

INSPECTION REPORT

UPLANDS JUNIOR SCHOOL

Wolverhampton

LEA area: Wolverhampton

Unique reference number: 104332

Headteacher: Mrs L J Ward

Lead inspector: Mr P B McAlpine

Dates of inspection: 25 - 27 April 2005

Inspection number: 268161

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:	364
School address:	Finchfield Road West Finchfield Wolverhampton West Midlands
Postcode:	WV3 8BA
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Appropriate authority:	The governing body
Name of chair of governors:	Mr D Hawkins
Date of previous inspection:	30 November 1998

CHARACTERISTICS OF THE SCHOOL

The school is above average in size. It has 364 pupils organised into 12 classes. The proportion eligible for free school meals, seven per cent, is below average. The social and economic indicators for the immediate locality are above average. More than a third of the pupils are from minority ethnic backgrounds and this is more than most schools. The majority of those from minority ethnic groups are from Asian or Asian British families; a few pupils are from Black British families. No pupil is in the early stages of learning English as an additional language but the proportion with English as an additional language is high. Nine per cent of the pupils have special educational needs; which is fewer than most schools. Significant needs include dyslexia and emotionally and behavioural difficulties. The proportion with special educational needs has remained constant over the past few years and is not significantly different from the previous inspection. Inward mobility¹ is below average. Outward mobility is very low. Attainment on entry is generally above average and most pupils enter having attained or exceeded the nationally expected level for the end of Year 2. The school acquired Beacon status in 2001 because of its standards in writing.

The school has been through a recent turbulent period involving staff changes and staff absences with some classes having several temporary teachers. The headteacher and the assistant headteacher took up their appointments at the start of the present school year.

¹ Mobility refers to pupils who join the school after the start of Year 3 or who leave before the end of Year 6.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21552	Mr P B McAlpine	Lead inspector	English English as an additional language Art and design
11414	Mrs A Bennett	Lay inspector	
32475	Mr N Butt	Team inspector	Mathematics Religious education Music
27292	Mr J Calvert	Team inspector	Science History Design and technology
32948	Mrs M Walduck	Team inspector	Information and communication technology Geography Physical education Special educational needs

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN SUBJECTS	
SUBJECTS IN KEY STAGE 2	17
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	25

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This **satisfactory school** is improving. Current standards in Year 6 are above average in English, mathematics and science and the achievement of the pupils is satisfactory compared to their attainment on entry. The teaching is satisfactory, with several good features but also aspects for improvement. Pupils behave well and show considerable interest in their work. The leadership shown by the headteacher, appointed this year, and by the newly formed senior management team is good but subject management is underdeveloped. Value for money is satisfactory.

The school's main strengths and weaknesses are:

- the leadership of the headteacher has united teachers and pupils, raised morale, and helped the school to turn itself around and begin to improve;
- more of the pupils attain the nationally expected levels in English, mathematics and science than in other schools and the more able pupils do particularly well;
- the standard of behaviour is good and pupils generally enjoy learning;
- the quality of teaching is not consistently meeting the learning needs of all pupils, particularly those who are less able, reflecting the underdeveloped arrangements for assessment and its use;
- the roles of subject managers are significantly underdeveloped and, with a couple of exceptions, they are not leading the way to greater quality and consistency in teaching.

Improvement between the previous inspection and the start of the present academic year was insufficient. The headteacher is reversing that trend. The school has been through a turbulent period in which leadership, key members of staff, and a significant number of teachers have changed. Test results fell during this period, with results in 2004 being particularly poor compared to standards at the time of the previous inspection and to similar schools. Action taken to remedy issues arising from the previous inspection has been mixed. Strategic planning, curricular planning, and accommodation have all been improved and are now satisfactory. However, insufficient improvement has been made to assessment, or to the roles of subject managers. Both are considerably underdeveloped and this weakness is a major reason why standards have not improved in line with similar schools.

STANDARDS ACHIEVED

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

*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.*

The achievement of the pupils is satisfactory overall but there are variations and exceptions. The majority of the pupils have made the nationally expected progress since they joined the school and those who are more able have done particularly well. However, pupils with lower attainment on entry have not always made the progress they should. This was particularly evident in the 2004 results in English in Year 6 when in writing only half of

the pupils made the progress expected nationally. The senior management team have identified this weakness, have acted decisively, and the present Year 6 is on course to attain higher standards by the end of the school year. Even so, throughout the school, a number of pupils whose attainment is slightly below average are making slower progress than they are capable of and this reflects inconsistent and sometimes low expectations among some of the teachers. Pupils from minority ethnic backgrounds, particularly Indian and Pakistani families, generally do well. The achievement of pupils with English as an additional language is broadly satisfactory but the provision for these pupils is not as good as it should be. The achievement of pupils with special educational needs is satisfactory and they are generally making the progress of which they are capable.

Current standards in Year 6 are above average in English, mathematics and science and the five-year trend of falling standards is being reversed. Standards in information and communication technology are average and pupils make satisfactory progress. Standards in religious education, in design and technology, in art and design, and in history are above average. The evidence in geography, music, and physical education is limited because these subjects were not a focus of the inspection. Pupils' personal development, including spiritual, moral, and social development, is good. Attendance is above average.

QUALITY OF EDUCATION

The quality of education, including the quality of teaching and the curriculum, is satisfactory with good features but aspects for improvement. The quality of teaching is variable. Some is high quality but, overall, is not consistently meeting all learning needs or is as good as is found nationally. Within most subjects, the teaching methods vary too much between teachers, reflecting the limited opportunities subject leaders have to work with colleagues and develop best practice. The underdeveloped assessment arrangements mean that the progress of pupils is not adequately monitored or their learning needs fully diagnosed. The curriculum meets relevant statutory requirements and offers good opportunities for enrichment through educational visits and extra-curricular activities. The arrangements for caring for pupils are good. Links with parents are satisfactory. Links with other schools and the community are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The headteacher is managing change effectively and developing a coherent team approach. The deputy headteacher and the assistant headteacher provide good support. The capacity for the senior management team to develop the school is good. The governing body fulfils its responsibilities satisfactorily and it has a strong commitment to the strategic development of the school. The majority of subject leaders have not had the opportunity to evaluate and improve their subjects or to develop the skills they need to carry out this work. This is recognised by the school and is a major priority for improvement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils respect the school and think highly of it. Most parents think that it provides the type of education they want for their children. Most pupils enjoy school and attend regularly.

IMPROVEMENTS NEEDED

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

- raise the standard of achievement of all pupils to that of the best by raising the overall quality of the teaching so that it is at least as good as the national picture;

- develop the roles of the subject leaders so that they can effectively promote consistency and best practice in their subjects;
- develop the assessment arrangements so that they effectively monitor and guide the progress that pupils make, paying particular attention to the use of assessment to identify next steps in learning and to help pupils know what they must do to improve.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Achievement is satisfactory overall. Current standards are above average in English, mathematics, and science and better than the standards in 2004. Standards are average in information and communication technology and they are above average in religious education, history, in design and technology, and in art and design. Remaining subjects were sampled and there is insufficient evidence to make secure judgements.

Main strengths and weaknesses

- In English, mathematics and science, more pupils in Year 6 attain or exceed the nationally expected levels for their age than do so in the majority of other schools.
- The more able pupils are stretched by challenging teaching and they do well.
- Lower attaining pupils do not always make the progress of which they are capable because teachers' expectations of them are not consistently high.

Commentary

1. Currently in Year 6, more than 80 per cent of the pupils are on course to attain or exceed the nationally expected level in English, mathematics and science by the end of the school year. Between 30 per cent and 50 per cent are likely to exceed the expected level, depending on the subject. These proportions are above the national averages and show a good increase compared to 2004. In particular, the proportion on course to attain or exceed the nationally expected level in writing is about double what it was in 2004 and this is a significant improvement.
2. All but a few pupils with significant learning difficulties are independent readers in Year 6 and more than half the pupils have advanced comprehension skills for their age. About 80 per cent of the year group sustain their writing at length, use complex and subtle variations in sentences and vocabulary, spell most words and punctuate sentences accurately. About a quarter of them convey meaning clearly in a range of genres and employ commas, apostrophes, inverted commas and other punctuation regularly and accurately. In mathematics, just over 80 per cent of the pupils in Year 6 use and understand the four operations and employ appropriate written methods to complete larger calculations. They apply their mathematics appropriately in other subjects and mostly have good problem solving skills. About 40 per cent of them handle calculations using large numbers competently, use negative numbers, and can find percentages of numbers. In science, about 90 per cent of the Year 6 pupils have an appropriate understanding of experimental and investigative science as well as good knowledge of life processes and living things; materials and their properties; and physical process. Approaching 50 per cent of the year group have advanced scientific knowledge and skills for their age.

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

Standards in:	School results	National results
English	27.2 (27.8)	26.9 (26.8)
mathematics	28.0 (28.6)	27.0 (26.8)

science	29.3 (30.5)	28.6 (28.6)
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There were 95 pupils in the year group. Figures in brackets are for the previous year

3. The substantial majority of pupils in Year 6 have made the nationally expected amount of progress in English, mathematics and science since they joined the school. Records show that much of that progress was made in Years 5 and 6 and that some pupils, almost entirely those with average or lower attainment on entry, did not do as well as they should in Years 3 and 4. Records for other year groups provide a similar picture. These records largely relate to the pupils' education during 2000 to 2004 and not to the present day. The inspection found that the achievement of the more able pupils is good in the core subjects, with academically gifted pupils doing particularly well. This is because the organisation of teaching into ability groups favours these pupils and is leading to teachers having very high expectations. The achievement of those of average ability is satisfactory and they mostly do as well as pupils of similar ability in other schools. Many of the pupils with lower ability are still capable of attaining the nationally expected level for their age but do not always do so in Years 3, 4 and 5 because the expectations of teachers are sometimes too low. This is especially the case in mathematics and in writing. For these pupils, organising the teaching by ability groups is not particularly effective.
4. Pupils from Indian and Pakistani backgrounds mostly attain the same or higher standards than those from White British backgrounds, with pupils from Pakistani families doing best of all. The achievement of pupils with English as an additional language is not monitored closely enough and the school is unclear about their performance. The inspection found that almost all of these pupils have progressed beyond the intermediated stages of learning English and they are nearly fluent users of the language. A few of them have difficulties with technical words in some subjects and not enough is being done by teachers to support this particular learning need. Pupils with special educational needs do as well as can reasonably be expected given the nature of their difficulties. Much of the support provided for them is effective but involves withdrawal from the classroom. This arrangement is sometimes cutting across other learning needs and is limiting the extent to which particular needs are met in the classroom. In mathematics and science, the performance of boys and girls is not significantly different. In English, about two-thirds of the pupils in the upper ability sets are girls while there are significantly more boys than there are girls with special educational needs.
5. In information and communication technology, the provision is effectively helping the substantial majority of pupils to attain or exceed nationally expected levels. Resources are good and used constructively to support learning. Religious education is mostly well taught and often inspirational in nature, leading to good overall standards. The majority of pupils are doing well in design and technology, reflecting the work of an enthusiastic and highly competent subject leader. The standard in art and design of displayed work and of work in pupils' books is good. The sampled work and discussions with pupils in history point to good standards. In geography, the limited evidence shows gaps in knowledge arising from too little fieldwork and map work. In music, the limited evidence indicates a subject that has too little priority within the school, though steps have been taken recently to remedy this. The evidence in physical education is insufficient to make an evaluation.

Pupils' attitudes, values and other personal qualities

Pupils behave well in school and show good attitudes towards learning. The school provides well for their personal development including spiritual, moral, social, and cultural development. Attendance and punctuality are good.

Main strengths and weaknesses

- The vast majority of pupils are well behaved and keen to work.
- In a small number of lessons, pupils are inattentive and lose concentration.
- By the time they leave the school, pupils are confident and self-assured.
- Relationships are good throughout the school.
- Most pupils are eager to come to school.

Commentary

6. Pupils enjoy school, like lessons and value the clubs and teams that they can join. They understand well the school routines and settle quickly and quietly at the start of the day to the tasks that they are set. In class, the vast majority of pupils take their work seriously, are attentive, and behave well. They are able to work on their own or with others, sharing ideas and resources without fuss. They are industrious and keen to learn and particularly enjoy the practical aspects of science and design and technology. They know they are expected to work hard and are confident that they will get help when they are stuck. Only very occasionally are the pupils inattentive in lessons or they lose concentration.
7. Older pupils relish the responsibilities they are given. Those on office duties before school and at lunchtime are confident and clear that they can do what is required. By the time that they leave school, pupils are well prepared for secondary education; they have gained in self-esteem, can hold a conversation, and can express an opinion. There are no racial tensions. Pupils have understanding of each other's cultural traditions and respect different faiths.
8. Relationships are good throughout the school. Teachers expect good behaviour and work towards achieving it using reward schemes that are valued by the pupils. Behaviour at playtimes is good, although there is very little for them to do on the playground. The newly elected school council has plans to improve the facilities. They look out for each other on the playground. Behaviour during assembly is particularly good, with pupils listening very attentively to the well-told stories with strong moral messages. Their answers to questions show that they are clear about what is right and wrong, and they are beginning to understand the dilemma of peer-pressure, and how it affects the way friends behave. Two pupils were appropriately excluded during the last school year; pupils talk about their improvement since then. They are confident that reported incidents of anti-social behaviour are dealt with quickly.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
230	1	0
6	0	0
14	0	0
3	0	0

Mixed – White and Asian	6	0	0
Mixed – any other mixed background	6	0	0
Asian or Asian British – Indian	78	0	0
Asian or Asian British – Pakistani	5	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	11	0	0
Black or Black British – African	1	1	0
No ethnic group recorded	3	0	0

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

9. Attendance and punctuality are good and there is very little unauthorised absence. The school monitors attendance patterns well and has good support from both parents and the education welfare officer. The attendance level has been consistently better than the national figure in recent years, and this is an improvement since the previous inspection.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.4	School data	0.0
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

Teaching and learning

Teaching and learning are satisfactory. There are several good features but also aspects for improvement. Arrangements for assessment and its use are underdeveloped.

Main strengths and weaknesses

- Teaching is good in science, in design and technology, and in religious education.
- Teachers have high expectations of pupil behaviour.
- Teaching overall is variable and is not as good as the national picture.
- The learning needs of less able pupils are not consistently being met.
- Teachers are using the new interactive whiteboards well to stimulate pupils.
- Pupils' progress is not being properly monitored and assessment is not being used to respond to individual needs.

Commentary

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	3 (9%)	17 (47%)	14 (38%)	1 (3%)	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.

10. In almost all lessons the substantial majority of pupils are learning at a suitable pace, sustain concentration, enjoy what they learn, and complete their work in the time allotted. In all lessons, the average and the more able pupils learn relatively quickly and show good gains in knowledge and understanding. Where teaching is very good or excellent, all of the pupils in the lesson are highly motivated and excel. Where teaching is good, the learning needs of all pupils are generally well met. The pace and quality of learning for pupils who are less able is not as consistent as it is for the other ability groups and they sometimes do not get as much from the lesson as they should.
11. Teaching is satisfactory overall but is not as good as it was at the time of the last inspection. The proportion of very good or excellent teaching has halved since that time, reflecting the turbulent period the school has been through. The strongest teaching is in Year 4, with the vast majority being good or better. Only a third of teaching in Year 3 is better than satisfactory. The most variable teaching is in Year 5, where it ranges from excellent to unsatisfactory. Teaching in Year 6 is satisfactory, with more than half of lessons being good or better. However, there is a lack of consistency in the methods used. The features of very good and excellent teaching identified in the last report have not been shared or extended to all teaching. Some of the current teaching is inspirational but it is not being identified by subject leaders because their roles are underdeveloped, nor is good practice sufficiently shared with other teachers.
12. In each of the core subjects of English, mathematics, and science, some very good teaching was seen. For example in science, the Year 4 pupils were challenged to identify a mystery organism by using their knowledge of habitats and of how animals adapt to suit them. This very challenging task was motivating and skilful questioning helped all pupils to make very good gains in their learning.
13. Where a subject leader has provided support to members of staff, the teaching is better. This is the case in science, where the coordinator has modelled good practice; in design and technology, where the coordinator has a national reputation; and in religious education, where the coordinator is inspirational. In other subjects, the quality of pupils' learning is dependent on the confidence, knowledge, and expertise of individual teachers, and these vary too much between teachers. The school's decision to set the teaching groups by ability means that those in the higher ability sets generally make good progress because teachers' expectations are high and pupils are all highly motivated. In lower ability sets, the teaching is more variable, with some lessons that are good but others where the teachers are not sure of the pupils' capabilities; at times, expectations are too low.
14. Relationships in lessons are mostly good. Teachers have the respect of pupils and make lessons interesting; for example, through effective use of the new interactive whiteboards. When given the opportunity to do so, pupils work well both collaboratively and independently. This is strength of the teaching in mathematics, with good use of investigations to develop pupils' thinking. Work is neatly presented and pupils take a pride in what they are doing. Marking is inconsistent, and while in the best cases it guides pupils towards knowing what to do to improve, often it only acknowledges that work has been completed to a satisfactory standard. Teachers do not consistently make the best use of day-to-day assessment to involve pupils in evaluating progress and identify what they do next.
15. A major factor in the inconsistency in teaching is the underdeveloped use of assessment. A combination of systems is used and teachers are unable to extract

relevant information to measure accurately how well pupils are progressing. This leads to uncertainty about what the next steps for learning should be. The lower ability pupils in particular lose out and do not always achieve as well as can be expected. The small number of classroom assistants work hard to support the lower ability pupils but are not given clear guidance about how best the pupils' learning needs should be met. Apart from in English, pupils do not have targets for improvement and are not involved in any meaningful way in evaluating their own learning.

The curriculum

The school provides a satisfactory curriculum that meets statutory requirements. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- The curriculum offers an increasing and improving range of interesting opportunities and experiences for learning.
- Opportunities for enrichment are good and overall participation in the arts is very good.
- The development of cross-curricular links and the use of assessment in subject planning are underdeveloped.

Commentary

16. The curriculum is suitably broad and effective. It is thoughtfully planned in the main, meeting most pupils' learning needs. Long-term curriculum plans continue to be updated to reflect changes made or initiatives introduced. The constantly improving curricular provision is well led and managed by the headteacher and her deputy. It is well received by pupils. Good features include art and design, religious education and design and technology, which is a particular strength of the school. The wide range of pupils' work on display reflects the high standards in design and technology. The teaching of mathematics and science give good priority to practical and investigative methods, providing motivation and stimulation to all pupils. Since the last inspection, there has been much worthwhile improvement to the accommodation, which now provides a satisfactory working environment. Improvements include an information and communication technology suite and a newly refurbished library, both of which were fully utilised during the inspection period. Alterations to the original open-plan design mean that some classrooms are not accessible without walking through another classroom or the hall, resulting in interruptions to learning.
17. The range and variety of enrichment opportunities is good. Visits and visitors enhance pupils' learning and positively and purposefully support teaching and develop community links. The use of the local area in, for example, geography and art and design has yet to be developed fully. Outside the school day, many pupils enjoy the challenges provided by a number of well-chosen design and technology projects. The after school club is recognised nationally as a model of excellence. The school was successful in winning the *National Junior Club of the Year* award in August 2004. Within this school year, there has been a significant increase in the number and choice of extra-curricular clubs and activities and as a result, more than 50 per cent of pupils in the school participate. Physical education has a high profile as links with the local secondary school have developed, resulting in more sporting opportunities to

extend curricular provision. New clubs are planned and the school has identified the need to extend musical opportunities by way of a choir and orchestra.

18. There are pockets of particularly well organised, good termly planning, in which assessment is an integral and clearly identified element. However, there is a lack of flexibility in the planning when linking areas of the curriculum. In addition, in most cases, assessment information is insufficiently used to guide termly and short-term planning. In order to raise attainment further, the school has identified the need to include these in the planning and teaching of all subjects.
19. The provision for pupils with special educational needs is satisfactory with a few aspects for improvement. The support provided is mostly effective. Support provided in lessons is helping pupils with special educational needs to make progress. Where pupils are withdrawn from lessons, the support is helping pupils to achieve specified goals but is cutting across other equally important objectives in the lessons they miss. On most occasions, the specified need could have been equally well met in the lesson with the support provided there.
20. The provision for pupils with English as an additional language is underdeveloped. The arrangements for assessing these pupils are weak and the school finds it difficult to demonstrate how well they are doing in learning English or whether the one day a week support that is funded is providing value for money. Insufficient guidance is provided for teachers to help them meet the learning needs of these pupils, particularly advice about meeting vocabulary and comprehension needs in lessons in different subjects.

Care, guidance, and support

The school takes good care of pupils' care and welfare and teachers provide satisfactory support and guidance. Health and safety monitoring is satisfactory but lacks rigour. The school is beginning to involve pupils in its work and development.

Main strengths and weaknesses

- The arrangements to look after pupils and protect their wellbeing are effective.
- Teachers know pupils well at a pastoral level and guide their personal development well.
- The arrangements for pupils starting at the school are good.
- Teachers do not use assessment consistently well to help pupils improve their work.

Commentary

21. Teachers and support staff know pupils well. There are good arrangements for all aspects of pastoral care. Medical arrangements are good and appropriate training for child protection is now in place. Governors are good at reacting to identified health and safety problems but this area is not always actively managed. The school's new health and safety policy requires annual checks of the building and grounds but these are yet to be started and do not involve the governors sufficiently. Risk assessments have been undertaken for off-site activities but not for those that take place in school.
22. Adults provide good pastoral guidance. Most pupils say that there are adults in school that they would turn to if in need; this is satisfactory. Outside expertise is used well to provide for pupils who need behavioural or emotional support. Parents say that induction² arrangements for new pupils are good and the inspectors agree. The school works closely with its main feeder infant school and the pupils complete units of work that are designed to bridge the curricular gap between infant and junior schools. Pupils are well prepared socially and emotionally for secondary education. Teachers do not use assessment consistently well to help pupils improve their work. As a result, academic guidance is only satisfactory because although pupils set themselves some targets, they are not confident of how they are progressing in their work, or how they can improve.
23. Pupils have recently elected a school council and are beginning to make a structured contribution to the life of the school community. They are raising funds and will then research and make decisions about new playground equipment. This initiative has plenty of potential and pupils are already aware of other aspects of school life to which they could contribute.

Partnership with parents, other schools, and the community

Parents are supportive of the school and links with them are satisfactory. Good use is made of the community and links with other schools are good.

Main strengths and weaknesses

- The school consults parents well.
- Pupils' reports are good.
- Community contacts are used well to benefit pupils.
- Effective use is made of contacts with other schools and colleges.

Commentary

24. Parental satisfaction with the school remains high. Parents feel the school is well led and managed and they are confident of their child's progress. They feel able to approach the school with questions, a problem, or complaint; this aspect is good. A few parents have concerns about poor behaviour. The inspection found that these are historic in the main, relating to a time before the present headteacher was appointed, and have been dealt with well. Overall, behaviour in school is good and better than is found typically nationally.

² Induction refers to the arrangements to receive pupils who are new to the school, helping them to settle into school routines and to make friends.

25. The involvement of parents is good. Various initiatives encourage parental participation. The school conducts parental satisfaction surveys and the outcomes form the basis of discussions by working party of volunteers. This is good practice. Pupils are provided with homework diaries, which also double as contact books between school and home. Pupils use these well for organisational purposes.
26. The school provides parents with the right amount and type of information. Pupils' end-of-year reports are good; they give information about what the pupil knows, understands, and can do, and how they can improve. National Curriculum levels are attached to the reports for English, mathematics and science but without a clear explanation for parents to understand whether their child is working above, below, or at the expected level for their age.
27. The school is making better use of its community links than at the previous inspection. Individual classes have visitors to support learning. These range from individuals, to groups and organisations. Pupils go out of school, for example to attend a multi-cultural celebration at the Civic Hall, work on a sculpture project at the art gallery, and attend an information and communication technology conference in Birmingham. In addition, the school enters competitions, notably in design and technology, which give pupils great opportunities to experience success. Links with other schools and colleges, using their expertise, help pupils to develop in dance, art and design, and aspects of physical education.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall but with aspects for improvement. The leadership of the headteacher is good. The deputy headteacher and the assistant deputy headteacher provide effective support. The roles of subject managers and other key members of staff are considerably underdeveloped. Governance is satisfactory.

Main strengths and weaknesses

- The headteacher is providing a clear direction to the work of the school and has reversed a trend of decline.
- The senior management team has good capacity to improve the school.
- The role of subject and middle managers is very narrow and does not involve them sufficiently in monitoring, evaluating, and improving their subjects.

Commentary

28. Leadership has changed since the previous inspection, with the headteacher and assistant headteacher both in post less than one year. The effective leadership of the headteacher is driving the school forward and helping it to improve quickly. Parents whose views are known are satisfied with leadership and management and they think that it is having a very positive impact. The school is united and morale is high. Teamwork is developing well. The senior management team, comprising the headteacher, deputy headteacher and assistant headteacher, is providing a strong drive toward improvement and helping the school to achieve its goals. The deputy headteacher and assistant headteacher support the headteacher very well. The influence of subject leaders, however, is inconsistent and generally weaker than it should be. This reflects a long-standing lack of opportunity to carry out the tasks

delegated to them in their job descriptions rather than their unwillingness to carry out their duties.

29. Subject managers have not been sufficiently involved in evaluating performance within their subject or in working alongside colleagues to identify and develop best practice. Leadership in science and in design and technology are exceptions. Here, the leaders are actively involved in working with colleagues and developing good practice. In these subjects, there is better consistency in teaching. The underdeveloped assessment arrangements mean that not all subject managers have been tracking the progress of pupils systematically or rigorously enough. The majority of them have not been able to evaluate the effectiveness of teaching in different classes or year groups and are not in a position to diagnose weaknesses or help with their remedy to the extent that is necessary. Where subject managers have been able to work alongside colleagues and help them to improve, as in science and in design and technology, the performance of the pupils is generally good and the teaching is more effective. The senior management team has already identified the shortcomings in this aspect of school management and it is acting appropriately to bring about change.
30. The systems for school self-evaluation are newly introduced, in the main. The headteacher has a good grasp of the strengths and weaknesses, has put them into priority order, and she is acting effectively to bring about improvement. The school development plan is satisfactory. The targets for improvement are consistent with the most important aspects identified by self-evaluation. Responsibilities and timescales are clear and resources have been allocated to achieve the outcomes. The success criteria are also clear though they are not always as measurable as they could be. Overall, the plan is providing an appropriate direction for the development of the school.
31. Governance is satisfactory. All relevant statutory requirements are met. The business of the governing body is properly conducted, with good delegation of responsibilities recently achieved following a process of self-review. The governors have a clear vision for the school, have high aspirations for its performance, and an appropriate level of knowledge about how well it is doing and they know what should be done to improve.
32. The funding for the school is lower than the national average for schools of this type. Comparing expenditure with current performance, value for money is satisfactory. The strategic use of funds is broadly satisfactory but the fund surplus stood at 10 per cent of the budget during the 2003 to 2004 financial year, the last complete financial year and shown in the table below, and this was excessively high. This surplus has reduced slightly during the 2004 to 2005 financial year, though the final figures are not yet available, and is set to reduce further during the 2005 to 2006. Governors should ensure that the best use is made of available funds and that it is spent on pupils as intended rather than kept in a reserve that is substantially larger than recommended.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	796,804	Balance from previous year	128,183
Total expenditure	841,673	Balance carried forward to the next	83,314

Expenditure per pupil	2,312
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PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is satisfactory. The achievement of the pupils is satisfactory compared to their attainment on entry. Standards in Year 6 are above average overall. Teaching is satisfactory. Leadership and management of the subject are satisfactory. However, insufficient improvement has occurred since the previous inspection.

Main strengths and weaknesses

- More pupils attain or exceed the nationally expected level for their age than do so in the majority of schools nationally.
- Achievement and standards in writing have noticeably improved since 2004.
- Subject management and the use of assessment are not driving forward the development of the subject sufficiently.

Commentary

33. Over the course of the present school year, standards in Year 6 have improved considerably compared to 2004, reflecting the impact of the teaching team in that year group, most of whom joined at the start of the school year. The pupils' work since that time shows rapid improvement in writing skills. The current good standards show that the decline in results witnessed between 2000 and 2004 has been reversed and the school is performing at a standard consistent with that of similar schools.
34. More than 85 per cent of the pupils in Year 6 can read independently and have the necessary skills to predict the pronunciation and meaning of most unfamiliar words. They show appropriate comprehension skills and can read effectively for study purposes. About half the pupils in the year group have advanced skills for their age and they read widely for pleasure. About 80 per cent of the pupils can write independently and at length, showing good competence with spelling, punctuation, and grammar. About a quarter of the pupils in the year group write using varied and interesting styles, suiting their writing to the audience, and showing good mastery of a range of grammatical knowledge and punctuation skills.
35. The achievement of the more able pupils is good throughout the school. Academically gifted pupils do particularly well. The provision in reading and writing is meeting the learning needs of the more able pupils in all year groups and they are making quick progress. The organisation of the pupils into ability groups for teaching is helping the more able and the expectations of teachers are high. The achievement of those with average ability is generally satisfactory in each year group and they do as well as pupils of similar ability in other schools. Overall, about 85 per cent of the pupils in Year 6 are on course to attain or exceed the nationally expected level in the subject by the end of the school year, including 30 per cent who are likely to exceed the expectation. This is better than is found in the majority of other schools. In reading, nearly half of the pupils are on course to exceed national expectations and this is particularly high. However, weaker standards in writing are pulling down the overall results.

36. The achievement of lower ability pupils is mixed and many of them could do better. A significant number of the lower ability pupils in the various year groups, given adequate support, are capable of attaining the nationally expected level for their age. The organisation into ability groups is not always helping these pupils. Records show that the lower ability pupils in the 2004 Year 6 cohort made slow progress when they were in Years 3 and 4. This was also the case for the current Year 6 but the present provision in Year 6 has remedied this for some. The lower ability pupils make insufficient progress because the expectations of teachers are sometimes too low and because assessment information is not used to diagnose their learning needs.
37. The teaching is satisfactory with both good features and aspects for improvement. Although there is some high quality teaching, there is also inconsistency between classes and year groups and the range and quality of teaching in this subject is not as good as the national picture. At its best, the teaching is highly motivating and leads to pupils learning very quickly. In six out of ten lessons, mostly with the more able pupils, the teaching was good or better in quality. In these lessons, almost all pupils made progress and learning needs were met for pupils of all abilities within the class. In four out of ten lessons, which were satisfactory overall, the majority of learning needs were met but a few pupils in these lessons did not make sufficient progress and opportunities to extend learning were missed.
38. Leadership of the subject is underdeveloped. The subject leader has good expertise and is capable of leading by the example of her good teaching but has not had sufficient opportunity to share and develop good practice in other classes and year groups. The curriculum is planned satisfactorily and basic requirements are met. The coordination and use of assessment information is underdeveloped, especially as a tool to measure the progress of pupils and identify next steps in learning. The extent to which pupils know how well they are doing and what they should do to improve varies between classes and shows considerable inconsistency in implementation of school policy. Resources are sufficient to meet the needs of the curriculum and in some lessons are used very well.

Language and literacy across the curriculum

39. The use of language and literacy across the curriculum is satisfactory with good features. The vast majority of pupils are not constrained by weak literacy skills and they use them regularly to support learning in other subjects. Good opportunities are provided in subjects such as science, history, and religious education to write independently and literacy skills are purposefully extended through work in these subjects. Meeting the language and literacy needs of pupils with English as an additional language is insufficiently promoted in most lessons. Opportunities for role-play and drama are under-promoted and this limits opportunities for the all pupils, who generally have good speaking and listening skills, to extend them further in different contexts and settings.

MATHEMATICS

Provision in mathematics is satisfactory. Achievement is satisfactory and standards are above average. Teaching and learning are satisfactory. Leadership and management are not as effective as they should be. There has been insufficient improvement since the previous inspection.

Main strengths and weaknesses

- Standards are above average in Year 6.
- In Years 3, 4 and 5, lower ability pupils do not make enough progress.
- Pupils have positive attitudes to learning.
- Leadership and management are underdeveloped.

Commentary

40. In the 2004 national tests, the pupils in Year 6 attained results that were above the national average but were not as good as schools with similar standards on entry. Higher ability pupils did well but the lower ability pupils did not achieve as well as expected. Current standards remain above average. Just over 80 per cent are on course to attain or exceed the nationally expected level by the end of the school year, with about 40 per cent set to exceed expectations. These proportions are larger than found in the majority of schools. Achievement is satisfactory overall. Most pupils make the nationally expected progress but some of the lower ability pupils are insufficiently challenged and a number of them could do better.
41. Teaching and learning are satisfactory, which is not as good as at the time of the last inspection. Teachers make effective use of resources to interest pupils, such as the new interactive whiteboards, and relationships are good. The best teaching is imaginative and inspires pupils. For example, a Year 4 group went to the hall to learn about symmetry by using their own bodies either side of a rope line. By positioning them carefully, the teacher was able to explain the terms perpendicular and parallel very clearly. In many cases, teachers do not know exactly how well pupils are doing because assessment is weak. This makes it difficult for them to plan work that meets pupils' differing abilities appropriately. As a result, the lower ability pupils in particular have work that is too easy for them, and the pace of lessons is not brisk enough. These pupils have insufficient independence to use their own methods to work out a problem. They seldom interpret graphs when they draw them. Their high level of motivation and ability to cooperate well together means that on the rare occasions they are suitably challenged they perform very well.
42. Leadership and management are not bringing about improvement and they are unsatisfactory. This is because the subject leader does not have an overview of standards and does not have sufficient opportunities to promote good teaching. Monitoring of lessons is infrequent. Less confident teachers have too few opportunities to observe good practice. The assessment system is difficult to use. Pupils' progress is not being tracked. Pupils do not know how well they are doing and, in lessons, do not have individual targets for improvement. The improvement plan for the subject does not explain how success will be measured or how much the proposed actions will cost.

Mathematics across the curriculum

43. The use of mathematics across the curriculum is satisfactory. Mathematical skills are used in geography. In one lesson, pupils found six figure grid references, and measured the mass of rubbish in work on pollution. In science, they drew a line graph to show how quickly a candle expired and drew a bar graph of their favourite bread. In art, they made patterns in the style of the artist Klee. In information and communication technology, they devised spreadsheets with a formula. Useful

computer programs support their learning in number. This work is adequately planned into the curricular programme of work.

SCIENCE

Provision in science is good. Achievement is satisfactory with good features. Standards are above average. Teaching is good. Improvement since the last inspection is satisfactory.

Strengths and weaknesses

- The achievement of the more able pupils is good.
- Good teaching and pupils' positive attitudes to learning contribute to the satisfactory achievement and to high standards.
- Leadership is good, which is a significant factor in the provision for the subject and pupils' success.
- Assessment and its use to inform planning and monitor pupils' progress are underdeveloped.

Commentary

44. Almost all of pupils in Year 6 have made the nationally expected progress since they were in Year 2 and pupils that are more able have done particular well. Current standards are above average, which reflects the findings of the last inspection. More than 90 per cent of the pupils in Year 6 are on course to attain or exceed the nationally expected level for their age by the end of the school year 2004-2005, including more than 40 per cent who are likely to exceed that expectation; these proportions are above the national average. The proportion of pupils exceeding expectations has increased from about a third on entry to Year 2 to almost half currently.
45. These good standards are a result of good lesson planning and teaching and of a wide range of interesting and challenging opportunities provided within the science curriculum. Pupils across the school develop an increasing understanding of appropriate scientific principles and by Year 6, they have a good understanding of prediction, fair testing, careful observation and accurate recording as they investigate a range of concepts such as chemical changes. Pupils make good use of literacy skills in their recording and reporting and enjoy the very many opportunities to improve speaking and listening skills in small groups or whole class discussions. The curriculum and pupils' learning are enriched by worthwhile visits to places of educational interest.
46. Teaching is good and this enables all groups of pupils to make good progress. The provision places a strong emphasis on developing pupils' skills of scientific enquiry through practical investigations, which in turn increase interest and confidence and extends their understanding. Pupils demonstrate generally good and sometimes very good attitudes towards their learning and say that they enjoy science because of the exciting experiments. All pupils work as well as can be expected and this is leading to rising achievement. In a good lesson in Year 4, pupils were encouraged to make predictions and to create their own questions in order to extend their scientific thinking and understanding. As a result, they were able to record their findings about snails with greater confidence and to enjoy good involvement in their own learning. Generally, lessons are well prepared, organised, and managed, and resources are well used. The best practice is when the teachers allow groups of pupils to experiment

actively and therefore enjoy their investigations. This enables all pupils to be fully included and their thinking and reasoning fully challenged. Effective links are made with other subjects, such as mathematics when Year 6 pupils use stopwatches to measure the time it takes candles to burn out in a jar and, in Year 5, when they use calculators to work out average pulse rates rounded to the nearest whole number. They record data on graphs and spreadsheets. Information and communication technology supports teaching and learning effectively, particularly the interactive whiteboards which are used well.

47. Subject leadership is good. The coordinator is very knowledgeable and experienced and is actively involved in national science initiatives. He works regularly alongside colleagues, which enables him to support their planning and teaching well. He is also able to monitor the quality of teaching and learning in lessons and he understands pupils' needs and limitations.
48. New formal assessment arrangements have been recently implemented to enable the school to identify strengths and areas for further development. Even so, the arrangements overall are underdeveloped. The use of assessment to evaluate effectiveness in each year group and the careful analysis of national test results to inform curriculum planning and to establish procedures for tracking pupils' progress have yet to be fully developed. The involvement of pupils in their own learning, particularly those in Year 6, is underdeveloped. Pupils across the school do not currently have the individual targets for science that would help them know what they need to do to improve further.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is satisfactory. Achievement is satisfactory. Standards are average. Teaching is satisfactory. Leadership and management are satisfactory. There has been satisfactory improvement in the provision since the previous inspection. Statutory requirements regarding internet access and email are met.

Strengths and weaknesses

- The quality and variety of resources are good.
- The enrichment of other subjects using information and communication technology is a strong feature of the curriculum.
- Use of assessments of pupils' progress is underdeveloped.

Commentary

49. Throughout the school, almost all of the pupils are making the nationally expected amount of progress over time and their achievement is satisfactory compared to their attainment on entry. In each of the year groups, the substantial majority of pupils are attaining the nationally expected level for their age and a good proportion exceed that level. The pupils are confident users of information and communication technology and have an appropriate breadth of knowledge across the National Curriculum programme of study for this subject. Keyboard skills are good and most pupils can access and load programs or previous work. Knowledge of using control technology is good. For example, pupils in Year 5 were able to program a pelican crossing and traffic lights to execute the correct light sequence to control the flow of traffic.

50. Teaching and learning are satisfactory with good features. All aspects of the National Curriculum programme of study are taught. All teachers have received appropriate training in the subject and in the use of the resources and this has had a positive impact on teaching and learning. Lessons are purposeful, well planned, and motivate the pupils well in the main. Demonstrations and explanations are clear and shared work is mostly effective. Because of these effective features, most pupils make worthwhile gains in knowledge, understanding, and skill in most lessons. However, the arrangements for assessment are underdeveloped. The work of most pupils is stored in electronic folders and this, potentially, provides a useful record of progress made. This data is not evaluated by either the pupils or the teachers and so the extent to which they know how well they are doing or know the next step to take in learning is inconsistent throughout the school. For example, pupils had used a database program a year earlier but had not revisited it for so long that all features of that program had been forgotten. This shows that although progress is satisfactory, there is potential for it to be even greater.
51. Resources have much improved and they are being used satisfactorily by all. The information and communication technology suite was used effectively throughout the inspection. An interactive whiteboard within the suite allows teachers to model clearly and demonstrate work that can be replicated and extended by pupils in later parts of the lesson; this is good practice. Interactive whiteboards have been installed in all classrooms. They are used satisfactorily and the pupils feel that learning has become more fun with their use.
52. At present, the headteacher is acting as coordinator of the subject, providing good leadership and management of it. She has ensured that all teachers have received some training on the use of new technology. All members of staff have performance management targets that relate to developing their skills in the subject and the local authority has been supporting the school with professional development; these show good commitment to improving the subject. However, the monitoring of staff working towards their targets through lesson observations, scrutiny of teachers' planning, and sampling pupil performance has not been as rigorous as it might have been.

Information and communication technology across the curriculum

53. Cross-curricular use of computers and the internet is a major strength of the school. Good use is made of new technology in all subjects except music and physical education, where improvements are planned. Particularly good examples of cross-curricular application are in design technology where sophisticated use has been made of Microsoft PowerPoint to layer images and text within slides to produce a presentation of completed project work. Text entry devices had been fully exploited and technical vocabulary used to convey information succinctly.

HUMANITIES

54. No **geography** lessons were seen. Work was sampled and pupils were spoken to about their work. This limited evidence indicates that current standards are not as high as they need to be. As very little fieldwork has been undertaken during their time in the school, pupils now in Year 6 have not attained the standards expected nationally. There are gaps in some pupils' knowledge of geographical vocabulary and in their competency when using maps. Useful opportunities are taken to develop cross-curricular links between literacy, mathematics, history, and geography, though the work shows that these are sometimes at the expense of geographical content. The

newly appointed coordinator has an appropriate vision for the subject but has not yet had time to evaluate performance or to raise standards. The available evidence shows that progress since the previous inspection has been insufficient, particularly in marking, where the comments rarely identify next steps in learning, and not enough has been done to promote further geographical enquiry.

55. **History** was sampled. It is not possible to evaluate the overall provision in the subject as no lessons were observed. The discussions with pupils, analysis of their work, and discussions with them, show that standards have been maintained since the previous inspection. They remain above average. The pupils' work is very detailed and studies are taken to considerable depth. The pupils in Year 6 recognise the importance of an enquiry approach to their learning in history and the school is giving appropriate priority to investigative work. A wide range of visits and visitors enhance the curriculum, leading to the pupils being well motivated. Good links with other subjects and the history curriculum is providing a wide range of opportunities for independent writing. For example, pupils wrote their own accounts of Vikings during an event organised at the school involving a visiting drama group. Pupils use and develop their information and communication technology skills through research tasks, including homework. They say that they particularly like role-play when, for example, they are able to produce a script for themselves for presentation in assembly. They enjoy the subject and recognise that they have many opportunities for a variety of writing experiences and overall pupils across the school present their work well. Although there are examples of good marking, it is inconsistent overall, as it does not always help the pupil know how to move to the next stage of learning. Assessment is underdeveloped.

Religious education

Provision in religious education is good. Achievement is good. Standards are above average. Teaching and learning are good, with some excellent features. Leadership and management are satisfactory.

Main strengths and weaknesses

- Teaching and learning are good with some outstanding teaching.
- Well-chosen tasks are relevant with strong links to literacy.
- Pupils' diverse faith experiences are respected and celebrated.

Commentary

56. Standards are above the expectations of the locally agreed syllabus. Pupils achieve well because teaching is generally good and some teaching is excellent. Teachers' subject knowledge is good and they make effective use of the ample resources. A new syllabus is about to be launched.
57. Pupils come from several different faith communities and their experiences are valued. They are encouraged to contribute to lessons, and this enriches the content. The subject leader has encouraged teachers in the past to bring the subject to life using role-play and imaginative consideration of key events. The impact of her innovative ideas is apparent in the quick progress that pupils make. In an outstanding lesson, pupils jotted down their responses to Muhammad's meeting with an angel, role-played their reactions, and then scripted a radio interview in which Muhammad discussed his

revelation. They acquired a deep appreciation of the origins of the Islamic faith through these exciting and relevant activities. Links to literacy are a particular strength of the teaching, with many interesting tasks requiring pupils to express opinions and look at things from a particular point of view. Leadership and management are currently satisfactory but, with the advent of a new syllabus and the expertise and enthusiasm of the leader, improvement is beginning to take place.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

58. The pupils' work in **art and design** was sampled but no lessons were seen. The pupils' displayed work, and the samples that were seen, point to good standards overall. The curriculum provides an appropriate range of experiences using two-dimensional and three-dimensional media and good opportunities to study the work of established artists. Both drawings and paintings show that pupils have well developed representational skills, credibly creating shape and form using pencil, pens, crayons, pastels, and paints. Different media are systematically explored. Sketchbooks show that pupils have opportunities to carry out research and to develop their ideas appropriately. Links with other schools and with artists, and organisation of events such as arts week, are leading to very good curricular enrichment. Overall, the curriculum is better than is found typically and the work produced by pupils is generally of a high standard.
59. The pupils' work in **design and technology** was sampled. Two lessons were seen, both taught by the subject leader. Although the sample is limited, the pupils' books, discussions with them, and the products displayed around the school show that standards are above average and the pupils are achieving well for their age. This represents good improvement since the last inspection. The subject is now a significant strength of the school. The subject has a very high profile across the school. It is promoted consistently and meaningfully into the local and wider community, enabling the pupils to develop and apply their design and technology skills in relevant contexts. The very knowledgeable, enthusiastic, and committed subject manager is continually providing excellent leadership. She is a very good role model in school and a much-respected practitioner within the local authority. The very many extremely well managed and interesting projects, initiatives, and challenges are wholeheartedly supported by the whole school and, as a result, they provide enjoyment and enrichment for many. A very good feature of the work is the range and quality of the evaluations pupils make and the emphasis placed on how the designs and the making process could be improved. Pupils have a very good attitude towards the subject and enjoy the challenging practical group activities.
60. One lesson was seen in **physical education** and there were discussions with members of staff and with pupils. This limited evidence shows that basic curricular requirements are met and the subject is satisfactorily managed. The school is well resourced. A variety of extra-curricular opportunities is provided such as football, netball, and cross-country and an appropriate range of games are taught in lessons. Most pupils can swim 25 metres by the time they leave the school. This is consistent with the national expectations for this age group and points to average standards overall. The curriculum appropriately includes dance and gymnastics. In the one lesson seen, the older pupils worked on devising warm-up activities and showed that they had a good knowledge and understanding of how exercise affected their bodies. Beneficial links have been established with a local high school under the Physical Education, School Sport, and Club Links strategy. Members of staff from the high school successfully took sessions of kwik cricket during the inspection.

61. In **Music**, planning was examined, parts of lessons were seen, and discussions held with members of staff and with pupils. Teachers are expected to teach their own classes, but several lack confidence and struggle to implement the required syllabus. There are specialist music teachers on the staff. These specialists are using their skills to demonstrate good practice and to guide the development of some of the other teachers but have not had time to extend this support to all members of staff involved in teaching music. In the sampled lessons, teachers found it difficult to improve pupils' singing of street cries from the Victorian period because they lacked the necessary subject knowledge. One third of the school population learn a musical instrument. This proportion is higher than is normally found. At present, there are few opportunities for pupils to perform, for example in a school band. Pupils generally enjoy their lessons. Year 4 pupils in particular praised the musical appreciation they do. This was confirmed by a high quality display in one of the Year 4 classes of responses to music from the film *The Last Emperor*. In discussion, those in Year 6 felt that lessons were advancing their knowledge but they did not always find them easy. Large scale Christmas and summer productions involve many pupils. They experience the music of Latin America through learning salsa dancing. Resources have improved. Singing in assembly is tuneful but rather quiet considering the number of pupils on roll.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

62. The subject was not a focus of the inspection but there is sufficient evidence to conclude that the provision in personal, social and health education is satisfactory. Two lessons were seen. The school has a satisfactory programme of work to develop pupils' knowledge and understanding in this subject. The provision is through dedicated lessons, circle time, religious education, assemblies, and through other subjects, particularly science. Good opportunities are provided for pupils to have responsibilities and to contribute to the school community. The substantial majority of pupils have good self-awareness and awareness of others, and they are acquiring the skills that are necessary to deal with life's challenges.

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	4
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	3
Attendance	3
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	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
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	5
The effectiveness of management	4

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