

INSPECTION REPORT

STAG LANE FIRST SCHOOL

Edgware

LEA area: Harrow

Unique reference number: 102209

Headteacher: Mrs Nina Will

Lead inspector: Mr Tony Painter

Dates of inspection: 9th –12th May 2005

Inspection number: 267970

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

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INFORMATION ABOUT THE SCHOOL

Type of school: First school
School category: Community
Age range of pupils: 3-8
Gender of pupils: Mixed
Number on roll: 357

School address: Collier Drive
Edgware
Middlesex
Postcode: HA8 5RU

Telephone number: 0208 952 1475
Fax number: 0208 905 6039

Appropriate authority: Governing body
Name of chair of Mrs Janice Main
governors:

Date of previous 24 May 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

This community school is larger than average with 357 pupils currently on roll, larger than at the time of the last inspection. Few pupils are from white backgrounds; over a half are of Indian origin and there are increasing numbers of Black African pupils. The proportion of pupils with English as an additional language is very high although many are bilingual. The most common home languages are Gujarati, Somali and Tamil. The mobility of pupils is high in national terms, with many pupils from refugee or asylum-seeking backgrounds. Most pupils live in the residential area around the school, where socio-economic indicators are average overall. The proportion of pupils who are eligible for free school meals, at 20 per cent, is around the national average. Children joining the school have a wide range of attainment although it is below average overall for their age. Currently, 66 pupils (18 per cent and around the national average) have a wide range of identified special educational needs. One pupil currently has a statement of special educational need, which is below average.

The school shares a building with a middle school, to which most pupils transfer in Year 4. The previous headteacher has just retired after a long period of leading the school. The new headteacher had been in post for less than four weeks at the time of the inspection.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21512	Tony Painter	Lead inspector	Information and communication technology (ICT) Art and design Design and technology
8943	Margaret Manning	Lay inspector	
22254	Hazel Callaghan	Team inspector	Foundation Stage curriculum Science Music Physical education
20003	Susan Metcalfe	Team inspector	English English as an additional language Special educational needs Religious education
32142	Beryl Richmond	Team inspector	Mathematics Personal, social and health education and citizenship Geography History

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This school provides a **sound** education overall and **satisfactory** value for money.

The school's main strengths and weaknesses are:

- Pupils are very well cared for and there are good systems to deal with any bullying, racism or harassment.
- Good relationships encourage pupils' good attitudes to learning.
- The new headteacher has made a strong start in analysing the school and identifying priorities.
- Roles, responsibilities and systems of management are not clear enough.
- Although pupils with English as an additional language achieve well, language skills are not promoted sufficiently methodically through the school.
- Assessment information is not used enough to plan challenging tasks for all pupils.

The school has taken overall satisfactory action on the issues identified in the last inspection, although some aspects remain for further development. Pupils' standards of attainment have now been brought back to the level at that time. However, the overall strengths in teaching that were described in that report have not been maintained.

STANDARDS ACHIEVED

Year 2 results

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	E	C	C	A
writing	C	C	C	B
mathematics	E	E	C	B

Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals

Pupils' overall achievement is **satisfactory**. Through the school, pupils with English as an additional language make good progress. Overall variations in attainment from year to year reflect the different groups of pupils involved and the high level of mobility amongst pupils. Children's overall attainment is below average when they start school. Many have particular weaknesses in their language and social development which are successfully addressed in the nursery and reception classes. Current children's standards are still below average by the time they begin Year 1, particularly limited by weak language skills. Year 2 national test results have varied from year to year but the overall trend has been upwards, following good results in 2004. These results compared favourably with results in similar schools. Current teaching in Years 1 and 2 leads to satisfactory progress and standards of attainment by the end of Year 2 remain average. Year 3 pupils maintain these satisfactory levels of achievement and are reaching average standards in English, mathematics and science.

Pupils' spiritual, moral, social and cultural development is good overall and this supports their good attitudes and behaviour. Good relationships ensure pupils from all different

groups mix, play and work together well. Pupils are punctual and attendance is now satisfactory after some years at below average levels.

QUALITY OF EDUCATION

The overall quality of education is **satisfactory**. A good range of activities in the nursery gets children off to a good start although staffing and curriculum in the reception classes could be improved. The curriculum in the rest of the school is satisfactory, enriched by a sound range of well-attended clubs and other activities. The overall quality of teaching is **satisfactory** with strengths in teachers' good relationships, organisation and management of their lessons. Throughout the school, personal knowledge of pupils contributes to planning but teachers do not make enough use of assessment information to set tasks to challenge pupils at all ability levels. Insufficient attention is paid to developing pupils' use of language in all subjects and areas of learning.

LEADERSHIP AND MANAGEMENT

The school's leadership and management are **satisfactory** overall. The new headteacher has a clear understanding of the school's strengths and weaknesses, with a well-focused view of how to improve. Key staff are enthusiastic and make good efforts to contribute to the school's developments. However, the lack of overall planning means that actions are not sufficiently coordinated and overall management is unsatisfactory. In particular, financial planning has not been closely linked to shared developments through the school and a large surplus has been unnecessarily accumulated. Evaluations of performance are not rigorous enough and subject coordinators have not had a strong enough role in establishing a secure view of strengths, weaknesses and standards through the school. Governance is satisfactory and ensures that all statutory requirements are met. Supportive governors have a sound awareness of the school's strengths and weaknesses.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views of the school and feel that their children like school and that the teachers expect them to work hard. Pupils also express their happiness in school, referring positively to the care and support they are given.

IMPROVEMENTS NEEDED

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

- improve roles, responsibilities and systems of management including better financial planning and monitoring;
- make more use of assessment information to match tasks better to pupils' abilities when planning lessons and evaluate learning;
- develop a more thorough approach to developing pupils' language skills across all areas of learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is **satisfactory** overall, although pupils with English as an additional language make good overall progress. There are many variations in attainment from year to year, primarily relating to the different abilities of the groups of pupils involved. Pupils' achievement is often restricted by high mobility but their standards of attainment by the end of Years 2 and 3 are **average**.

Main strengths and weaknesses

- Pupils with English as an additional language achieve well.
- Children achieve well in the nursery in their personal and social development.

Commentary

1. Standards are currently average overall, similar to those described in the last report. Year 2 national test results have varied from year to year, particularly in reading and mathematics. High pupil mobility and the limited language skills of many pupils restrict overall attainment. However, the 2004 results were average in all three subjects and compared very favourably with results in similar schools. This good level of attainment has led to an upward trend over recent years. Year 3 pupils achieve soundly in lessons and maintain average levels of attainment in English, mathematics and science. Throughout the school, ICT standards are above those found nationally, as found in the last inspection. Standards in religious education are also as previously found, in line with those described in the locally agreed syllabus.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	16.4 (15.5)	15.8 (15.7)
writing	14.8 (14.6)	14.6 (14.6)
mathematics	16.2 (15.2)	16.2 (16.3)

There were 78 pupils in the year group. Figures in brackets are for the previous year.

2. Children's overall standards on entry to the nursery are below the national average. In the nursery they achieve well in their personal and social development and in the early stages of speaking English. Overall achievement in the reception classes is satisfactory although children's knowledge and understanding of the world improves well. Standards in this area of learning, along with children's personal, social and emotional development, physical skills and creative development, are broadly average by the time children transfer into Year 1. However, standards in communication, language and literacy and mathematical development remain below average and lead to below average standards overall.
3. Recent improvements in teachers' planning, tracking and target setting are aiding achievement but are not yet applied consistently enough. Teachers do not make enough use of assessment information to design tasks that challenge pupils with different ability levels.

4. Pupils with special educational needs achieve soundly and make overall gains at a similar rate to other pupils. Well-managed arrangements identify concerns and careful targeting and planning by class teachers and supporting staff often ensure that these pupils do well. However, progress is sometimes restricted, for example in lessons where work is not sufficiently well matched to pupils' abilities. Here some pupils have difficulty in completing tasks without individual help and do not achieve as well as they could.
5. Across the school the achievement of pupils with English as an additional language is good, especially in their learning of and in their ability to work in English. The key to pupils' good progress is the early identification of their needs and careful planning to meet them. Good links with parents of minority ethnic pupils support new families to the school, helping to develop understanding of routines. Pupils' achievement is aided, when necessary, by volunteers coming into school to support specific pupils in class.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **good** and are supported by their **good** spiritual, moral, social and cultural development. Attendance at school is **satisfactory**.

Main strengths and weaknesses

- Pupils from all different groups mix, play and work together well.
- Though pupils' behaviour is good and they are interested in school activities they do not settle easily in groups.

Commentary

6. Pupils enjoy their lunchtime play whether in organised games with their supervisors or just running around or chatting to each other. They are well integrated and there is never any feeling of anyone being left out. They know about and are interested in each other's cultural traditions and religious beliefs because of the good support given to them in celebrating these. They are taught well to value their differences because these are what make them special. The positive atmospheres developed in lessons aid pupils' achievement and personal development.
7. Despite the efforts of teachers to calm them, pupils do become over-excited in whole school situations and sometimes in class. Teachers are therefore hindered in getting their messages over because pupils do not respond quickly enough when they are asked to be quiet. Usually pupils are stimulated well by what teachers are telling them. Rather than listening to what others have to say when asked by the teacher they chatter about it excitedly amongst themselves. This is particularly noticeable when the whole school is together. They enjoy being at school and do know right from wrong. Because of this the school has not had to exclude pupils in the last school year.
8. Pupils' attendance is not as good as at the time of the last inspection and has been below average in most recent years. However, attendance during the inspection was better than that seen over time and pupils came to school punctually. Attendance in 2004/5 (for which there are no national figures) has improved a little and is now at satisfactory levels. Some unsatisfactory attendance is caused by parents taking their children away on holiday in school term time. However, the proportion of longer holidays taken abroad for pupils to visit their extended families is not high. The school's procedure to ring parents up on the first morning of any unexplained absence has had some impact although it is not carried out rigorously enough. At the same

time the school has not made clear enough to parents that the school's levels of attendance have been below national levels and therefore not acceptable. Some improvements have already been introduced by the new headteacher.

Attendance in the latest complete reporting year 2003/04 (%)

Authorised absence		Unauthorised absence	
School data:	5.6	School data:	0.5
National data:	5.1	National data:	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school's positive ethos contributes to the **satisfactory** quality of education. Teaching, learning and the curriculum are satisfactory. The school gives pupils good care and guidance and has satisfactory partnerships with parents and the wider community.

Teaching and learning

The overall quality of teaching and learning through the school is **satisfactory**. Assessment is **unsatisfactory**.

Main strengths and weaknesses

- Good relationships and teachers' clear routines ensure positive atmospheres for learning in lessons.
- Teachers do not make enough use of assessment information to plan tasks that challenge all pupils to achieve well.
- Insufficient attention is paid to developing pupils' use of language in all subjects and areas of learning.

Commentary

Summary of teaching observed during the inspection in 56 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (1.8%)	2 (3.6%)	22 (39.3%)	25 (44.6%)	6 (10.7%)	0	0

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

9. Although the quality of teaching is not as good as that described in the last inspection report, it remains satisfactory overall. There is a wide range of quality with both good and unsatisfactory teaching seen in all parts of the school.
10. Throughout the school, teachers have good relationships with pupils which create an effective environment for learning. Within this, teachers generally manage their lessons well, with well-understood routines and positive behaviour strategies that help most lessons to have secure pace. The positive atmosphere that builds up in most lessons captures pupils' interest and encourages them to do their best in their learning. Where teaching was weaker, such as in most of the unsatisfactory lessons seen, there were weaknesses in management and pace that led to pupils' reducing interest. As a result, insufficient learning took place.
11. In response to weaknesses identified in the last report, the school has introduced further measures to track pupils' progress through the school. These are beginning to be used to identify areas for development and to establish targets. Teachers identify more clearly in their planning what pupils will learn, which can help them to judge the success of lessons. In many lessons, teachers make good use of their personal knowledge of pupils to ask questions at the right level to encourage good learning.
12. However, teachers do not make enough use of identified learning goals to assess how well pupils have learned. They do not make full use of assessment information to plan tasks that are sharply matched to the needs of pupils of different abilities. As a result,

the levels of challenge for groups of pupils of different abilities are insecure. This can particularly be seen in some lessons where all pupils have the same or very similar tasks. It is also present where tasks are not planned with the specific concerns of pupils with special educational needs or English as an additional language in mind. This can limit their progress, despite their often having good support in lessons.

13. In the Foundation Stage classes, the quality and range of assessment evidence do not provide a clear enough picture of children's attainment and progress. Assessment information is not used enough to ensure that activities build on children's earlier achievements and promote good learning. There is insufficient tracking of children's progress so that targets for their next stage of learning are identified.
14. In English lessons, teachers pay good attention to developing pupils' language skills, particularly of those with English as an additional language. In other subjects, most teachers' planning clearly identifies a range of vocabulary that pupils need to learn in the lesson. In the best lessons this is used well to develop pupils' language skills in understanding and using specialist vocabulary but in many lessons it has insufficient impact. Even when used systematically, teachers often do too little to reinforce these new words and phrases and further promote pupils' learning. For example, few teachers showed the words in written form, used sufficient repetition or required the pupils to use new vocabulary in their answers. This misses important opportunities to extend the learning of all pupils.
15. Teaching and learning in the Foundation Stage are satisfactory overall. When teachers interact with individual children and work with groups the teaching is often good. Children's language skills and vocabulary are well promoted through good questioning and effective modelling of speech patterns. However, other activities, especially in the reception classes, are too frequently far too general and not specifically designed to meet the learning needs of individuals. Although support staff are often used well to support individuals and groups, many reception class lessons have no additional support, which slows children's general progress.

The curriculum

The overall quality of the curriculum is **satisfactory**, with a **satisfactory** range of extra-curricular activities. Overall the accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- There are insufficient staff in the reception classes.
- The outside provision for the nursery is very good. Nursery resources are good.
- There is no outside covered area for children in the Foundation Stage.

Commentary

16. There has been a sound improvement in the curriculum since the time of the last inspection and this is having a satisfactory impact on the standards achieved by pupils. The national strategies for English and mathematics are satisfactorily embedded. There is a broad and balanced range of worthwhile activities and experiences that caters satisfactorily for the needs of pupils. This is enhanced by satisfactory clubs and other activities in subjects such as music and sport. The curriculum meets all statutory requirements, including the requirements of the locally agreed syllabus for religious education and collective worship. The new headteacher

has identified many key areas for development, including adapting the curriculum better to address all pupils' needs, planning better for cross-curricular opportunities, improving the Foundation Stage curriculum and better enrichment.

17. There are sufficient classroom teachers to deliver the curriculum satisfactorily. They are assisted by an adequate allocation of teaching assistants in Years 1, 2 and 3 and nursery. However, given the funds that the school has available, there are insufficient support staff in the reception classes.
18. Accommodation is satisfactory. Although outdoor provision for the nursery is very good, neither the nursery nor the reception classes have access to covered areas so that children can continue to work and play outside in wet weather. Resources are satisfactory. In most lessons pupils have the necessary resources which are up to date and in good condition but pupils' use of small whiteboards in lessons is underdeveloped.

Care, guidance and support

Pupils are **well** looked after at school and are given **good** support, advice and guidance. They are **satisfactorily** involved in the work of the school.

Main strengths and weaknesses

- Very good attention is paid to caring for pupils during the school day.
- Staff have not had enough training in child protection procedures.
- Children are helped to settle in well, particularly in the nursery.

Commentary

19. Staff are always available to care for pupils and they know they should go to the welfare office if they have problems. A simple traffic lights card system is used so that the welfare staff are well alerted to the urgency of the problem. Staff have a very pleasant manner with pupils and are very well organised to deal with their needs, particularly to do with first aid or medical concerns. Trained staff involve pupils very well in organised games at lunch time. These help pupils to learn to co-operate well while enjoying themselves and having fun. Additional lunchtime staff care for a single class each throughout the lunch period and play a useful role in monitoring behaviour and liaising with their class' teacher. Another very good feature is that a small group of pupils is invited to spend lunchtime together each week when they have a very civilised, calm lunch then work on activities to support their social skills.
20. While procedures for protecting children are sound, staff do not have sufficient training in formal procedures. Staff know who they should report to if they have any concerns but have to rely on common sense rather than professional guidance. This prevents the overall care of pupils being graded more highly as it otherwise has several very good features.
21. Parents are happy with the arrangements for their children to start school, which are particularly good for the youngest children. Home visits help staff to get to know the children before they join the nursery. Children are introduced sensitively, which helps them well to get used to being in school. Throughout the school, the positive relationships with teachers and other staff ensure that pupils have good guidance. They are confident that they have adults who will support them well. Although the

school council is well established, members' roles are not clearly defined, which restricts pupils' involvement.

Partnership with parents, other schools and the community

Partnerships with parents and the community are **satisfactory**, as are links with other schools and colleges.

Main strengths and weaknesses

- There are insufficient opportunities for parents to be properly informed about their children's progress.
- Good support for parents whose first language is not English also benefits pupils in the school.
- Parents' views of the school are positive.

Commentary

22. The school invites parents to come in to look at their children's books and sit in on a lesson. However, there are no formal opportunities to discuss with the teacher what progress pupils are making. While reports are clear about what pupils can do, there is no invitation on the reply slip to discuss this at the end of the year. Parents are right to feel that they are not sufficiently well informed.
23. In most respects parents are positive about the school. They feel most strongly that their children like school and that the teachers expect them to work hard. Most feel that they would be comfortable approaching school if they wanted to talk about anything. Although relationships between parents and teachers are good, there is not the open-door feel to the school which the prospectus aims to promote. This is particularly noticeable for children in the reception classes where parents rarely go into the classrooms at the beginning of the day.
24. The school has built up a good network of volunteers among parents to support each other, particularly concentrating on those whose children have newly joined the school and who need language support. They are also available to fill in for teaching assistants. Such involvement has given good encouragement to many parents to become more involved in education and to seek qualifications. The school works hard to link parents with others who use the same language and translation is offered for those in school meetings, for example to review their children's special educational needs. Workshops have been held in community languages to help parents understand the literacy and numeracy work that their children are doing. Parents have donated books in their home languages for the families to share and the school is building up a library of these run by a volunteer. The school has set up a strategy to encourage parents' confidence and involvement in supporting their children in school, 'Parents First'. This has been so successful that other local schools have adopted the strategy and the work is spreading across the borough. All this good practice is helping parents to be well involved in the work of the school for the good of the pupils.

LEADERSHIP AND MANAGEMENT

The leadership of the new headteacher is **good**. Management is **unsatisfactory**. Governance is **satisfactory** overall.

Main strengths and weaknesses

- The new headteacher has a clear vision for the future improvement of the school.
- There has been insufficient focus on improving management systems over past two years.
- Co-ordinators are enthusiastic but they have an insufficiently clear overview of standards and teaching through the school.
- The school has a strong inclusive ethos.
- Governors have successfully shaped the future direction of the school in the appointment of a new headteacher.
- Financial planning has not been sufficiently linked to school improvement.

Commentary

25. The headteacher only recently took up post, but during the four weeks she has been in the school she has acquired a clear view of its strengths and weaknesses. From this knowledge she has developed a strong, well-focused view on what needs to be done for the school to improve and for standards to rise. It is too soon for this clear focus to have had an impact on standards or teaching but her good leadership can already be seen at work. The appointment of a new deputy headteacher, for example, is already organised. Correctly recognising weaknesses in earlier development planning and budget setting, the headteacher and governing body are beginning to establish clearer guidelines for wider contributions to improve management.
26. At the previous inspection, leadership and management were both judged as good. Since then there have been changes within the leadership of the school and this has led to insufficient focus over the last two years on further developing the role of senior managers, co-ordinators and on management systems. Several systems had been put into place to evaluate the effectiveness of the school, but they are not sufficiently rigorous to ensure the senior management team has a clear overview. The data from assessments are not sufficiently used to monitor individual pupils' progress and for the identification of possible underachievement.
27. Subject co-ordinators are enthusiastic and in some cases provide good leadership for staff. They carry out a range of monitoring procedures, such as scrutiny of pupils' work, monitoring of planning and in a few cases the observation of lessons. Their efforts have been less than successful because there has been no overall plan for these procedures. Consequently, the information gained was dissipated and not effectively used across the school. This has led to inconsistencies in teaching and learning.
28. The school has a strong inclusive ethos through which pupils of many minority ethnic groups, backgrounds and cultures mix harmoniously. The leadership, management and organisation of support for minority ethnic pupils and those with English as an additional language are very good. Exemplary records are kept of pupils' achievement and progress in line with the school policy. Developments are highlighted in the school improvement plan and the school is working on strategic planning to support pupils from the widening ethnic background of the school. The leadership and management of provision for pupils with special educational needs are good. The coordinator works with teachers to plan programmes of study for the pupils on the register and keeps high quality records of pupils' progress. She monitors the work of the supporting staff very well and plans appropriate staff training. The small, but significant cohort of British white pupils are not neglected as their needs are also identified and support planned as necessary.

29. Governance is satisfactory overall. The governors are very supportive of the school and they have met their statutory requirements through a range of appropriate committees. In recent years they have endeavoured to evaluate their own work with the support of outside advisers. Through this review they have effectively developed procedures to support the governing body's monitoring of the school improvement plan. Governors have a satisfactory view as to the strengths and weaknesses of the school that led them to identify what the school needed in a new headteacher. The aspect of governance that has proved unsatisfactory is the management of the school budget. Careful and prudent management of finances was taken too far and the school has accrued over time a huge financial surplus for which there is no clearly identified purpose. Money that should have been used to the benefit of pupils in the school has been left unutilised. Neither the governors nor the previous headteacher shared information about the money available with staff and projects for its effective use were not discussed. The working party set up to discuss strategies for implementing the required workforce reform, for example were unable to decide upon an appropriate way forward not knowing the financial parameters in which they were working.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1,038,372	Balance from previous year	185,115
Total expenditure	985,771	Balance carried forward to the next	237,716
Expenditure per pupil	2,987		

30. Given the good ethos of the school, pupils' good behaviour and attitudes to their work, their satisfactory achievement overall, the school provides satisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **satisfactory**.

31. Children are admitted to the nursery in either the September or January of the year in which they are four. They spend three terms in the nursery and transfer to one of three reception classes also in the September or January. Children show a broad range of attainment on entry to the nursery but a large proportion have limited English and experiences outside their own homes. Standards on entry to the nursery are therefore below the national average.
32. The quality of education in both the nursery and reception classes is satisfactory overall, although there are weaknesses in the collection and use of assessment information. Leadership and management in the Foundation Stage are not sufficiently strong. The staff work as an effective team but there is not a clear view as to how the curriculum is to be improved so it meets the children's needs. There is no systematic monitoring of standards, teaching or learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **satisfactory**.

Main strengths and weaknesses

- Children make good progress in developing their independence and confidence in the nursery.
- A good range of activities in the nursery stimulates their interest and curiosity.
- There are good expectations for children to organise their own resources and to be responsible for their own things.
- Insufficient time is given to children's self-initiated, independent learning in reception classes.
- Good relationships enable children to develop their confidence and self-esteem.

Commentary

33. Children achieve well in the nursery because of the good range of activities available and the secure environment in which they play. Most children have had few experiences outside their own homes before they start school. Many have not learnt how to look after their own personal needs or to play with other children. Children now part from their parents and carers confidently and quickly settle to their first tasks. Activities stimulate their interest and curiosity and children effectively choose what they want to do and show average concentration for their age. They make good progress in developing their social skills and work and play alongside other children, sharing resources and toys well. By the time children enter the reception classes, their personal, social and emotional development is broadly average for their age.
34. Children continue to develop satisfactorily in the reception classes. They respond well to simple responsibilities and other 'monitor' roles. Opportunities for children to choose their own activities and to organise themselves are more limited, especially in the summer term when lessons become more formal in preparation for learning in Year 1.

Opportunities for children to develop their independent learning and self-organisational skills further through play are restricted. This does not meet the needs of many children, especially those who have only spent two terms in the reception class. There are too few opportunities for children to plan their work and infrequent opportunities for adults to work with children at this time to extend their thinking skills. This is often due to the lack of additional support in the reception classes. Teaching and learning are satisfactory overall in reception and children achieve satisfactorily. By the time children enter Year 1 they have average personal, social and emotional skills and most are attaining the standards expected in the Early Learning Goals.

35. Teachers in the nursery and reception classes build children's self-esteem through praise and encouragement and so they tackle new activities with interest and confidence. Effective attention is given to promoting children's awareness of other cultures and religions. Children's home cultures are celebrated satisfactorily. Good relationships develop children's confidence and they respond to the adults and each other well.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- Children with English as an additional language develop their English vocabulary well.
- Teachers stimulate children's interest in books and enjoyment of stories.
- Opportunities for children to talk and share ideas are not stimulated sufficiently.
- Information from assessment is not sufficiently used to ensure activities meet children's learning needs.

Commentary

36. Children start in the nursery with standards that are well below average because many have very limited knowledge of English. A large proportion of children have English as a second language and they often speak another language at home. Approximately a third of children start in the nursery with no English at all. Children achieve soundly because teaching in this aspect of their learning through the Foundation Stage is satisfactory overall. Children are immersed in English and those who have English as an additional language develop their vocabulary well, mainly through social interaction with their friends. In the nursery, for example, children are beginning to play with each other and chat about what they doing, usually in their home language, but also in English. The role-play area and sand play area in the nursery and outside on the climbing frame are prime spots for this lively chatter.
37. When teachers interact with individual children and work with groups the teaching is often good because language skills are actively taught. At these times, children's language skills and vocabulary are well promoted through good questioning and effective modelling of speech patterns. The nursery nurse in the nursery is effective in promoting children's talk. Support assistants in the reception classes are also often used well to support individuals and groups, but in many lessons there is no additional support and this also slows children's general progress. Opportunities for children to talk and share ideas, however, are not stimulated sufficiently in some lessons. The teachers in the reception classes sometimes talk too much to the exclusion of children's good interaction.

38. Through the Foundation Stage teachers stimulate children's interest in books and enjoyment of stories. They are often the stimulus for lots of other learning and hold children's interest well. Early reading and writing skills are satisfactorily taught in teacher-led activities. However, other tasks are frequently far too general and not specifically designed to meet the learning needs of individuals. Information from assessment is not sufficiently used to ensure activities build on what children already know and can do so that they make good progress in their learning. There is insufficient tracking of children's progress in both the nursery and reception. Targets for children's next stage of learning are only recently being identified. By the time children enter Year 1 standards are below average with few children attaining the standards expected in the Early Learning Goals.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Effective links are made between mathematics and other areas of learning. Opportunities to count are promoted in many activities.
- Information from assessment is not sufficiently used to ensure activities meet children's learning needs.

Commentary

39. Teaching is satisfactory and children achieve satisfactorily. Standards on entry to the nursery are broad but many children are unable to express what they know because of limited English. Counting is a regular activity through the Foundation Stage and most children start to count in response to adults' questions of 'How many are there?'. By reception most children count accurately up to 10 and some up to 20 or higher. Higher attaining children recognise the rhythm of counting up in tens. Opportunities for mathematical learning are promoted in many activities. For example, the story of the 'Very Hungry Caterpillar' led children in reception classes to learn about the days of the week and measuring the length of caterpillars. Early number recognition and mathematical skills are satisfactorily taught. However, as in language teaching, many activities especially in reception are frequently not specifically designed to meet the learning needs of individuals. Information from assessment is not sufficiently used to ensure activities build on what children already know and can do so that they make good progress. Very few opportunities are planned to extend the learning of potentially higher attaining pupils. There is insufficient tracking of children's progress so that targets for their next stage of learning are identified. By the time children enter Year 1 standards remain below average with few children attaining the levels expected in the Early Learning Goals.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- A good range of activities promotes children's interest and curiosity.
- What children are to learn from some activities is not clearly identified.

Commentary

40. The curriculum is planned so that many aspects of children's learning are meaningfully linked and interwoven. These natural connections build effectively on what children already know and further stimulate their interest and curiosity about the world around them. Children's overall achievement is sound and teaching and learning are satisfactory. Children are effectively introduced to aspects of learning such as science. When children are enabled to learn through first hand experience, achievement is good. This was effectively illustrated by children in reception class. They had good recall and understanding of what plants need to grow when they discussed the bulbs and seeds they had planted earlier in the term. Children's learning was not as good when understanding of the plant roots was taught through black and white photographs rather than by exploring real root systems. Some activities do not have a

clearly identified objective for children's learning and do little to promote their knowledge and skills. Satisfactory opportunities to develop skills of design and technology are promoted through play activities using building equipment as well as through teacher-led activities. Standards by the time they enter Year 1 are below average, mainly because many children still have limited language in which to express their ideas and knowledge.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- There are many opportunities for children in the nursery to strengthen their fingers and develop greater dexterity.
- Fun activities stimulate children's balance and control.

Commentary

41. Teaching and learning are satisfactory and children achieve satisfactorily. When children start in the Foundation Stage their movements and control of large apparatus are similar to those found nationally. Their manipulative skills using simple tools and writing implements are below average as many have not had this type of experience before starting in the nursery. Good opportunities are provided to strengthen their fingers and develop their manipulative skills and by the end of nursery many children use scissors with good skill. Letter and number formation remains below average. Many children find difficulty in copying lower case letters as they have been taught at home to use only capital letters. Children in reception develop their writing skills so by the time they move into Year 1 their letter formation is developing satisfactorily, with the more capable children writing recognisable letters that are fairly even in size. Children's pictures show good control and children through the Foundation Stage use a range of equipment effectively in their art work. The playground apparatus in the nursery gives opportunities for children to climb in safety, so pursuing their adventurous games. They are developing satisfactory balance, mobility and control in their movements. Fun activities in the reception such as rolling car tyres also promote children's balance and control. Standards are average and most attain the expected standards by the time they enter Year 1.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- A good range of opportunities is provided for children to express themselves in art and design and music.

Commentary

42. Most children start school with average creative skills. Teaching and learning are satisfactory and so children make satisfactory achievement through the Foundation Stage. In the nursery they enjoy exploring bright colours in their free painting. Children explore different materials and colours in art, as is evident from their beautiful pictures, textured patterns and drawings in both the nursery and reception. Drawing programs

on the computer give another opportunity to explore shapes, colour and lines. Children satisfactorily develop their imagination through stories and play in the role-play area. A display of instruments in the nursery encourages children to experiment with sounds. They enjoy playing the instruments to accompany their songs. In reception more formal music lessons introduce the children to different songs, rhythms and sounds. Standards are average with most children attaining the levels expected in the Early Learning Goals by the time they enter Year 1.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Good support enables pupils with special educational needs and those for whom English is an additional language to achieve well.
- Limited monitoring by the coordinator restricts strategic planning.
- Reading resources are very good and impact positively upon pupils' learning.

Commentary

43. In the 2004 National Curriculum tests, pupils in Year 2 attained the national average in both reading and writing. These results are good for the high number of pupils entering the school with English as an additional language and with communication skills at a very low level. The work of the ethnic minority support teacher and the learning support teacher along with class teachers and teaching assistants in lessons and during the test period helped pupils achieve well. Pupils attained reading levels that were well above and writing levels that were above those in schools in similar situations. Inspection findings confirm that current Year 2 pupils should attain similar standards in the 2005 tests. Standards have improved overall since the previous inspection with greater numbers attaining the higher Level 3 in both reading and writing. Pupils in Year 3 have maintained the standards they attained in 2004.
44. Speaking skills across the school are average while pupils' listening skills are good. This is because there are significant numbers of pupils with English as an additional language who have carefully planned extra support to develop their communication skills. Pupils with special educational needs also have good support to develop, encourage and reinforce their skills. Good conversations and discussions between pupils ensure that language progress across the school is good overall and very good for higher attaining pupils in some classes. There have been good improvements in skills since the previous inspection, reflecting improvements of the English programme of study. These are also apparent in the improved standards of writing, with a greater number of Year 2 pupils attaining the higher Level 3 than at the time of the previous inspection.
45. Reading has a very high focus across the school. The school has invested heavily in a high quality range of reading resources, especially texts to interest and challenge specific groups including boys and higher attainers. Good teaching, including the use of additional support such as volunteers and parents on a very regular basis, has improved pupils' learning. Specific reading sessions and regular reading homework have given most pupils the confidence to tackle new books. Careful teaching of skills as well as the opportunity to read together in a variety of ways enable pupils to practise reading aloud in a group or in public. By the end of Year 3 most pupils are becoming fluent and expressive readers. Higher attaining pupils in particular read and understand well, using their skills to research for information in a wide range of texts.
46. Teaching and learning are satisfactory through the school. Teachers relate well to pupils and this has a positive effect on pupils' attitudes to learning. Lessons move at a good, brisk pace, with challenge matched to pupils' confidence and abilities. Pupils know clearly what they are expected to learn from objectives being shared as well as

how well they have done in the past from the marking of their previous work. Very good questioning skills ensure that all pupils fully understand the intended learning. Teachers have high expectations of how pupils behave and present their work though not all teachers have the skills to manage pupils so as to achieve these expectations. When teaching is weaker, the pace of lessons is slow and work is not planned sufficiently to challenge and extend the learning of all pupils.

47. Leadership and management are satisfactory. The coordinator monitors by examining teachers' planning and talking to staff. She has few opportunities to work with teachers in classes and with their classes to help raise standards further. This means that strategic planning that would promote the progressive development of the skills of both teachers and pupils alike is missing. The action plan for the subject is clear and detailed, but focused on resources rather than a detailed analysis of pupils' achievement. The co-ordinator has started to evaluate information from the satisfactory assessment systems but this is not yet being used to establish targets to drive up standards.

Language and literacy across the curriculum

48. Teachers provide many very good opportunities for pupils to develop their literacy skills in their work in other subjects. Displays and pupils' books show, for instance, pupils writing labels for their science and mathematics diagrams, writing up their experiments in science using an appropriate scientific vocabulary. They retell well known stories and factual information about different faiths in their religious education work and record their history investigations in letters and factual writing.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Better focus on the development of pupils' mathematical vocabulary is helping raise standards again, although further attention needs to be paid.
- Pupils have good attitudes to their work and enjoy this subject.
- Teachers know pupils well but do not use assessment enough to plan tasks for pupils of different abilities.
- Monitoring is not rigorous enough.

Commentary

49. Standards in Year 2 are average, which indicates similar standards to those seen at the time of the last inspection. However, since then standards dipped to well below average but began to improve again in 2004, when they were average compared with national results and above average when compared with the results of pupils in similar schools. This has produced a trend above the national trend. Standards in Year 3 are average, which indicates similar standards to those seen at the time of the last inspection. Standards have begun to improve again because the school has recognised that it needs to focus more effectively on language as a much larger proportion of pupils are learning English as an additional language than were at the time of the last inspection.
50. Pupils' achievement is satisfactory. All pupils, including those with special educational needs and those who are learning English as an additional language, learn soundly.

However, there is still insufficient emphasis on the development of pupils' knowledge and understanding of mathematical vocabulary to enable pupils to make good progress. In some classes there are insufficient opportunities for pupils to work in pairs so that they can practise using appropriate vocabulary. Teaching assistants support pupils well in group work but often pupils are not getting the support they need in whole class sessions. Language continues to be a key area for improvement.

51. Pupils have good attitudes to their work. They co-operate well when working in groups and in pairs and, when given opportunities to work independently, they do this well.
52. The quality of teaching and learning in the infant classes and in Year 3 is satisfactory overall although some good teaching was seen in all year groups. In the good lessons, teachers assessed pupils' understanding well and responded appropriately to their needs. However, too often teaching focuses on activities rather than on what pupils need to learn. In some classes, there is over-reliance on pupils completing worksheets rather than explaining their mathematical thinking by recording their calculations and investigations themselves. Assessment is unsatisfactory because pupils' progress is not being tracked rigorously enough to ensure that all groups of pupils make sufficient progress. In some lessons, tasks are not planned well enough for pupils of different attainments and opportunities to assess pupils' understanding are not always taken. Marking is positive and encouraging but does not always relate sufficiently well to the learning objectives for the lesson.
53. Leadership and management are satisfactory. The coordinator has identified key areas for development from an analysis of test results and has monitored satisfactorily, mainly by talking with pupils. However, monitoring of teaching and learning in lessons is not sufficiently rigorous to ensure pupils' achievement improves rapidly. Improvement since the last inspection is satisfactory because standards have been maintained despite a much larger proportion of pupils learning English as an additional language.

Mathematics across the curriculum

54. The use of mathematical skills across the curriculum is satisfactory although this is an area for development recognised by staff. In Year 2, for example, teachers' weak mathematical subject knowledge in a science lesson limited pupils' learning. Pupils are given satisfactory opportunities to apply and use their skills in other subjects but these opportunities are not being systematically planned for across the school. There are insufficient opportunities to develop mathematical skills through the use of ICT.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils in the early stages of learning English achieve well.
- Assessment is not yet used effectively to ensure all pupils make good progress.
- Insufficient emphasis is given to teaching scientific vocabulary.
- The subject is led well but management systems are not sufficiently developed.

Commentary

55. Standards are average at the end of Year 2 and have been satisfactorily maintained since the previous inspection. These standards are similar to the teacher assessments made as part of the 2004 National Curriculum tests and represent good achievement by those pupils who are in the early stages of learning English. Other pupils' achievement, including those of potentially higher attainment, is generally satisfactory. There is a below average proportion of pupils attaining the higher standard of Level 3, particularly in aspects of investigation and exploration. Insufficient time is given to pupils to explore ideas for themselves and to discuss their thoughts, predictions and hypotheses. Pupils in Year 3 achieve satisfactorily and attain average standards by the time they transfer to Year 4.
56. Teaching and learning are satisfactory overall but inconsistent. Most teachers have a satisfactory understanding of the knowledge to be taught and provide clear explanations. They stimulate pupils' interest and curiosity but too frequently pupils are not given the time to explore their own ideas. The effective strategies often used in English lessons, such as pupils talking with a partner, are not sufficiently used in science. When time is given for pupils to share their ideas, their learning is much faster, as seen in better lessons. Pupils are eager to talk, showing confidence and enthusiasm. Teachers effectively identify the scientific language to be introduced in lessons but do not share the new words sufficiently with pupils to ensure their understanding. Year 2 pupils, for example, had a good understanding of how to make a simple circuit but could not remember the correct words, which limited their explanations.
57. Procedures for monitoring pupils' standards have been satisfactorily introduced. Teachers are not as yet using this information successfully to plan activities that build on what pupils already know and can do. This limits overall progress because activities do not consistently challenge or extend the more able pupils. In some classes in Year 3, too much reliance is put on pupils recording their knowledge and findings on worksheets. This restricts their use of written language and the opportunity to show the extent of what they know.
58. The previous coordinator introduced a clear structure of planning. The current coordinator has continued this good leadership with the introduction of clear assessment procedures and in developing strategies to improve the use of ICT in science. Satisfactory strategies are being used to monitor planning and the range of pupils' work but as yet the coordinator does not have a clear view of standards through the school or of the range of teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- New resources are contributing to the range of activities and pupils' achievement.
- Assessment information is not used enough to guide teachers' planning.
- There is insufficient monitoring of teaching and learning to share good practice.

Commentary

59. Pupils' standards of attainment are above the expected standards by the end of Years 2 and 3. This is in line with the standards described in the last report for pupils at both

ages and improvement has been satisfactory. However, during this period, new resources have been introduced to extend the range of pupils' activities. This has required further successful training for staff which is now beginning to show itself in pupils' improving achievement. During the transition period, the rate of achievement has slowed as staff familiarised themselves with the resources. Pupils and staff now show confidence in managing and using the new equipment and this helps lessons to proceed successfully. There are greater opportunities for pupils to gain new skills and understanding, having the potential to raise standards further.

60. Satisfactory teaching and learning allow pupils to achieve soundly throughout the school, although some lessons in the ICT suite are good. Teachers' positive relationships with pupils promote learning in most lessons. Teachers draw on effective training and support to provide a satisfactory range of work for pupils in all aspects of the curriculum. Lessons and pupils' past work show that pupils are developing good levels of confidence in applying their developing skills. Skills in word-processing are strong with pupils using text, backgrounds, graphics and illustrations in their work. Their use of drawing programs and the Internet also show above average skills. Pupils program a small floor robot and use digital cameras to take and print photographs. Teachers show growing confidence in their use of the interactive whiteboard, when available, to present information and capture pupils' attention.
61. Teachers make successful use of different approaches when they plan activities, for example by including short focused learning programmes, such as to develop skills in sending emails. However, they do not fully use assessment information to promote pupils' learning. A developing system keeps records of pupils' attainments and achievements but little is annotated against National Curriculum levels. Most activities are therefore given to all pupils with little modification to suit those with different levels of expertise. This leads to some missed opportunities to promote achievement further.
62. There is currently satisfactory leadership and management from the coordinator, who has successfully overseen the new resources and training. She uses the developing assessment system to monitor coverage of the curriculum and identify developments. However, monitoring of teaching and learning has been informal and there have been insufficient opportunities to identify strengths that can be shared.

Information and communication technology across the curriculum

63. Teachers make sound use of other subjects to contribute to pupils' learning in ICT. Some tasks effectively link with other learning, for example when Year 1 pupils collect and enter mathematics and science data and create graphs. Pupils use word-processing in different forms of writing to extend their language and presentation skills. However, these links with other subjects are not yet carefully planned to ensure systematic progress through the school. This weakness has been identified by the school and coordinators are currently working to establish secure and progressive links.

HUMANITIES

64. Inspectors observed two history lessons and one geography lesson, looked at pupils' work and teachers' planning and spoke with staff. It was not possible to make overall judgements on provision in these subjects. The school recognises that its current schemes of work, which are based on national guidance, need to be revised to ensure that its curriculum is adapted for all pupils and that subjects need to be linked together

more effectively. Both coordinators have taken on responsibility for these subjects within the last year. Leadership and management are satisfactory because they are well organised and have begun to evaluate provision satisfactorily to inform their subject action plans. However, their monitoring roles are not yet sufficiently well developed.

65. One good lesson and one satisfactory lesson were seen in **history**. In the good lesson the teacher had good subject knowledge of the Vikings, questioned pupils well and made good use of the interactive whiteboard to display maps and other information. In the satisfactory lesson, although pupils were provided with a good range of appropriate resources, they needed more initial discussion with the class teacher and teaching assistant to enable them to investigate more successfully. There is a lack of consistency of opportunities for pupils in different classes to enable them to develop their writing skills in history.
66. The **geography** lesson seen was satisfactory. The key weakness in this lesson was the lack of sufficient resources to support pupils' learning in the group work.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- The good curriculum ensures work contributes to pupils' personal development.
- There is a good range of resources to support learning.
- Management of the subject is weakened by limited assessment and monitoring.

Commentary

67. Standards are in line with those expected in the locally agreed syllabus and pupils achieve soundly through the school. This is similar to the attainment picture seen at the previous inspection. Pupils gain secure knowledge of the sacred texts, places and leaders of the core faiths of Christianity, Hinduism, Judaism and Islam. Festivals such as Diwali, Christmas, Easter and Eid are celebrated and topics common to all the faiths such as creation are discussed. Religious education supports pupils' multicultural education and their spiritual, moral, social and cultural development well. Pupils are encouraged to think of the importance of religion in the everyday lives of people. By considering how people in the past acted, they are learning how choice affects personal, family as well as world events such as famine and poverty. This has personal relevance to many pupils and contributes well to their personal development.
68. Teaching and learning are satisfactory overall, though some is good and even excellent. Teachers have secure curriculum knowledge and use the good range of resources well to make learning interesting. For example, good use of film clips and high quality artefacts often brought lessons alive for pupils. Teachers use a range of strategies, including role-play, ask meaningful questions and support written work by providing key vocabulary and information sources to help pupils consolidate their learning. The multicultural nature of the school population is a valuable resource that teachers use well. Teachers value pupils' contributions to discussions and encourage all to behave well so that everyone can think, applying learning to their own lives.
69. Leadership of the subject is satisfactory. The new coordinator has had opportunities to examine teachers' plans and curriculum planning. The scheme of work has been

revised in line with the locally agreed syllabus and good quality resources matched to the topics for each year group. She is building up a portfolio of moderated pupils' work as a guide and support to teachers across the school although at present there are no assessment systems. Although the co-ordinator has not been able to monitor the quality of teaching and learning in all classes, she has had feedback from the headteacher of those that have occurred.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

70. **Art and design, music, design and technology** and **physical education** were not a focus of this inspection. There have been insufficient direct observations of teaching for secure judgements to be made on the overall provision, on standards, teaching or learning. All four subjects have a curriculum that is satisfactorily broad and well balanced. Procedures for assessing pupils' standards and progress in the subjects are in the early stages of development and do not sufficiently identify how pupils' skills are developing through the school. Coordinators are enthusiastic about improving the curriculum within their subjects and in some cases provide good leadership for staff. Their roles and responsibilities are not sufficiently clear, however, and this has resulted in management structures being insufficiently rigorous. Coordinators do not have a clear view of standards, teaching or pupils' learning.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

71. Too few lessons were seen to make a judgement on provision in this area of learning. The school places a high emphasis on pupils' personal development. A planned curriculum based on national guidance includes a good range of measures to promote health and has a satisfactory programme for sex education and drugs awareness. In addition, there are good opportunities embedded in all the work of the school to enable pupils to develop into confident and motivated individuals who want to learn and succeed. Pupils are friendly and polite. The provision for pupils' spiritual, moral, social and cultural development is good and the results of this provision are seen throughout the school, where pupils work and play together in harmony. There are increasing citizenship opportunities where pupils can express their ideas and gain responsibilities, although this is not yet sufficiently consistently done. There is a well-established school council for Years 2 and 3 but representatives do not usually get ideas from the other pupils in their class and consequently all pupils are not fully involved. The roles of the school council representatives are not yet fully developed.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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