

INSPECTION REPORT

St Margaret of Scotland Junior School

Luton, Bedfordshire

LEA area: Luton

Unique reference number: 109634

Headteacher: Mrs Christine Boyd

Lead inspector: Susan Walker

Dates of inspection: 4th - 7th July 2005

Inspection number: 267852

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
School category: Voluntary aided
Age range of pupils: 7-11
Gender of pupils: Mixed
Number on roll: 239

School address: Rotheram Avenue
Luton
Bedfordshire

Postcode: LU1 5PP

Telephone number: 01582 723430

Fax number: 01582 655440

Appropriate authority: Governing body

Name of chair of Mrs Loretta Danaher
governors:

Date of previous 17th May 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

St Margaret of Scotland is a voluntary aided Catholic junior school that shares its campus with the adjoining infant school. The schools are situated on the outskirts of Luton in the middle of a council estate. Pupils come from three parishes and about a third of pupils are bussed in from outside the immediate catchment area. Socio-economic circumstances are average, overall, as is attainment on entry. There are 239 pupils on roll, which is about the same size as many schools nationally. About 20 per cent of the school's intake come from a variety of other ethnic groups. The largest group is made up of Black or Black British-African pupils. Four pupils are at an early stage of language acquisition. Seventeen per cent of pupils are on the register of special educational needs. This is broadly average. Seven pupils have a Statement of Special Educational Needs, which is higher than the national average. There are average numbers of pupils eligible for free school meals. Most pupils stay in the school throughout their junior years.

The school gained the Active Mark (Gold) and the Basic Skills Mark in 2004 and the Healthy Schools Award and Investors in People in 2003.

There have been significant staff changes since the last inspection. There is a new deputy headteacher, but the headteacher remains the same.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21678	Sue Walker	Lead inspector	Special educational needs English English as an additional language Personal, social and health education Citizenship History Geography
9352	Malcolm Weaver	Lay inspector	
27568	Muriel Davidson	Team inspector	Science Art and design Design and technology
22361	Marina Gough	Team inspector	Mathematics Information and communication technology Music Physical education

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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	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN SUBJECTS	18
SUBJECTS IN KEY STAGE 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Margaret of Scotland Junior School is a very caring and inclusive school which provides a **satisfactory** standard of education. Leadership and management are satisfactory. Staff turnover has been high for the past two years and this has had a negative impact on standards at Year 6. Teaching and learning are satisfactory, overall. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards in music, dance and games are good and standards in singing are very good, but standards in science and English are not good enough.
- Teaching is good in Year 5, and occasionally very good in Years 3 and 6, but overall it is too variable.
- The school has a very good ethos and pupils' attendance is good.
- The school takes very good care of its pupils.
- Assessment procedures are satisfactory overall and are good in English and mathematics, but teachers do not make enough use of what they know about children's learning to plan the next lessons.
- Pupils have very good opportunities for enrichment, especially in music and sport.
- Very good use is made of a range of extra adults to support pupils' learning and the accommodation and resources are good.
- There are very good links with schools and colleges and with the community.

The school has made satisfactory improvement since the last inspection. Resources and standards in information and communication technology (ICT) and design and technology are better than they were. Standards in mathematics are improving. There are now good procedures to track pupils' progress in English and mathematics, but the information is not always used well enough to plan lessons. The school now has a focused school improvement plan, adjusted the time that the school is open and put pupil targets in place and improved spiritual provision through its *prayer room*.

STANDARDS ACHIEVED

Inspection findings show that achievement is **satisfactory** overall, for pupils of all abilities and ethnicities, but it is good in mathematics, ICT, music and physical education. The current Year 6 pupils have had too many different teachers in the last two years and this has affected both their self-esteem and their work ethic. Despite the school's best efforts at supporting Year 6 pupils' self-esteem and speeding up their progress, standards in English and science are currently below average, with writing well below average. Standards in all other subjects are broadly average, but are very good in singing and good in dance and games.

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	C	C	C
Mathematics	D	D	D	D
Science	C	D	D	C

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

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

In the 2004 national tests for pupils aged eleven, standards were average in English and below average in mathematics and science. When compared with similar schools standards were satisfactory in English and science and below average in mathematics.

Provision for pupils' personal development is **very good**. There is very good provision for pupils' spiritual, moral, social and cultural development. Pupils' attitudes towards school are very good and their behaviour is good. Attendance is good.

QUALITY OF EDUCATION

The quality of education is **satisfactory**. Teaching is **satisfactory**, but is good in mathematics, ICT, music and physical education. Overall, teaching is too variable. The school has put in place good strategies to improve pupils' learning and these are starting to have an impact lower down the school. There are very good quality teaching assistants who support learning well. Assessment procedures are satisfactory overall, and good in English and mathematics, but teachers do not make enough use of what they know about pupils' skills to plan the next lesson or to ensure that activities are always well matched to all pupils' needs. The curriculum is satisfactory and there is very good enrichment in physical education and music. The school cares very well for pupils and provides satisfactory support and guidance. There are good links with parents, and very good links with other schools and the community, which benefit pupils' education.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**, overall. The headteacher gives very good leadership to the pastoral aspects of the school and this gives rise to its very good ethos. Overall, her leadership and management are satisfactory. The leadership team has focused well on improvement in mathematics. Subject leadership is satisfactory overall but the changes in staffing and the number of part-time staff have affected what co-ordinators can achieve. Governors are satisfactory, supportive of the school and meet all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils like their school, enjoy being asked for their views and appreciate what the school provides. Year 6 pupils do not like the way that their education has been negatively affected by the number of staff changes. Parents are supportive and have chosen the school for its recognised very good ethos and standards of pastoral care.

IMPROVEMENTS NEEDED

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

- improve standards in writing, including handwriting and punctuation;
- improve standards in science, including practical science;
- use assessment data more effectively to match learning to pupils' needs;
- improve the consistency of teaching across the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is **satisfactory** overall but it is **good** in mathematics, ICT, music and physical education. Standards in singing are **very good**. Standards in science and English are **below the national average**.

Main strengths and weaknesses

- Pupils achieve well in music and particularly well in singing due to good tuition.
- Standards are above average in dance and games.
- There are gaps in pupils' knowledge and understanding in some subjects such as science due to staff changes.
- Pupils' achievement in timed national tests does not reflect their capability.
- There is good provision for the gifted and talented pupils.

Commentary

1. Most pupils transfer from the adjoining infant school. On entry to the junior school, these pupils' standards are broadly average. A small number of pupils join the school in Years 3-6. More pupils are identified by the junior school staff as having special educational needs than in their infant years.
2. The progress of pupils as they come through the school has been very variable. The current Year 6 group contains 60 pupils. One half of the year group has had three teachers, including an instructor when they were in Year 5. This academic year the same class had a supply teacher in the autumn term, a teacher for the spring term and yet another teacher in the summer term. This unsatisfactory provision has affected both classes as pupils are taught by ability in English and mathematics. There are 14 pupils with special educational needs in Year 6, including two pupils with statements. Almost all pupils speak English competently, but there are 13 per cent who belong to other ethnic groups and this sometimes affects their comprehension of what is wanted as the correct answer.
3. Year 6 pupils feel that their education has been disrupted by the number of teachers they have had and this has affected both their self-esteem and work ethic. The headteacher has put in good systems to try to address these problems and to improve their learning. For instance, she gave each pupil a mentor in mathematics so that they could receive extra help with areas which they found difficult and introduced anger management classes and a learning mentor for those who needed them. Computer programs were put into place so that pupils could revise at their own pace.
4. Inspection findings show that standards are well below average in writing, and broadly average in reading and speaking and listening. The school's initiatives in writing have begun to improve the types of writing that pupils produce, but lower attaining pupils are too dependent on adults for support and guidance in producing written work. The large number of part-time and temporary teachers has not allowed pupils to develop satisfactory and consistent handwriting and punctuation skills. Standards in mathematics are average because improvement has been a school priority and lessons are well taught. Standards in science are below average because Year 6 pupils have had

insufficient experience of practical science. There is an inexperienced co-ordinator in post who has not had the time to effect improvement. The use and development of pupils' mathematics and literacy skills in other lessons are satisfactory. Pupils get satisfactory opportunities to use video and digital cameras to enhance their learning, but less good opportunities to draft and redraft work on the computers.

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	26.8 (27.1)	26.9 (26.8)
Mathematics	26.2 (26.1)	27.0 (26.8)
Science	28.4 (27.7)	28.6 (28.6)

There were 57 pupils in the year group. Figures in brackets are for the previous year

5. In the 2004 national tests for pupils aged eleven, standards were average in English and below average in mathematics and science when compared with all schools nationally. Compared with schools whose pupils attained similarly in the Year 2 tests, standards were average in English and science, but below average in mathematics. The general trend of results from year to year is below the national average and the school generally fails to meet its targets. The school has taken much firmer action to redress the identified weaknesses this year and has implemented a number of initiatives to improve pupils' learning. Early indications are that these have not had as much impact on the national test results in 2005 as the school hoped. Year 6 pupils are not good at concentrating and are sometimes slow to start work and this does not work to their advantage in timed national tests.
6. National data over three years shows that girls and boys perform similarly in English and mathematics. The school has correctly identified its weaknesses. Current school targets are to improve standards in writing and girls' achievement in maths. The school has put into place good initiatives such as boys' reading and writing groups, a mathematics preparation group for girls and extra basic skills lessons to try to raise overall achievement. Girls do better than boys in science, but the school has been unable to put into place its plans for improvement because it has been without a science co-ordinator for much of the year.
7. Achievement in music is good because a fifth of pupils have lessons from visiting instrumental teachers. The voice coach provides very good teaching in *diction* and *pitch*. The whole school singing together is a delight to listen to. Good achievement in physical education is due to very good extra-curricular provision, specialist coaching and inter-school sports events.
8. The school has identified its gifted and talented pupils from a full range of ethnic groups. Such pupils are catered for well by the very good number of clubs and activities in sports and music. The needs of gifted mathematicians throughout the school have their requirements met by a day of extension mathematical activities. A few pupils take advantage of provision organised by the local education authority.
9. The very small number of pupils, largely Polish, who do not speak English competently are well known to staff and supported by adults and their peers alike. Good initiatives such as the well taught 'reading and thinking' groups meet such pupils' needs well and

their achievement is satisfactory. School data and inspection findings show that there is no difference in the achievement of pupils from the various ethnic groups represented in the school.

10. The achievement of pupils with special educational needs is satisfactory. Pupils are well taught by the special educational needs co-ordinator, instructors and teaching assistants in targeted provision. However, work is not always well enough matched to their needs in some classes and subjects and the inappropriate withdrawal from some lessons means that their overall achievement is slowed.
11. Improvement from the last inspection is satisfactory given the difficulties Year 6 pupils have faced. The school has successfully raised standards in ICT and design and technology, which were issues at the time of the last inspection.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school are **very good**. Their behaviour in class and around school is **good**. Pupils' spiritual, moral, social and cultural development is **very good**. Pupils' attendance is **good**.

Main strengths and weaknesses

- Pupils enjoy school and participate eagerly in all the activities provided.
- The caring ethos of the school ensures that pupils' personal development is very good.
- Pupils are friendly, polite and racially harmonious.
- Attendance is above the national average.
- The *prayer room* plays a significant part in school life.

Commentary

12. Pupils of all abilities and ethnic groups are happy to be at school. They respond very well to the caring ethos which effectively promotes the faith community from which they come. Pupils take full advantage of all the extra-curricular activities offered. Clubs for physical education and opportunities for music-making involve many more pupils than might normally be expected. Pupils value their friendships and appreciate the peaceful playtimes. They work well together in lessons and are polite and well mannered. Older pupils take on the responsibility of befriending the youngest in school to ensure that they settle quickly and happily. Any pupils who are vulnerable are cared for with compassion.
13. The vast majority of pupils behave well in class and around the school, especially at playtimes, but there is a minority of boys who do not. Incidents of poor behaviour are dealt with quickly and efficiently and support from outside agencies is sought swiftly where appropriate. Pupils and parents are sure that very little bullying takes place and the school deals quickly with any such incidents. There is very good evidence of racial harmony in lessons and in the playground. There was one fixed-term exclusion last summer and the pupil is no longer in the school.
14. Pupils flourish within the school's nurturing atmosphere where their personal development is a high priority. The Christian aims of the school are promoted at all times. Assemblies are exciting, interesting and informative and offer pupils significant opportunities for spiritual development, as does the regular use of the new prayer room for meditation. Many good initiatives have been put in place to raise pupils' self-esteem, for example completing *learning journals* and taking part in the reflective sessions as

part of personal, social and health education. The elected school council gives all pupils a voice so that they feel they have contributed to decision-making. Pupils learn effectively, through school routines, systems, personal example and stories, how to behave well towards each other and also towards their neighbours in the wider world. They are regularly involved in mission and outreach to countries in Europe and Africa through the Catholic Church. They have satisfactory links with another local school in a contrasting community. Pupils celebrate their own religious and Irish heritage well, through festivals, in their worship and through music and dance. They received a good experience of learning about heroes from other cultures during Black History week.

15. Attendance remains well above the national average. The school makes good efforts to monitor and improve attendance further, although there is a small but persistent number of pupils who arrive at school late. The school maintains registers of attendance, but there are unexplained absences of several pupils in some classes. The school is working with the Education Welfare Service to improve this issue.

16. Improvement is good. The school has maintained its very positive position because the Mission statement is embedded in the day-to-day life of the school. It has improved pupils' opportunities to have their voice heard and made good strides in improving spiritual provision within the curriculum.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	3.4	School data:	0.3
National data:	5.1	National data:	0.4

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

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
Black or Black British – African

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
17	1	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **satisfactory**. Teaching and learning are **satisfactory**. Assessment procedures are **satisfactory**, but the use of assessment is not. The curriculum is **satisfactory** and there are **very good** opportunities for pupils to take part in music and sport. The school cares for its pupils **very well** and gives pupils **good** opportunities to express their views. Support and guidance are **satisfactory**. There are **good** links with parents, and **very good** links with the community and other schools and colleges.

Teaching and learning

The quality of teaching and learning is **satisfactory**. Assessment procedures are **satisfactory**, overall, but the use of assessment is not.

Main strengths and weaknesses

- The school makes good use of its specialist staff in mathematics, music and physical education.
- The quality of classroom assistants who support pupils' learning is very good.
- There are pockets of effective marking.
- Pupils' *learning journals* help them to assess what they have learned.
- Interactive whiteboards are used well.
- Weekly planning sheets are too simplistic and lead to inconsistencies in what is actually taught.
- Assessment is used well in English and mathematics, but it is not used consistently to plan work that is matched accurately to pupils' needs in other subjects.

Commentary

17. Teaching seen during the inspection was of good quality. This was because the teachers were working from detailed lesson plans, with clear guidance on what vocabulary was to be taught and how best to match learning to pupils' needs. Examination of evidence such as teachers' routine planning, pupils' books and progress from term to term shows that overall teaching is usually satisfactory in most subjects.

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	5 (19%)	10 (29%)	10 (29%)	1 (3%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages.

18. The headteacher has accurately identified that teaching varies from unsatisfactory to very good and that this is too inconsistent to accelerate learning. The teaching and learning policy is satisfactory, but lacks the detailed explanation of what makes a truly successful lesson. The quality of teachers' usual daily and weekly planning is too variable to show exactly what teachers propose to teach and how they will match the learning needs of all pupils in some classes.

19. Teaching is good in Year 5, and the very good lessons observed during the inspection were provided for Year 3 and Year 6 pupils. In the one unsatisfactory lesson seen, planning did not match the time available. Inspection findings are that teaching is good in mathematics, ICT, music and physical education. Teaching is good in mathematics because it has been a focus for school improvement. Learning is good when pupils are given the opportunities to try mathematical extension activities on a Thursday morning. Specialist teaching in music and physical education aids pupils' learning well. Teachers have received training on the use of the computerised whiteboards and as a result most teachers use them effectively to bring teaching to life in a number of subjects, including English, mathematics and geography. Writing has been a school focus, but too little attention has been given to teaching basic skills such as handwriting and punctuation effectively and consistently.

20. Good teaching by teaching assistants, instructors and the special educational needs co-ordinator is provided in sessions out of class for pupils with special educational needs. The school has rightly spent its money on providing quality support for such sessions and for English and mathematics. However, the quality of pupils' learning could be much better if the timing of some of these sessions were better organised so that pupils did not miss whole chunks of the main lesson and often re-enter too late to do much learning with their peers.
21. Homework arrangements are satisfactory, which was not the case at the time of the last inspection. Pupils are clear about what they have to do and older pupils enjoy the opportunities for research in projects undertaken at home. The school now has regular slots for pupils to hand in completed homework. Parents have been advised on how to support homework in numeracy.
22. The school has had a particular focus on improving pupils' learning. The purpose of the lesson is always successfully shared with pupils so that they can relate that session to any previous learning. Effective questioning helps pupils to remember what they do recall from earlier sessions. Pupils find their *learning journals* (where they write what they find easy and where they are having difficulties) and the timetabled slots for self-evaluation of great value in helping them to see how to improve. In some lessons, teachers give pupils good opportunities to evaluate their own and others' learning,
23. The marking policy is good and offers clear guidance to both staff and pupils. In some classes, marking clearly refers to the purpose of the lesson, or the pupil's personal target, and gives good guidance of what needs to be done next. Some teachers write pupils questions about their work and pupils clearly enjoy writing their answers. However, the quality of marking is inconsistent and in some subjects and classes marking is sometimes barely a tick.
24. The school has good assessment procedures in place in English and mathematics. It has recently begun to collect, analyse and collate a large amount of statistical data on pupils' progress in literacy and numeracy and to record this in an easily readable form on the computer. These systems record pupils' progress accurately and this assessment data is used well to target pupils and to allocate them to a variety of school initiatives. The school analyses optional and national tests thoroughly to identify where there are gaps in pupils' understanding and where teaching needs to be sharper. There are satisfactory forms of assessment in place for ICT, physical education and music, but for other subjects there is no consistent formal assessment throughout the school.
25. The assessment information gathered is not used effectively by all teachers within their lesson planning to provide work matched closely to all pupils' needs. Group, class and school targets are satisfactorily set and pupils do have individual targets in literacy and numeracy, which they understand when questioned.

The curriculum

The curriculum is **satisfactory** and is enriched by a **very good** range of additional activities. The accommodation and resources are **good**.

Main strengths and weaknesses

- The school provides a good programme of personal, social and health education and citizenship.

- Pupils enjoy taking part in a very good range of extra-curricular activities.
- Pupils who are withdrawn from lessons for extra support and for instrumental tuition and other activities sometimes miss important parts of lessons.
- The ICT suite is a very good resource that is well used.
- Termly planning does not focus enough on the progressive development of pupils' skills as they move through the school.
- There is good planning for pupils' move to high school.

Commentary

26. The school provides a satisfactory curriculum that is suitably broad and well balanced and which meets statutory requirements. In general, subjects are given an appropriate amount of time, although some literacy and numeracy lessons are over-long, reducing the time available for other subjects. Teachers in the same year group plan together so that pupils of the same age in different classes receive the same range of learning experiences. However, not enough thought is given to how pupils' skills will be systematically built upon and extended as they move through the school. The school has a good programme for personal, social and health education, which effectively supports the pupils' personal and social development. This is an improvement since the last inspection. The curriculum for modern foreign languages has been suspended until results improve in English and mathematics.
27. The provision for pupils with special educational needs is satisfactory. Individual education plans are in place for pupils with special educational needs, and targets are appropriate and achievable. Good support in class from teachers and teaching assistants ensures that pupils with special educational needs take a full and active part in all activities. The school has made a good start in providing additional support and challenge for pupils with specific gifts or talents.
28. Good relationships with the main feeder high schools mean that there is a smooth transition at age eleven. The school learning mentor helps in this respect.
29. The school provides a very good range of extra-curricular activities for pupils that significantly enhance their learning. Pupils of all ages enthusiastically participate in a wide range of sport and music activities. Pupils are offered a wide range of instrumental tuition and about one third of the school population learns how to play an instrument. The pupils' learning is effectively enhanced by a number of visits and the input of visiting speakers and specialists. Older pupils enjoy taking part in residential visits which impact positively on their learning in ICT, geography and physical education.
30. In addition to the wide range of instrumental tuition, the school also provides various 'booster' groups for pupils who are struggling with mathematics and English and support groups for pupils who have difficulty in managing their behaviour or socialising with others. The vast majority of these additional activities take place during the school day. Whilst all of the various initiatives have a positive impact on the learning of individual pupils, the constant withdrawal of pupils from their 'main' lessons disrupts their learning in other areas. The school is not yet monitoring the impact of the withdrawal sufficiently or fully analysing and weighing the advantages with the disadvantages.
31. The accommodation is good and pupils' learning is enhanced by the very good grounds, the spacious hall, the music room and the new and very good ICT suite. The accommodation is used well to provide additional working space for teaching assistants and visiting staff to promote pupils' achievement. Overall, there are good resources to

support the delivery of the curriculum, although there are minor weaknesses in some areas, such as the lack of sensing equipment in ICT. There are sufficient teachers of varying experience and expertise in the school. Teachers deploy their own skills well in the management of clubs and extra-curricular activities. Recent changes in staffing in Year 6 have been a contributory factor in the present low standards in English and mathematics. Classroom assistants and instructors are very well deployed and trained. They contribute significantly to the quality of pupils' learning.

Care, guidance and support

Procedures for pupils' care, welfare, health and safety are **very good**, overall. The guidance and support based on monitoring is **satisfactory**. Pupils' involvement in the work of the school is **good**.

Main strengths and weaknesses

- The school's ethos is very caring and supportive.
- The school tries hard to help pupils work through their concerns.
- Transfer arrangements for pupils entering the school are good.
- Staff know their pupils well and make them feel valued.
- The school council is effective in seeking pupils' views.

Commentary

32. The way the school ensures the care and welfare of pupils has improved since the last inspection. Pupils feel safe in the school's caring atmosphere. Initiatives such as *Meditation, the circle of friends, rainbows* and *anger management* help pupils to sort out any problems or areas of concern. The majority of pupils respond well by working hard and concentrating in lessons. Teachers and support staff make good efforts to get to know their pupils and to establish a trusting relationship with them. Pupils know they are valued and feel that staff care about their welfare, where all groups of pupils within the school benefit from the very positive caring ethos. Most pupils say that teachers and support staff are friendly and approachable. Procedures for child protection are fully in place and are well understood by teaching and support staff. This is an improvement since the last inspection, but training and information has not been given to midday supervisors. Confidential records are stored securely. Appropriate links with the social services are maintained.

33. A good induction programme and effective routines have been established for pupils entering Year 3 that enable them to settle quickly and to feel confident. This is an improvement as staff in the infant and junior schools now discuss pupils' individual progress and their attainment more closely. Older pupils also take a responsibility to welcome and support newcomers to ensure they feel included. Pupils are very well cared for and this enables them to enjoy school and experience that learning is fun. Good procedures are used to identify the needs of the few pupils with English as an additional language and pupils with special educational needs.

34. A wealth of assessment information is gathered, but too little use is made of it to ensure that all pupils receive work that is well matched to their individual abilities in all lessons. Very good provision is made for pupils' personal development and a wide range of extra-curricular activities is provided. There are no formal systems for monitoring the progress in pupils' personal development, but the school is using its *prayer journals* and *learning journals* to track pupils' learning.

35. The school clearly values its pupils, provides very good pastoral care and seeks to acknowledge their achievements, particularly when they have tried hard. There is a good system of rewards that is valued by pupils and encourages them to work hard and do their best. The school makes every effort to seek pupils' views on whole school matters and through the effective school council, which contributes towards pupils' maturity and valuing others' ideas. School council members have been involved in developing and discussing a 'Travel Plan' with governors to improve the safety of children and their parents in travelling to and from school. Pupils help to devise school rules, think of ways to improve school procedures and have been effective in raising money for a range of charities.

Partnership with parents, other schools and the community

Links with parents are **good** and links with the community and other schools and colleges are **very good**.

Main strengths and weaknesses

- Parents have positive views of the school and value the support for their children.
- Regular and good quality information is provided for parents.
- The school has strong links with the community, other schools and colleges.

Commentary

36. Parents value the school, the education and support that it provides and the improved behaviour that has been established. This is an improvement since the last inspection. The school is committed to building a close partnership with parents and has been effective in involving many in the education of their children. Parents say that staff are friendly and approachable and value the consultation evenings to discuss their children's progress with teachers. Parents' views have been sought in a questionnaire and the vast majority have given the school positive feedback on its work. Inspection findings confirm good relationships between the school and parents.

37. The quality of information is good. Regular newsletters, termly curriculum information, the prospectus and annual governors' reports are of good quality and keep parents well informed about activities in school, visitors to school and visits to places of interest linked to pupils' learning. Parents have good opportunities to see the school at work during curriculum mornings and a workshop has been held to inform them about numeracy. Pupils' end-of-year reports are satisfactory overall. Reports on pupils' learning are good in English, mathematics and science, but only satisfactory in most other subjects because they do not report separately on some subjects and most do not give an indication of the skills that pupils have learned. A small percentage of parents do not feel that sufficient homework is provided on a regular basis. Inspection findings show that the provision for homework is satisfactory, but that the absence of homework diaries results in many parents not being aware of the homework that teachers have set. Parents of children with special educational needs are regularly involved in reviewing the progress they make and in assisting in setting new targets linked to their individual education plans.

38. Links with the community are very good. This is an improvement since the last inspection. The very active 'Friends' association organises a programme of social and fundraising events to support the school's work and this enhances the good relationships between home and school. Teachers make good use of the local area to extend pupils' learning, including places of worship, emergency services and regular

visitors who support in various subjects and assemblies. A small number of parents take advantage of the school's prayer room, but the headteacher is keen to see parents' use of the quiet room increase. Effective links have been established with the Diocese and the local churches and these contribute well to pupils' Christian development. The school has good relationships with the numerous sporting clubs which support pupils' learning in physical education.

39. Links with other schools and colleges are very good. The school works well with secondary schools to ensure smooth transfer to the next stage of pupils' education, with a number of effective links developed, such as specialist teaching to improve standards in science. The learning mentor funded by the high school, visits the school weekly and has made a very positive impact in supporting Year 6 pupils who show anxiety or inappropriate behaviour. Pupils in this support programme say that they value the sessions and feel more confident about transferring to secondary education. The school has very good links with the adjacent infant school which support pupils' learning and transfer arrangements. The school has a long lasting relationship with another local junior school which supports an annual skiing trip. There are numerous links with a range of outside agencies, which visit the school to support pupils' learning, and with those schools who take part in inter-school sporting activities.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory**, overall. The leadership and management of the headteacher, key staff and governing body are **satisfactory**.

Main strengths and weaknesses

- The headteacher promotes a warm and very caring ethos in the school where all pupils are valued as individuals.
- Until recently there has not been enough focus on raising standards.
- A good deal of monitoring has taken place, but it has not always been sufficiently rigorous to bring about improvement.
- There is a strong policy for inclusion that is fully reflected in practice.
- The governing body is supportive and very committed to the school, but its monitoring role is under-developed.
- The systems for monitoring and managing the finances are good.

Commentary

40. The leadership and management of the headteacher are satisfactory, overall. The headteacher promotes a very caring ethos, where pupils and staff are highly valued and where achievement is recognised and celebrated. There is a strong commitment to inclusion and pupils of all abilities and ethnic groups are given the necessary support to enable them to take a full and active role in all of the activities the school provides. However, until very recently there has not been enough focus on raising standards, especially in English, mathematics and science.

41. The headteacher is supported in her role by the leadership team and the deputy headteacher. Together with the headteacher, this group of senior managers has carried out a good amount of monitoring of classroom practice and pupils' work, but the monitoring has not always been sufficiently rigorous to bring about the necessary improvement in some areas. The leadership team has, however, had a good impact on

provision in mathematics and the deputy headteacher provides a good model for effective practice in her own teaching.

42. Co-ordinators are in place for all subjects and for important aspects of the school's work. Overall, their leadership and management are satisfactory, but the role has been directly affected by the turnover of staff. The turnover of staff has a variety of causes, such as staff promotion, resignation mid year and a group of staff returning to their native country together. Co-ordinators provide good levels of support and advice for colleagues. The monitoring role of co-ordinators is at an early stage of development in some subjects. An exception to this is the co-ordinator for mathematics who has a very good impact on pupils' learning.
43. The governing body is supportive and has a good overview of the school's work. Governors visit the school regularly to meet with subject leaders and receive informative presentations from staff. The governing body has been very involved in the long-term upgrading of the building and has managed this project well. It is less well informed about the academic strengths and weaknesses of the school and in this respect has not held the school sufficiently to account over recent years.
44. Overall, improvement since the last inspection has been satisfactory. Over the past year good progress has been made in improving the provision in mathematics and standards in this subject are slowly starting to improve. Since the last inspection the school has made very good improvements in terms of its provision for ICT. However, there has not been enough focus on raising standards in science and English and pupils' attainment in these subjects is too low. Whilst good assessment systems have been adopted to enable the school to track and measure the pupils' progress and attainment, these systems have not been in place long enough to have any real impact. Not enough use is made of the analysis of test data in English and science to highlight whole-school areas for development, although in mathematics the very good analysis of test data has helped to bring about good improvement. The school has good plans to deal with these aspects.
45. The finances are well monitored and managed and the school keeps a sensible level of contingency funding. Spending and income are closely aligned and the school plans well ahead for major expenditure on building work. Governors monitor the cost-effectiveness of spending decisions in a general way, but do not yet give enough consideration to how spending directly impacts on the standards that pupils attain. The most recent audit praises the school for its management of finances.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	738,592
Total expenditure	711,541
Expenditure per pupil	2,977

Balances (£)	
Balance from previous year	23,964
Balance carried forward to the next	27,051

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- ‘Talking partners’ are used effectively to help pupils to think things through.
- Handwriting and punctuation skills are not good enough.
- There are good initiatives to support reading and writing skills.
- The library and book stock contain too many obsolete books.
- Pupils’ learning is effectively enriched through additional activities and clubs.
- Teachers do not always plan work that is well matched to pupils’ individual needs.
- There are good assessment procedures, except in day-to-day reading.

Commentary

46. Inspection findings show that standards are broadly average in reading, but well below average in writing. This can be accounted for by the ‘make up’ of the present Year 6 group of pupils and the frequent staff changes. The achievement of pupils of all abilities and ethnicities is broadly satisfactory. The school’s major initiatives on writing are beginning to have a positive impact on pupils’ progress.
47. In the 2004 national tests, the pupils’ attainment was average when compared with all schools nationally, although too few pupils attained the higher Level 5. When compared with schools whose pupils achieved similarly in the Year 2 test, pupils attained average results. The school did not meet the targets it had set with the governors.
48. Overall, teaching and learning are satisfactory. The teaching seen during the inspection was good because teachers were working from detailed plans which specified exactly what should be taught. The standard of usual weekly planning is always not of this quality and this means that on occasions work is not well matched to pupils’ needs in Years 3-5. In Year 4 pupils’ learning is slower when teachers rely too heavily on worksheets.
49. In most lessons the purpose of the lesson is shared with pupils so that they understand what they are to learn. The interactive whiteboard is well used to allow all pupils to see the text. Marking is variable, but most generally helps pupils’ learning.
50. The school has brought in good learning initiatives to improve specific groups of pupils’ reading and writing skills. These initiatives are well taught. In Year 6 the deputy headteacher, special educational needs co-ordinator and instructors teach various sets of pupils of differing abilities at some times during the week, which is an effective way of meeting the learning needs of these pupils. Handwriting skills are not consistently taught throughout the school. For instance, pencil grip is not successfully sorted out in Year 3 and pupils change back from ink to pencil in Year 4 which does not help progression of their skills. Many pupils do not punctuate their work well enough for their age.
51. Pupils’ learning is enhanced by the ‘talking partners’ initiative which allows individuals to work in pairs and to organise and practise their ideas before sharing them with the rest of the class.

52. Leadership and management are satisfactory and the school has made satisfactory improvement since the last inspection. There is now a secure curriculum, which was not the case at the time of the last inspection. The school has correctly identified the need to improve writing and to ensure that more pupils attain the higher Level 5. The co-ordinator is slowly introducing a better lesson planning format covering a two/three week span, instead of the various formats used at present. Some monitoring of teaching and learning took place last year, but this needs to be continued because different staff are now in place. There is good enrichment for pupils' learning with a story club, book worm club and a book week. A well planned day of drama based on Othello gave pupils an understanding of Shakespeare. Assessment procedures are good in English and show how pupils are progressing as they move through the school. Reading records are not good enough to show the next steps in pupils' learning.

53. The library is satisfactory and pupils understand how to use it, but the range of books needs to be updated. Currently, the library and the book collection which is used to support individual pupils' reading contain too many obsolete books which do not aid pupils' learning.

Language and literacy across the curriculum

54. This aspect is satisfactory. Pupils' previous work shows that different types of writing are being successfully taught, but not all staff have given pupils sufficient opportunities to transfer and consolidate their skills in other subjects. Some teachers give pupils good opportunities to use their literacy skills in history work. Pupils have satisfactory opportunities to use their reading skills in all subjects.

MATHEMATICS

The provision for mathematics is **good**.

Main strengths and weaknesses

- The very good leadership of the co-ordinator has led to good and rapid improvement across many aspects of the provision.
- The recent focus on problem solving has helped pupils to strengthen this aspect of their learning.
- Teaching is good overall and teachers use interactive whiteboards very well to enliven learning.
- Very good use is made of assessment data to highlight whole-school strengths and weaknesses.
- The school has introduced a number of very good strategies to raise standards.
- Pupils are slow to complete their work and this disadvantages them when working under timed test conditions.

Commentary

55. On the basis of the 2004 end of Key Stage 2 national test results, pupils' attainment is below the national average and has been for some years. Based on their prior attainment, the pupils' performance is below average indicating that these pupils did not make enough progress between Year 3 and Year 6. The inspection findings show that standards at the end of Year 6 are now in line with national expectations. This picture is more favourable than the 2004 test results and reflects the positive impact of the many initiatives that have been introduced over the past year. The unvalidated test results for

2005 show that standards are lower than those seen during the inspection, mainly because pupils do not always perform well under test conditions.

56. Pupils have a secure grasp of *number*, *pattern* and *place value*, but many do not have immediate recall of number facts and this slows them down in their written work. Pupils know a good range of strategies for solving problems and approach word problems methodically, sifting through the information provided to establish what is of importance and what is irrelevant. A number of pupils of all abilities do not check the reasonableness of their answers and are prone to making careless mistakes. Pupils throughout the school have a satisfactory knowledge and understanding of *shape*, *space* and *measure*.
57. Teaching and learning are good overall and lead to good achievement. However, there are inconsistencies in teaching which lead to pupils within the same year group having different experiences. This is mainly because of recent staff changes. Higher attaining pupils are particularly well challenged and benefit from the additional input by the part-time teacher. The school also does much to support lower attaining pupils and teacher mentors help to boost the self-esteem of those pupils who lack confidence. Throughout the school teachers make very good use of interactive whiteboards to make their lessons more interesting and to model new mathematical concepts. Pupils show good attitudes to learning and in the main are confident about tackling new tasks. However, a number of lower attaining pupils rely too heavily on adults for support in lessons and this is a factor that accounts for the sometimes weak performance of more able pupils produce good amounts of neat work. Where teaching is at its best, pupils have a good understanding of the extent of their own learning and write comprehensive evaluations about new strategies they have used or new approaches they have tried. Resources are very good and these maintain pupils' interest in the subject.
58. The leadership and management of the subject are very good and the co-ordinator sets a good lead for others through her own very good classroom practice. Over the past year the school has done everything in its power to raise standards. Intervention strategies such as 'Springboard' are run for all year groups by trained teaching assistants. Pupils in the upper part of the school have teacher mentors who boost the pupils' self-esteem and discuss mathematical problems with them. Homework clubs provide the opportunity for pupils to carry out additional tasks after school and they also have the opportunity to attend a mathematics club. Very good analysis of test data provides the co-ordinator and other staff with a clear picture of the strengths and weaknesses in teaching and learning. The monitoring of classroom practice has been very rigorous, with follow-up visits to check that recommendations have been implemented. Despite all of these initiatives, there is still some variation in the quality of teaching and learning, and standards are still not as high as the school would like them to be. The improvement in the overall provision has been good since the last inspection.

Mathematics across the curriculum

59. The use of mathematics to support pupils' learning across the curriculum is satisfactory. Good links are made with mathematics in ICT where pupils use spreadsheets and collate and interpret data. Satisfactory use is made of tables and graphs in science so that pupils can use and develop their skills. In other subjects, the use of mathematics is unplanned and inconsistent across the school.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards at the end of Year 6 are unsatisfactory, but are improving for the younger pupils.
- Older pupils have a sound range of factual knowledge.
- Investigations are not used consistently well enough to extend pupils' understanding of the subject.
- Activities in lessons are not always planned to match pupils' abilities.
- Support staff are used well to enhance pupils' learning.
- Discussions are used well to help pupils to think things through.

Commentary

60. Inspection evidence indicates that standards at the end of Year 6 are below the national average. Most pupils will attain the level expected, but there are fewer attaining higher levels and a significant percentage of pupils who will not attain levels expected. There are some contributory factors which have led to these standards and results, including the level of pupils with special educational needs and the recent changes in staffing.

61. In the 2004 national tests for pupils aged eleven, standards were below average compared with all schools. When compared with schools whose pupils attained similarly in the Year 2 tests, the results were average.

62. Pupils of all abilities and ethnicities achieve satisfactorily over their time in school. Most pupils demonstrate a sound range of factual knowledge linked to the programmes of study, but the oldest have had limited experience of investigations and independent research. This school has identified this as an issue and has taken steps to address it. The good teaching observed in the lower part of the school is ensuring that pupils make better progress in their understanding of the processes of science. Standards remain very similar to those recorded in the last inspection report and issues such as the development of pupils' investigative skills are only recently being addressed.

63. Teaching over time is satisfactory, although some examples of good teaching were observed during the inspection, particularly in Years 3 and 5. Teachers prepare resources well, but the oldest pupils have had too few opportunities to instigate investigations for themselves. Classroom assistants and support teachers are deployed very effectively and use questioning and encouragement well to enhance the learning of the pupils with whom they work. In the more successful lessons, ICT is used effectively to extend pupils' knowledge and understanding. For example, the pupils in Year 5 are starting to use sensor equipment to check and compare results. In many lessons the work is the same for all pupils and this does not challenge the higher attaining pupils sufficiently.

64. The school has done all that could reasonably be expected to ensure that leadership and management are satisfactory and that improvement was made. A newly appointed science co-ordinator was only in post for a term before resigning and had time to do little of the tasks outlined on the school improvement plan. A new member of staff will take up the responsibility at the beginning of the next academic year. Assessment systems are

broadly satisfactory, but better use could be made of the information to promote pupils' learning. Improvement since the last inspection has been satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information communication technology is **good**.

Main strengths and weaknesses

- The computer suite is a very good resource that is well used by all classes. There are not enough resources to support pupils' learning of control technology.
- There are strengths in the way in which pupils communicate information, but weaknesses in their knowledge of control technology.
- Teaching is good and teachers have a good subject knowledge.
- Teachers often make very good use of interactive whiteboards in lessons across the curriculum.
- The school has made very good improvement since the last inspection and is in a strong position for continued development.
- Currently, there are only limited opportunities for pupils to use ICT on a day-to-day basis to support their learning in other subjects.
- Pupils have very positive attitudes to learning and work well together.

Commentary

65. Standards are in line with national expectations at the end of Year 6. Pupils make good progress and achieve well as they move through the school. However, there are some gaps in the learning of older pupils arising from past weaknesses in the subject. There has been very good improvement overall since the last inspection and the new computer suite is a very good teaching and learning resource.

66. Pupils throughout the school are confident when using word-processing programs. They quickly enter text and change the style and size of the font they are using. Pupils import graphics into word-processing programs and show good levels of skill as they move the position of imported pictures and change their size. Older pupils produce good quality 'PowerPoint' presentations, using sound and graphic effects well to make their work more interesting. Pupils of all ages competently use spreadsheets for a wide range of tasks and know how to organise and represent data in a variety of different ways. Pupils use the Internet well for research and show a good appreciation of how to narrow down their searches.

67. Control technology is the weaker aspect of pupils' learning. In part this is because of past weaknesses which have led to gaps in the knowledge of older pupils and also because there are not enough resources to support this aspect of the ICT curriculum.

68. Teaching and learning are good. Teachers have a good subject knowledge and this gives them good levels of confidence in their teaching. Lessons are well organised and prepared and move at a good pace. Teachers make good links with other subjects so that pupils have a good context for their learning and a growing appreciation of how technology can make routine tasks more manageable. There is a good balance of adult-directed activities and those that allow the pupils a little more scope to explore the potential of the programs they are using. In class, and in the ICT suite, staff make very good use of interactive whiteboards to demonstrate new teaching points and to bring learning to life for the pupils. Pupils of all ages are very enthusiastic about their lessons

and show very good levels of concentration and perseverance. They work well together on shared activities and show good skills of collaboration.

69. The subject is well led and managed by an enthusiastic team of staff from different year groups. This shared leadership is working well. The input of the ICT technician within the leadership group is valuable and makes very good use of her expertise. The school has recently introduced good assessment procedures but it is too early yet to see their impact in terms of pushing standards up further. There are good links with the e-learning centre that enhance pupils' learning.

Information and communication technology across the curriculum

70. The use of ICT to support pupils' learning across the curriculum is broadly satisfactory. The school has recognised that it could do better and it is a priority in the action plan. There are some good links with other subjects in ICT lessons, for example where pupils use the Internet to find out information about an ongoing history topic. There are satisfactory opportunities for pupils to use video and digital cameras to enhance their learning and to develop their skills, but word processing is not used consistently in all subjects.

HUMANITIES

71. **History** was not a focus of the inspection so no judgement can be made about teaching and provision. One lesson was observed, pupils' previous work was examined and discussions were held with the co-ordinator and pupils. The evidence shows that the achievement of pupils of all abilities and ethnicities is generally satisfactory, but it is not as good when teachers rely too heavily on the use of worksheets. Pupils have a secure knowledge and understanding of basic historical facts. There are some opportunities for research, which is an improvement since the last inspection. The curriculum has been satisfactorily revised to meet pupils' needs more effectively. Learning is very well enriched by activities such as 'Victorian Day' where pupils dress up and find out more about the culture of those times. There was a good link with pupils' cultural and moral development when the school held a 'Black History' week, where pupils learned about significant facts about people such as Martin Luther King. The subject has had a succession of co-ordinators who have largely been part-time teachers. There are no assessment procedures in place to track pupils' progress in this subject.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- The school provides good opportunities for discussion and drama in geography.
- ICT supports learning well.
- There is good use of the community and the environment to extend pupils' skills.
- Good links are made between geography and personal, social and health education.
- There are pockets of effective marking.
- Work is not always well matched to pupils' abilities.

Commentary

72. Standards are in line with the national expectations at the end of Year 6. Pupils of all abilities and ethnicities make satisfactory progress as they move through the school and achievement is satisfactory.
73. Teaching and learning are satisfactory. The purpose of the lesson is always shared so that pupils know what they are to learn. There is evidence of some good marking, particularly in one Year 5 class where helpful comments tell pupils how well they have done in meeting the purpose of the lesson or achieving their target, but this is not consistent in all classes. There is good use of the local environment, for example to track the routes which pupils travel to school and the transport to school which they use. This allows pupils to use their mathematical skills to construct graphs of their findings.
74. Interactive whiteboards are well used to demonstrate, for instance, how the River Trent evolves from its source to meeting the sea. This teacher took good opportunities to emphasise the dangers of swimming or playing by rivers. ICT programs are well used, for instance to establish the differences between organic and genetically modified crops. Pupils' understanding of these issues was enhanced by good opportunities to dress up and question each other in the role of, for instance, an organic farmer.
75. However, work is not well matched to individual abilities, which means that higher attainers record at length and sometimes lower attainers do not finish the task and so do not learn enough. Teachers do not use pupils' English targets to enhance their progress in recording information and using punctuation.
76. The leadership and management of geography are satisfactory. There has been a succession of co-ordinators, who have usually been part-time teachers. The curriculum is satisfactory and there is a policy in draft form. An informed scrutiny of pupils' books has been carried out to determine standards and to clarify weaknesses. There are good enrichment opportunities through visits and visitors. Improvement since the last inspection has been satisfactory. There is still no assessment, which was noted at the time of the last inspection, but resources have improved.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77. **Art and design** was sampled so no judgement can be made about provision. Discussion was held with the co-ordinator and pupils' workbooks and sketchbooks were examined. In the one lesson observed teaching and learning were good. Pupils had good opportunities to experiment and use ideas to provide the texture on their clay 'house' tiles. There is good evidence on display of a variety of three-dimensional work including making masks. Younger pupils have good opportunities to compose pictures using effective combinations of media such as marbling and collage to produce atmospheric 'under-sea' pictures. Sketch books are used satisfactorily to experiment with *line*, *form* and *shading* as well as to mix colours and plan projects. At present the curriculum is undergoing change. Future plans will ensure that pupils learn skills in a more orderly way. The leadership of the subject is both satisfactory and enthusiastic.

Design and technology

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

Main strengths and weaknesses

- Pupils understand the design and technology process and they enjoy their learning.
- A review of the curriculum has led to improving standards.
- There are no formal assessment procedures.
- Support staff are used very well to support learning.

Commentary

78. By the end of Year 6, pupils of all abilities and ethnicities achieve satisfactorily and attain standards which meet those expected nationally. The curriculum was reviewed recently so that pupils are now able to build effectively on skills that they have learned previously. There has been good improvement in standards and the quality of the curriculum since the last inspection.

79. Teaching and learning are satisfactory, overall. Where class teachers approach the subject in a creative manner, the products designed and made by the pupils are varied and offer challenge. For example, pupils in Year 5 are examining and testing a variety of biscuits in order to design and bake their own. They find the process interesting and are becoming accustomed to evaluating what they are doing as the project progresses. In the lessons seen pupils were enthusiastic about the subject and a busy and excited atmosphere was generated in lessons. Pupils work well together and classroom assistants are very well deployed in supporting pupils and in helping them to record their findings. Teachers in Years 5 and 6 understand the need to teach skills and good opportunities are offered to pupils to make models of, say, *corner joints* and *cams* to ensure that skills are learned before the final product is started. The acquisition of skills earlier in the school is becoming more secure as time elapses since the introduction of the revised curriculum.

80. Leadership and management are satisfactory. The subject leader is enthusiastic and has had some opportunity to monitor teaching in this subject. Resources are good and there are ample materials available to offer choice to pupils.

Music

Provision for music is **good**.

Main strengths and weaknesses

- The standard of singing is very good across the school.
- The school provides a very good range of out of school activities that considerably enhances pupils' learning.
- Teachers promote and celebrate pupils' creativity.
- Pupils with a particular musical talent are well supported so that they achieve their potential.
- The withdrawal of pupils for instrumental tuition sometimes adversely affects their learning in other subjects.
- The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development.

Commentary

81. Standards in music are above national expectations at the end of Year 6. Pupils of all abilities and ethnic groups achieve well as they move through the school. Pupils of all

abilities and ethnicities are encouraged to take up instrumental tuition and to belong to the school's strong and very successful choir. There are frequent opportunities for pupils to take part in productions, both within school and within the local community. Pupils who have a special talent are identified and are given additional learning opportunities so that their skills are fully developed.

82. The standard of singing throughout the school is especially high. The large choir benefits from the input of a specialist voice coach and sets a strong lead for others in shared singing activities such as assemblies. Pupils confidently sing in parts and listen carefully to one another so that the singing is tuneful and harmonious. By the end of Year 6, pupils compose in a variety of different styles and show a good understanding of how to mix different sounds and instruments to achieve the effect they want. They perform their compositions with confidence and listen attentively to those of their classmates. Pupils listen well to music of different styles and from different cultures and higher attainers accurately pick out key instruments.
83. Teaching and learning are good. Teachers benefit from the guidance of a commercial scheme of work which sets out clear purposes for lessons and which builds step by step on pupils' previous learning. Teachers use praise well to encourage pupils to try out new ideas and they promote and encourage good levels of originality and creativity. Where teaching is at its best, teachers make very good use of ICT to support teaching and learning, but in the main pupils do not have enough opportunities to use ICT for activities such as composition. Throughout the school pupils have very positive attitudes to music. They work well together on shared tasks, willingly sharing resources and ideas.
84. The subject is well led and managed. Music has a high profile in the school and the wide range of extra-curricular activities and instrumental tuition adds much to pupils' learning. The subject makes a very good contribution to the pupils' spiritual, moral, social and cultural development. The co-ordinator provides good levels of advice and support for less experienced staff and closely monitors their planning so that there are good levels of continuity in the pupils' learning. Currently, pupils are withdrawn from all subjects for instrumental lessons. This withdrawal is not sufficiently well monitored and the pupils who are involved are missing key parts of lessons in subjects such as English and mathematics. There has been good improvement since the last inspection and the good standards described at that time have been well maintained.

Physical education

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

Main strengths and weaknesses

- The school was recently awarded the Gold Active Mark in recognition of the wide range of activities it provides for pupils.
- The large hall and spacious field provide good facilities.
- Teachers encourage pupils to do their best and set a high standard.
- Pupils throughout the school show good levels of agility and co-ordination.
- The subject is well led and managed by an enthusiastic and energetic practitioner.

Commentary

85. During the inspection, lessons were seen in dance and games. In these areas of the curriculum, standards are above national expectations. Pupils of all abilities and

ethnicities achieve well. The school provides a good curriculum that is enriched by a very good range of additional activities and inter-school events that have a very positive impact on the pupils' personal and social development. From the beginning of the next academic year, all Year 4 pupils will go swimming with 'catch up' arrangements in place for those few pupils who do not attain the national standard.

86. Pupils show good levels of co-ordination in their dance and games lessons. They show a good awareness of space and their hand-to-eye co-ordination is good. In dance sessions, pupils listen well to the music so that they can adapt their movements and interpret what they hear. In lessons where teachers provide pointers for improvement, pupils are keen to act upon their teachers' suggestions so that their performance improves. Pupils have a good appreciation of how exercise impacts on their bodies and show a good sense of sportsmanship when they play team games.
87. Teaching and learning are good. Lessons are well planned and prepared and move at a good pace. Instructions are clear so that pupils know what is expected of them and teachers set high but realistic expectations of what the pupils can achieve. Good use is made of *warm-up* and *cool-down* sessions at the start and end of lessons and teachers pay good attention to matters of health and safety. Where teaching is at its best teachers provide opportunities for pupils to evaluate their own work and that of their classmates. However, this good practice is not consistent. Pupils show good levels of interest and work well together in joint activities. They put good levels of effort into their work and give of their best.
88. The subject is well led and managed and enjoys a high profile in the school. The co-ordinator is enthusiastic and committed to moving the subject forwards. New assessment systems have recently been introduced to provide a mechanism for tracking and monitoring pupils' progress as they move through the school. However, they are in the early stages of implementation and are not yet having their maximum impact. There has been good improvement since the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- There are good cross-curricular links, for instance with religious education, literacy and geography.
- There is an effective school council with unusually good access to the headteacher and governors.
- The school has gained the Healthy Schools Award.

Commentary

89. Achievement for pupils of all abilities and ethnicities is satisfactory. In this school much of the personal, social and health education is naturally intertwined with religious education, for instance through use of the '*prayer room*' and guided meditation sessions. The curriculum is well founded on being healthy, staying safe and making a positive contribution to school and community life. For instance, the pupils have discussed the parking issues around the school in order to improve safety. Pupils are given good opportunities to be monitors and to develop a sense of good citizenship through being buddies to Year 3 pupils as they arrive in school.

90. Sex education is satisfactorily taught through the personal, social and health education lessons. Drugs awareness is taught through visits from a local road show. The curriculum is well enriched through an *anti bullying* road show. Pupils' concerns are well addressed through a *worry box* and a *bully box*, which are centrally situated in the library. The school council discusses any issues raised.
91. There is a well established school council which meets weekly. The process of establishing the school council with pupils needing to write and present speeches and to ballot all pupils to establish the council has made a good contribution to pupils' developing citizenship skills. The chair and vice chair meet the headteacher weekly to discuss how to make the school better and have access to the governors to present their views.
92. The subject is well led by a co-ordinator who also manages the school council. As yet there are no assessment procedures in place.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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