

INSPECTION REPORT

SPARROW FARM JUNIOR SCHOOL

Feltham

LEA area: Hounslow

Unique reference number: 102508

Headteacher: Ms G Islip

Lead inspector: Mrs M Gough

Dates of inspection: 21st – 24th February 2005

Inspection number: 267707

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:	225
School address:	Sparrow Farm Drive Feltham Middlesex
Postcode:	TW14 0DG
Telephone number:	0208 8907 194
Fax number:	0208 7511 322
Appropriate authority:	The governing body
Name of chair of governors:	Mr Nigel Mitchell
Date of previous inspection:	March 1999

CHARACTERISTICS OF THE SCHOOL

The school caters for 225 pupils between the ages of seven and 11 and is situated close to Feltham town centre in the south west of London. The socio-economic circumstances of the pupils are mixed, and about one quarter of pupils are known to be eligible for free school meals. This figure is above average. Just over half of the pupils are of white ethnicity, and the remainder are from a variety of different ethnic groups. Eleven pupils are at an early stage of learning English as an additional language and receive additional support. Three Traveller pupils attend the school on a regular basis. Currently 34 per cent of pupils are on the school's special educational needs register. This figure is above the national average. The spread of pupils with special educational needs across the school is not even, and 45 per cent of the current Year 6 group have special educational needs. This group of pupils receives additional support, funded by the Local Education Authority. Over the last few years the school has achieved a variety of awards including the Activemark, the Basic Skills Quality Mark, and the School Achievement Award. The school had Beacon status until 2004 when this categorisation of schools finished. The school provides some family learning programmes and some adult education classes. The school has had a high turnover of staff in recent years, and the recruitment and retention of staff is an ongoing problem for the school. The current headteacher has only been in post from May 2004, and there is currently no permanent deputy headteacher. Levels of mobility are fairly typical with eleven pupils joining other than at the usual point of admission, and nineteen pupils leaving other than at the usual point of transfer.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22361	Mrs M Gough	Lead inspector	English as an additional language, science, art and design, design and technology, music, physical education, personal, social and health education and citizenship
9577	Mrs E Parrish	Lay inspector	
4099	Mr R Braithwaite	Team inspector	Special educational needs, mathematics, information and communication technology
26232	Mr C Grove	Team inspector	English, religious education, history, geography

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	19
SUBJECTS IN KEY STAGE 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	31

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school that provides a **good** quality of education for pupils of all ages and abilities. From a low starting point, pupils make good progress and achieve well. Their attainment when they leave school at the age of eleven is in line with national expectations in the core subjects of English, mathematics and science. Teaching is good throughout the school and pupils enjoy learning. Leadership and management are good overall. The newly appointed headteacher provides very good leadership for the school and has a clear agenda for its future development. She enjoys the full and loyal support of a hard-working and committed staff. The school provides good value for money.

The school's main strengths and weaknesses are:

- The headteacher provides a very strong sense of educational direction for the school and has set a clear agenda for its continued development.
- Teaching is good, and as a result, pupils of all ages and abilities, including those with special educational needs and English as an additional language, achieve well.
- Standards in information and communication technology are below national expectations and could be higher.
- Pupils are well behaved and have very positive attitudes to school. Their social and moral development is very good.
- Although the curriculum is broad and well balanced, the organisation of the morning sessions does not make best use of the available time. The school day is too short.
- The school provides good levels of support and guidance for the pupils, and relationships at all levels are a strength.
- Links with the community and other schools are very good. Links with parents are good.
- Co-ordinators are enthusiastic and willing, but some are in the early stages of developing their monitoring role.

The school has made satisfactory progress overall since the last inspection. The picture of improvement has not been steady over recent years because of staff changes, and past weaknesses in teaching which, for a short time, adversely impacted on the pupils' attainment and achievement. Since the appointment of the new headteacher just less than one year ago, there has been steady improvement across many aspects of the school's work. The headteacher has been particularly successful in developing strategies to minimise the impact of staff changes, and is building up a good and dedicated staff team that shares her commitment to succeed, and her high aspirations for the future development of the school.

STANDARDS ACHIEVED

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

Key: A - very high; 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' achievement is **good** overall, and their attainment is broadly at the age expected level by the time they leave school at the end of Key Stage 2.

On the basis of the 2004 end of Key Stage 2 national test results, the pupils' attainment is in line with the national average in English and science, and well below the national average in mathematics. Based on their prior attainment, the pupils' performance is average in English and science, and well below average in mathematics.

The inspection findings show that the attainment of the current Year 6 pupils is in line with national expectations in English and science, and that pupils of all abilities achieve well. Although the pupils' attainment is below national expectations in mathematics, their achievement is good, as their starting point was lower in mathematics when they joined school in Year 3 than in English or science. Almost half of the pupils in the current Year 6 group has special educational needs. The current Year 5 group is a much stronger group academically, and these pupils are on course to attain above average standards when they leave school at the end of Year 6.

Standards in information and communication technology are below national expectations at the end of Year 6, although the pupils' achievement is satisfactory overall. In religious education standards meet the expectations of the Locally Agreed Syllabus and pupils of all abilities achieve well. In design and technology and physical education, the pupils' attainment is in line with national expectations. In design and technology the pupils achieve well, and in physical education their achievement is satisfactory. In personal, social and health education pupils achieve well and attain standards which are above the age expected level. Pupils with special educational needs, English as an additional language and Traveller pupils make similar progress to their classmates.

Pupils have very positive attitudes to school and to work and their behaviour is good overall. Pupils' personal development, including their spiritual, moral, social and cultural development is **good** overall. Attendance is satisfactory.

QUALITY OF EDUCATION

The school provides a **good** quality of education for all pupils. Teaching and learning are **good**, and assessment is satisfactory. The curriculum is satisfactory, and the school provides a good range of enrichment activities. The accommodation is good, and resources are satisfactory. The school provides good levels of support, care and guidance, and is very effective in the way in which it seeks the views of pupils. Links with parents are good, and links with the community and other local schools are very good.

LEADERSHIP AND MANAGEMENT

Overall, the school is **well** led and managed. The headteacher provides very good leadership for the school and since her appointment just over one year ago has set a clear agenda for improvement which is already starting to have a positive impact across many aspects of the school's work. Overall, the leadership and management of the governing body are satisfactory. The governing body ensures that the school fulfils its statutory duties, although there are some minor omissions in the annual report to parents. Governors are very loyal and supportive, but their monitoring role is under-developed. The leadership and management of the key staff are good, and the shared co-ordination works very well and maximises the strengths of individual teachers. Inclusion is very good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally pleased with the education the school provides and appreciate the open-door policy of the school. Parents provide good levels of support for the school. Pupils thoroughly enjoy coming to school and agree that the school is very effective in the way in which it seeks and acts upon their views.

IMPROVEMENTS NEEDED

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

- raise standards in information and communication technology;
- make better use of the available teaching time in the morning sessions and lengthen the school day;
- continue with its plans to develop the monitoring role of co-ordinators.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is **good** overall, and their attainment is broadly at the age expected level by the time they leave school at the end of Key Stage 2.

Main strengths and weaknesses

- Standards in information and communication technology are not as high as they could be.
- Good support for pupils with special educational needs and those with English as an additional language ensure that they progress at the same rate as their classmates.
- Standards in personal, social and health education are above the age expected level.

Commentary

1. The attainment of the pupils when they start school varies significantly year on year. The attainment on entry of the current group of Year 3 pupils was average. However, the attainment of the current group of Year 6 pupils when they started school was below the national average in English and science and well below the national average in mathematics.

KEY STAGE 2

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

Standards in:	School results	National results
English	26.7 (29.7)	26.9 (26.8)
Mathematics	25.3 (28.7)	27.0 (26.8)
Science	28.4 (30.2)	28.6 (28.6)

There were 58 pupils in the year group. Figures in brackets are for the previous year.

2. On the basis of the 2004 end of Key Stage 2 national test results, the pupils' attainment is in line with the national average in English and science, and well below the national average in mathematics. Based on their prior attainment, the pupils' performance is average in English and science, and pupils made the expected progress between the end of Key Stage 1 and the end of Key Stage 2. In mathematics, the pupils' performance in terms of their prior attainment is well below average, indicating that this group of pupils did not make enough progress between the end of Key Stage 1 and the end of Key Stage 2. The performance of the 2004 cohort of Year 6 pupils was not as high as it has been in previous years. This is because of past weaknesses in teaching, especially in mathematics, which affected this group of pupils, and partly because of disruption caused by staff changes.
3. The inspection findings show that the attainment of the current group of Year 6 pupils is in line with national expectations in English and science, and below national expectations in mathematics. Pupils of all ages and abilities, including those with special educational needs and English as an additional language are now achieving well and attain the standards of which they are capable. Standards are slightly lower in

mathematics than in English and science because the pupils' starting point was that much lower. Almost half of this group has special educational needs. The current Year 5 group is a much stronger group academically, and these pupils are on course to attain above average standards in the core subjects when they leave school at the end of Year 6.

4. Although the pupils' achievement is satisfactory, standards in information and communication technology are below national expectations at the end of Year 6, and could be higher. Pupils do not have enough opportunities to access computers throughout the day to support their learning, or to practise newly learned skills. Not enough use is made of the computer suite because it is too small to comfortably accommodate a whole class and the current organisation of the timetable leaves insufficient time for staff to organise the use of the suite for smaller groups of pupils.
5. In religious education standards meet the expectations of the Locally Agreed Syllabus and pupils of all abilities achieve well. In design and technology and physical education, the pupils' attainment is in line with national expectations. In design and technology the pupils achieve well, and in physical education their achievement is satisfactory. In personal, social and health education pupils achieve well and attain standards which are above the age expected level.
6. The school makes good provision for pupils with special educational needs and those at an early stage of learning English. Good support by teachers, support staff and specialists help these pupils to have full access to the curriculum, and to make good gains in their learning.

Pupils' attitudes, values and other personal qualities

Pupils have **very positive** attitudes to school and to work and their behaviour is **good** overall. Pupils' personal development, including their spiritual, moral, social and cultural development is **good** overall. Pupils' social and moral development is **very good**, their cultural and spiritual development is **satisfactory**. Attendance is **satisfactory**.

Main strengths and weaknesses

- Pupils love coming to school and have very positive attitudes to their work.
- Teachers have very good strategies for managing those pupils who find it difficult to concentrate and behave well.
- Relationships are very good amongst pupils and between pupils and staff.
- The pupils' social and moral development is very well supported by the school's personal, social and health education programme.
- The school has good procedures for monitoring absence and for promoting good attendance.

Commentary

7. Pupils' attitudes are a strength of the school, as they were at the time of the last inspection. The vast majority of pupils are extremely positive about school life and love coming to school. They want to do well and to get the most from their lessons. Well planned and paced lessons throughout the school excite pupils' interest and help them to concentrate and to work hard. When involved in paired or small group activities, pupils co-operate very well with one another, sharing ideas and resources in a friendly and supportive way. Pupils with special educational needs and those who speak English as an additional language have equally good attitudes to school and respond

very well to the activities provided, and to the sensitive help they receive from support staff.

8. Very good relationships amongst pupils, and between staff and pupils are a strength of the school. Staff and pupils like and respect one another, and there are high levels of mutual respect and trust. Standards of behaviour are good overall and there is a calm and orderly atmosphere throughout the school. Teachers have high expectations of pupils' behaviour and the vast majority of pupils respond well to their teachers' firm yet fair approach. Teachers use very effective strategies to manage those pupils who find it difficult to concentrate and to behave well, so that other pupils' learning is not disrupted. Although a few parents believe that there is some bullying in the school, no incidents were seen during the inspection and pupils are confident that teachers always take their concerns seriously. Pupils agree that racial incidents are rare, and all pupils show high levels of respect for one another and for adults. Exclusion is used very much as a last resort when other behaviour management strategies have been unsuccessful. There were four exclusions in the past year.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	128	3	
White – any other White background	2		
Mixed – White and Asian	1		
Mixed – any other mixed background	1		
Asian or Asian British – Indian	13		
Asian or Asian British – Pakistani	9		
Asian or Asian British – Bangladeshi	1	1	
Black or Black British – African	8		
Other ethnic group	7		
Ethnic group not provided	85		

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

9. The pupils' personal development, including their spiritual, social, moral and cultural development, is good overall. Pupils' social and moral development is very good. All pupils have a very clear understanding of the difference between right and wrong and a very good appreciation of how their behaviour affects others. The pupils' social and moral development is very well supported by the school's personal, social and health education programme. Very good opportunities for them to consider and reflect upon their own behaviour and attitudes and those of others also make a very good contribution to their social and moral development. Pupils readily co-operate and develop a very good understanding of the importance of team work as they undertake a range of responsibilities within the community of the school. Pupils' cultural and spiritual development is well promoted through whole-school gatherings and celebrations, such as assemblies. However, there are missed opportunities for

extending the pupils' spiritual and cultural development across the curriculum, and for widening their breadth of experience.

- The school works hard to improve attendance, which is now close to the national average. However, the rate of unauthorised absence remains well above the national average. This is because the school adheres to the Local Education Authority's policy of recording all absences for term-time holidays as unauthorised. There are rigorous procedures in place to improve attendance and to follow up any unexplained absences.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.0	School data:	1.9
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education for all pupils. Teaching and learning are **good**, and assessment is **satisfactory**. The curriculum is **satisfactory**, and the school provides a **good** range of enrichment activities. The accommodation is **good**, and resources are **satisfactory**. The school provides **good** levels of support, care and guidance, and is **very effective** in the way in which it seeks the views of pupils. Links with parents are **good**, and links with the community and other local schools are **very good**.

Teaching and learning

Teaching and learning are **good** throughout the school. Assessment is **good** in the core subjects and **satisfactory** in the foundation subjects.

Main strengths and weaknesses

- Good support for pupils with special educational needs and English as an additional language helps them to have full access to all activities.
- Teachers use questions well to help pupils to clarify their thinking, and to assess their understanding.
- Pupils' behaviour is very well managed so that lessons proceed without interruption.
- Teachers provide good opportunities for pupils to use literacy and numeracy skills in their work across the curriculum, but not enough opportunities for them to use information and communication technology.
- Pupils produce good amounts of written work and take a great deal of pride in the way in which they set their work out.
- Interactive whiteboards are used well to enliven teaching and to bring pupils' learning to life.
- Learning intentions are shared with pupils at the start of lessons enabling them to have a clear understanding of what is expected of them.
- Marking is inconsistent and does not always show pupils how to improve their work further.
- Good use is made of test data to track and monitor pupils' progress and attainment.

Commentary

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	3 (10)	23 (74)	4 (13)	1 (3)		

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.

11. There has been good improvement in the quality of teaching since the last inspection. Teaching is now good across the school. Teachers have a good range of shared expertise and experience. They work well together to ensure that there are good levels of progression in the pupils' learning, and that pupils in different classes within the same year group receive similar experiences. During the inspection, teaching was unsatisfactory in one lesson. This was an isolated occasion and is not significant.
12. Teachers make good use of interactive whiteboards and other resources to highlight important teaching points, and to make pupils' learning more exciting. As a result, pupils are usually well motivated and enthused, and demonstrate good levels of concentration and purpose. Lessons often move at a good pace and provide good levels of challenge for pupils of all abilities. Throughout the school, teachers are skilled in the way in which they use questions to probe the pupils' understanding and to help the lower attainers to clarify their thinking. Teachers have very good strategies for managing the behaviour of the small number of pupils who lack self-discipline. As a result, lessons run smoothly and without disruption.
13. Teachers provide a good range of opportunities for pupils to practise basic skills of literacy and numeracy in their work across the curriculum. Pupils respond well to the teachers' high expectations of presentation, and produce good amounts of neatly presented written work in which they show great pride. Opportunities for pupils to use information and communication technology across the curriculum are limited, and there are too few opportunities for pupils to use computers for drafting and editing their written work.
14. Lesson intentions are shared with pupils at the start of lessons so that they know what is expected of them. Where teaching is at its best, teachers revisit the learning intentions at the end of sessions so that pupils can evaluate the extent of their own learning. Teachers use a good variety of teaching methods to maintain the pupils' interest and attention. Good opportunities are provided for pupils to work in pairs, small groups and independently. In practical sessions, teachers place good emphasis on the pupils learning through first-hand experience, and encourage and celebrate individuality and creativity.
15. The school has a strong inclusion policy, and support staff are used well to ensure that pupils with special educational needs and those with English as an additional language have full access to lessons. The additional support of a teacher from the Local Education Authority for pupils who are at an early stage of learning English is very good, but she is only in the school for a limited period each week. Pupils with significant learning difficulties benefit from the very good support of one of the more experienced teaching assistants who often works on a one-to-one basis with individuals.

16. Good assessment procedures are in place to enable staff to monitor and track the progress and attainment of individual pupils in English, mathematics and science. However, similar whole-school systems to help track pupils' progress in other subjects have only very recently been introduced and are not yet having their maximum impact. Pupils' work is marked regularly, but teachers' comments do not always show pupils how they can improve their work further.

The curriculum

The school provides a **satisfactory** curriculum that is enriched by a **good** range of additional activities. The school's accommodation is **good** overall. The level of resources is **satisfactory**.

Main strengths and weaknesses

- The amount of teaching time falls short of the recommended 23 hours for this age group.
- The organisation of the morning sessions does not make maximum use of the available time or resources.
- The provision for pupils with special educational needs and English as an additional language is good.
- The school offers a good programme to support pupils' personal, social and health education.
- A good range of activities is provided for pupils outside the school day.
- The computer suite is too small to comfortably accommodate a whole class of pupils.
- The science curriculum is particularly effective in ensuring good levels of progression in the pupils' learning.

Commentary

17. The curriculum is satisfactory overall as it was at the time of the last inspection. It provides a broad and balanced range of learning opportunities, and meets statutory requirements. The curriculum for science is very well organised so that the pupils' learning is systematically developed from year to year. The current teaching time however falls slightly short of the recommended time. The organisation of the morning sessions does not make maximum use of the available resources. Most of the morning sessions are devoted to the teaching of English and mathematics. As a result, only a limited amount of time is available for other subjects. This arrangement also places pressure on the school's accommodation, as specialist rooms, such as the information and communication technology suite and hall, are in high demand from all classes during the afternoon sessions, and are rarely used during the morning sessions. Likewise, support staff are mainly employed for the morning sessions, and they are therefore not available to support some of the practical activities such as science and design and technology which take place in the afternoon.
18. The provision for pupils with special educational needs and English as an additional language is good. Pupils have individual targets which they work towards with the help of teachers and support staff, and benefit from having full and equal access to all aspects of school life.
19. The school's provision for the pupils' personal, social and health education is good and this aspect of the school's work has a high status. 'Circle Time' sessions have a very positive impact on pupils' learning, and provide very good opportunities for pupils to develop their speaking and listening skills. Sex education and drugs education are

taught well through the personal, social and health education programme and through the science curriculum, and good emphasis is placed on the pupils learning how to maintain a healthy lifestyle through diet and exercise.

20. The school provides a good range of enrichment activities that effectively supplements and extends their learning. There has been good improvement in this aspect of the school's work since the last inspection. A well planned programme of visitors to the school and external visits enhance many aspects of the curriculum for pupils of all ages. Pupils are invited to take part in a good range of extra-curricular activities.
21. The school's accommodation is good and includes a large hall and extensive grounds for outdoor activities. The information and communication suite, however, is too small to accommodate a full class, and this impacts adversely on the standards pupils attain, and on the overall quality of teaching and learning. The school has sufficient resources for learning. All classrooms have interactive whiteboards, and teachers make good use of these facilities in their teaching.

Care, guidance and support

This is a happy school that provides **good** levels of care, support and guidance. The school clearly values its pupils highly and **very effectively** seeks and act upon their views.

Main strengths and weaknesses

- Teachers and support staff know their pupils well and pupils have very good and trusting relationships with them.
- The school actively seeks the views of pupils and acts upon their suggestions.
- Formal procedures for monitoring and supporting pupils' personal development are not fully in place.
- Not all support staff have had training in child protection.
- Pupils with special educational needs are not sufficiently involved in setting their own targets.

Commentary

22. As at the time of the last inspection, the school provides good levels of care, support and guidance for all pupils. Pupils feel safe in the school's warm and caring atmosphere and this enables them to settle down well and to learn effectively. There is close co-operation with parents and with various responsible agencies to ensure the pupils' welfare, health and safety. Every effort is made to find out about pupils' health and dietary needs when they join school, and the administration of medicines follows clear guidelines. Although child protection procedures are well understood by all staff, some support staff have not completed the necessary training.
23. Good support for pupils with special educational needs enables them to make good progress towards their individual targets. However, the pupils themselves do not have enough input into the target setting process and do not therefore have enough ownership of the targets that are set. Pupils with special educational needs, and Traveller pupils, are well supported by the staff of the school, and by external staff who are provided by the Local Education Authority. The part-time teacher for pupils with English as an additional language provides very good support for pupils at an early stage of learning English, especially in terms of helping them to learn the expectations of the school community, and in managing the new routines. She is able to translate

for many of the pupils where this is appropriate, providing much needed security for these pupils and their families when they first join the school.

24. There are very trusting relationships between teachers and pupils and these are the key to the school's good quality pastoral care. Teachers recognise the pupils' individual talents and know which areas of learning the pupils find difficult. Teachers effectively promote the pupils' confidence and self-esteem. Pupils agree that all adults in the school are easy to approach and willing to give advice and support. Although teachers know their pupils well, the school currently has no formal systems for recording the pupils' personal development so that it can be tracked and monitored as they move through the school.
25. The school is very effective in the way in which it seeks and acts upon the views of pupils. The school goes out of its way to seek pupils' views through a very effective school council. Pupils are encouraged to express their views and they do this responsibly because they know their opinion will be taken seriously. They help to devise school rules and think of ways to improve school procedures and playtimes, and how to raise money for charity. The school clearly values its pupils and takes great care to acknowledge their achievements, particularly when they have made efforts and tried hard. There is a good system of rewards that is prized by the pupils and encourages them to work well and do their best.

Partnership with parents, other schools and the community

The school's partnership with parents is **good**. Links with other schools and the community are **very good**.

Main strengths and weaknesses

- The school is welcoming and has a strong open-door policy.
- The vast majority of parents have positive views about the school.
- The school provides good information for parents to support their children's learning.
- Parents who do not speak English receive very good support.
- The school currently has no mechanism for seeking parents' views other than through informal contact.
- Links with the community and with other schools make a very strong contribution to pupils' learning and to the quality of life of the school.

Commentary

26. The school's partnership with parents is good, as it was at the time of the last inspection. The school is welcoming to everyone and shows a clear commitment to a strong partnership with parents. Teachers are approachable and are always willing to help parents to support their children's learning at home. Some parents make a regular commitment to help in classes, on outside trips and with extra-curricular clubs, and the school values this input. The vast majority of parents view the school in a positive light and are pleased with their children's progress. However a small number of parents have not been pleased with the way in which some of their concerns about bullying have been handled. The inspection findings confirm that the school has responded appropriately to parents' comments and concerns, but that there have been occasions when the school has not been able to provide parents with a full picture of events because to do so would compromise the confidentiality of others. Parents' opinions are important to the school and the school listens carefully to comments and concerns. However, there is currently no formal procedure to seek their views, for example, by

issuing regular questionnaires, and there is no Parents' Association through which important views might be directed.

27. The information provided by the school, particularly about children's progress, is good. There are regular newsletters, which are informative and written in an accessible style, as well as easy to read updates about the curriculum. Termly consultation evenings are always well attended. Pupils' annual reports are comprehensive and give targets to help children to improve. The school provides very good support for parents who do not speak English, and ensures that important information is conveyed to them in their mother tongue where possible. Although parents of pupils with special educational needs are invited to attend annual progress reviews, the school does not involve parents sufficiently in setting targets for individual education plans.
28. The school has established highly productive links with the local community which have a very positive impact on the pupils' learning, and on their personal development. The school capitalises very well on local expertise and resources and has established very good links with the local sports' association, local industry and the police and fire brigade. Links with the Local Community Learning Centre have a very positive impact on pupils' learning in information and communication technology. The school's involvement in recycling projects, and with local community arts groups support the pupils' social and moral development very well. Many parents and other adults in the community benefit from the provision of adult education classes, which cover a wide range of activities from information and communication technology and English as a second language, to keep fit sessions and talks on healthy eating. The provision of a breakfast and after school club, summer play schemes and holiday sport schemes are highly valued by many local families.
29. The school has very good links with other schools in the area. A very strong partnership has also been developed with the main receiving secondary schools. Links with these schools greatly enrich the school's curriculum and a number of joint projects have taken place, in such subjects as modern foreign languages, drama, physical education, information and communication technology and art and design. Very good links with the Local Community Learning Centre significantly enhance the pupils' learning in information and communication technology. The school works actively with the main feeder infant school, to ensure supportive transition and induction arrangements.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is **very good** and her management is **good**. Governance is **satisfactory**. The leadership and management of the key staff are **good**.

Main strengths and weaknesses

- The headteacher has a very clear vision for the school's future development.
- The shared management of subjects maximises teachers' individual strengths.
- Governors are very supportive and are regular visitors to the school, but their monitoring of the school's work is largely informal.
- Finances are well managed on a daily basis, but until recently, the long-term planning of expenditure was not sufficiently strategic.
- The school has a very strong commitment to inclusion which is fully reflected in practice.

Commentary

30. In the short time since her appointment, the headteacher has quickly identified the school's strengths and weaknesses and has set a clear agenda for improvement that is already bringing about improvements in key aspects of the school's work. Staff morale is very high, and staff and governors share the headteacher's enthusiasm for the continued development of the school. The headteacher is especially committed to the continuing professional development of staff, and the procedures for performance management are firmly embedded and closely linked to whole-school development. The headteacher has carried out a good amount of robust monitoring of classroom practice, and has firm plans for training other staff so that they can effectively monitor teaching and learning in their areas.
31. The leadership and management of key staff are good. The headteacher has responded particularly well to the problems caused in recent years by frequent staff changes. By putting in place small teams of staff to manage the different curriculum areas, she has maximised the expertise of individual teachers, and has ensured that if key staff move from the school, the co-ordination arrangements can proceed without too much interruption to the planned schedule. The senior management team is well established and works well together to set priorities for school improvement. There is currently no permanent deputy headteacher, and in the interim, one of the senior staff is fulfilling this role in an 'acting' capacity.
32. The governing body provides satisfactory leadership and management overall. Governors are very supportive of the school, and are justifiably proud of its warm and friendly ethos. The governing body ensures that the school fulfils its statutory duties, although there are some minor omissions in the annual report to parents. Governors have realised that the school day is shorter than that recommended nationally, and together with the headteacher are looking at ways of addressing this issue. Many governors visit school frequently in order to monitor the learning of pupils. They meet with subject leaders, look at pupils' books and watch lessons which they then discuss with teachers. However, they do not formally record their observations or systematically feed them back into School Development Planning. Most governors have a good understanding of the strengths and weaknesses of the school, and some are able to compare accurately the standards of the school with those of other schools.
33. The finances are managed well on a day to day basis, but historically there have been weaknesses in the long-term financial management of the school which have led to the school having only a very small carry forward figure from the current financial year to the next. Staffing issues in the past two years have resulted in additional unplanned expenditure.

Financial Information

Financial information for the year April 2003 to March 2004

<i>Income and expenditure (£)</i>		<i>Balances (£)</i>	
Total income	758 653	Balance from previous year	44 979
Total expenditure	800 119	Balance carried forward to the next	3 513
Expenditure per pupil	3 556		

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

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Many good opportunities are provided for speaking and listening work.
- Teachers engage the interest of the pupils well, in part through very good use of resources, including the interactive whiteboards.
- Good teamwork helps to ensure effective subject leadership.
- Pupils have too few opportunities to use information and communication technology to support the development of their writing skills.
- Marking shows pupils how they can improve their work further.
- There is good use of assessment to track pupils' progress in reading and writing.

Commentary

34. On the basis of the 2004 end of Key Stage 2 national test results, the pupils' attainment is in line with the national average. Based on their prior attainment, the pupils' performance is average, indicating that the pupils made satisfactory progress between the end of Key Stage 1 and the end of Key Stage 2. The 2004 results were lower than in previous years, because of weaknesses in teaching, and staffing turbulence. These weaknesses have now been fully addressed by the new headteacher.
35. The inspection findings indicate that the attainment of the current group of Year 6 pupils is in line with national expectations overall. Around 45% of pupils in this group have special educational needs, and their overall attainment is not as high as past trends show. Groups of pupils in the lower part of the school are on course to attain higher standards than this when they leave school at the age of eleven, as their attainment when they joined the school in Year 3 was markedly higher than that of the current Year 6 group. Throughout the school, pupils of all ages and abilities, including those with English as an additional language and those with special educational needs achieve well. They benefit from good levels of additional targeted support.
36. Standards of speaking and listening are generally good, and pupils have many good opportunities to take part in whole-class discussions, and 'partner work'. Pupils listen well to their teachers and to other pupils, and demonstrate that they have thoughtful ideas. Older pupils, in particular, are learning to use more formal styles of speech as appropriate. Pupils achieve well in reading, and many show high levels of enthusiasm and interest when discussing their favourite books. The most capable pupils read fluently and confidently for their age, with good expression. In addition, higher-attaining pupils can draw inferences from their reading, and show very good understanding when reading 'between the lines'. Pupils of all ages achieve well in their writing. They use joined-up handwriting from Year 3, and by Year 6, most pupils' handwriting is fluent and well-formed. Their written work is well punctuated, and the spelling of many pupils is above average. The complexity of all pupils' writing develops well across the school, with the result that the most capable pupils in Year 6 make sophisticated

choices of words and sentence structures, and record their ideas in a logical and sequential way.

37. Teaching and learning are good overall. Teachers plan their lessons well and create a very positive learning environment where pupils' ideas are celebrated and valued. Pupils reply well in question and answer sessions, and teachers themselves listen well to their pupils' ideas, respond sensitively to them and probe their understanding. Teachers speak in an animated way, use their voices well, and present pupils with good models of language use. They offer appropriate challenges for the pupils, and where teaching is at its best, activities are very closely matched to the pupils' levels of ability. Teachers use resources very well to enliven their teaching, including interactive whiteboards. However, not enough opportunities are provided for the pupils to use information and communication technology themselves to support their learning on a daily basis. Pupils with special educational needs and those for whom English is an additional language, make good progress because of the good support which teaching assistants provide. Teachers encourage pupils to gauge their own progress within lessons, but do not always provide enough information through their marking to show pupils the next steps they must take to improve their work further. Pupils have very positive attitudes to learning, and take a full and active part in lessons. They take great pride in the presentation of their written work.
38. The leadership and management of the subject are good. The subject is led by a team of co-ordinators, thus maximising teachers' individual expertise, and ensuring that there is not too much disruption to the planned whole-school development if key staff leave. There is a strong commitment to inclusion, and staff are keen to meet the needs of individual pupils. The progress of all pupils in English is effectively tracked, and pupils are assessed at several points in the year on their reading and writing. Pupils of similar levels of attainment are set the same targets for improvement, and this is a good approach. In terms of the quality of teaching, the pupils' achievement and the quality of leadership and management, the picture is much the same as it was at the time of the last inspection. The rate of improvement has been satisfactory.

Language and literacy across the curriculum

39. Overall pupils make good use of language and literacy skills across the curriculum. There are many good opportunities for pupils to take part in discussions and to listen to the ideas of others. Pupils have many good writing opportunities, such as when they compile reports in science, make lists of instructions in design and technology, and retell stories in religious education.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Year 6 pupils are slow and inaccurate when making mental calculations.
- The shared co-ordination of the subject maximises teachers' expertise.
- Good support for pupils with special educational needs enables them to make similar progress to their classmates.
- The good analysis of test data enables the school to target pupils who need additional support, and those who can be further challenged.

- Good use is made of support staff to implement intervention strategies for lower attaining pupils.
- Pupils do not have enough opportunities to use information and communication technology to support their learning.
- The setting of pupils for mathematics enables staff to match work closely to the needs of individual pupils.
- Marking does not always show pupils how they can improve their work further.

Commentary

40. On the basis of the 2004 end of Key Stage 2 national test results, the pupils' attainment is well below the national average. These results show a marked dip from previous years when pupils' attainment was well above average. Based on their prior attainment, the performance of the 2004 group of pupils is well below average indicating that they did not make enough progress between the end of Key Stage 1 and the end of Key Stage 2. The 2004 results were adversely affected by past weaknesses in teaching which were only rectified when the current headteacher was appointed less than one year ago. The teaching of mathematics was considerably weaker than teaching in other subjects, hence the marked difference between the test results in mathematics and those in English and science.
41. The inspection findings indicate that the attainment of the current group of Year 6 pupils is below national expectations. This group is not typical in that 45% of the pupils have special educational needs, and their attainment when they joined the school in Year 3 was unusually low in mathematics. Pupils in the lower part of the key stage are joining school with higher levels of attainment and are on course to attain standards that are at least in line with national expectations, and in some year groups above national expectations. Pupils of all ages and abilities, including those with special educational needs and those for whom English is an additional language, make good progress and achieve well from their very different starting points.
42. Throughout the school pupils have a satisfactory mathematical knowledge. They solve a range of calculations and higher attainers show a good understanding of the need to check the reasonableness of their answers. Pupils use a wide range of different strategies when making calculations which they explain well. However, older pupils especially are not sufficiently fast when making mental calculations and do not have enough grasp of basic number bonds. The school has recognised this weakness and has taken steps to address the problem by introducing multiplication table award scheme and other strategies to encourage the pupils to learn essential number facts. Pupils take pride in the presentation of their written work and higher attainers produce good amounts of work in the time available.
43. The quality of the teaching and learning is good throughout the school. The setting of pupils for mathematics enables staff to match work closely to the different needs of pupils and to effectively support the lower attaining pupils and stretch the higher attainers. Teachers have confident subject knowledge and manage the pupils very effectively. They make good use of interactive whiteboards in order to stimulate pupils' learning, although pupils themselves do not have enough opportunities to use information and communication technology to support their learning on a daily basis. Pupils' work is marked regularly, but the quality of marking is very variable and does not always show pupils clearly how they can improve their work further. Pupils enjoy mathematics, and are confident learners. They work very well in small and large groups, although in some classes there are not enough opportunities for them to work independently.

44. The subject is well led and managed by a team of co-ordinators. This shared co-ordination is highly effective as it maximises the teachers' individual strengths, and reduces the impact of the high staffing turnover which has been the pattern in the school for some years. The co-ordinators make good use of performance data to highlight whole-school areas of strength and weakness and to target pupils who need additional support and those who may be gifted. Good use is made of trained support staff who work with lower attaining pupils using nationally recommended intervention strategies which boost their performance and enable them to learn in small groups. Although standards are lower than they were at the time of the last inspection, the provision is equally good in terms of the quality of teaching, the pupils' achievement and the quality of leadership and management. The rate of improvement therefore since the time of the last inspection has been satisfactory, and good during the past year under the leadership of the new headteacher.

Mathematics across the curriculum

45. Basic numeracy skills are developed well across the curriculum and there are some good opportunities for pupils to produce graphs and charts in subjects such as science. In design and technology and science there are some good opportunities for pupils to take and record measurements, and to make estimates and approximations.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The school provides a very good curriculum that ensures good levels of continuity and progression in the pupils' learning.
- Very good joint planning within year groups ensures pupils receive the same range of experiences.
- Pupils have very positive attitudes to learning and work very co-operatively on shared tasks.
- The use of 'science logs' is a very good method of measuring pupils' ongoing progress.
- The shared co-ordination of the subject is effective and maximises the individual expertise of the staff involved.
- Pupils take pride in the presentation of their written work.
- Pupils make good use of literacy and numeracy skills to support their learning in science, but do not make enough use of information and communication technology.
- Pupils' learning is effectively supported by many opportunities for them to take part in practical activities.
- The good analysis of test data helps staff to highlight areas of strength and weakness in teaching and learning.

Commentary

46. On the basis of the 2004 end of Key Stage 2 national test results, the pupils' attainment is in line with the national average. Based on their prior attainment, the pupils' performance is average, indicating that the pupils have made satisfactory progress between the end of Key Stage 1 and the end of Key Stage 2. The results are lower than they have been for some years, mainly because of weaknesses in teaching

for that group of pupils which were most evident when they reached Year 6. These weaknesses have been addressed by the current headteacher.

47. The inspection findings indicate that the attainment of the current group of Year 6 pupils is in line with national expectations. This group is unusual in that almost 45% of the pupils have special educational needs. The current Year 5 group is on course to attain standards that are above national expectations by the time they leave school at the age of eleven. Throughout the school the pupils' achievement is good. Pupils benefit from good teaching, and a very good curriculum that enables them to study topics in a good amount of depth. Pupils of all ages and abilities have very positive attitudes to the subject which impact very positively on their learning.
48. Pupils of all ages have a secure scientific knowledge which they explain well using a suitably broad scientific vocabulary. Higher attaining pupils in all classes effectively use and apply their prior knowledge when faced with new tasks, and make sensible predictions based on what they already know. However, lower attaining pupils often do not retain their learning, and have difficulty in recalling past topics. Pupils of all abilities benefit from frequent opportunities to carry out practical activities which develop their skills of fair-testing, and which help them to become more methodical in their approach to scientific investigations. Pupils make good use of their literacy and numeracy skills in their science work, although currently there are too few opportunities for them to use information and communication technology to enhance their learning.
49. Teaching and learning are good. Teachers plan very well together in year groups so that the pupils enjoy the same range of learning experiences. Very good use is made of the commercial scheme of work to ensure that pupils' learning is systematically extended, and topics are covered in a good amount of depth. Lessons are well paced and contain a good balance of practical activities, which encourage the pupils to explore scientific ideas, and teacher led activities which ensure that pupils learn the necessary facts and skills. The 'science logs' are very effective in helping the pupils to assess their own progress, and provide a good record of what the pupils know and can do at the start and end of a new topic. Pupils are very enthusiastic learners who work very well together on shared tasks. They talk with animation about their investigative work, and take great pride in presenting their written work neatly.
50. The leadership and management of the subject are good overall. The shared co-ordination of the subject enables staff to share expertise, and very effectively addresses the problem within the school of high staff turnover. The co-ordinators have a clear idea of the next steps to be taken to develop the subject further, and have made a good start in terms of monitoring standards, teaching and learning by sampling pupils' work. However, there has been little in the way of direct observation of classroom practice although this monitoring activity is planned for the near future. The good analysis of test data enables the co-ordinators to highlight areas for whole-school development. The good provision described at the time of the last inspection has been maintained, and the rate of improvement has been satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The information and communication technology suite can not comfortably accommodate a full class of pupils.

- Very good use is made of the information and communication technology resources at the Local Community Learning Centre.
- There are not enough opportunities for pupils to use information and communication technology to support their learning across the curriculum.
- Pupils of all abilities have very positive attitudes to the subject and are keen to learn.
- Teachers use interactive whiteboards well to enhance teaching and learning and set a good example to pupils in their use of information and communication technology.

Commentary

51. Pupils' attainment at the end of Year 6 is below national expectations. This group of pupils contains an exceptionally high number of pupils with special educational needs, and their attainment is lower than in previous years. Pupils in the other year groups are attaining the standards expected for their age. The achievement of all groups of pupils is satisfactory. Standards are broadly the same as they were at the time of the last inspection, and the rate of progress since that time has been satisfactory.
52. As they move through the school pupils make satisfactory progress in developing their use of word processing programs. Higher attaining pupils in all year groups confidently merge text and pictures, and change the colour, size and style of the font they are using. Most pupils have experience of using computers to research information, and are familiar with the notion of the Internet as a reference resource. Pupils make satisfactory use of computers for organising and interrogating data, and produce different types of graphs and charts. During the inspection, Year 5 pupils worked well on spreadsheets, although the current Year 6 pupils are not proficient in this area of the information and communication technology curriculum. Younger pupils have experience of working with control programs such as 'logo' although lower attainers have difficulty in recalling their learning and in remembering the directional prompts.
53. Teaching and learning are satisfactory overall, and some good teaching was seen during the inspection. Teachers use information and communication technology well themselves to enhance their teaching, and make good use of the interactive whiteboards in each classroom to bring the pupils' learning to life. The teaching of information and communication technology in the suite sometimes has weaknesses. The suite is too small to accommodate a whole-class group, and the pupils become uncomfortable when working in the cramped conditions, and difficult to manage. Where teaching is most effective, small groups use the suite whilst the remainder of the class work independently on computers in their own and other class bases. Pupils are confident learners who have very positive attitudes to the subject. They are keen to talk about their work, and are willing to support classmates who experience difficulties.
54. The subject is satisfactorily led and managed by an enthusiastic co-ordinator who has done much to raise the levels of staff confidence in the teaching of information and communication technology, and who has been instrumental in developing the use of interactive whiteboards in classrooms. However, not enough has been done to address the problems posed by the small information and communication technology suite. Currently most lessons are timetabled in the afternoon sessions when support staff are unavailable. The lack of classroom support makes it difficult for teachers to split the classes into smaller groups, especially in the lower part of the school, where the youngest pupils are not yet sufficiently confident in their learning to work independently. Very good links with the Local Community Learning Centre significantly enhance the learning of pupils throughout the school. Pupils benefit from having access to very up to date equipment, and the input of specialist staff. Assessment is

satisfactory overall, but the newly introduced systems are not yet having their maximum impact in terms of highlighting strengths and weaknesses in pupils' learning.

Information and communication technology across the curriculum

55. The use of information and communication technology across the curriculum is unsatisfactory. Although pupils make some use of computers for research in subjects such as history, they tend not to see computers as tools for learning. Not enough ongoing daily use is made of classroom computers to support pupils' learning.

HUMANITIES

56. The inspection focused on **religious education**. Not enough evidence was gathered to make secure judgements about provision, standards, teaching and learning in **history** and **geography**. However, the available evidence indicates that both geography and history are taught on a regular basis in all classes. Good use is made of visits and visiting speakers to bring the pupils' learning to life, and to enhance their knowledge and understanding. The subjects have a positive impact on the pupils' personal, social and cultural development. Whole-school assessment systems have been recently introduced, but are not yet having their maximum impact.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Teachers provide a good range of recording activities which enable pupils to recall their learning.
- Good links between the main faiths studied provide a meaningful context for the pupils' learning.
- Interactive whiteboards are used well to enliven teaching and to enhance learning.
- Pupils have very positive attitudes, and the subject makes a good contribution to their spiritual, moral, social and cultural development.
- There are only limited visits to places of worship.

Commentary

57. Pupils' attainment is in line with the expectations of the Locally Agreed Syllabus at the end of Key Stage 2. Throughout the school pupils achieve well from their different starting points, and make good gains in their knowledge and understanding of the wide range of world faiths they study. The pupils' attainment and achievement are broadly the same as they were at the time of the last inspection, and overall the rate of improvement since that time has been satisfactory.

58. During their time in school, pupils study the main world faiths of Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism, and also the Humanist Movement. Because teachers create meaningful links between the features of the religions studied, most pupils have a secure knowledge and understanding of the differences and similarities between the practices and traditions of the main faiths. Older higher attaining pupils talk with good levels of confidence about different styles and places of worship, and note how some of the symbols, such as light, are important to many faiths. Pupils show high levels of respect as they talk about different religions, and

demonstrate a satisfactory understanding of how each religion guides the lives of its followers.

59. Teaching and learning are good overall. Teachers provide a good range of recording activities which serve as a good prop for the pupils when they want to recall their learning at a later date. Activities are presented in an interesting way which captures the interest and attention of the pupils. Interactive whiteboards are used well to enhance and enliven teaching, and video clips bring the learning to life for the pupils and help them to understand new or difficult concepts. The judicious use of religious artefacts provokes good levels of discussion. Teachers match activities well to the wide range of abilities, providing additional support for pupils with special educational needs and English as an additional language, and challenging higher attaining pupils well so that they are fully stretched. Pupils respond positively to religious education lessons and show good levels of interest in their learning. They take pride in the presentation of their written work. Although the marking of pupils' work is satisfactory, some of the comments do not show pupils how they could improve the standard of their work further.
60. The subject is well led and managed. A good amount of time is given to the subject and good planning ensures that pupils' learning is progressively extended as they move through the school. Assessment is satisfactory overall. Teachers keep ongoing records of pupils' progress and attainment, and have recently introduced a new whole-school system of assessment that will in the fullness of time provide a wider picture. Good use is made of visiting speakers to enrich the pupils' learning, but there are only limited visits to places of worship in the local area.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

61. The inspection focused on **design and technology** and **physical education**. Not enough evidence was gathered to make secure judgements about provision, standards, teaching and learning in **music** and **art and design**. On the basis of the available evidence, the school provides a good curriculum and music and art and design are taught on a regular basis in all classes. Good use is made of visits and enrichment activities to support the statutory curriculum, and pupils talk with enthusiasm about their learning. Whole-school assessment systems have only recently been introduced, and are not yet having their maximum impact in terms of providing a comprehensive picture of pupils' attainment and achievement as they move through the school.

Design and technology

The provision for design and technology is **good**.

Main strengths and weaknesses

- The subject has a high profile in the school and is allocated a good amount of curriculum time.
- Teachers provide very good opportunities for pupils to record their ideas in different ways.
- There are only limited opportunities for pupils to work with resistant materials and for them to take part in open-ended creative activities.
- Pupils have very positive attitudes to the subject which impact positively on their learning.

- Literacy and numeracy skills are effectively promoted.
- A good range of enrichment activities enhances the overall provision.

Commentary

62. Standards are in line with national expectations at the end of Year 6. Pupils of all abilities achieve well from their different starting points. Teachers provide good levels of additional support for pupils with special educational needs and English as an additional language so that they can make similar progress to their classmates. The good provision described at the time of the last inspection has been maintained and further strengthened.
63. Pupils enjoy a rich curriculum that gives them good opportunities to practise and refine their skills of designing, making and evaluating. Pupils are skilled in the way in which they make analyses of commercial products prior to designing and making their own products, thereby gaining a very secure understanding of key features such as the materials and joining techniques used, the product quality and its suitability in terms of its intended purpose. The pupils' designing skills are satisfactory, but most of the projects they undertake have prescribed outcomes, and this constrains the creativity of the most imaginative pupils. Pupils make satisfactory evaluations of their finished products which become progressively more mature and informative as the pupils move through the school. Pupils have a satisfactory range of making skills, and know how to join materials such as card, paper and textiles. However, they have only limited opportunities to work with resistant materials, such as wood and plastic, and to use tools such as drills, hammers and saws. The pupils' design and technology books, which they take with them from class to class, are attractive records of the topics they have covered, and provide a good source of reference to remind pupils of their previous learning.
64. Teaching and learning are good throughout the school. Lessons are well planned, and teachers present topics in a stimulating way that captures the pupils' attention and interest. Good use is made of questioning to help the pupils to formulate their ideas and to plan their projects, and evaluation plans provide good support for the pupils in terms of helping them to highlight the strengths and relative weaknesses in their learning. Teachers encourage pupils to make good use of their literacy and numeracy skills in their design and technology work. Pupils have very positive attitudes to learning and work well together in small groups and pairs. Their enthusiasm for learning has a positive impact on their achievement.
65. The subject is well led and managed, and has a high status in the school. The co-ordinator is a good point of reference for other staff, and regularly monitors the quality of the pupils' work. Currently design and technology is not a main priority on the School Improvement Plan, and the co-ordinator has not yet carried out any observations of classroom practice. A good range of enrichment activities enhances the overall provision, and external visitors extend the pupils' experience of working with construction kits, motors and resistant materials. Assessment is satisfactory overall.

Physical education

The provision for physical education is **satisfactory**.

Main strengths and weaknesses

- The subject makes a good contribution to the pupils' personal and social development.

- A good range of additional learning experiences effectively enhances the statutory curriculum.
- The quality of teaching is too variable and as a result pupils do not make consistent progress within and between the different elements of the curriculum.
- The subject co-ordinator is effectively leading whole-school development and raising the status of the subject in the school.
- The school has good accommodation enabling a wide range of activities to be offered throughout the year.

Commentary

66. During the inspection, lessons were seen in games and dance. Pupils' attainment at the end of Key Stage 2 is in line with national expectations in these areas, and in swimming. Pupils throughout the school achieve satisfactorily, but their progress from year to year, and within the different aspects of the physical education curriculum is not consistent because of variations in the quality of teaching. There has been satisfactory improvement since the last inspection.
67. In dance pupils listen carefully to the music and do their best to respond appropriately through movement. However, whilst some pupils have a good imagination, and are original in their movements, making good use of different levels, speed and shapes, others rely too much on the ideas of their classmates and teachers. In games pupils show satisfactory control of the ball, and catch, pass and throw balls with reasonable accuracy over a short distance. Older higher attaining pupils show a good understanding of defence tactics, and anticipate their opponents' moves well. Pupils learn how to swim at a nearby pool, and by the end of Year 6, most swim the recommended twenty five metres.
68. Teaching and learning are satisfactory overall, but there is a wide variation in the quality of teaching within the different aspects of the curriculum and within year groups. Teachers have a satisfactory knowledge, and lessons are carefully planned and prepared. However, they have different expectations of what the pupils could and should achieve and where teaching is least effective do not stretch the pupils sufficiently in their work. Where teaching is at its best, pupils are given good opportunities to demonstrate their ideas to their classmates, and are encouraged to evaluate their own performance and that of others. A strength of teaching is the way in which teachers suggest ways in which the pupils might improve the standard of their work, although this very good practice is not evident in all classes. Most pupils have positive attitudes to work and are keen to do well, although a small number of pupils do not make enough physical effort. Pupils generally work well with one another on shared tasks and show good sportsmanship when playing games.
69. Overall the subject is satisfactorily led and managed. The new and exceptionally enthusiastic co-ordinator has made a good start in raising the profile of the subject in the school, and sets a very good standard through his own teaching. The recent award of the Active mark is in recognition of the good quality curriculum the school provides, and the good range of additional activities that supplement and complement the statutory curriculum. The co-ordinator has a very clear idea of how the subject will be developed over the next few years, and a good programme of staff training is in place to ensure that all staff have the necessary expertise and confidence. The co-ordinator has not yet had the opportunity to monitor teaching and learning through the observation of lessons, and the current variations in the quality of teaching have not been picked up and addressed.

Personal, social and health education and citizenship

Provision is **good**.

Main strengths and weaknesses

- Circle Time is a regular feature of all classes and has a very positive impact on the pupils' personal and social development.
- Teachers create a very secure learning environment and as a result pupils are unafraid to share their feelings and emotions.
- Pupils have very positive attitudes to learning, and treat the contributions of their classmates with high levels of respect.
- The school has developed this aspect of its work very well since the last inspection.
- There are currently no systems in place for tracking and monitoring the pupils' progress and attainment.

Commentary

70. Pupils' attainment at the end of Year 6 is above the age expected level in personal, social and health education and citizenship. Pupils achieve well from their different starting points, and make good gains in their knowledge and understanding. The school has developed this aspect of its work very successfully since the last inspection.
71. As they move through the school, pupils become increasingly mature and more able to communicate and express their ideas to others. They show very high levels of respect and empathy for their classmates' views, and listen well, understanding the privilege of being trusted with the confidences of others. During 'Circle Time' sessions, where the pupils sit in a large circle so that they can all see one another, pupils show a good awareness of the agreed rules of the session, and take their turns well, listening attentively to others, and only speaking at the allotted time. Through their discussions in formal sessions, and through the range of additional more informal activities provided by the school, pupils gain a good understanding of the notion of citizenship, and an awareness of the shared and collective responsibility of living together in the community of the school.
72. The teaching of personal, social and health education is good. Teachers prepare formal lessons well, and are very effective in the way in which they pick up and address incidental opportunities that arise during the course of the day. 'Circle Time' sessions are well paced, and teachers use a range of games well to settle and relax the pupils before the sessions start. Teachers have very high expectations of behaviour, and as a result, the lessons proceed smoothly, and all pupils are fully included. Teachers share their own feelings and opinions with the pupils, creating a very secure learning environment which makes the pupils feel confident. Pupils respond very well to one another, and are very keen to take part in all activities. Although they have the option of not contributing to 'Circle Time' discussions, very few opt out.
73. The co-coordinator has effectively led the subject forward since the last inspection and has overseen the introduction of a formal personal, social and health education programme. More recently 'Circle Time' has been introduced. The subject now has a high status in the school and staff have benefited from training so that they feel confident about tackling the issues raised in the planned programme of work. There are currently no whole-school assessment systems for tracking the pupils' progress

and attainment in personal, social and health education and citizenship, and this makes it more difficult for staff to identify pupils who need further challenge, or those who are not making the expected progress.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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