

INSPECTION REPORT

STANLEY JUNIOR SCHOOL

Teddington, Middlesex

LEA area: Richmond upon Thames

Unique reference number: 102898

Headteacher: Mr Ian Dickinson

Lead inspector: Mr Phil Mann

Dates of inspection: 18th - 21st April 2005

Inspection number: 267979

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior
School category: Community
Age range of pupils: 7 - 11
Gender of pupils: Mixed
Number on roll: 355

School address: Stanley Road
Teddington
Middlesex

Postcode: TW11 8UE
Telephone number: 020 89774858
Fax number: 020 89776937

Appropriate authority: Governing Body
Name of chair of Mr Christopher Collier
governors:

Date of previous 8th March 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

Stanley Junior School has 355 pupils on roll, aged between seven and eleven. It is situated in a residential area of Teddington, Middlesex. The home backgrounds of most pupils are average. The number who are in receipt of a free school meals is below the national average. The original school was rebuilt in the sixties and shares a site with an adjacent infant school. Playgrounds, a sports field and quiet areas surround the school. The attainment of pupils at the start of school in Year 3 is broadly average. The school has identified 61 pupils as having special educational needs; about a quarter of these receive support from outside agencies. Currently, there are four pupils with a Statement of Special Educational Need. The numbers of pupils with special educational needs is average. About ten percent of pupils are from a wide range of ethnic minority groups and the proportion of pupils who speak English as an additional language is about average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23219	Phil Mann	Lead inspector	Science, physical education, religious education
9614	Carolyn Webb	Lay inspector	
23086	Wendy Jenkins	Team inspector	English, art
29688	Mike Brammer	Team inspector	Special educational needs, geography, history, music, modern foreign languages, Personal, social and health education and citizenship
32702	Anastasia Savva	Team inspector	Mathematics, information and communication technology, design and technology, English as an additional language

The inspection contractor was:

Altecq Inspections Limited
102 Bath Road
Cheltenham
GL53 7JX

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** and effective school that provides a very extensive range of extra activities for its pupils to participate in. The quality of teaching is good overall with some lessons being very good or better. Pupils' achievement is good. The basic skills of literacy and numeracy are taught well and pupil attain high standards in many subjects. The overall leadership and management of the school are effective. The headteacher's very clear vision has led to a number of improvements to the site, to links with the community and to learning opportunities. Taking all aspects into consideration, the value for money provided by the school is good.

The school's main strengths and weaknesses are:

- Pupils' achievement is good and standards are above average in English, mathematics, science, religious education and information and communication technology (ICT).
- Monitoring procedures are not yet rigorous enough to promote even higher standards.
- The pupils' attitudes to learning, their behaviour and sense of responsibility are very good and a reflection of the very positive school ethos.
- The quality of teaching is good overall across the school but assessment information is not yet being used effectively to ensure all planning matches the individual needs of all pupils.
- Provision for pupils with special educational needs is very good and these pupils make good gains in their learning.
- The range of activities outside of lessons is very good.
- The school works very closely with its parent community.
- The headteacher and governing body lead the school very well.

Overall improvement since the last inspection has been satisfactory and many of the very good features observed then have been maintained. The school has successfully addressed the recent dip in pupil performance, and provision for multi-cultural development has been significantly improved. Furthermore, good improvement has been made in areas not fully featured in the previous report. For instance, the emphasis on the creative arts and physical activity is much greater and the school has been very successful in promoting effective and productive links with parents and the local community. The capacity for further school improvement is good.

STANDARDS ACHIEVED

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

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.

Achievement is now **good** after a dip in standards as indicated in the 2004 national test results when standards in English, mathematics and science were judged to be average and well below average based on the pupils' prior attainment at age seven. Inspection findings confirm that this dip in standards has been successfully reversed. Standards are now above average for Year 6 pupils in English, mathematics and science. This represents good progress on the average attainment of pupils when they start school in Year 3. Comprehensive school data confirms that the reason for this dip in results is primarily due to a very high concentration of pupils with special educational needs in the 2004 Year 6 cohort. This is not the case this year. As a result of an effective drive to raise standards in mathematics and science and consistently good teaching in English, standards are improving. However, a lack of rigour in whole school monitoring of teaching and learning is limiting the school's ability to raise standards even higher.

Pupils achieve well in religious education and information and communication technology because of good teaching and effective use of resources in these subjects. Furthermore, pupils with special educational needs and those who speak English as an additional language make good progress because of good levels of support.

In general, attendance and punctuality are good. Pupils' attitudes to learning and to the school are very good. Relationships between pupils are very positive and their behaviour, both in class and around the school is very good. These factors are significant strengths of the school and a reflection of the high expectations of the staff. Provision for moral, social and cultural development is very good; provision for the spiritual development of pupils is satisfactory. It is good in assemblies but is not effectively planned for in lessons.

QUALITY OF EDUCATION

The quality of education is **good** overall. Teaching is predominately **good** with some very good or excellent practice seen around the school. Pupils' learning is judged to be good overall but in most subjects the marking and assessment of pupils' work lacks rigour. As a result, work is not always effectively matched to the ability or needs of each individual pupil in some classes. Marking is good in English.

The curriculum has good breadth and balance. It is enhanced by excellent provision for sport and very good participation in the arts and other activities. The good match of teachers to the curriculum and the good accommodation and resources support the pupils' learning well. However, although there is some good practice, an absence of rigorous monitoring leads to inconsistencies in provision. While good practice is evident, there is no overall plan for linking different aspects of subjects together to make learning more effective and interesting for the pupils.

The provision for pupils with special educational needs continues to be very good. The procedures for childcare, safety and welfare are very effective, and the quality of educational and personal support and guidance provided for pupils is good. Very good links have been established with parents and other organisations to further support the quality of learning.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good** overall. The headteacher effectively shares his very clear vision for school development with the deputy and senior staff. His reflective, consultative management style empowers all members of the school community, particularly staff and governors, to take an active role in identifying and implementing continued improvements and initiatives. Management is good. The school's priorities are clearly defined and detailed action plans are fully evaluated. The wealth of data gathered is used effectively to track individual pupils and raise standards further, especially in English, mathematics and science. The role of curriculum co-ordinators is clearly defined and subject action plans contribute effectively to the school's overall priorities. However, although monitoring of teaching and learning takes place, it is not yet sufficiently systematic or rigorous to raise standards further.

Governance is very good. The governing body is very proactive and makes a major contribution to the leadership of the school and its successes. It ensures that the school meets statutory requirements. Strategic planning is very good and the governors' evaluation of the school's performance is very thorough. Very good financial planning helps the school to enhance its provision, especially in sport. The principles of best value are applied very effectively.

PARENTS' AND PUPILS' VIEWS

Parents are very pleased with the overall development of the school. They believe that staff treat their children very fairly. They also feel very comfortable about approaching the school with any concerns because they know their views will be listened to. Some parents think they are not told enough about their child's progress but inspectors judge that the quality of information about each child's progress is better than in most schools. The pupils are very positive about all that the school offers. They enjoy taking part in the wide range of activities and all value the opportunities to participate in sport and the creative arts.

IMPROVEMENTS NEEDED

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

- Develop a more rigorous approach to monitoring the quality of education offered.
- Use assessment information more effectively to match work to the individual needs of all pupils.
- Improve the overall quality of spiritual development.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is **good** overall across the school. By the age of eleven pupils attain **above average** standards in English, mathematics, science, information and communication technology and religious education.

Main strengths and weaknesses

- A dip in standards has been reversed through the successful implementation of several school initiatives.
- Opportunities are sometimes missed in mathematics and science to further challenge the more able pupils through problem solving and investigations.
- Most pupils attain high standards in reading and writing because teachers consistently plan lessons matched to each pupil's ability.
- The achievement of pupils with special educational needs and English as an additional language is good.

Commentary

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

Standards in:	School results	National results
English	27.0 (29.0)	26.9 (26.8)
mathematics	27.2 (27.9)	27.0(26.8)
science	29.1(31.0)	28.6(28.6)

There were 89 pupils in the year group. Figures in brackets are for the previous year

1. The 2004 national test results indicate that standards dropped below the very high levels attained in English, mathematics and science at the time of the previous inspection to those that are average in English, mathematics and science. When these 2004 results are compared with schools of similar prior attainment at the age of seven, standards are well below average in English, mathematics and science. This dip in standards is mainly attributable to the high proportion of pupils with special educational needs in this year group. This dip had been predicted by the school and various initiatives put in place to address the situation, particularly in science and mathematics. Inspection findings confirm that this trend has now been reversed and that standards for eleven year olds are now above average in English, mathematics and science.
2. A review of performance data indicates that, generally, boys do better in mathematics. On the whole, performance is similar in English and science. The differences in mathematics have been recognised by the school and, as a result, gender specific teaching groups have been implemented for this academic year in mathematics to raise the achievement of girls.

3. The attainment of most pupils when they start school in Year 3 is average. Particularly good teaching in Years 3 and 4 provides these younger pupils with a good start in the school and progress is good. This is further consolidated in the upper part of the school where above average standards are now being attained.
4. Pupils throughout the school achieve well in English. Most pupils attain high standards in reading and writing because of consistently good teaching across the school. Pupils join the school with average writing skills but make rapid progress especially in Year 3 to attain standards above average by the end of Year 4. This good progress is maintained throughout Years 5 and 6 and is especially evident in the very able writers group.
5. Achievement is also good in mathematics and science. The effective teaching of mathematics to pupils in ability sets enables teachers to carefully match work to the needs of pupils. As a result, overall progress is good. However, despite this good teaching, there are some missed opportunities in both subjects to raise standards even further through the use of challenging problem solving and investigational activity for pupils in the upper part of the school.
6. Good teaching and the effective use of resources are ensuring that all pupils achieve well in information and communication technology and religious education. Other subjects also make an effective contribution to the overall achievement of pupils. This is particularly so in music and physical education.
7. The achievement of pupils with special educational needs is good. This is the same as their peers. The progress they make is very good given the nature of their difficulties. Pupils acquiring English as an additional language achieve well due to the good teaching and support from teaching assistants.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Their attendance is **good** and their spiritual, moral, social and cultural development is **very good** overall.

Main strengths and weaknesses

- Pupils' relationships with one another are excellent.
- Pupils' personal development is very good though not yet formally recorded or systematically monitored.
- Procedures to promote and monitor attendance are good.
- Few opportunities for pupils' spiritual development are planned in lessons.

Commentary

8. Pupils like their school and the majority arrive on or before time in the morning. The attendance percentage is slowly climbing as a result of the school's effective monitoring but is average when compared to other schools, partly as a result of a few pupils taking extended holidays. The educational welfare officer

visits regularly and is appropriately involved with families when necessary. There has been one fixed-term exclusion in the past twelve months.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.1	School data:	0.2
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
White – British

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
269	1	0

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

9. Pupils behave very well both in and outside the classroom and they are enthusiastic about and interested in their education. They are very polite and courteous to each other and to visitors. Recent workshops on anti-bullying, held as a result of parent and pupil survey results, have given 'food for thought' and pupils do not want to disappoint the staff's very high expectations of them. Aware of the many less fortunate than themselves, pupils collect enthusiastically for charities. The school community is a friendly and happy one and, as a result of the excellent relationships pupils enjoy, everyone is included in activities whatever their difficulty.
10. Pupils with special educational needs and those who speak English as an additional language exhibit the same very good attitudes to their work as other pupils. They respond very well to planned activities that meet their needs.
11. Pupils' personal development is very good. Keen to help others, they relish responsibility. Monitors line the corridors during break time and others volunteer their help in the office. Year 6 pupils act as mentors to those in Year 3, who are given their photographs before they start at Stanley Junior School. Pupils are keen to be elected as school councillors and to have the opportunity of managing a budget, and the whole school takes part enthusiastically in the 'hustings' to send two representatives to the local pupil parliament. Attendance at the Junior Citizen day alerts older pupils to the dangers and problems to be found outside school, and visits from representatives of various agencies extend their knowledge. Their understanding of what it means to be a citizen in today's Britain is developing well.
12. The overall provision for the pupils' spiritual, moral, social and cultural development is very good. This is better than the previous inspection when the

provision for moral and social development was very good but a key issue was to improve the provision for the pupils' awareness of other cultures. This has been addressed successfully through religious education, geography, music and art and by extra-curricular activities such as the Indian Dance Club. With educational visits and visitors to help pupils appreciate, respect and value their own cultural heritage, the provision for cultural development is very good.

13. The provision for moral and social development continues to be very good. The pupils have a secure sense of right and wrong and co-operate well with others. They benefit from the positive example set by all staff, who treat pupils with respect and consideration. Through the School Council and the opportunity to take particular responsibilities, as when they act as 'playground buddies', pupils develop a mature outlook. The pupils' very good social development is encouraged by a wide range of trips, including a residential visit, by the extensive sporting links, extra-curricular activities and by good opportunities for paired work. The provision for the pupils' spiritual development is satisfactory and is an area for development. The opportunities for pupils to reflect on themselves, their lives and relationships are limited and there is no evidence that these opportunities are systematically planned for in lessons.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is **good**. Teaching is **good** across the school with some examples of very good and excellent practice in evidence. The curriculum has **good** breadth and balance. It is enhanced by **excellent** provision for sport and **very good** participation in the arts and other activities. The pupils are **very well** cared for and **strong** partnerships have been established with the parents and local community.

Teaching and learning

The overall quality of teaching across the school is **good**. Assessment is **satisfactory**.

Main strengths and weaknesses

- Teachers demonstrate good levels of subject expertise in many subjects.
- Teachers plan good opportunities for the development of literacy and numeracy skills.
- Learning intentions for lessons are not always sufficiently clear.
- Assessment information is not always used well to ensure that tasks are effectively matched to the needs of all pupils.
- ICT is used effectively to illustrate key teaching points in lessons.
- Teachers manage pupils' behaviour very well and classroom relationships are very positive.
- The teaching of pupils with special educational needs and those who speak English as an additional language is good.

Commentary

14. Teaching is predominately good with some very good or excellent practice seen around the school. The good or better teaching observed at the previous inspection has been maintained. Teachers demonstrate good levels of subject expertise in many subjects. This is particularly so in ICT, music and religious education where very good or excellent teaching was observed during the inspection. Literacy and numeracy skills are taught especially well and this factor has effectively contributed to the raising of standards in English and mathematics.

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	4	17	5	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

15. In the best lessons, teachers very effectively share the key learning intentions with the pupils. This ensures that all pupils are clear about what is expected of them and positively contributes to their overall achievement. However, in some lessons, learning intentions for lessons are not always sufficiently clear. As a result, pupils become confused about what is required of them. Furthermore, links between the key learning intentions and opportunities to assess the understanding and progress of pupils at the end of the lesson are missed.
16. Assessment is satisfactory overall. However, despite there being a wealth of data to monitor the attainment of all pupils over the academic year, the regular use of assessments of pupils' achievement to influence planning is underdeveloped. This is evident in the marking of pupils' work. Feedback to pupils is too general and does not refer to the learning intention of the lesson. Therefore, pupils do not receive adequate information on how to improve. This is not the case in English. Marking in English provides specific feedback and is a good example of best practice. The headteacher also plans to develop the use of data to set group targets for pupils in order to further focus planning and teaching in order to build on achievement.
17. The assessment of pupils' work against national curriculum levels is also an area for development in all subjects except English. Therefore, teachers have limited evidence of pupils' achievement against national benchmarks across a range of subjects. This aspect has been identified as an area for development within the school improvement plan.
18. Teachers manage pupils' behaviour very well and classroom relationships are very positive. Pupils respond very well to teachers' very high expectations in lessons and work hard to complete tasks set for them. Pupils respond particularly well to opportunities to work with a partner such as in the completion of an investigation into the parts of a plant in Year 3 and the creation of a dance movement in Year 4.
19. Teachers use a good range of resources and visual aids to illustrate and support key teaching points in lessons. In particular, many use ICT equipment very well to show multimedia presentations related to the current learning. This is particularly so in Year 6 where lessons in science and religious education are brought to life with fascinating images on the whiteboard.
20. The teaching of pupils with special educational needs is very good overall. The school very effectively identifies pupils with special educational needs at an early stage. The register of pupils with special educational needs is active and pupils move from stage to stage as necessary. The pupils' learning is supported by targeting their needs in small groups so that in English and mathematics they learn with others of similar ability. Teaching assistants make a good contribution to the learning of particular pupils by explaining further what is being taught, and by overseeing their work. Individual education plans are

reviewed regularly. Some individual plans are not precise enough for pupils' progress to be readily monitored.

21. The teaching and learning of pupils acquiring English as an additional language (EAL) is good. Teachers and teaching assistants provide good support. In one of the Year 5 lessons, a teaching assistant provided good support, giving clear explanations and asking specific questions. This enabled the pupil to understand the mathematical concepts involved. In another Year 5 class, the class teacher gave a pupil individual support ensuring that she had understood set task. As a result, she was able to complete it accurately. An analysis of pupils' work revealed a good use of pupils' own language. Pupils' activities were also adapted, using a range of pictorial forms to help pupils' knowledge and understanding in other subjects.

The curriculum

The school provides a **good** curriculum with **very good** opportunities for enrichment. The accommodation and learning resources and the match of teachers to curriculum are **good** overall.

Main strengths and weaknesses

- The curriculum is good overall but monitoring is not yet sufficiently rigorous to improve it further.
- The school has maintained the very good provision it makes for pupils with special educational needs.
- The school's strong commitment to inclusion encourages all pupils to take a full part in the life of the school.
- The outside environment is very good but inside some areas of the school need refurbishing.

Commentary

22. The school continues to provide a good curriculum that meets statutory requirements. Throughout the school there are examples of good practice. For instance, effective links are made between English and history. When pupils write at length in history they deepen their understanding of what they are learning and apply skills from their literacy lessons. There is no overall plan for linking aspects of subjects together to make learning more effective and enjoyable for pupils. A lack of systematic monitoring means that, over time, some pupils have had more opportunities to learn French than others and at present in Year 6 one class has extra time for music.
23. Pupils with special educational needs are supported very well in acquiring basic skills in literacy and numeracy. The good number of teachers employed by the school means that they are given extra attention in small sets. Very good use is made of outside specialist support to deal with particular difficulties and there is a wide range of support programmes available to help pupils with emotional and communication problems.

24. A feature of the school's very good ethos is the success with which it encourages a very large number of pupils to play a full part in school life. All who wish to represent the school at sport are able to do so and those who want to join the orchestra are welcomed. This supports the very good provision the school makes for the pupils' personal development.
25. The school has significantly improved the quality of its outside accommodation. Multi-use games areas provide a high quality environment for pupils. These and the use of the small swimming pool contribute to the very good links the school has with parents and the community. Two halls support the very wide range of extra-curricular activities that the school offers. Some classrooms are small and the school is aware that further areas need to be refurbished to provide a stimulating learning environment for both pupils and teachers. The library is well used but small for the size of the school. This limits the number of pupils that can use it at any one time.

Care, guidance and support

The school's provision for pupils' welfare, health and safety is **very good**. Pupils receive **good** support and guidance. Consultation with pupils is **very good**.

Main strengths and weaknesses

- Pastoral care is very good.
- Provision for pupils with special educational needs is very good.
- Relationships are very good throughout the school.
- Marking does not always include useful written comments.
- Not all pupils have individual targets.

Commentary

26. The health, safety and welfare of the whole school community are high priorities for staff and governors. Regular risk assessments and security reviews, including community use of the school's swimming pool, contribute to the very good provision overall. Personnel trained in first aid are always on site and practice is good, although not all minor incidents are recorded. Very good child protection procedures are followed, and all staff bar one have received training.
27. Social communication and nurture groups are just two examples of the school's very good pastoral care. Relationships are excellent throughout the school and all pupils have an adult they trust in whom to confide their worries or concerns, confident that these will be dealt with sympathetically and effectively. Pupils receive good guidance from staff, overall, and know what standards they should aim for. They understand how to improve their work, in English in particular, through the useful comments teachers make in class and sometimes record on their written work. They have begun to evaluate their own and others' work, and individual target setting, currently trialling in the lower school, will be extended if it proves successful.

28. Pupils are involved in the governance of the school. Consulted via regular surveys, pupils know their opinions matter and are taken into consideration when decisions are made. School council representatives discuss suggestions and issues of concern raised by their peers, and meet with governors when the need arises.

29. Support for pupils with special educational needs is very good. Teachers and teaching assistants know the pupils very well. They show a real concern for their welfare, reflecting the caring ethos of the school. Pupils who speak English as an additional language are fully integrated into the life of the school. Teachers and teaching assistants provide good support to pupils acquiring English and as a result they achieve well.

Partnership with parents, other schools and the community

The school's links with parents are **very good**, as are those with the community and local churches. Links with other schools and with colleges of further education are **good** overall.

Main strengths and weaknesses

- Parents receive very good information.
- Community use of the school's facilities is very good.
- The school has very good links with the infant school.
- Links with parents of children with special educational or other needs are very good.

Commentary

30. The school's partnership with parents is very strong, and staff and governors strive very hard to meet their needs and successfully involve them in their children's education. Parents are invited to help in whatever way they can and are consulted about policy reviews. Pertinent workshops are arranged, and appointments for working parents are made at times to suit them; in addition, dress rehearsals are timed for early mornings or evenings so that all may attend. Parents as well as grandparents regularly help in school, and attendance at consultation and curriculum meetings, school productions and fund-raising events organised by the enthusiastic parent staff association is very good.
31. Despite some parents' concerns about the amount of information they receive, this is better than is found in most other schools. Frequently consulted through surveys, parents are very well informed through the weekly newsletters, curriculum information each term, the governors' annual report and their children's annual reports. They know they can approach staff at other times and those in the friendly office are always ready to help.
32. The school has very good links with the parents of pupils with special educational needs. Proper procedures are in place for the formal review of pupils' progress and effective informal contacts support the pupils' learning well. The good relationship that the school has with the infant school and with secondary schools helps pupils to transfer smoothly from one stage of education to the next. The school ensures that parents who speak English as an additional language understand communications sent to them and both teachers and office staff are always ready to help if they can.
33. The school has very good links with a number of local churches, whose representatives visit regularly, and serves the local community very well. Friends of the local hospital and day centre are well supported by pupils. Local residents have access to school facilities outside school hours and many are in constant use. On Saturdays a language community group uses the premises. Past as well as current pupils enjoy the football and softball clubs, and local residents are pleased with the opportunities they have to use the all weather

courts. Some also come into school to talk to the pupils, for example, about their war experiences.

34. Very good links exist with the neighbouring infant school; these include, regular visits, shared playtimes, and very good curricular and pastoral liaison. Able Year 5 and 6 pupils attend scientist activities at two local secondary schools and good links have been established with a local physics laboratory. Pupils transfer to a great number of different secondary schools with which exchange of information and transfer arrangements are good. A number of students from colleges of further education and secondary schools enjoy their work experience at Stanley Junior School each year.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The headteacher provides **very good** leadership and has maintained the very positive ethos indicated at the previous inspection. The leadership and management of key staff, including subject co-ordinators are **good** overall. The governing body provides **very effective** governance for the school.

Main strengths and weaknesses

- The very good leadership and vision of the headteacher have created a very positive ethos in which improvement can take place.
- Good teamwork is providing an effective platform for school improvement and curriculum enhancement.
- The monitoring of teaching and learning is not yet systematic or rigorous enough to raise standards further.
- The management of special educational needs provision is very good.
- School improvement planning focuses effectively on the drive to raise standards.
- The governing body supports and monitors the work of the school very well.

Commentary

35. Overall, the school is well led and managed. The headteacher provides very good leadership and has established a strong listening culture within the school. He has a very clear vision for school development, which is shared by the deputy and the senior management team. He has a reflective, consultative management style, which has empowered all members of the school community; particularly staff and governors, to take an active role in identifying and implementing continued improvements and initiatives. The headteacher's vision focuses strongly on the needs of individual pupils. This is implemented very successfully through the careful setting arrangements in lessons and in curriculum enhancement. The other aspect of the head's vision, which has been put into practice with flair and imagination, is the opening up of the school's facilities. The school is now at the hub of the local community. These initiatives contribute significantly to the positive ethos of the school and are much appreciated both by parents and the local community.

36. The management of the school is good. The headteacher has created an effective management team, which has helped to secure the commitment of all staff to the work of the school and is an important reason why morale is good and the whole staff team feels valued and respected. The way in which the school has implemented agreements on workforce reforms has also contributed to this. The relationship between the head, deputy and assistant head is very effective. They work closely together to implement improvements. There is a careful programme of performance management, which is closely related to the school's priorities for development. The role of the subject co-ordinators is clearly defined and has been developed well, especially in the core subjects and religious education. It has been very well developed in physical education. The headteacher and co-ordinators have identified areas for development through analysing data and test results and put in place strategies for improvement. Co-ordinators' subject action plans contribute effectively to the school's overall priorities and teachers' planning is monitored regularly. However, although monitoring of teaching and learning takes place, it is not strategically and systematically planned. This prevents co-ordinators pinpointing what could be done to raise standards even further in their subjects.
37. The management of the provision for pupils with special educational needs is very good. There are very good relationships with outside agencies to support the pupils' achievement. The relationship with a local special school is well managed to the benefit of pupils from both schools. The teaching assistants are committed and the school supports their work through a varied programme of in-service training. The governors with responsibility for pupils with special educational needs are active and supportive. The school is aware that procedures to track the pupils' progress need to be developed further.
38. Leadership and management of the provision for pupils who speak English as an additional language are good. The co-ordinator liaises with a specialist teacher to ensure good induction for pupils acquiring English as an additional language (EAL). This external support is very limited. The co-ordinator provides extra support by liaising with individual staff regarding pupils' progress and resource requirements. She has also organised a range of resources for teachers to use for supporting pupils at the early stages of learning English. The co-ordinator is aware of the need to further develop staff expertise in supporting pupils who are starting to learn English. She is very positive about the weekly language club. This involves parents and she is keen to ensure that they feel welcome.
39. Raising standards is a top priority and key focus in planning for school improvement. There are detailed actions and targets for English, mathematics and science and good use is made of data to inform, monitor and track pupil performance. Other priorities such as devising strategies to involve pupils in their learning are relevant and appropriate. Within a three-year cycle, the plan is thoroughly reviewed and evaluated on a regular basis to inform the next year's priorities. Inspection evidence confirms the school's evaluation of the plan for 2004/5 is accurate and realistic. The Improvement Plan drives the headteacher's observations of teaching and learning but the programme for

observations throughout the year lacks structure and is not formally planned or documented thoroughly enough.

40. Governance of the school is very good. The effective committee structures are very dynamic. Governors, who are well led by the chairman, are fully involved and actively encouraged by the senior management in evaluating the school's performance. A regular programme of visits and observations is embedded in the school's termly programme to gauge the quality of provision. This ensures governors are well aware of the strengths and weaknesses of the school. They are very aware, for example, of the dip in attainment in 2004 national tests, are clear about the reason for this and the strategies put in place to improve results in the current year. They play a full part in school improvement planning and each committee reviews the plan regularly. Governors ensure all statutory requirements are met. Governors have very strong links with parents through termly newsletters. They are very supportive of the school, work closely with the headteacher and staff and are well placed to act as a 'critical friend'.
41. The management of the school's finances is good. The administrative team supports the school with quiet efficiency. The headteacher and governors monitor the budget closely and have been very proactive in securing grants and extra funding to improve the quality of the site and facilities on offer to the pupils and local community.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	1 206 693
Total expenditure	1 164 635
Expenditure per pupil	3 280

Balances (£)	
Balance from previous year	127 587
Balance carried forward to the next	169 645

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH AND MODERN FOREIGN LANGUAGE

English

Provision in English is **good**.

Main strengths and weaknesses

- Pupils attain high standards in reading, writing and spelling.
- Pupils present their written work with insufficient care.
- Teachers plan lessons well to match work accurately to each pupil.
- Constructive marking enables pupils to improve.
- Homework is very relevant and builds on what has been learnt in the lesson.
- Monitoring of lessons and initiatives is not sufficiently systematic or rigorous.
- Teachers make effective links in language and literacy across the curriculum.

Commentary

42. The school has re-established the high standards noted at the time of the last inspection in all areas of English, following a dip in 2004. Pupils achieve above average standards in English and make good progress. Compared with the results in all schools nationally, attainment in English was average in the 2004 national tests and well below average in comparison with similar schools. This reflects the higher proportion of pupils with special educational needs and a gender imbalance in this year group. The analysis of pupils' past and present work and observation of lessons shows no significant difference in the achievement of girls and boys. Predicted results for national tests in 2005 show that the dip in standards has been reversed. Inspection evidence confirms the school's detailed analysis that nearly half the Year 6 cohort is likely to attain the higher level 5 and the majority of pupils will achieve above the national average.
43. Pupils attain standards in speaking and listening that are above average for their age. They make good progress and achieve well. They listen very attentively and engage in discussions and question and answer sessions confidently. They use mature vocabulary in music lessons, for example, and respond enthusiastically in role-play sessions. The recently introduced initiative to place more emphasis on drama within the English curriculum is a good feature but has not been in place long enough to impact significantly on the curriculum.
44. Reading is given a high priority and standards are above average. Progress and achievement are good. Most pupils read fluently and with good expression. They are enthusiastic readers and are knowledgeable about books and authors. They understand terms such as 'genre' and for instance, confidently

name books relating to fantasy and everyday life. Book reviews include opinions and draw on evidence from the text. All pupils use the attractive well-stocked school fiction library on a regular basis. Guided reading is well resourced, taught regularly and often relates to a current topic in another subject. However, the use of extracts from a scheme in some classes prevents pupils from reading a book at length and reduces their opportunities to reflect on the meaning of the texts in depth and discuss their findings with their classmates.

45. Most pupils attain high standards in writing. Pupils join the school with average writing skills but make rapid progress, especially in Year 3, to attain standards above average by the end of Year 4. This good progress is maintained throughout Years 5 and 6 and is especially evident in the very able writers group. Pupils throughout the school achieve well. They use interesting, mature vocabulary in creative writing and have repeated opportunities to write for a wide range of purposes and for different audiences. For instance, in a Year 4 lesson, the pupils understood the difference between a formal and informal letter and Year 6 pupils wrote mature and balanced arguments for and against animals performing in a circus because of the good, focused teaching. Spelling, punctuation and grammar are accurate and of a high standard but pupils' work in books is often very untidy and handwriting is inconsistent. The policy regarding pens is not routinely followed which spoils presentation further and mars the overall quality of pupils' work. This is not the case in work displayed around the school where presentation is good.
46. The quality of teaching and learning is good. A very strong feature of teaching is the way teachers plan lessons matched to each pupil's ability. This enables all pupils, including those with special educational needs and those who speak English as an additional language, to achieve well. The setting of Year 6 pupils in classes of similar ability enhances the good provision in English and creates a challenging ethos in which these pupils persevere and are keen to succeed. Teachers have high expectations and challenge very able pupils to produce complex extended pieces of writing with imaginative story lines. A very strong feature of teaching is the use of constructive marking to move pupils on. Pupils often respond in the very next piece of writing and improvements are immediate. Homework is used very well and is always related to the current literacy topic. For instance, a Year 6 homework task on preparing a case for or against homework itself clearly demonstrated teaching points made in the lesson and consolidated pupils' understanding of the processes involved.
47. The co-ordinator's leadership of the subject is good. She has very good subject knowledge and has influenced the curriculum through initiatives such as introducing new approaches to writing in Years 3 and 4 and improving the marking system in the school. The raising of standards in literacy is a key objective in the English action plan. It includes a detailed analysis of the results in national tests in 2004, resulting in a focus on improving writing levels for the current Year 6. Management is satisfactory. The co-ordinator monitors teachers' termly plans, has analysed pupils' work and observed some teaching and learning. However, the monitoring of lessons is not systematically planned and initiatives are not formally evaluated. This results in the co-ordinator not

having a clear enough overview to target areas for development even more effectively.

Language and literacy across the curriculum

48. Very good use is made of language and literacy across the curriculum. High quality writing permeates the whole curriculum, especially in history, science, religious education and information and communication technology. Pupils are taught to use correct spelling and punctuation and follow grammatical conventions in all subjects, as for instance in science work, which is well set out, and tenses are correct.

French

49. The subject was sampled. Only one lesson was seen and so it is not possible to make a judgement about overall provision. In the lesson that was observed, the pupils' learning was good because the teacher demonstrated secure knowledge of the subject. Furthermore, the visiting Pathfinder teacher was very confident and provided a very good role model for pupils to copy her pronunciation. The lesson made a good contribution to pupils' cultural development. Discussion with older pupils reveals that, because of unequal provision, some have had more opportunity to learn the language than others.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well in mathematics.
- Marking and the lack of systematic assessment systems do not help pupils to improve further.
- Monitoring and evaluation of the subject is underdeveloped.
- The subject co-ordinator has a clear vision and is taking appropriate steps to raise achievement.
- There are missed opportunities to develop mathematics in other subjects.

Commentary

50. The school has rightly identified mathematics as an area for development. Results in the national tests dropped from well above average in 2003 to average in comparison to all schools in 2004. The school's analysis shows a high number of pupils with special educational needs in 2004. Additionally, the data also shows an increase in the number of higher attaining pupils and a narrowing of the achievement gap between boys and girls in 2004. In previous years, trends show that boys were outperforming girls. The school has taken effective steps to raise standards. Inspection evidence reveals that standards are on course to reach above average levels in comparison to national expectations by the end of Year 6. This confirms that achievement is good

because pupils make good progress on the average standards in Year 3 when they start school. Achievement is also good for all pupils with special educational needs and those pupils learning English as an additional language. Improvement since the previous inspection is satisfactory.

51. The quality of teaching and learning are good, with several instances of very good teaching. In the very good lessons observed, the class teachers explained the learning intention clearly, ensuring pupils understood the focus of the lesson and any associated vocabulary. Questioning was specifically linked to the learning intention and this increased in challenge, ensuring pupils were building on their knowledge and understanding continually. Furthermore, there was a very good focus on accuracy. For example, in the Year 6 lesson the teacher carefully demonstrated the accurate use of the protractor.
52. Marking of pupils' work does not provide enough guidance for pupils to improve their work, which is inconsistent in quality. However, there are some good examples of effective marking in Years 3 and 4. The assessment of pupils' work against the national curriculum levels of assessment is also weak. This hinders the setting of individual and group targets to enable pupils to improve further. The co-ordinator is currently trialling an assessment system alongside the other Year 3 teachers. The involvement of pupils in evaluating their progress against learning intentions provides pupils and teachers with specific evidence of achievement and identifies the next steps in learning.
53. The leadership and management of the subject are good. The subject co-ordinator has a clear vision for mathematics and has taken steps to raise achievement and to develop the quality of teaching and learning. In Year 5, there are two separate girls and boys classes. This has been deliberately planned to help address the issue of differences in achievement between girls and boys. The subject co-ordinator also leads extra classes for the higher attaining pupils. These pupils are also taught very well in the teaching groups based on capability. These strategies are beginning to have a good impact on standards.
54. However, further progress is hindered by the underdeveloped monitoring and evaluation systems for assessing the quality of teaching, learning and achievement. There is no systematic, formal process for her to regularly monitor the quality of teaching and learning in lessons, monitor pupils' books and the quality of teachers' planning. This limits the quality of evidence available to contribute to school improvement planning in order to further raise standards. The subject co-ordinator has made a good start in providing constructive feedback for improvement following the observation of a few lessons and by collecting teachers' planning to ensure that there is adequate coverage of the curriculum.

Mathematics across the curriculum

55. The teaching of mathematics across the curriculum is satisfactory overall. Simple skills of measuring are used in practical subjects such as design and technology. Bar graphs in Year 3 show the use of data handling in another

design and technology project. The co-ordinator is aware of the need to formalise links with other subjects in order to provide further planned opportunities for pupils to apply their knowledge and understanding in investigations.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Good teaching is raising pupils' standards and levels of achievement.
- Pupils demonstrate very positive attitudes to learning.
- Some teachers do not use marking effectively to inform pupils about their learning.
- Not enough use is made of investigative work to support the learning of the older pupils.
- Good leadership is improving the overall quality of teaching and learning.

Commentary

56. The achievement of all pupils, including those with special educational needs and those for whom English is an additional language, is now good after a dip in overall standards in 2004. The results in the 2004 national tests for eleven year olds show that standards are average when compared to all schools. When these results are compared with schools of similar prior attainment at aged seven, standards are well below average. Good school data supports the hypothesis that this decline in position is mainly due to the very high proportion of pupils with special educational needs in this year group. Overall, even though there have been some variations, it can be seen that there is no significant difference in performance between boys and girls. Inspection findings and teacher assessments now confirm that standards are above average for the oldest pupils. This represents good progress on the average standards attained by the younger pupils when they start school in Year 3.
57. The quality of teaching and learning is good overall. In particular, the recent level of improvement can be attributed to some good teaching of pupils in the lower part of the school and in Year 6. These teachers demonstrate good levels of subject knowledge. Resources, including multimedia visual aids are used effectively to support teaching. Questions are used effectively to check pupils' understanding and challenge their thinking further. As a result, pupils demonstrate very positive attitudes to learning, they are inquisitive and effectively co-operate with each other when working with a partner. Despite this good teaching, there are some missed opportunities to further develop the investigational skills of the pupils in the upper part of the school and, therefore, raise standards even further.
58. Even though good procedures have been implemented to record and monitor the progress of pupils, the quality of teachers' marking is inconsistent. It is very

good for pupils in Years 3 and 4 where teachers' comments are informative, leading pupils into new learning. This is not the case for the older pupils in Years 5 and 6 where, too often, marking is just a series of ticks and there is very little evidence of dialogue between teacher and pupil. This limits the ability of teachers to set targets for individual pupils and raise standards further.

59. Good analysis by the subject co-ordinator of the 2004 national test results has highlighted the need for a greater focus on investigative activity. Inspection findings confirm this to be so for the older pupils and there are missed opportunities for teachers to develop these pupils' thinking skills. However, a review of pupils' books for those in Years 3 and 4 confirms that the frequency of investigations is good for this age group.
60. Leadership and management are good. The subject co-ordinator provides effective levels of support for colleagues. He demonstrates a clear vision for the overall improvement of the subject based on some effective self-evaluation of science teaching across the school. Good links are being established with a local secondary school specialising in science. The cultivation of vegetable plots by each class and numerous visits to places of interest enrich the level of the pupils' scientific understanding even further.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The acquisition of new equipment and software since the last inspection is having a positive impact on learning and staff confidence.
- Clear explanations and well focused questions result in effective learning.
- There are missed opportunities to develop pupils' communication skills in email.
- Assessment opportunities for developing pupils' communication skills are limited.
- The co-ordinator has a clear vision for the subject but the role in monitoring and evaluation is underdeveloped.
- Opportunities for the application of ICT across the curriculum are not formally planned for across the school.

Commentary

61. Standards in current work reveal that pupils are on course to achieve above average levels in comparison to national expectations and achievement is good. The school has kept up to date with technological requirements and additional software and equipment. For example, the school is also in the process of setting up a 'mini' ICT suite to provide greater access and opportunities for pupils with special educational needs and a range of other small group activities. The computer 'interactive' whiteboards are also being used well in classes to further motivate pupils and to use an effective visual means to support learning and understanding. More reliable hardware and a

new network coupled with regular planning support from the ICT co-ordinator have led to increased staff confidence.

62. Teaching and learning are good overall with some very good and excellent teaching observed during the inspection. When working in the ICT suite or explaining tasks in the classroom, teachers show a good personal knowledge and control of the technology and the applications they are using. In the good, Year 6 lesson observed, the class teacher was ably supported by the ICT co-ordinator. They worked well together providing good clarity for the pupils and ensuring the steady learning pace of the lesson.
63. The excellent Year 3 lesson resulted in high quality learning and enjoyment and was characterised by:
- careful step-by-step explanations and focused questioning;
 - close attention and explanation of the learning intention;
 - very clear explanations of technical vocabulary, such as 'simulation';
 - the use of an excellent range of relevant and interesting examples and
 - a swift pace, resulting in not a second of 'learning time' being wasted.
64. A new planning framework has been introduced which will provide the curriculum coverage required. Analysis of pupils' work reveals good examples of communication and graphics and multimedia authoring in Year 5. However, scrutiny of planning also showed that pupils in Year 6 have not covered the work on emailing. The subject co-ordinator is aware of this and plans to address this with the introduction of a new simulation program for emailing. Inspection analysis also revealed a lack of embedded assessment systems across the school. This limits the evidence of pupils' achievement against the national curriculum assessment levels. The scheme introduced in September includes built in assessment activities and pupils currently complete ICT booklets. These provide evidence of coverage but they do not provide evidence of the level of pupils' understanding against national curriculum levels or how much they enjoyed the activity.
65. The leadership and management of the subject are satisfactory overall. The co-ordinator has a clear vision for ICT and has worked closely with the headteacher to ensure good value for money and more efficient systems are in place. A technician has been employed on a weekly basis to alleviate any technical difficulties. This enables the subject co-ordinator to focus on providing good support in classes and in planning. This is impacting well on staff confidence and their subject knowledge and understanding. The co-ordinator has used ICT for successfully raising the achievement of pupils with SEN. However, her role in monitoring and evaluation is underdeveloped. There is no formal and systematic process in place to monitor the quality of teaching and learning and achievement in lessons and pupils' work. This limits the contribution of the next steps in development for the subject in the school improvement plan in order to further raise achievement. Improvement since the previous inspection is satisfactory.

Information and communication technology across the curriculum

66. The current plan for ICT across the curriculum identifies relevant resources for each year group for each subject. There are no formal plans in place linking the national curriculum learning requirements of other subjects with ICT. Nevertheless, some links are being made, such as the use of temperature sensors for supporting knowledge and understanding in the heating and cooling of materials in science. This remains an area of development since the previous inspection.

HUMANITIES

67. Only one religious education could be observed during the inspection. Judgements are based on the observation of this, discussions with pupils and a review of pupils' work. Geography and history were sampled and judgements are based on the observation of some teaching, a review of the pupils' work and discussions with staff and pupils.

Religious education

Provision is **good**.

Main strengths and weaknesses

- Lessons make a strong contribution to the pupils' understanding of Britain's multi-cultural diversity.
- A good curriculum framework ensures that all of the nominated faiths are covered in depth.
- Good opportunities are provided for pupils to develop their literacy skills.
- Teachers make good use of visitors and visits to places of worship to enrich the learning experiences of pupils.

Commentary

68. Achievement is good across the school and standards are above the expectations of the locally agreed syllabus by the time pupils are eleven. This is because all of the faiths nominated within the locally agreed syllabus are taught in depth. As a result, pupils gain a good insight into the special characteristics of each of these religions. For example, pupils in Year 6 can talk and write at length about Islam. The very effective displays in both the classrooms and corridors demonstrate that the quality of teaching and learning is good overall.
69. The analysis of pupils' books and observation of some teaching in Year 6 confirms that religious education makes a strong contribution to the pupils' understanding of Britain's multi-cultural diversity. Teachers encourage pupils to talk about their own faith and share particular religious items special to them, such as a prayer book, with their classmates. Teachers make good use of visits to places of worship, such as a Buddhist temple, to enrich the learning experiences of the pupils. Visitors from different faiths talk to the pupils, and school assemblies effectively support the curriculum.

70. Leadership and management of the subject are good. The subject co-ordinator has effectively monitored some lessons and undertaken a review of the subject. Teachers utilise a good range of books, religious artefacts and photographs to support teaching.

Geography and history

71. Geography and history were sampled. Only two lessons were seen in history and none was seen in geography so no judgement is made about provision in either subject. In the lessons that were observed, the pupils demonstrated good learning when they referred to different aspects of Tudor history and what it was like for children to be evacuated during World War II. Discussion with older pupils shows their very good attitude to the subject. They appreciate the visits that enrich the curriculum and talk readily about going to the British Museum, the Public Record Office and Hampton Court. These make a very good contribution to their social and cultural development. Analysis of the pupils' work reveals that teachers make good use of artefacts and give pupils good opportunities to write at length, so reinforcing and extending their literacy skills.
72. Geography was not being taught at the time of the inspection. Analysis of their work and discussion with pupils shows that the subject is not as well developed as history. The school is aware of the need to make the subject more practical and to enrich the curriculum. The leadership and management of both subjects are satisfactory and reflect the development of the role in the school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

73. All of these subjects were sampled during the inspection. Judgements are based on the observation of some teaching, a review of pupils' work and discussions with pupils and staff.

Art and design

74. Overall, pupils' achievement is at least satisfactory and sometimes good. Standards of art in displays around the school are good. Evidence was gathered from the work analysis and displays around the school in classrooms and corridors. Wall displays show a good range of materials and processes. A significant strength of the art curriculum is the representation of other cultures. The impact of the current displays representing the cultures of China, India, Africa and Australia is stunning and provides a powerful visual impact.
75. Art is linked imaginatively to other subjects, especially mathematics, science and history. There is good use of paint in masks of Tutankhamun and collages of fruit using mixed media are linked to a healthy eating science topic. Information and communication technology is used creatively in pattern making in a mathematics topic. A wide range of media is used, often linked to particular artists. Printing techniques to create William Morris wallpaper are of a high standard, as are the pastel drawings in the style of the artist Sonia Delaunay.

76. Work in sketchbooks is of a lesser quality. This strand of the curriculum lacks an appropriate emphasis. The majority of sketchbooks contain scrappy work and are infrequently used, except in Year 4 where the standard is good. In this year group observational sketches and jottings are carefully executed and provide a good model for the rest of the school.
77. In the two Year 5 lessons seen pupils achieved satisfactory to good standards. They enjoyed the painting session and most pupils painted carefully to provide a colour gradient changing from light to dark blue, inspired by Van Gogh's 'Starry Night'. Teachers used a software program effectively so that pupils made good progress in their knowledge of Van Gogh and his life and work.
78. The co-ordinator provides a clear direction to the school's work. She monitors teachers' plans and judges pupils' work in line with National Curriculum levels, but has not yet begun to monitor teaching and learning in the classrooms. A good feature of co-ordination is the start made in finding out pupils' opinions of the art curriculum through an annual questionnaire.

Design and technology

79. Only one lesson was observed in design and technology. This subject was not a focus for the inspection and it was not inspected in depth. Therefore, no firm, overall judgement can be offered on provision.
80. The good lesson observed in Year 6 was well planned and resourced. The teacher and the teaching assistant showed good skills in demonstrating techniques and great patience in helping pupils to solve design problems.
81. Evidence of pupils' work in Year 6 shows a satisfactory understanding of ways of joining materials and the work is well finished. There is a good emphasis on the evaluation of designs and pupils' written work provides specific improvements to their original designs.
82. Leadership and management are satisfactory. The co-ordinator is aware of the strengths and areas for development. For example, she is aware of the need to develop assessment and links with other subjects for design and technology. She provides a good role model in the teaching and learning of design and technology. Analysis of pupils' work reveals that standards are in line with national expectations by the end of Year 6.

Music

83. Only one lesson was seen and so no judgement is made about provision. In the lesson observed, the pupils from Year 6 responded well to the lively teaching and this led to good learning. Pupils have a good understanding of musical terms. They listen carefully to music from Africa and hear instruments used in South America. This makes a very good contribution to their cultural development. In assembly the pupils sing tunefully and with good diction. A significant number of pupils pay for lessons on a variety of instruments. The school orchestra is open to all and provides a very worthwhile musical

experience. Regular performances provide very good opportunities for these able pupils to work collaboratively with others and excel in making music. Concerts for parents and special performances for community groups are part of the very good relationship that the school has with parents and the local area. The leadership and management of the subject are satisfactory.

Physical education

84. There is insufficient evidence to make an overall judgement about provision. However, significant improvements have been made on the findings of the previous inspection. A comprehensive scheme of work is now in place and the amount of time devoted towards physical education has been increased. Even greater use is made of external coaches to support the teaching of lessons and this has improved the overall quality of learning across the school. Swimming continues to be taught to all pupils in Year 3 and the school ensures that all pupils can swim 25m by the time they leave Year 6. The very good teaching of dance to pupils in Year 4 confirms that teachers have high expectations of what pupils can achieve in physical education lessons. Significant improvements to the outdoor facilities have been achieved through effective fundraising. For instance, the newly installed multi-use games area (MUGA) provides very good opportunities the teaching of tennis, netball and hockey. This facility is also used extensively by other sporting organisations within the local community.
85. The subject is led and managed very well by the subject co-ordinator. The quality of teaching and learning have been monitored effectively and good levels of support have been provided for other colleagues in gymnastics and dance. The range of activities outside of lessons has been considerably extended to provide all pupils with excellent opportunities play competitive matches with other schools or participate in a new sport. The provision for adventurous activity is good and many pupils take part in a residential experience during their time at the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

86. The programme for the pupils' personal, social and health education and citizenship is satisfactory. A strong feature of the citizenship programme is the annual election of pupils to the Borough Pupil Parliament, which helps pupils to focus on concerns outside the school. Older pupils follow a sex education course and a drugs awareness programme. The newly appointed co-ordinator has organised a successful anti-bullying week which has made a good contribution to the pupils' personal development. She is aware that provision throughout the school is inconsistent and has firm plans to address this.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
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	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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