory.

## **Main strengths and weaknesses**

- There are very good opportunities for pupils to attend clubs and take part in sport and the performing arts
- The school makes good provision for pupils with special educational needs and this enables them to make good progress and achieve well
- The planning does not always take enough account of the needs of the more able pupils, particularly in English, mathematics and science
- Timetabling arrangements limit opportunities for cross-curricular work
- There are not enough planned links between literacy, numeracy and other subjects.

## **Commentary**

20. The school has a broad curriculum that meets the needs of most pupils. However, the planning takes too little account of those pupils capable of attaining the higher levels. Most

subjects are taught by specialist teachers but rigid timetabling reduces the opportunities for links to be made across different subjects. There is no coherent programme yet to directly link literacy and numeracy across subjects. This slows the pace of progress.

21. The range of out-of-school activities is very good and includes sport, music, ICT, drama and chess activities. These are well attended, provide valuable learning experiences and are much appreciated by the pupils. The school makes good use of a range of visits to extend pupils' learning. The Year 7 pupils commented that their visits to Severn Trent Water and Raglan Castle helped them learn more about the topics they were studying in science, geography and history. Links with the community and the use of experts from outside the school contribute positively to extending pupils' learning and their personal development.
22. Pupils have many sporting opportunities and compete successfully against other schools. The curriculum is also enriched through its strong provision for the performing arts. For example, pupils perform in Easter and Harvest services in the Abbey and in Christmas plays and a leavers' service in school. Last year's performing arts group filmed their work, "In Search of Arkenstone" which was shown in other schools and in the local community, and was highly praised.
23. There are sufficient resources and staff to deliver the curriculum. The school's accommodation is also much improved since the previous inspection. There is a new food technology area and an ICT suite. The school's refurbished library is also enhancing opportunities for the pupils to carry out research. However, one class is taught in a mobile classroom which is ill equipped and set away from the rest of the school.

### **Care, guidance and support**

The care, guidance and support of pupils is very good. The school is very successful at involving pupils in its work.

### **Main strengths and weaknesses**

- Arrangements to ensure the health and safety of pupils are very good
- Induction of pupils into school is very good
- The targets to support pupils' understanding of their strengths and areas for improvement are not precise enough

### **Commentary**

24. Health and safety and child protection policies are applied well throughout the school and there is very good awareness of the needs of individuals and groups. The systems are well managed and robust. The multi-agency approach is a strength and ensures pupils at risk receive the protection they need. Many pupils also identify other supporting community members who they feel able to approach for advice, for example, the school nurse. Agency representatives are fully integrated into the school and have a significantly positive impact on those they care for. All pupils are confident to approach staff with difficulties and trust they can be open and honest if difficulties arise. Parents feel strongly that problems receive the attention they need to reach speedy resolutions.

25. Parents and local school managers praise the school's successful induction and transfer arrangements. A series of visits and opportunities to meet teachers enables pupils to look forward to joining the school. They settle quickly and value the attention staff give to their ideas and views. School council members represent each year group and successfully contribute to decision-making.
26. All pupils have targets to meet in the core subjects. However, the language used to describe the next steps to improvement is often too complicated for pupils to fully understand. Precise timescales for achievement are not set and more can be done to improve pupils' understanding of their achievements and what they need to do next to improve. Overall, however, pupils' access to well informed help and guidance is satisfactory. The views of pupils are taken seriously and acted upon. The school's council, results of discussions and questionnaires are all used very effectively to take account of pupils' ideas, and are linked to the school plan.

### **Partnership with parents, other schools and the community**

Partnerships with parents and the community are good and with other schools links are satisfactory.

### **Main strengths and weaknesses**

- The information and support provided for parents is very good.
- Parents provide good support to the school
- Links with the secondary school are good

### **Commentary**

27. Information for parents is very helpful and supportive. Induction procedures enable pupils to settle quickly and ensure parents have regular and frequent access to staff. Parents value the ease with which they can approach staff and the welcome the school offers. They feel strongly that they can approach the school with ideas and concerns and that they are listened to. Ideas are acted on and issues of concern are dealt with promptly and efficiently. Reports provide good information for parents about their children's learning and indicate the next steps. Newsletters, personal letters, meetings and presentations all encourage parents to become involved in school life and are seen as strengths. Parents give good support. They gave very good support at the Tudor banquet, as active helpers and in preparing special recipes for the event.
28. The parents' association is strong and active, ensuring the community receives timely information about school events and issues. Parents raise funds and provide additional resources to support the curriculum, school visits and their children's learning.
29. Regular open evenings and curriculum information evenings encourage parental involvement. These are usually well attended and parents value the time given by staff to keep them involved as learning partners. Parents feel their children have an appropriate amount of homework and that the school endeavours to make learning interesting through projects. Many say they become engrossed in research. Reading and spelling are recognised as regular expectations.
30. The school had developed many positive links with its community. The local scout group value the school's support which has enabled them to use school facilities and expand. The local police and school nurse are frequent and regular visitors. In addition, a local adult volunteer group, including retired community members, regularly supports many areas of the curriculum. The use of premises by senior citizens and a choral group enhance community links.

31. The parents, governors and visiting health professionals all praise the schools efforts to extend its support to the wider community. This includes individual meetings and group work, for example the self-esteem group meetings for parents and pupils and the Aspirations project. Both have great impact within the school and throughout the wider community, encouraging good citizenship.
32. Headteachers from local schools work in close cooperation to support effective transfer arrangements. The links with the high school ensure good continuity in learning for pupils. The moderation of achievements between first and middle school is inconsistent.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are satisfactory. Governance is good.

### **Main strengths and weaknesses**

- The pastoral leadership of the headteacher is a strength of the school
- Senior staff and governors have a clear understanding of the school's strengths and areas for improvement
- Staff understand their roles and responsibilities and are eager to improve
- Subject leadership is good in mathematics, physical education and geography and at least satisfactory in other subjects
- Day-to-day office administration is very good
- Financial monitoring procedures are good
- Monitoring and evaluation of provision has not been rigorous enough

### **Commentary**

33. Significant changes in staffing due to long term ill health, retirement, redundancy and promotion led to a period of change in the leadership structure and some instability in this small middle school. Major building works and the admission of a large number of pupils with behavioural difficulties led to the reorganisation of teaching groups. The headteacher has provided strong pastoral leadership and the school's warm, caring ethos has been maintained. However, the loss of several senior staff and frequent use of supply and temporary teachers led to discontinuity. In addition to regular teaching commitments the headteacher and a senior teacher took on significant additional teaching responsibilities to support the provision for a large group of pupils with emotional and behavioural difficulties. The programme of monitoring and evaluation could not be sustained and this led to inconsistency in the quality of learning and teaching.
34. Due to budget constraints governors took the difficult decision not to appoint a new deputy head but to provide internal opportunities for existing staff to support the headteacher. While staff have embraced this challenge with enthusiasm and are competent, they have not had sufficient time to develop their new roles fully. Appropriate training is being provided and there is a good partnership between the headteacher and new senior management team. Local monitoring and evaluation has supported the headteacher to drive the pace of improvement forward. The quality of the school's self evaluation is mainly accurate and the priorities in the school plan are accurately identified.
35. The governing body offers good support and is well informed. They challenge and debate decisions, ensure the budget continues to balance and recognise the impact of their



decisions and unforeseen circumstances on school leadership and management. Every opportunity is taken to gain additional funds through grants and fundraising. The income and expenditure includes grants and funds that have supported improvements to the accommodation and resources. Additional local funding is also included. The local authority is aware of the disadvantaged position of middle schools of this size. The current local review to consider changing the age of transfer has also resulted in an increase in recruitment difficulties and the appointment of temporary staff.

36. There is a clear understanding of the school’s position and recent improvements in pupils’ achievements indicate an upward turn. Parents regard the leadership and management of the school highly and comment very favourably on the support they receive and the way in which their ideas and any complaints are dealt with. They value the good communication network and speed with which any issues are resolved. The school is keen to seek and act upon advice and guidance and has the capacity to continue to improve standards and raise the quality of education higher.

***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)	
Total income	600105
Total expenditure	641599
Expenditure per pupil	2851

Balances (£)	
Balance from previous year	14,352
Balance carried forward to the next	1,164

## **PART C: THE QUALITY OF EDUCATION IN SUBJECTS**

### **SUBJECTS IN KEY STAGES 2 and 3**

#### **ENGLISH AND MODERN FOREIGN LANGUAGE**

##### **English**

Provision is **unsatisfactory** overall . In speaking, listening and reading it is **satisfactory**, in writing it is **unsatisfactory**.

##### **Main strengths and weaknesses**

- Teaching is at least good in half the lessons
- Standards in writing are not high enough
- The use of drama inspires learning
- More able pupils are not consistently challenged well enough
- Pupils enjoy books and read fluently and expressively
- Links between literacy and other subjects are not sufficiently well developed
- Inconsistencies in teaching, including day-to-day assessment inhibit the pace of improvement

##### **Commentary**

37. There is a very broad range of attainment on entry to the school at the start of Year 5. In Years 6 and 7 standards are average in reading and speaking and listening and below average in writing because too few pupils attain the higher levels. Achievement is unsatisfactory in writing but satisfactory in reading, speaking and listening.
38. While teaching is at least satisfactory in English, it is not consistently good enough to raise achievement higher, particularly for more able pupils. In the very good and good lessons teachers question pupils effectively and the pace of learning is fast, the needs of groups of pupils are met well and teachers use imaginative ideas to support learning and sustain interest and motivation. Oral marking is mainly good. While there are examples of good quality marking in books, the inconsistency in approaches between teachers leads to a lack of continuity. While targets are evident in pupils' books the language used is often difficult to understand and the precise steps to take to improve the quality of work or the timescales for achievement are not clear. Day-to-day assessment and tracking is not sufficiently rigorous to drive the pace of improvement faster.
39. Lesson objectives are clear and activities are designed to meet the needs of different groups within sets. Pupils with special educational needs receive good support and achieve well. Overall, teaching within sets is competent. Where drama and work in the humanities and arts support learning, pupils' achievements are greater. For example, in the absence of their drama teacher pupils gave vivid descriptions of the plays they had acted in and the thrill of making a film and attending the local premiere. They also have a love of reading and quote Roald Dahl and Jacqueline Wilson among their favourite authors. Across all age groups pupils refer to their display of book reviews, read the comments of their peers and use this information to guide future reading.

40. Pupils access the Internet to locate information to support their ideas and writing in history and geography. This work reflects significant strengths and provides examples of how writing opportunities can be developed across the curriculum through a more flexible networking of subject experiences. Pupils in all age groups listen well. Their speaking skills reflect competent language use, and by Year 7 pupils structure sequences of ideas and are keen to explore a range of views. More able pupils have a broad range of technical and descriptive vocabulary but this is not always reflected fully in their recording. Pupils benefit from opportunities to work together in small and large groups and this aspect of teaching is managed well. A weakness lies in the inconsistent expectations of handwriting and presentation. Carelessness, untidy handwriting and the lack of a fluent joined style often detract from pupils' ideas and knowledge and understanding. This contrasts with work which is well planned, neat and accurate. Where teachers' expectations are high, the quality of written work is at least average and the more able pupils achieve their potential. Provision is inconsistent and, therefore, unsatisfactory.
41. The development of English has suffered due to a gap in subject leadership. A new coordinator has been appointed and good progress has been made in a short period of time. New policies and planning have been developed and staff have received some additional training. The coordinator provides good support to staff but has not yet been in post for a long enough period to monitor learning and teaching and the effectiveness of day-to-day assessment. Test results have been analysed thoroughly and portfolios of work have been introduced to support moderation. The subject action plan indicates precisely the action to be taken to raise standards higher. The school also aims to extend moderation procedures to include its feeder schools.

### **Language and literacy across the curriculum**

42. Good quality writing in the humanities reflects pupils' potential to write with enthusiasm. Where pupils see the relevance of their writing, based on experiences and interest, they are well motivated. Opportunities for reading across the curriculum are good and enable pupils to practise their skills frequently and often. The next step is to make similar meaningful links between chosen texts, specific vocabulary and a range of genres to motivate pupils and encourage them to write for pleasure and specific purposes.

### **French**

Provision for French is **satisfactory**.

### **Main strengths and weaknesses**

- Attitudes to learning French are positive
- The teaching of French from Year 5 is beginning to have an impact on raising standards
- Oral work is a strength
- There is some over-reliance on published materials
- More able pupils are not always sufficiently challenged

### **Commentary**

43. French is taught across all age and ability groups. In the small number of lessons seen, teaching was at least satisfactory and good at times. Pupils are enthusiastic and keen to learn a foreign language. They adapt well to using a French accent when answering

questions and engaging in simple discussions. Where teachers use imaginative ideas they engage pupils' interest and this inspires conversation well but where there is an over-reliance on the use of published schemes and activities the pupils are not as well motivated or challenged. Standards are average in Year 6 and 7. Work in books is neat and well presented. Pupils record how to greet each other and simple questions about the day, weather, types of animals and colours. They enjoy working in pairs to practise conversation and record ideas. By Year 6 they understand features of grammar, for example the position of adjectives and nouns. Pupils in Year 5 are achieving well in their early introduction to French. The subject is being supported well by a new French - speaking teacher. She receives the support she needs to carry out her role.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- The subject co-ordinator is increasingly effective with a clear sense of what the school needs to do to improve
- Pupils have a positive attitude to their work and want to do well
- Teaching and assessment lack consistency

### **Commentary**

44. The provisional test results for Year 6 in 2004 show that standards are rising again after the previous dip in performance. The analysis of the pupils' work and the evidence from lessons observed during the inspection show that standards are currently average and improving in both Year 6 and 7. Achievement is satisfactory and good for pupils with special educational needs. This is partly because the subject co-ordinator has a clear understanding of what needs to be done to improve learning and teaching of mathematics and raise standards. Her own professional development training opportunities and support from the local authority have helped her to write a coherent action plan which covers key areas for development. She tracks pupils' progress using ICT and knows how standards in mathematics compare against national benchmarks. She also has a sensible programme of classroom observation that enables her to check the quality of education provided. She has already identified the most important areas for improvement. This effective leadership is having a positive impact on standards but there is still a need to ensure consistency in teaching and assessment across the school to raise standards still further.
45. The time set aside in lessons for pupils to work collaboratively on tasks, discuss solutions, and describe calculations is highly productive and increases pupils' confidence as well as enhancing their learning. The majority of the pupils benefit from work which is aimed at their level because the teachers have organised each year group into sets and work is well planned. There is some very good support for individual pupils with learning difficulties or behaviour problems and this helps them to achieve well. In the majority of lessons observed the calm working atmosphere encouraged all pupils to concentrate and focus on the planned tasks.
46. Generally, lessons are well paced, with a good balance of activities which engage and interest pupils. There is increasingly effective use of ICT which the pupils find inspiring and motivating. For example, in one Year 7 lesson pupils were shown the grid method of

calculating long multiplication on an interactive whiteboard. This helped to deepen their understanding of the process.

47. Pupils enjoy lessons where teaching is challenging and well matched to their needs. Involvement of all pupils in question and answer sessions ensures they are engaged and work hard. Pupils are encouraged to develop their mathematical thinking and apply mental arithmetic skills at the beginning and end of lessons through short tasks completed by groups.
48. However, in a few lessons in Years 5 and 7 the match of work to individual's abilities was not consistent. Too much time was spent on text book activities which were sometimes too difficult for lower attaining pupils or unchallenging for the more able. There are not always sufficient opportunities for pupils to discuss, explain and develop their mathematical understanding. Throughout the school the teachers' approaches to marking the pupils' work lack consistency.

### **Mathematics across the curriculum**

49. Though some opportunities exist, there is no coherent programme to ensure that the pupils benefit from opportunities to apply their mathematical skills in other areas of the curriculum. This is an area which the school needs to develop further.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- The proportion of pupils who achieved average and higher levels in the latest national tests for Year 6 shows good improvement
- Pupils have a good understanding of the process of scientific investigation
- There are insufficient opportunities for pupils to plan investigations independently
- The use made of day-to-day teacher assessments to rigorously track the rates of progress of individuals and groups is inconsistent

### **Commentary**

50. The standards attained in science in Years 6 and 7 are average with more pupils now achieving the higher levels than in 2003. Achievement is satisfactory. Teachers plan work that aims to challenge more able pupils, but more can be done to enable this group to structure independent learning opportunities and investigations. Taking account of the lessons seen and the work sampling, teaching is satisfactory but with many good and very good features. There is some inconsistency in teachers' expectations and the presentation of work. The quality of writing sometimes falls below the expected levels. Strengths in the teaching include the subject knowledge of the coordinator and the specific use of questioning and scientific language. Where expectations are high pupils use these words well in their responses. Plenaries summarise the outcomes of activities but do not consistently help pupils to see how their learning will be extended or applied in other lessons. Discussions with pupils and the analysis of their work shows the curriculum is covered and good liaison with the high school is supporting the delivery of units of study for Year 7 to ensure a smooth transition. Lessons are often highly structured and pupils receive good support to construct hypotheses and give reasoned evidence for their predictions and conclusions.

51. Most lessons take place in the specialist science teaching room. The formal design of the room leads to an over-reliance on teacher directed strategies during scientific investigations. Pupils know how to plan and investigate a hypothesis and interpret a range of data but are not yet deciding for themselves the steps and resources they need to investigate problems.
52. Most pupils have positive attitudes to science and enjoy practical experiments. Many say science is a favourite subject. They recall previous learning and understand the links between healthy living and personal, social and health education.
53. Year 6 pupils understand the life cycles of plants and animals and by Year 7 they classify the features of animal and plant cells. This discussion required the use of sophisticated language and pupils made good progress in their language development. Pupils understand that substances dissolve in water and that there is a saturation point. They name the functions of plant and body organs and recognise the differences between substances. Links with mathematics are evident as data is presented using line graphs and tables.
54. The coordinator has good subject knowledge and supports staff well. There is detailed analysis of data and regular unit assessments are undertaken to monitor progress. Pupils are helped to self evaluate their progress and understand their targets. The subject action plan indicates a clear vision for future development. There is awareness that tracking procedures could be more rigorous to analyse in detail the rates of progress of individuals and groups. There is a clear overview of how the subject can be improved further.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- There has been recent improvement in resources and staff expertise
- Tasks are not always set to meet the needs of pupils of differing abilities

### **Commentary**

55. The school has helpful guidance that enables staff to develop pupils' ICT skills from year to year. This enables pupils to make satisfactory progress and to attain appropriate standards for their age. Throughout the school, pupils steadily improve their word processing skills. By the end of Year 6, they create multi-media presentations, animating faces and inserting text so that their work appeals to a younger audience. They write procedures to control the lights in lighthouses and traffic lights and use sensors to measure light and temperature. In Year 7 pupils design personalised logos from images they have inserted from clipart. They handle data and use spreadsheets, and this work links well with science and mathematics. They build on their work in Year 6 by writing procedures to turn on water heaters and lights when the temperature and lighting fall below certain levels. They understand some of the different uses made of ICT in everyday life and consider the advantages and disadvantages of manual and technological methods. They are beginning to recognise the importance of framing careful questions when finding information from the Internet.
56. Since the last inspection, resources have improved and staff confidence and expertise has been developed through training. Teaching and learning are now satisfactory and in one lesson seen in Year 6, teaching was good. When introducing new skills, teachers do not

always take sufficient account of the wide variety of skills, knowledge and understanding among the pupils. Consequently, some less able pupils struggle with the work they are given. Teachers give clear instructions although explanations are sometimes too long and pupils become restless as they wait to start their work. The pupils are keen to learn and are enthusiastic about using the school's ICT suite. Many return at lunchtimes to practise their skills and to try out different programs. They generally work hard in lessons.

57. The subject leader has a clear view of what resources are needed to raise standards further but more needs to be done to improve the quality of learning and teaching in lessons. The policy regarding the safe use of the Internet is good.

### **Information and communication technology across the curriculum**

58. The school has rightly identified the need to improve the use of ICT in other subjects. However, due to financial constraints, pupils can only use computers when they are in the ICT suite. As a result, opportunities for pupils to use the Internet to research, to send electronic mail and to use computer programmes to support learning in other subjects are limited. Teachers work hard to compensate for the lack of computers in classrooms. They use laptops and digital projectors to motivate pupils and reinforce learning. They provide opportunities for the pupils to use video cameras and tape recorders to record and evaluate their work. For example, in an excellent lesson in gymnastics, the pupils filmed their work in pairs and used these very effectively to evaluate and improve their performance.

### **HUMANITIES**

59. In the one **history** lesson observed, lively and effective teaching engaged and enabled year five pupils to show a good understanding of the characters and events of the Tudor period. In a series of lessons in preparation for "becoming" a character in a re-enactment of a Tudor banquet their understanding of life in Tudor times was enhanced. They made comparisons between the past and the present day, learning about occupations and lifestyles of the rich and poor. They compared the kind of food, clothing and housing merchants and carpenters would have and described important characters such as Holbein the artist and Thomas Cranmer. The analysis of the children's work shows that pupils are achieving at a satisfactory level. Work in books and on classroom walls indicates the broad history curriculum. The report writing in year six describes leaders and key events of the Second World War with evocative writing about evacuees, their letters home. They make comparisons between everyday life in the 1940's and today and describe the lives of women at war. Year 7 pupils produce well presented, high quality individual research projects on the history and features of castles. These show effective use of ICT and use of a range of sources.
60. In the one **geography** lesson observed Year 7 pupils found out how to relate maps to aerial photographs and identified and labelled key features. Pupils were engrossed in their task and worked collaboratively and independently to refine their understanding, using appropriate and accurate technical vocabulary such as "contour lines". In this lesson the teaching was very good because clear instructions were backed up by helpful advice. Pupils were given time objectives for the lesson and self assessment was built in to the plenary section. The analysis of the children's work shows that, taken overall, the pupils are achieving at a satisfactory level. The subject is well co-ordinated by the headteacher, with high standards of expectation about how the children should present their work in their

books. Work is generally accurate and well-presented and the pupils take pride in their achievements. Individual projects such as “London” show work of a high standard and use of a range of sources to gather information. The local studies are supported by field work to the River Avon and Ashton and links with Zambia.

## **Religious education**

Provision is **satisfactory**.

### **Strengths and weaknesses**

- Pupils have the opportunity to reflect on their own beliefs and ideas
- Pupils are developing an understanding of Christianity and other major world faiths.

### **Commentary**

61. The school’s long term curriculum plan for religious education is based on the Worcester agreed syllabus. The scrutiny of work and discussion with pupils indicates that standards are broadly in line with the requirements of the syllabus. Pupils learn about Christianity and Sikhism in Year 5; key features of the faiths, religious leaders and events. In one lesson pupils described the life of the Guru Gobind Singh and used their own research from home to contribute the story of how the Kalsa was formed. The subsequent re-enactment of this story enhanced pupils’ understanding of the events, the characters and their motives.
62. Work scrutinised shows that pupils have a range of learning experiences, including visits to local places of worship and visits from religious leaders in the community to develop their knowledge and understanding of the Christian faith. In Year 5 pupils write about the differences between right and wrong, forgiveness and repentance, linked to the Story of Joseph. Year 6 pupils write sensitive descriptions of the life and conversion of St Paul. Islam is studied in Year 6 and Buddhism in Year 7. The school has established links with a school in Birmingham with predominantly Muslim pupils to offer first hand learning experiences about the Muslim faith.
63. The co-ordinator has now addressed the issue from the previous inspection. There is now a coherent system for assessment and tracking of pupils in their acquisition of knowledge and understanding of Christianity and world faiths at the end of each study unit and throughout the year. The subject makes a positive contribution to pupils’ spiritual, moral, social and cultural development.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

64. Only two lessons were seen in art and design and music and one in design and technology. It was not therefore possible to make secure judgements about the overall quality of provision in these subjects. Teachers’ planning is linked to national requirements and provides appropriate coverage over time.



65. The work seen in **art and design** had some good features. Pupils have very positive attitudes to creative subjects. The study of the work of artists supports cultural understanding well. Pupils used metals and fasteners well to create sculptures of moving people, inspired by the work of Alexander Calder and Gino Severini. Displays and work in sketch books reflect opportunities to learn a range of techniques using pencils, pastels and paint. Three dimensional work included mobiles, work with clay and pictures with moving parts. Observational drawing during a visit to local woods was linked well to a science unit of study. The three lessons seen in art and design and **design and technology** ranged from satisfactory to very good. In the food technology lesson there was a high level of motivation as pupils designed their own pizzas, made them in groups and evaluated them for aroma, texture and flavour. There was also a sense of pride and achievement in art lessons where pupils evaluated their models and explained their themes and how they might improve specific features of the finished models. The pace of these lessons led to a sense of satisfaction and achievement. Pupils say these subjects are favourites on the timetable. They are proud of the new food technology kitchen and eagerly await their turn to use it. Teaching assistants, governors and parents give good support to teachers to enable this new area to be used well.
66. There is some evidence of the application of the skills learned in literacy and numeracy to these subjects but more can be done to make the links structured, meaningful and relevant. Many boys prefer to write instructions and use bullet points. These subjects offer good opportunities to promote this style of writing.
67. Pupils enjoy **music** lessons and generally work hard. All pupils, experience a range of classical, folk, jazz and popular music taken from different times and cultures. They create and perform their own compositions with developing confidence, and evaluate their work. They sing confidently and tunefully in assemblies. In both lessons seen during the inspection, teaching was good. The specialist teacher has a good command of the subject, is enthusiastic and plans interesting and imaginative activities to engage the pupils in their learning. She demonstrates tasks clearly and insists on pupils behaving well and working hard. As a result, all pupils join in with the lessons and achieve well. For example, pupils in Year 5, after a restless start, soon settled down to composing a two part piece of music. They drew symbols to represent loud/soft and long/short sounds and followed these notations when they performed their work to others. Both lessons started with a musical challenge whereby pupils listened to a piece of music and had to record the "season" or "animal" which they thought was represented by the music.
68. The curriculum is enhanced by many out of hours activities and tuition by peripatetic music teachers. Several pupils learn to play the violin, cello, clarinet, saxophone, flute, drums and guitar. However, not all pupils can take advantage of this provision. There is a school choir, recorder and drumming clubs and each year some pupils have the opportunity to perform with other schools in a large orchestra. The subject makes a good contribution to the pupils' social and cultural development. The co-ordinator has a clear vision and works hard to give music a high profile within school. Formal strategies for assessing pupils' work are being developed. Improvement since the last inspection is satisfactory.

## Physical education

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

### Main strengths and weaknesses

- Standards in pupils' physical development in gymnastics and games are above average
- PE is taught by enthusiastic and highly skilled specialists
- Physical development is given a high priority in the school community
- Extra-curricular activities and community involvement promote and enhance PE and ensure that all pupils have the opportunity to achieve well.

### Commentary

69. In the lessons and after school activities observed the quality of teaching was very good and sometimes excellent. Teachers are highly motivated with a wealth of knowledge and experience and very good personal skills which they use to model techniques in games and sequences in gymnastics. Their lessons are very well organised, stimulating and fast flowing. Pupils are enthused by the balance of activities which enable them to develop skills, knowledge and fitness. In gymnastics and games lessons pupils demonstrate a high level of control, skill, strength and flexibility.
70. In an atmosphere of mutual support, encouragement and self-discipline, pupils are inspired to stretch themselves to even higher levels of achievement. Rest times are used as assessment and developmental opportunities, for example in gymnastics where the teacher questions, prompts and demonstrates to pupils who then review and assess their own and each others work. ICT is used to support assessment. Pupil in Year 7 use a video camcorder to record each others' paired sequence of balances and movement through space. They work together in single and mixed gender groups in rapt concentration with a complete focus on improving their work still further.
71. The school allocates two hours a week to pupils for PE within the school day. In addition to this, there is a very wide range of activities to enhance provision for promoting and improving pupils' physical development during lunchtimes and after school. These range from circus skills to hockey and girls football. The school is involved in sport within the community and fields boys and girls in competitive sports teams. Pupils also perform in an annual dance festival.
72. The skills, knowledge and expertise of the PE department is acknowledged both at local authority level and nationally, where they play a significant part in promoting and developing initiatives to raise standards in physical education. Provision in physical education is a strength of the school.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

### Main strengths and weaknesses

- The school sees PSHE and citizenship as a very important part of its work

- Staff provide good role models and treat pupils with courtesy and respect

## **Commentary**

73. There is a good programme of work which helps pupils to develop safe and healthy lifestyles, gain confidence, take responsibility and interact well with others. For example, pupils in Year 7 reflect on the qualities they need to be responsible citizens. Imagining they are shipwrecked on an island, they learn to solve problems, co-operate with others, take responsibility, make best use of each others' skills and make decisions. In addition, the school makes good use of external funding to run a lunchtime club, "Aspirations," for Year 7 pupils. Its aims are to develop pupils' feelings of self worth and raise their expectations of what they can achieve. In one session seen during the inspection, pupils worked collaboratively to prepare lunch, showed respect for others as they ate their food and shared their thoughts and feelings, mindful of the impact of their words on other people. The staff leading the session clearly demonstrated the behaviours expected of caring and responsible citizens. The School Council and the increased responsibility given to pupils as they move through the school provide opportunities for pupils to experience and take part in democracy at first hand.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
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
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>4</b>
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).*