

# **INSPECTION REPORT**

## **Riverview Junior School**

Gravesend, Kent

LEA area: Kent

Unique reference number: 118444

Headteacher: Mrs Rosemary Dymond

Lead inspector: Mr Douglas Hayward

Dates of inspection: 29<sup>th</sup> November - 2<sup>nd</sup> December 2004

Inspection number: 267569

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Junior  
School category: Community  
Age range of pupils: 7 - 11  
Gender of pupils: Mixed  
Number on roll: 473

School address: Cimba Wood  
Gravesend  
Kent  
Postcode: DA12 4SD

Telephone number: 01474 352620  
Fax number: 01474 328476

Appropriate authority: Governing body  
Name of chair of Mr Shane Waterman  
governors:

Date of previous July 1999  
inspection:

## CHARACTERISTICS OF THE SCHOOL

Riverview is a very large junior school on the outskirts of Gravesend in Kent, serving a well-established housing development. It shares a site with the infant school from which almost all its pupils transfer. In the last year, about 15 per cent of pupils left or started school at other than the usual times. The number of pupils eligible for free school meals is low, whilst the number identified with special educational needs and with Statements of Special Educational Need is average. A significant number of pupils have been identified with speech and language difficulties and three are on the autistic spectrum. About 12 per cent of pupils come from minority ethnic groups, mainly from Indian or Black British-African groups. The percentage of pupils whose first language is not English is higher than in most schools, although none of them is at an early stage of learning English. The school has undertaken several major building extensions, the most recent of which provide a new administration block and a separate room for information and communication technology and another for art and design and technology. The school has just been awarded Investors in People status as well as the Sportsmark award for its excellence in physical education, games and school sports. Pupils' attainment overall on entry to the school is usually average and in some years slightly above.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21234	Doug Hayward	Lead inspector	Information and communication technology Art and design Geography Physical education Special educational needs
9173	Sarah McDermott	Lay inspector	
18505	David Matthews	Team inspector	English History
32197	Mike Dukes	Team inspector	Mathematics Music Religious education
22657	Mark Madeley	Team inspector	Science Design and technology Citizenship English as an additional language

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Riverview Junior School provides a **satisfactory** standard of education and **satisfactory** value for money. Achievement is satisfactory because of satisfactory teaching. Leadership and management are satisfactory. Pupils enjoy school because of the **good** ethos.

#### The school's main strengths and weaknesses are:

- Teaching is not as good as it should be in some classes and subjects and this affects how well pupils learn.
- Pupils' standards in science are consistently above or well above average in national tests.
- Pupils' attitudes to school and their work are good. They behave well in lessons and around the school.
- The monitoring of teaching is not rigorous enough.
- The school forms very good links with the local community and businesses.
- Strategic planning has not been sufficiently effective in raising standards.
- A significant minority of parents believe that the school will not listen to their ideas or concerns.
- Standards in ICT are higher than usually expected.
- The school is good at developing pupils' moral and social awareness.
- There are many good opportunities for pupils to take part in out-of-school activities.

The school has successfully addressed most of the issues identified in 1999, although the quality and range of fiction and non-fiction books for English are still not as good as they should be. Weaknesses identified in art, design and technology and information and communication technology have been fully addressed. The new accommodation has helped to raise standards in all three subjects. In several very important areas, however, the school is **not as effective** now as it was judged to be at the time of the previous inspection.

### STANDARDS ACHIEVED

#### Year 6 results

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

Pupils achieve **satisfactorily** overall. Their standards in national tests in English and mathematics vary from year to year. In the 2004 national tests, pupils attained standards in English and mathematics that were in line with those of most pupils nationally. In science, standards were above average. In comparison with those in similar schools, and based on how well they did in tests when they were seven, standards were average in science, but well below average in English and mathematics. This is because the group

contained a number of pupils with special educational needs and many attained lower than expected standards. Pupils attain standards in information and communication technology that are higher than expected. In religious education, standards do not meet the requirements of the locally agreed syllabus. In other foundation subjects, where evidence was available, standards are in line with those expected in Year 6. Pupils with special educational needs, those from minority ethnic groups and the few whose home language is not English attain similar standards to those of their peers. Boys and girls attain similar standards in lessons.

The school makes **good** provision overall for developing pupils' spiritual, moral, social and cultural awareness. A strong moral code is apparent in pupils' **good** behaviour throughout the school. Pupils' attitudes are **good** and they show respect and sensitivity for people and the environment. Visits out of school and links with the community help to develop a good awareness of their own culture and traditions. Their knowledge of and contact with other faiths and cultures are more limited. Pupils' attendance is **satisfactory** overall; however, despite the school's best efforts, almost half of all pupils are absent from school for short periods during the year. Punctuality is **good**.

## QUALITY OF EDUCATION

The school provides a **satisfactory** quality of education. Teaching and learning are **satisfactory** overall, although only a third of lessons were judged to be good or very good and this impacts on learning. How well pupils achieve and the standards they attain in lessons depend on consistency in the match of work to their interests, backgrounds and abilities. When the level of difficulty of their work is absolutely right, it makes them think really hard, but gives them every chance to succeed. Sometimes work does not capture pupils' imagination and they do not achieve as much as they could or attain the standards of which they are capable. A well-ordered atmosphere is maintained in lessons, but tasks do not consistently have sufficient opportunities for pupils to learn independently or co-operatively. Pupils with special educational needs receive good help in lessons from support assistants, but their progress is not always recorded well enough and their learning targets are not always clear enough. The curriculum is broad and balanced and is **satisfactory** overall. There are **good** opportunities for curriculum enrichment through visits and visitors, especially in history. Pupils' skills in literacy are used satisfactorily in other subjects and the school is beginning to use information and communication technology effectively across the curriculum. Pupils have **good** opportunities to become involved in competitive sports and activities outside the school. The school is a **caring** place. Pupils like it and there are good relationships with adults. The school's links with the community are **very good** and have a positive impact on pupils' learning.

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory**. The headteacher has established a popular school with a strong ethos, but has not monitored teaching rigorously enough throughout the school to ensure that standards are maintained. School governance is **satisfactory** and all statutory requirements are met. Governors have been insufficiently involved in helping to decide school policy. A new governing body has clear ideas about how to expand its role. The school development plan is not clearly focused on improving standards and does not link expenditure closely enough with success criteria. Subject leaders have not monitored standards of teaching regularly enough to have a significant impact on standards.

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

Pupils like and are proud of their school. They particularly enjoy the school's emphasis on good manners and hard work. The parents' questionnaires indicate strong parental support for many aspects of the school's work. However, they also show that a significant minority feel that the school does not do enough to involve parents through seeking, valuing and acting on their views. In the opinion of the inspection team, their concerns are legitimate.

## **IMPROVEMENTS NEEDED**

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

- raise standards of teaching and learning in English and mathematics by rigorous monitoring of lessons;
- improve the quality and effectiveness of strategic planning;
- improve links with parents by taking account of the views of all;
- raise standards of teaching and learning in religious education;
- improve the administration of records and targets for pupils with special educational needs and information on those whose home language is not English.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Achievement is **satisfactory** overall. Standards are broadly in line with national expectations. In English and mathematics, pupils' results vary from year to year in national tests and not all pupils consistently achieve as well as they should. Boys and girls throughout the school, those from minority ethnic groups and the few whose home language is not English reach similar standards.

#### Main strengths and weaknesses

- Pupils' results in national tests in science are consistently well above those of other pupils nationally.
- Standards in information and communication technology are above expectations.
- Pupils do not reach the expected standards in religious education.

#### Commentary

1. Attainment overall on entry is usually average and in some years slightly above, although more pupils recently have been identified with learning, and occasionally behavioural, difficulties. The school has not been able to maintain the same level of consistency in English and mathematics results that it has in science. Standards in English and mathematics have never been below average, compared with those in all schools, but vary between average and above average in alternate years. Standards attained by pupils in those two subjects in the current inspection are in line with national expectations, but are not as high as they were judged to be in the previous inspection. Standards in science are above average. Pupils have a good understanding of scientific concepts and learn new facts quickly. They are very capable of devising their own investigations because they are sensible and work well together, but do not always have enough opportunities to do so.
2. Pupils' results in English and mathematics in national tests in 2004, compared with their prior attainment in their Year 2 tests, were well below average. The percentage of pupils attaining the higher Level 5 in both subjects was in line with schools nationally. Whilst this indicates that the more able pupils achieved satisfactorily, some of those who were predicted to attain Level 4 did not do as well as they should have. The school identified in that cohort a significant number of pupils with special educational needs who found learning challenging. Although that is the case in a school context, in broader terms the percentage of pupils with special educational needs was in line with the national average.

#### Key Stage 2

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

Standards in:	School results	National results
English	27.2 (27.6)	26.9 (26.8)
Mathematics	27.1 (28.1)	27.0 (26.8)

Science	29.7 (30.4)	28.6 (28.6)
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*There were 116 pupils in the year group. Figures in brackets are for the previous year*

3. Many pupils use their literacy skills satisfactorily in a range of subjects. This has a positive impact on the quality of their work, although older pupils have too few opportunities to present their science hypotheses convincingly in writing. Pupils' skills in numeracy are also applied satisfactorily, but not to the same extent as those in literacy. Their skills in information and communication technology are applied very well in tasks that require word-processing or an emphasis on presentation. In the foundation subjects where judgements are made, standards are as expected. Standards in information and communication technology have improved significantly since the previous inspection. Pupils attain high standards in word processing, data handling and control technology and the new computer suite has had a positive impact on standards by allowing pupils to spend more time learning and applying their skills. Standards are lower than expected in religious education. Pupils' knowledge of Christianity is sound, but there are weaknesses in their knowledge of other religions.
4. Pupils with special educational needs make satisfactory progress and usually achieve in line with their peers. How well they achieve and the standards they attain are more the result of the quality of support they receive in class than the appropriateness of their targets in their individual education plans. These are often too vague and not easily measurable. Learning support assistants play an important part in the success of pupils with special educational needs, especially during the main part of lessons.
5. There are no discernible differences in the performance of boys and girls in their work in classrooms. The school has recognised that boys do not do as well as girls in writing and has introduced additional strategies and support. Groups are effectively organised so that boys and girls have opportunities to work together. The very few pupils from minority ethnic groups are fully included in all aspects of the school's work.

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

Pupils have **satisfactory** attendance and **good** punctuality. The attitudes and behaviour of the pupils are **good** and the school promotes their personal development **well**. Provision for pupils' spiritual, moral, social and cultural development is **good** overall.

### **Main strengths and weaknesses**

- Pupils enjoy school activities and get down to their learning well.
- The school's high expectations of discipline result in good behaviour. There have been no exclusions.
- The school is successful in developing well-rounded, sensible and community-minded pupils.
- A very high number of parents take their children out of school for holidays in the term time and this can disrupt the continuity of their learning.
- There are not enough opportunities for pupils to experience the richness of living in a multi-cultural United Kingdom.

## Commentary

6. The vast majority of pupils turn up in good time for the start of the school day. Only a handful of pupils arrive a matter of a few minutes late each day. Lesson start promptly and early morning routines are well established. Pupils arrive happily and are keen to make the most of their time at school. In class lessons they are biddable and follow instructions well, but often at the expense of using their own imagination and putting more independence into their learning. It was only in good and very good lessons that pupils' real and sustained interest and determination were apparent.
7. The spiritual development of the pupils is satisfactory. The celebration of talents and the boosting of self-esteem is a strong element of school life. Most assemblies give pupils a reasonable chance for deeper inner thought. However, some lessons are uninspiring and lead to pupils lacking sparkle and curiosity in their learning.
8. The school is a very disciplined and well-organised place. At assemblies and lunch times the behaviour is very good because the pupils are closely monitored and the clear routines are strongly embedded in school life. The house point system and the raising of the school flag each morning instil a very worthwhile sense of belonging and pride in the pupils. In most lessons, particularly in the older classes, behaviour is good and it is rare to have learning disrupted by inappropriate actions. However, the management of behaviour is not sufficiently consistent to settle some younger pupils who occasionally fidget, chat and lose concentration in their lessons.
9. Pupils grow well in social and community awareness. They have a good number of chances to do small jobs and chores around the school to build up their sense of responsibility. The school council is a valuable forum for Year 6 pupils to learn to work for the good of their fellow pupils. The limited membership of the council, however, does not provide other junior pupils similar opportunities for personal development. Relationships between the pupils are good. The mixed age tables at lunchtime are a successful way to help pupils integrate with those from other classes. Moreover, the high profile of the school in the local area is successfully teaching the pupils the benefits of participating in a mutually supportive community.
10. The promotion of cultural development is satisfactory. Interest in the traditional aspects of United Kingdom culture is fostered well. The school is making a positive start by introducing pupils to the ways of life of Benin and India in their geography lessons. However, religious education is not making a sufficient contribution to pupils' understanding of faiths other than Christianity. The school is not doing enough to increase the pupils' appreciation of different ethnic ways of life to prepare them for living in a multi-cultural society.
11. The attendance of the pupils is satisfactory. Levels have deteriorated since the last inspection. Of most concern is the extremely high incidence of holidays in term time. Last year 43% of all pupils on the school roll were taken out of school by their parents at some time during term time. The education bursar maintains and monitors the registers effectively. The families of pupils who have problems with getting their children to school are supported well. The school frequently reminds parents that regular attendance is necessary for good achievement, but the message is insufficiently effective as far as holidays are concerned.

## Attendance

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

Authorised absence			Unauthorised absence	
School data:	5.1		School data:	0.5
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.*

12. Overall, the promotion of personal development and the resulting attitudes and behaviour of the pupils are not as strong as at the last inspection.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education. Teaching is satisfactory overall. The school provides a satisfactory curriculum and all pupils are included in the school's work. Opportunities for enriching the curriculum are **good**. Assessment is satisfactory. The care and support the school provides are satisfactory. There are satisfactory links with parents and **very good** links with the community.

### Teaching and learning

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

#### Main strengths and weaknesses

- There is not a high enough proportion of good and very good teaching. Too many lessons, while satisfactory overall, have activities that do not generate much interest from pupils.
- The standard of teaching in ICT is good.
- Teachers do not plan enough opportunities for investigative work.
- The homework that is set gives good support to the work that pupils do in school.

### Commentary

#### *Summary of teaching observed during the inspection in 48 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	2 (4%)	12 (25%)	28 (59%)	4 (8%)	1 (2%)	

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

13. Teaching is not as good as it was judged to be in the previous inspection. Although there was about the same proportion of unsatisfactory teaching in both inspections, about half the teaching in 1999 was judged to be good and just under a quarter was very good or excellent. In the current inspection, just under a third was judged to be good and only three lessons were very good and, on one occasion, excellent.

14. Nevertheless, some of the strong features of teaching identified in the last inspection are still apparent. For example, the strong ethos in the classrooms remains. Teachers expect pupils to behave well and to treat other pupils with respect. As in the previous inspection, any lapses in behaviour are invariably linked to the few occasions when teaching is weak. Teachers' planning is satisfactory overall. For some activities, when pupils are encouraged to ask questions and to formulate their own ideas planning is good. There are a few occasions, however, with older pupils in science especially, when the activities that are planned by teachers are too prescriptive and do not allow pupils to exercise enough choice.
15. There has been a significant change of over half the staff in the last two years. The main reason for the decline in the standard of teaching, however, is the lack of monitoring of teaching in lessons by the headteacher, deputy headteacher and subject leaders. Because teaching is not as effective, neither is pupils' learning. Satisfactory teaching helps pupils to learn, but their learning is not as sharp, well focused or memorable as in good and very good lessons. One part of the lesson, such as the introduction, might be good, while another part might be less effective. It is this variable quality, even within the same lesson, which accounts for pupils sometimes not learning as much as they could.
16. Pupils' attitudes to learning and the standards they attain are governed by the quality of teaching they experience. Pupils show on many occasions that they are trustworthy, reliable, willing to listen to others' ideas and capable of co-operating. When teaching is exciting and offers them a challenge, their concentration is good and they want to learn. This was the case in a very good mathematics lesson with lower ability pupils and in lessons in the computer suite. Because most of the lessons in the computer suite are challenging and allow lots of time for pupils to be practically involved, they are keen to learn. Teachers themselves enthuse about the lesson content and pass this on to their pupils. When the teaching is too prescriptive and offers pupils few opportunities to be actively involved, they lose interest in the lesson and their learning.
17. The school organises four teaching groups in each year for English and mathematics based on pupils' ability. The impact of the setting is variable. Its success and impact on pupils' learning has more to do with the quality of teaching in individual lessons than with organising classes on the basis of pupils' ability in a single group.
18. Work for pupils with special educational needs is planned into lessons. Teaching assistants usually provide lots of good support and activities are effective in helping pupils to achieve well, especially working with individuals or groups during the lesson. The impact they have on pupils' learning during lesson introductions is less effective, especially when they do not fully engage in activities and rely more on the teachers' guidance about their role.
19. Teachers' marking in English, especially of pupils' written work, is good and helps to develop pupils' understanding still further. Teachers' comments usually offer appropriate praise and provide guidance for pupils about how to improve their next piece of work. Marking in other subjects is satisfactory, but sometimes less effective; for example in mathematics, where comments tend to be critical rather than constructive. Despite some parents' misgivings, the team judged homework to be

good in content and volume. It linked well with work that pupils were already doing, providing levels of additional challenge and opportunities for pupils to undertake research work at home.

20. Systems for analysing, evaluating and using assessment data are satisfactory. Much work has gone into improving this aspect of the school's work since the last inspection, although the impact on teaching and learning is at a very early stage. The assessment co-ordinator is skilled at analysing pupils' responses to individual questions in national tests and presenting the information to subject leaders. They are now beginning to evaluate the information, for example the results of the 2004 English tests. While this is helping to focus lesson planning, the quality of pupils' learning still varies from class to class and depends on the quality of teaching.
21. Only recently have targets been set for individual pupils and, even then, only for writing. This means that pupils do not know how they can improve. In subjects other than English, mathematics and science, pupils are assessed at the end of each unit of work and this is an improvement since the last inspection. There are some inconsistencies in how this information is transferred from year to year within the school. This causes teachers to waste time reassessing pupils rather than moving them forward.

## **The curriculum**

The curriculum is **satisfactory** overall, with **good** enrichment. Resources and accommodation are **satisfactory**.

### **Main strengths and weaknesses**

- The curriculum for religious education is unsatisfactory.
- There are good opportunities for pupils to learn outside the school day.
- The curriculum is particularly effective in information and communication technology.
- New accommodation has a positive impact on standards in art, design and technology and information and communication technology.

## **Commentary**

22. The curriculum is satisfactory. It is generally broad and balanced and includes enough teaching time for all subjects in order to meet legal requirements. This is an improvement from the last inspection when there was insufficient coverage of several subjects. The curriculum for religious education is unsatisfactory because it does not provide an adequate range and quality of learning opportunities. In particular, their knowledge of other religions is very weak and inaccurate. As a consequence, pupils' standards in this subject do not meet the requirements of the locally agreed syllabus.
23. The school uses educational visits and visitors well to enhance the curriculum for all year groups. Subject weeks, such as in art and history, have been very effective in generating interest and have a marked impact on pupils' learning. The curriculum in school includes all groups of pupils satisfactorily and ensures equal opportunities and access for pupils with special educational needs, those from minority ethnic groups and those whose home language is not English. However, not all pupils have the opportunity to benefit from residential trips. For example, the current Year 6 visit can

only accommodate around a third of eligible pupils, with no alternative for those who are not selected.

24. Pupils with special educational needs are adequately provided for. Pupils' individual needs are identified and targets for development specified in their individual education plans, although the suitability and appropriateness of the targets is variable. For pupils with Statements of Special Educational Need especially, the targets do not always match their particular needs or their stage of development.
25. The school enriches the curriculum well by providing many opportunities for pupils to learn outside the school day. Most pupils enthusiastically attend one or more after-school clubs and currently around 300 places are taken up weekly. Clubs include football, netball, computers, design and technology, cricket, cross stitch, reading, choir, recorders and art. Overall, the range of after-school opportunities is good and is appreciated by parents. Pupils are prepared adequately for the many secondary schools to which they transfer.
26. Teachers and support staff are adequately trained and sufficiently experienced to meet the demands of the curriculum. There are now enough resources in most subjects for the needs of pupils and the curriculum. This is an improvement since the last inspection. The exception is in English, where the quality and quantity of books is unsatisfactory. The accommodation is satisfactory overall. Recent building works have created good accommodation for information and communication technology, art and design and technology and have helped to improve standards in those subjects. They help to make computers more easily available so that pupils can learn and practise new skills regularly. Additional storage space is also available for the special equipment required for design and for art. Despite these improvements, some stairways and corridor areas are worn and unattractive. The school's outdoor facilities are good. They include well-used class gardens, wildlife habitats, decorative gardens, good playgrounds with seating and a spacious sports field.

### Care, guidance and support

The school provides **satisfactory** levels of care, support and guidance for all pupils. Systems for ensuring the health and safety of pupils and staff are **satisfactory**. The school has **satisfactory** systems for seeking and acting upon the views of pupils.

### Main strengths and weaknesses

- The child protection officer is well trained and very effective.
- Too few staff have up-to-date training in child protection procedures.
- The risk assessments on the school are very thorough.
- More could be done to give pupils a clear idea of what they could achieve.

### Commentary

27. The school is a safe place for staff and pupils. Annual risk assessments are carried out by a professional assessor and are very detailed. The school now has risk assessments in place for all schools trips and teachers frequently visit the venue beforehand. These are important improvements since the last inspection. What has not improved enough is the consistent rapid response to minor issues raised by the

risk assessment on the school. Procedures for reporting accidents are well known and used by all but reports are not formally reviewed on a regular basis to establish possible patterns.

28. Child protection procedures are in place and known to most staff. The child protection officer is very well trained and handles all matters sensitively and efficiently. She has a very positive relationship with the pupils and parents. She has developed very good relationships with outside agencies and, because of long service, knows many of the parents well. However, she is the only member of staff with up-to-date training and this could pose problems if, for instance, she was absent. Not all staff are fully aware of the school's procedures or the signs and signals they might identify in pupils.
29. Pupils' efforts are consistently rewarded by teachers and support staff and this promotes a positive atmosphere and good work ethic. For instance, team points are given out and, imaginatively, the cleaning staff are promoting a 'tidy cloakroom' award to establish good habits. Successful classes are delighted with their awards.
30. The school council is made up of Year 6 pupils and some purposeful discussion takes place, for example deciding on the layout of the anniversary garden, which is reported back to all classes. However, their peers do not elect the Year 6 pupils, nor are they truly representative of age ranges and opinions of the whole school. In addition the school has a Green Committee that meets Tuesday lunchtimes and discusses and plans environmental community projects, there is a representative from each class on this committee.
31. Pupils receive satisfactory support to improve their work. Teachers mark exercises and give rewards. Pupils have targets to help them improve their writing, but targets in other subjects have not yet been developed. Assessment information is used to place pupils into appropriate sets for English and mathematics. Because assessment information is not always transferred from year to year teachers sometimes find it hard to pitch lessons at the right level for their class and this restricts pupils' progress. Pupils with special educational needs have individual education plans. The targets within them, especially for pupils with Statements of Special Educational Need, are sometimes too general and thus do not always meet the needs of the pupil. Individual education plans for pupils in Year 3 have not been transferred between the schools this year. This has delayed the process of writing individual education plans for them and the time taken to review their progress.

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

The school has a **satisfactory** partnership with parents. Links with the community are **very good**. Liaison with other schools and colleges is **satisfactory**.

### **Main strengths and weaknesses**

- The school is outward looking in fostering very good links with the local community for the benefit of its pupils.
- The school is not sufficiently proactive in finding out what pleases and what concerns parents about the care and education of their children.
- Parents receive very good general information on school events and activities.



- Reports are not sufficiently clear in letting parents know how their children have progressed over the year.
- Links with the adjacent infant school are not effective enough to guarantee a smooth academic transfer for the pupils.

## Commentary

32. The school's partnership with parents remains satisfactory. The amount and quality of information parents receive about events and activities in the school are very good. The informative website and newsletters keep parents well informed. Details of the topics to be covered for next year are handed out well in advance so parents can prepare for their children's learning. Nevertheless there have not been enough occasions for parents to find out more about new or different teaching methods through open evenings and workshops. Homework routines are clear so parents know when to expect their children to bring work home and when to hand it in. The prospectus and annual report from governors are very thorough, but the latter omits details of security measures and, importantly, the national test results for comparison with the school's results.
33. A few parents are justifiably concerned that they are not well enough informed about their children's progress. Although parents have the normal chances to meet the teachers, annual reports are not sufficiently accurate in letting them know how much their children have progressed in each subject over the year. Parents of children with special educational needs are generally pleased with their children's support. However, formal information is not sufficiently detailed. For example, parents are not notified in writing when their child is put on the special needs register and they do not automatically sign a copy of the regular reviews of their children's individual education plans.
34. Many parents are supportive of the school. They provide good practical assistance by running the bookshop, accompanying trips and helping with clubs. However, a worrying trend is the increasing number of families who take holidays in term time and disrupt their children's regular education. Although the attendance at events and meetings not involving their children is low, parents turn out in very good numbers for presentations and productions.
35. A significant number of parents feel that their suggestions and concerns are not sufficiently taken into account. There have been no formal surveys of parents or questionnaires to address specific issues such as the wearing of trousers by girls. Consequently the headteacher and her management team were surprised at the amount of discontent revealed in the inspection questionnaire. Many parents like the disciplined way in which the school is led and managed, but an important minority would like a greater say in how the school is run or at least a greater acknowledgement of the importance of considering their opinions. The inspection team agrees that the school is not being proactive enough in gauging the views of parents and working with families to iron out problems for the good of the pupils' care and education.
36. The headteacher is very successful in raising the school's profile in the local community. The school values its place in the local history of Riverview. It has a

strong link with the Normandy Veterans and the Royal British Legion. Not only does this benefit the pupils' history lessons but also increases the pupils' awareness of the sacrifice made by the service personnel in war. A good range of visitors enlivens the curriculum and promotes the pupils' personal development. Facilities are made available to local community organisations free of charge. The headteacher's active involvement in the education and business partnership is leading to valuable links with business. This aspect has improved further since the last inspection.

37. The school has satisfactory links with other schools and colleges. Liaison with a range of secondary schools is effective in preparing the Year 6 pupils for a smooth transition. Currently there is insufficient sharing of information with the adjacent feeder infant school to ensure that staff are thoroughly prepared with the latest academic information for accurate support for each pupil.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **satisfactory** overall. The governance of the school is satisfactory. The leadership of the headteacher and other key staff is satisfactory. The management of the school is satisfactory.

### **Main strengths and weaknesses**

- The monitoring of teaching is not rigorous enough.
- The headteacher effectively emphasises the importance of good behaviour and fosters pupils' moral and social awareness.
- Strategic planning has not been sufficiently effective in raising standards.
- Governors are knowledgeable and keen to play a bigger part in the running of the school.
- Provision and support are not well organised for pupils whose home language is not English.

## Commentary

38. The headteacher provides satisfactory leadership. Her day-to-day management effectively ensures that the school runs smoothly. Through her strong focus on discipline she ensures that pupils behave well and she makes sure that they know that they are expected to conduct themselves with courtesy and consideration for others. This ethos supports the pupils' very good moral and good social development. She has forged very good links with the community and local businesses that have a positive impact on the school's work.
39. Leadership and management are not as effective as they were at the last inspection, however, because not enough has been done to monitor, evaluate and tackle the less effective teaching and learning in some subjects, including English and mathematics. As a result, standards in these important subjects are not as good as those in the previous inspection. Subject leadership is satisfactory overall and there are examples of good leadership. For example, the co-ordinator for design and technology leads the subject well and has helped to raise standards. Good leadership in information and communication technology also has a direct impact on pupils' good standards in the subject and maximising the use of the new accommodation. In other subjects, subject leadership has had a limited impact because there has been very little monitoring of teaching.
40. The monitoring of lessons is not rigorous enough to ensure high standards in all classes and all subjects. This affects the consistency of pupils' learning. There are plans to monitor teaching and this has been carried out on an informal basis. But the management team has not yet done enough to find out exactly where teaching has a good effect on pupils' learning, where it needs to be better and how to improve it where necessary. The teachers who co-ordinate year groups effectively contribute to the school's smooth running. A good team spirit is evident within the teams and teachers share planning so that it is consistent across each year group. Their impact on the pupils' learning is not as well developed as it might be; for example, they do not observe members of their year group teams teaching. The school gives good support to newly qualified teachers to enable them to develop their teaching skills effectively. The deputy headteacher plays a valuable part in their support, although her impact on the quality of teaching and learning in the rest of the school is not, as yet, sufficiently well developed.
41. The leadership of special educational needs is satisfactory overall. The co-ordinator has only recently taken up appointment and has already identified several important areas where improvement is needed. For example, special educational needs does not appear as a separate area in the 2004 – 2005 school improvement plan, despite an increase in the number of pupils being identified with concentration and behaviour issues. Consequently there is no common whole school approach to behaviour management strategies such as sanctions and rewards. The school's provision for pupils who have English as an additional language is unsatisfactory. Of these, none is at an early stage of learning English and their achievement is in line with that of other pupils. Nevertheless, there are currently no formal ways of identifying and recording pupils' home languages. Nobody is currently monitoring their work or their proficiency in language to ensure that it is as good as pupils whose home language is English. The school recognises these problems and is seeking advice from the local educational authority on how best to improve.

42. Strategic planning in the school development plan has not been effective enough to have sufficient impact on raising standards in some subjects and aspects of the school's work. The school has not built up a sufficiently accurate picture of why standards are as they are in different subjects. As a result, its chosen priorities for improvement are not well focused on the most effective ways to drive up standards where they need to be improved. The criteria for measuring the school's success in achieving its goals are not clearly defined to help it to evaluate precisely the extent to which it has met its targets. Success criteria are not clear enough or easily measurable, so even when a target has been met it is not easy to judge the impact on learning.

## Financial information

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

<b><i>Income and expenditure (£)</i></b>		<b><i>Balances (£)</i></b>	
Total income	1,021,282	Balance from previous year	303,743
Total expenditure	1,048,458	Balance carried forward to the next	276,567
Expenditure per pupil	2,216		

43. Governors have not been as involved as they should have been in the school's plans to improve, for example in ensuring a long-term view of the links between finance and predicted falling pupil numbers and particularly in the school's attempts to raise standards. Following recent changes of personnel on the governing body, governors show a determination to be decisive and central to the school's evaluation of its effectiveness, fostering its efforts to improve by supporting and challenging the senior managers.
44. Governors provide a good range of expertise in their professional roles, which they are keen to bring to their work as governors, for example legal and business experience. The school is rightly anxious to have enough money to meet its needs, including changes in staffing costs. Long-term initiatives such as Workforce Reform have been correctly identified as issues that will necessitate additional expenditure. The local authority now requires its schools to maintain 5 per cent of its budget in reserve and the predicted decline in pupil numbers will require a reappraisal of staff costs. The current carry forward is, in fact, significantly lower than the balance sheet might indicate. It does not take account of the £150,000 which is required to pay the balance of the building costs for the new accommodation. The school's planning, however, has not been precise enough to ensure that significant unallocated funds in the budget carry forward are rigorously linked to raising standards and to long, medium and short-term projects.
45. The school provides a satisfactory standard of education and the pupils achieve satisfactorily. The quality of leadership and management are satisfactory and the school's costs for each pupil are slightly lower than average. The school provides satisfactory value for money.



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

### **SUBJECTS IN KEY STAGE 2**

#### **ENGLISH**

Provision in English is **satisfactory**.

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

- Standards are satisfactory but not as high as they were at the last inspection.
- The monitoring of teaching is not rigorous enough.
- The school uses homework well to support learning.
- The quality of fiction and reference books is not as good as it should be.

#### **Commentary**

46. Standards of attainment are broadly in line with national expectations in all aspects of English. Pupils of all abilities, including those with special educational needs, achieve satisfactorily overall. In the previous inspection standards were above average. Pupils' writing shows that they often write with the reader in mind, such as when they write persuasively. Most pupils structure their writing effectively, although some lower attaining pupils struggle with spelling and joined handwriting. Higher attaining pupils write imaginatively, but even the more capable pupils do not always join their handwriting as a matter of course. Pupils speak satisfactorily and respond thoughtfully to instructions. Most listen in discussions with good levels of concentration, although only a few question others' ideas and opinions responsively. In their reading, pupils understand significant ideas and they have a developing ability to use deduction when interpreting the story text. Higher attaining pupils broaden their range of fiction texts well from sources outside the school. The school's narrow range of authors does little to motivate some lower attaining pupils, although these pupils work hard to master the basic skills.
47. The quality of teaching and learning is satisfactory. Pupils' achievement in lessons is affected by inconsistencies from class to class in the match of work to their abilities. For instance, in some lessons, pupils who do not find learning easy achieve their best because work is planned appropriately. It engages their interest and makes them think hard. In other lessons work does not capture pupils' imaginations sufficiently and they do not learn well or reach the standards of which they are capable. Through good questioning, teachers encourage pupils to contribute their own ideas. At times, however, they miss opportunities for pupils to use their own initiative, for example by making up their own similes rather than merely accepting those provided by the teacher or by more opportunities to write independently as 'journalists'. Sometimes teachers are good at helping pupils to identify what they need to do to improve and setting targets to improve their writing. Good target setting is not, as yet, consistent from class to class. Pupils have good attitudes to their learning, particularly in lessons that capture their imagination. Most present their writing carefully and they enjoy reading. Homework offers pupils good opportunities to carry out additional extension or research work which is linked to their school topics.

48. Leadership and management of the subject are satisfactory, but have not been well enough focused to find out exactly where teaching has a good impact on pupils' learning, where it needs to be better and how to improve it where necessary. This affects the consistency of pupils' learning through the school. The analysis of pupils' work and their test results has been a useful tool in helping to identify how planning might be improved. However, analysis does not provide sufficient information about the effectiveness of teaching and learning to identify precisely what needs to be done to make them consistently good throughout the school. Targets that are set as a result of carefully analysing test results do not always indicate sufficiently high levels of challenge.
49. The quality of fiction and reference books is still not as good as it should be. This was a weakness identified at the last inspection. The school has recently bought new books but modern authors are not sufficiently well represented to stimulate pupils' growing love of stories. Many reference books, including dictionaries, are in poor condition, unappealing and out of date.

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

50. There are satisfactory links with other subjects overall, although good links exist with information and communication technology through word processing. There are good links with history that support pupils' understanding well, for example about the issues of World War 2. There are satisfactory links with science and design and technology, although at times an over-emphasis on work sheets in some classes restricts opportunities for pupils to develop their writing skills. In some mathematics lessons there are missed opportunities for pupils to talk enough to each other about their calculations to foster their developing skills in mathematics and in speaking and listening.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- The quality of teaching, while satisfactory, varies too much between classes and this affects how well pupils learn.
- The monitoring of teaching is not rigorous enough.
- Pupils have good attitudes to the subject.

### **Commentary**

51. Standards in mathematics are satisfactory. All pupils, including those with special educational needs, higher ability pupils and those from minority ethnic groups, achieve satisfactorily. There is no significant difference in the attainment of boys and girls. Pupils calculate the perimeter of shapes and the areas of irregular shapes. They understand that they can split compound shapes into rectangles to make the process of calculation easier. The standard of written presentation is usually good because pupils generally have positive attitudes to the subject and they behave well in lessons. Standards are not as good as in the last inspection, when they were judged to be above average.

52. Teaching and learning are satisfactory across the school. They are not as good as they were at the last inspection. In lessons seen, teaching was of inconsistent quality, ranging from excellent to satisfactory. In the best lessons, there was brisk teaching, excellent relationships and constant encouragement. Teachers intervened at just the right point as a result, pupils were highly motivated and they achieved well. In some lessons, teachers fail to match their tasks well to the needs and interests of the groups of pupils in their classes. Teaching is slower paced than it should be and it does not contain sufficient challenge. Consequently, learning is slowed. Pupils' books are marked regularly for correctness, but many teachers miss the opportunity to include comments to help pupils improve. Regular homework makes a good contribution to pupils' learning.
53. Leadership and management are satisfactory. The knowledgeable subject leader has begun to use pupil data well to tell teachers where their pupils have gaps in their learning. This has led to a satisfactory targeting of teaching to address some weaknesses. However, the subject is not monitored with sufficient rigour. Teaching is not routinely monitored in mathematics lessons and, as a consequence, the subject leader does not have a full picture of the strengths and weaknesses in mathematics. The lack of adequate monitoring has contributed significantly to the inconsistencies in the quality of teaching and to standards being lower than in the last inspection. Resources for the subject are adequate.

### **Mathematics across the curriculum**

54. Pupils use mathematics satisfactorily as part of their work in other subjects. Consequently, they develop an appreciation of the practical uses of these skills. Although the links between mathematics and other subjects are not planned in a structured way, teachers ensure that regular links are made. All age groups use a range of graphs, charts and diagrams in other subjects. For example, graphs of pulse rates in Year 4 and charts showing results of science experiments on light in Year 5 have a positive impact on standards and achievement.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils have a good understanding of science theory because this aspect is taught well.
- Pupils have too little input into the planning of experiments.
- The practical nature of many lessons and the good support they receive from their peers helps pupils with special educational needs to learn.

### **Commentary**

55. In the Year 6 national tests in 2004, pupils' scores were above average when compared with those in all schools nationally. When the pupils' scores were compared with their prior attainment in Year 2, it showed that they had made average progress. Inspection evidence indicates that all pupils' attainment in Year 6, including those with special educational needs, is above national expectations overall. It is good in terms



of knowledge of science concepts, but in line with expectations in using and applying their understanding of science. Pupils have a good understanding of scientific processes and vocabulary, but their ability to write a hypothesis and to plan and conduct an experiment according to fair test principles is significantly weaker. Most pupils achieve satisfactorily. Pupils identified as having special educational needs make good progress and achieve well. They receive constructive support from their teachers and peers, especially during practical work, and the extensive use of worksheets helps them to overcome their difficulties with recording.

56. Teaching and learning are satisfactory overall. Pupils respond positively to teachers' questions, work well co-operatively in small groups and are interested in science. They behave well because teachers' expectations are made clear and the tasks are usually stimulating. Some tasks are challenging. For example, in Year 4 classes pupils used their knowledge of circuits and switches well to design and make games. Resources, including computers, were used well in a Year 5 lesson to help pupils learn about the bones in a human skeleton.
57. Teachers carefully organise groups so that pupils can support and learn from each other. Too often, however, experiments are over-directed by teachers with little input from the pupils, for example lessons in Year 6 on the effect of exercise on pulse rate and testing the permeability of soils. Although pupils are aware of the concept of a fair test, they are rarely allowed to put theory into practice. An over-reliance on copying from the board and using worksheets restricts the opportunities for higher attaining pupils to record results in their own way and make purposeful use of writing skills learned in English. Presentation is generally neat and pupils' work is marked and rewarded by the teachers. There are, however, few teachers' comments that enable pupils to understand how they might improve their work.
58. Leadership and management are satisfactory. The subject leader samples pupils' books and reviews teachers' planning, but does not observe enough lessons to get a thorough understanding of the strengths and areas for development in science teaching. A recent science week was a great success for pupils and staff and raised the profile of the subject amongst pupils and parents. Resources are plentiful and used well to facilitate pupils' practical work. The previous inspection judged pupils' attainment to be in line with expectations, although it, too, judged that more able pupils had few opportunities to use higher order skills.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The new computer suite offers good accommodation.
- Teachers have very good subject knowledge and are confident with ICT.
- The pupils learn a wide range of ICT skills.
- There are good opportunities to extend the use of ICT into other subjects.

### **Commentary**

59. Standards for pupils in Year 6 are above those expected in all the required elements of information and communication technology. Boys and girls achieve equally well and pupils with special educational needs achieve well. There is a significant improvement in standards since the last inspection when they were judged to be as expected. It reflects the time, attention, expertise and resources that the school has invested in the subject.
60. Teaching and learning are good. A major improvement has been in the subject knowledge that teachers now have and in their confidence to tackle difficult work with the pupils. This means that pupils experience challenging tasks which they approach with enthusiasm and confidence. This is despite many having had little, if any, previous experience at home. Teachers use the interactive whiteboard well in whole-class lesson introductions so that all the pupils are absolutely clear about what they have to do. However, some teachers have not fully come to terms with the problem of trying to revise or reinforce a specific skill when pupils are intent on finishing their work and are reluctant to pay attention. Teachers provide regular and well-planned intervention in lessons so that pace is maintained and any problems are quickly resolved. They make good use of technical help when available. Purposeful assessments of how well pupils learn are carried out at the end of each unit of work and include useful, frank self-assessments by the pupils themselves.
61. Leadership and management are good and have been very effective in improving teachers' skill levels, pupils' learning and making the most of the accommodation and resources. Little monitoring of teaching in the computer suite has been carried out so far, but teachers are rightly confident of their own ability in this subject.

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

62. The pupils' use of ICT across the curriculum is satisfactory overall. In word processing it is often good and pupils use it effectively to present their work attractively and imaginatively. There is good evidence that ICT is already used in a range of subjects. For example, in mathematics, pupils calculate angles and distances to make a screen robot move in a pre-determined direction. In art pupils use colour programs to 'paint' electronically. As the pupils' ICT skills develop, there are increasing opportunities to apply them. A very challenging program, which can operate a sequence of lights and motors and where the pupils show considerable proficiency, offers enormous potential for science and design and technology. In science, work is already planned that incorporates the use of sensors.

## HUMANITIES

### Geography

63. Because of the way the school organises its teaching time for humanities, it was not possible to observe enough lessons during the inspection to make a firm judgement about provision. At the time of the previous inspection, pupils were considered to be attaining expected standards and in work observed this continues to be the case. Pupils' books show that the range of topics they study covers their local area as well as studying countries much further afield. Younger pupils use the computer well to draw plans of their classrooms. They follow routes and write sets of instructions to follow specific routes, using their writing skills to good purpose. Pupils learn in some detail about life in other countries and about the lifestyle of other people.
64. Leadership and management are satisfactory. The co-ordinator has significant personal knowledge of some of the countries studied and uses this to complement the pupils' work. Pupils' work has been scrutinised but as yet there has been little monitoring of standards of teaching.

### History

Provision in history is **satisfactory**.

#### Main strengths and weaknesses

- There are good opportunities for curriculum enrichment through visits and visitors.
- Opportunities are sometimes missed for pupils to make decisions about their own learning.

### Commentary

65. Standards are as expected for pupils in Year 6. The achievements of pupils of differing abilities are satisfactory and they reflect those at the last inspection. Pupils learn about different periods of history and their importance, as well as learning about important people and their roles. They develop a sound understanding of cause and effect as well as being able to describe changes and events.
66. Teaching and learning are satisfactory. Good opportunities in Years 5 and 6 enable pupils to carry out independent projects such as local studies when they use the Internet to gather information. At other times teachers sometimes miss opportunities to ensure that pupils record their findings in their own way. This limits the depth at which pupils are required to consider historical issues so that learning at such times is not as good as it could be. Teachers make good links with art to develop skills in both subjects. Year 5 pupils show good use of a range of media to produce well-considered portraits of Tudor characters that give a clear sense of the period.
67. Leadership and management of history are satisfactory. As yet the subject leader has not had the benefit of observing lessons to share with teachers what is working well and point out ways to make teaching better still. Although the school's use of resources is satisfactory, the subject leader is aware of the scope to increase the range of the school's historical artifacts to enhance learning still further.

68. There are good opportunities for curriculum enrichment through visits and visitors. Visits to museums and other places of historical interest add vibrancy to the curriculum and make a significant impact to pupils' historical understanding. War veterans visit to add an important dimension to pupils' appreciation of circumstances in World War 2. Special weeks are dedicated to history so that pupils learn, for example, about games played in the past. As a result, pupils have good attitudes to history.

## **Religious education**

Provision in religious education is **unsatisfactory**.

### **Main strengths and weaknesses**

- Standards are lower than they should be.
- Curriculum plans provide insufficient guidance to enable teachers to teach the subject well.
- Lessons often fail to motivate pupils because they are dull and uninteresting.
- Pupils are enthusiastic about the subject where it is taught in a lively and interesting way.

## **Commentary**

69. Standards are below the expectations of the locally agreed syllabus. All pupils do not achieve as well as they should. By Year 6 pupils have a broadly satisfactory knowledge and awareness of Christianity, but their knowledge of other religions is very weak and inaccurate. Pupils' books show low standards across the school, with work often poorly presented.
70. Teaching and learning are unsatisfactory and result in unsatisfactory achievement. The school's use of unqualified staff in about half of all religious education lessons is not successful. The pace of pupils' learning is too slow and they spend too long passively listening in lessons and completing unimaginative tasks. By contrast, in a Year 6 lesson, the teacher presented the work in a lively and interesting fashion. As a result, the pupils were enthusiastic and they achieved well in the lesson. Overall, teachers' marking is of poor quality, insufficiently regular and does not help pupils to learn. Teachers miss the opportunity to enrich the subject and capture the interest of pupils with visitors from a range of faith communities or trips to their places of worship.
71. The leadership and management of the subject are unsatisfactory. Curriculum plans contain significant weaknesses, as they did at the last inspection. Unqualified staff have not received sufficient training or support. Lessons are not routinely monitored. Resources are adequate. Overall, the quality of religious education is not as high as it was at the last inspection and standards have declined.

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

### **Design and technology**

72. The subject was not a main focus of the inspection. No lessons were seen and so no secure judgement is made about provision. Teachers' planning and pupils' work were carefully scrutinised and these sources of evidence indicate that National Curriculum requirements are now met and that standards are at least in line with national expectations overall, and in some cases are above expectations. This represents a significant improvement since the last inspection and is due to the energetic leadership of the subject leader. She has organised good training for colleagues, ensured that adequate resources are available to them and restructured the topics in line with national guidelines.

## **Music**

73. No lessons were observed during the inspection so no judgement can be made on the school's provision or on standards attained. In the previous inspection standards were as expected. Pupils sing tunefully in assembly and subject resources are satisfactory. Pupils performed well on a range of instruments during assembly and have benefited from the tuition provided by the music service.
74. The school choir performs extensively at public performances and there are good opportunities for pupils to take part in a range of extra-curricular music activities. These help to develop the school's very good links with the community. For example, there are choir and recorder groups as well as a music foundation course running for a term. Leadership and management are satisfactory, but there has been a lack of systematic monitoring and evaluation.

## **Art and design**

Provision in art and design is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils' drawing skills are well developed.
- Pupils need to have more opportunities to carry out three-dimensional work

## **Commentary**

75. Standards are in line with expectations. This is a significant improvement on the previous inspection. Although no overall judgement on standards was made then, unsatisfactory work was noted in some classes. The teaching of art was judged to be unsatisfactory in the previous inspection and that was a key issue for the school to address. All pupils, including those with special educational needs, achieve satisfactorily.
76. Pupils' work in Years 3 and 6 shows that many have a good eye for detail in their still life sketches of hands and footwear. Pupils use a range of media on different colour backgrounds to good effect and they are developing their understanding of the importance of shading. All pupils use sketch books to practise ideas, although in some years they are used more frequently than in others. Pupils in Year 6 study the lives and work of different artists who lived in the same era. The contrasts in the work of artists such as Henry Moore and Giacometti make effective displays and help pupils to understand different styles and techniques. Work includes examples of sculpture in

the style of Henry Moore and Giacometti, but overall three-dimensional work is an area that does not receive as much attention as it should. Teaching is satisfactory overall, although the quality of pupils' work and their understanding rely heavily on individual teachers' expertise. In a good lesson, the teacher made the learning intention absolutely clear and the teacher intervened at just the right time to support pupils. In a satisfactory, though less effective, lesson the teacher's explanations were not as clear and not all pupils understood the task. Good use was made of the resources available in the art room.

77. Subject leadership and management are satisfactory. The subject leader provides termly training for staff in different aspects of artwork and this has helped to improve teaching. He informally monitors wall displays to assess the quality of pupils' work, although teaching has not been regularly monitored.

## **Physical education**

Provision in physical education is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils in Year 6 have well-developed skills in games.
- Games are well taught, but the pace of dance lessons is not fast enough.
- A minority of pupils do not show good attitudes and awareness of health and safety.
- Pupils have good opportunities to apply their skills in competitive sports fixtures.

## **Commentary**

78. Because the school plans activities each term to develop different aspects of physical education, no gymnastics lessons were observed during the inspection. Outdoor games were observed with older pupils and dance lessons with younger pupils. Standards are in line with those expected overall, although many pupils showed good levels of skill in rugby and hockey. Pupils of all abilities are included in activities and achieve satisfactorily.
79. Teaching ranges from unsatisfactory to very good, and is satisfactory overall. At its best, it helps pupils to attain good levels of expertise. Teachers have very good skill levels of their own and know how to teach pupils the correct grip on a hockey stick or how to pass a ball correctly. In these lessons pupils are actively involved and keen to learn. When teaching is less effective in dance lessons, the lesson warm up is too brief, there are frequent periods when pupils are inactive and this can lead to them not paying enough attention to others' safety. While there are opportunities for pupils to watch each other's dance performances, they do not use what they have seen to improve.
80. Subject leadership and management are satisfactory. Some training has been provided for staff and resources are satisfactory, but no monitoring of lessons has taken place and this accounts for the wide variation in the quality of teaching. The school takes part successfully in sports fixtures against other schools. Boys and girls compete in a wide range of sports and enjoy a good degree of success.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

81. Very few lessons were seen in this area of the school's work so no judgements are made about overall provision. There is no agreed policy for the subject in place at the moment, although a draft policy has been prepared. There is an inconsistent approach across the school, although it is clear that it is taught widely and includes aspects of sex and relationships education and developing an awareness of the dangers of alcohol and drug abuse. A school nurse enhances this work by talking to classes and parents. In addition, there is a regular discussion period in classrooms called circle time which provides opportunities for pupils to talk over issues that face them as part of everyday life. Teaching ranged from unsatisfactory to satisfactory, and is satisfactory overall. The content of the lessons was uninspiring and not relevant enough to interest pupils. In the satisfactory lesson, the teacher's own lively presentation and good targeted questioning helped to keep pupils engaged.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
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 (ethos)</b>	<b>3</b>
Attendance	4
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	4
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	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	2
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	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4
<i>Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).</i>	