

INSPECTION REPORT

BURGOYNE MIDDLE SCHOOL

Potton, Sandy

LEA area: Bedfordshire

Unique reference number: 109676

Headteacher: Mr D R Birch

Lead inspector: Denis Pittman

Dates of inspection: 4th – 6th October 2004

Inspection number: 268362

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Middle deemed secondary
School category: Community
Age range of pupils: 9 - 13
Gender of pupils: Mixed
Number on roll: 337

School address: Mill Lane
Potton
Sandy
Bedfordshire
Postcode: SG19 2PG

Telephone number: (01767) 260 034
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Appropriate authority: The governing body
Name of chair of governors: Mr F W Jakes

Date of previous inspection: 5th July 1999

CHARACTERISTICS OF THE SCHOOL

Burgoyne is smaller than other middle schools, but the number on roll continues to rise. Currently there are 337 pupils (164 boys) (173 girls). The catchment area is relatively advantaged. The attainment of pupils on entry to the school reflects the full range of ability but most children are broadly average in ability. The number of pupils eligible for free school meals is below the national average. There are only a few pupils from an ethnic minority background; no pupils require additional support with their English. The percentage of pupils with special educational needs (including those with a statement of special educational need) is broadly in line with national averages. The range of special needs covers specific learning difficulties and behavioural, emotional and social difficulties. The school has taken a leading role in innovative developments such as 'Classroom for the future' and the introduction of a 'science studio' concept. The school is developing extensive international links with schools in Norway and Holland.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|------------|----------------|---|
| 16976 | D Pittman | Lead inspector | Mathematics |
| 13786 | S Walsh | Lay inspector | |
| 1407 | P Scott | Team inspector | Science |
| 2893 | J Manning | Team inspector | English English as an additional language |
| 15304 | R Fletcher | Team inspector | Information and communication technology History |
| 31685 | V Girling | Team inspector | Art and design Design and technology |
| 8632 | D Beer | Team inspector | Geography |
| 12179 | L Moscrop | Team inspector | Citizenship Religious education |
| 22501 | S Jones | Team inspector | Music |
| 17404 | J Tolley | Team inspector | Modern foreign languages |
| 7926 | J Bowden | Team inspector | Physical education Special educational needs |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school which provides a good quality of education. Burgoyne continues to improve its standards. Good teaching ensures that pupils achieve well. Pupils are enthusiastic, interested and actively involved in the wide range of opportunities provided. The school is an orderly community with good provision for pupils' personal development. The relationships between staff and pupils and amongst the children themselves are good; these positive features contribute to the 'family' ethos in the school. It is well led and has a clear sense of purpose. The school provides good value for money.

THE SCHOOL'S MAIN STRENGTHS AND WEAKNESSES ARE:

- Pupils achieve well in most subjects by the end of Year 8.
- The provision for English is very good.
- Teaching is good which promotes effective learning for pupils.
- Personal development of pupils is good. It is enhanced by the very good extra-curricular provision.
- The school is well led but, although satisfactory, aspects of management are ineffective.
- Relationships are good. Pupils have a positive attitude to their work, contributing well to the learning atmosphere in the school.
- Pupils are not getting enough opportunities to use computers other than in information and technology lessons.
- Assessment procedures are not consistent in relation to marking and monitoring progress.

The school has made satisfactory progress since its last inspection. Standards have continued to improve in most subjects and are now above average by the end of Year 8. The good quality of teaching has been sustained so that pupils continue to achieve well. Assessment information has improved but there are still some inconsistencies in the procedures that are used in subjects. However, most of the major criticisms of the previous inspection have been addressed apart from the use of computers across the curriculum and consistency in monitoring by subject co-ordinators.

STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 6, compared with: | all schools | | | similar schools |
|---|-------------|------|------|-----------------|
| | 2001 | 2002 | 2003 | 2003 |
| English | B | C | A | C |
| mathematics | C | C | B | E |
| science | B | B | A | C |

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average.
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils achieve well. The attainment of pupils on entry to the school reflects the full range of ability but most children are broadly average in the standard of their work. At the end of Year 6 standards are above average. By the time they leave school in Year 8, standards continue to be above average in most subjects; they are broadly average in art, music and physical

education. In comparison with similar schools, the results in 2003, for the core subjects, were generally average but were well below average in mathematics. The school exceeded its challenging targets last year in English but narrowly missed them in mathematics. In the 2004 national tests for Year 6 pupils, results have continued to rise particularly at the higher levels in mathematics and science. The trend in standards over the last five years has been broadly in line with the national picture. In lessons, overall achievement is good in mathematics and science. However, a minority of pupils are not achieving as well as they should in science, specifically in Years 7 and 8. Achievement is very good in English. There is no significant difference in the achievement of boys and girls although girls tend to achieve slightly better than boys.

Pupils with special educational needs and those from ethnic minority backgrounds do as well as other pupils and make good progress.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Pupils' attitudes to school and behaviour in and out of the classroom are good. Attendance is satisfactory and lessons start on time.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The overall quality of teaching is good and there are examples of very good and excellent teaching. The general quality of teaching in English is very good. In most lessons, teachers' detailed planning is good and helps to promote pupils' learning. The school has successfully created an ethos for learning based upon high expectations and positive working relationships. The active encouragement of teachers helps motivate pupils and leads to good productivity. Pupils are keen and interested learners. Assessment procedures are satisfactory, especially in collating information, but are not sufficiently rigorous for tracking progress in some subjects.

Overall, the school provides pupils with a good curriculum. There is a strong emphasis on literacy but numeracy skills do not get the same drive throughout the curriculum. The curriculum has been developed since the last inspection and has strengths, such as the provision in English, information and communication technology (ICT) and special educational needs. The development of 'Classrooms for the future' and a science studio adds a rich diversity. However, some weaknesses are evident; such as the inadequate use of ICT in some subjects and the unsatisfactory provision for citizenship. The range of extra-curricular activities provided is very good. The provision for accommodation is good and is satisfactory for resources.

LEADERSHIP AND MANAGEMENT

The headteacher's leadership is good. He has a clear vision for the school which is being reflected in its innovative developments. The overall effectiveness of management is satisfactory. Senior managers are appropriately focused on improving standards and supporting all pupils. Most curriculum co-ordinators lead their subjects well; detailed planning provides effective guidance but the monitoring of teaching and learning is underdeveloped in subjects. The governance of the school is satisfactory. Governors are supportive but are not sufficiently involved in monitoring the school's work. Statutory requirements are not met for citizenship and for some ICT elements of the curriculum such as in music. Financial management and control is satisfactory but there are some weaknesses in the flow of information to governors.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The school works very effectively with parents to support learning. Parents feel a very strong sense of partnership based on mutual trust; they have great confidence in the school. They are very satisfied with almost all aspects of its work. Parents are provided with a very good range of information about the activities of the school. Pupils enjoy being at the school. They feel that they are taught well and they are helpfully supported in their academic and personal development.

IMPROVEMENTS NEEDED

THE MOST IMPORTANT THINGS THE SCHOOL SHOULD DO TO IMPROVE ARE:

- Management needs to have a sharper focus in relation to its monitoring and support for teaching, communication and monitoring of the budget and a more co-ordinated approach to performance management.
- Achieve greater consistency in assessment procedures.
- Improve the cross-curricular use of ICT;

AND MEET STATUTORY REQUIREMENTS BY:

- improving the provision for citizenship and ICT requirements in music.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN SUBJECTS

Overall standards at the end of Year 6 and Year 8 are above average. Test results over time show continuing high performance and an improving trend. **The achievement of pupils is good.** Achievement in Years 5 and 6 and in Years 7 and 8 is good. There is no significant difference in the attainment of boys and girls at the end of Year 6 but girls perform relatively better in the National Curriculum tests. Most groups of pupils continue to make good progress; unsatisfactory attitudes to learning effect the progress of a minority of pupils. Standards in mathematics and science are above average; they are well above in English.

MAIN STRENGTHS AND WEAKNESSES

- Standards in English are well above average; achievement in this subject is very good.
- Overall achievement in Years 6 and 8, as seen in lessons, is good. The value added in each key stage is good given pupils' attainment on entry.
- Standards in the core subjects (English, mathematics and science), as shown in the 2004 test results, continue the improvement shown in 2003.
- In 2003, results at the end of Year 6 were broadly in line with similar schools.
- The progress of a minority of pupils is adversely effected by unsatisfactory attitudes to learning.
- Overall standards have continued to improve since the last inspection.

COMMENTARY

Standards in national tests at the end of Year 6 – average point scores in 2003

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 28.9 (27.1) | 26.8 (27.0) |
| mathematics | 27.5 (26.8) | 26.8 (26.7) |
| science | 30.1 (29.5) | 28.6 (28.3) |

There were 85 pupils in the year group. Figures in brackets are for the previous year.

1. In the 2003 National Curriculum tests taken at the end of Year 6, the combined results were well above the national average. In the individual subjects (English, mathematics and science) standards were well above average in English and science and above average in mathematics. Overall standards in these subjects were in line with those of similar schools but standards in mathematics were well below average. The results in 2004 show continuing improvement in the core subjects. The overall trend in test performances was similar to the national picture; targets were exceeded in English but not met in mathematics. At the end of Year 6, achievement in lessons in the core subjects reflects the good test results.

Standards seen during the inspection

2. Overall, the achievement of most pupils in Years 7 and 8 is good. Pupils continue to make good progress in English and mathematics. Standards in most subjects are above

average. The positive effect of a focus on the quality of learning, including well managed subject areas and good teaching, is reflected in this good achievement. Achievement in science is good but is not as high as in Years 5 and 6 because of the lower motivation of some pupils.

3. In Years 5 to 6, overall standards are above average. In particular they are well above average in English and science. Standards seen during lessons and in samples of pupils' work generally reflect above average standards of performance. Achievement by the end of Year 6 is good because the teaching is good. Teachers have high expectations, which encourage pupils to achieve very well. However, achievement is only satisfactory in art and design, music and French. Achievement in the basic skills of literacy and numeracy is good.
4. Pupils with special educational needs achieve well across all years and in most subjects. Gifted and talented pupils are usually appropriately challenged by the work in most lessons and usually reach their potential. In general, the achievement of all pupils regardless of their ethnic background or innate ability is good.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Attendance rates are similar to the national average. Attitudes and behaviour are **good**. Pupils' moral, social and cultural development is **good**; their spiritual development is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Pupils have good attitudes.
- Behaviour is good and exclusions rare.
- There are not enough measures to prevent bullying and racism.
- Moral, social and cultural education is good.

COMMENTARY

5. Attendance rates have been below the national average for similar schools but have now improved and are just above the national average. Phone calls to home early on the first day of absence have kept rates of unauthorised absence very low. Parents are very supportive of education and send their children to school regularly but far too many children take holidays in term time. Most pupils are punctual to school; some are dependent on buses and this can affect punctuality.
6. Pupils like school and enjoy taking a full part in clubs, visits and residential trips. They are normally interested and absorbed in their work and are keen to do well. Pupils respond well to lively teaching with lots of opportunities to be involved but when teaching is mediocre and they are required to listen to the teacher talk for long periods they become restless. On occasions, the negative attitudes and behaviour of a small group of pupils, usually boys, can stop others learning.
7. Behaviour in the classroom and around school is good. Exclusions are rare. Behaviour is very good on formal occasions such as assemblies. Pupils can be boisterous and unruly when supervision is ineffective, for example at lunchtimes. Year 5 pupils report that Year 8 pupils can be unkind to them. They are often reluctant to report incidents feeling that this

will make matters worse. The school reacts quickly to reports of bullying and parents report that bullying issues are quickly resolved.

8. Opportunities to explore what drives and motivates people, including religious beliefs and opportunities to ask challenging and reflecting questions, occur in religious education and assemblies. However, many subjects only make a satisfactory contribution to pupils' spiritual development. Moral development is good. Pupils are able to distinguish between right and wrong and although they do not always choose to do the right thing, they clearly know what they should have done. They can empathise with victims of natural disasters and understand issues of fairness. Social development is good. Pupils have many opportunities to work together collaboratively. A wide range of visits, at home and abroad, increases their social skills and understanding of different cultures. The school council and personal, social and moral education (PSME) lessons help pupils understand the democratic process and how to resolve tensions. A wide range of visits and visitors extends pupils cultural awareness but less attention is paid to developing an awareness of diverse cultures and values.
9. In normal lessons, the attitudes and behaviour of pupils with special educational needs are generally no different to those of others. Where learning support assistants are present to support pupils with special educational needs, this is accepted well by all, others often taking advantage of their presence and seeking extra help themselves. The attitudes and behaviour of those pupils who attend short literacy support withdrawal sessions in the learning area are very good – this results in a calm and purposeful learning atmosphere. These pupils are particularly appreciative of this help and support.

Attendance in the latest complete reporting year 2002/03 (%)

| Authorised absence | |
|--------------------|-----|
| School data | 6.5 |
| National data | 6.0 |

| Unauthorised absence | |
|----------------------|-----|
| School data | 0.1 |
| National data | 0.3 |

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

Ethnic background of pupils

Exclusions in the last school year

| Categories used in the Annual School Census |
|---|
| White – British |
| White – Irish |
| White – any other White background |
| Mixed – White and Black Caribbean |
| Mixed – White and Black African |
| Mixed – White and Asian |
| Mixed – any other mixed background |
| Asian or Asian British – Indian |
| Asian or Asian British – Bangladeshi |
| No ethnic group recorded |

| Number of pupils on roll |
|--------------------------|
| 318 |
| 1 |
| 6 |
| 1 |
| 2 |
| 1 |
| 1 |
| 2 |
| 3 |
| 2 |

| Number of fixed period exclusions | Number of permanent exclusions |
|-----------------------------------|--------------------------------|
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education provided by the school is good. Generally, pupils achieve well because of the good teaching. The quality of teaching does not vary between successive key stages. The commitment to learning, which is shown by pupils' positive attitudes to work, is conducive to good standards. The extra-curricular and enrichment opportunities provided are very good. Support and guidance for pupils are good.

TEACHING AND LEARNING

The overall quality of teaching is **good** and promotes good standards of achievement. The level of learning is good. Pupils have positive attitudes to learning and are keen and interested in their studies. Assessment procedures are satisfactory.

MAIN STRENGTHS AND WEAKNESSES

- Teachers' effective planning and subject knowledge help to promote and develop pupils' skills well.
- The active encouragement of teachers helps motivate pupils and leads to good productivity.
- The standard of teaching in English is very good.
- Teaching methods are appropriately geared to pupils' different levels of ability.
- The homework policy is effectively implemented in most departments; the practise promotes achievement.
- Assessment systems in some subjects do not provide pupils with sufficient guidance as to how to improve.

COMMENTARY

Summary of teaching observed during the inspection in 60 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|------------|--------------|----------------|--------|-----------|
| 4 (6.7%) | 9 (15%) | 28 (46.7%) | 19 (31.6) | 0 (0%) | 0 (0%) | 0 (0%) |

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

10. The overall quality of teaching and learning is good, with some examples of very good and excellent teaching. The quality of teaching in Years 5 to 6 is good, as it is in Years 7 and 8. No unsatisfactory lessons were seen. A particular strength is the consistency of the quality of teaching across most subjects. Teachers are enthusiastic and committed to the pupils and the school.
11. Teachers have secure subject knowledge, expertise and show enjoyment of their subject, which is often enthusiastically shared with their pupils. In English, teachers have a very good command of their subject and they use their skills very effectively to conduct activities. Pupils therefore benefit from very good role models and their listening skills are well developed. In science, the clear explanations of scientific concepts and theories helps improve pupils' learning considerably. As a result interest and motivation are good and time spent in lessons is productive. However, in some art and design lessons, instructions are too long which becomes demotivating for pupils and leads to a reduction in work time. In the best subject lessons, teachers set suitably challenging tasks. Another

strength of the teaching is the teachers' use of discussion and activities, enabling pupils to express their own views and ideas. In history lessons, there is a strong emphasis on discussion. Pupils contribute with enthusiasm and maturity and show positive attitudes in all lessons. In most other subjects, questioning is skilfully used, often aided with good quality materials, to extend pupils knowledge and understanding of issues and events.

12. The good teaching evident in a number of lessons enables and consolidates pupils' learning. Explanations are clear and questioning is effective in moving pupils' learning forward and helping them to recall previous learning. In mathematics lessons, questioning is used effectively to check out pupils' knowledge and understanding and to encourage them to think for themselves. Strategies for helping pupils to listen to music and understand the structure of a piece of music are good. Starter activities in most lessons promote a stimulating beginning to the lessons. In general, learning is particularly good when teachers encourage pupils to use a style that suits them best.
13. Pupils' learning benefits from an effective homework policy, which is usually applied consistently by teachers. This means that homework forms continuous and regular revision, which consolidates learning and develops in pupils a capability for independent work. Assignments are usually regularly and appropriately marked to provide good quality feedback.
14. Pupils are keen to achieve well. They make clear advances in their knowledge, skills and understanding. Their intellectual, physical and creative efforts are developing well. In the best lessons, learning objectives are clearly set and returned to at the end of the lesson. Most lessons move at a good pace that maintains the pupils' attention.
15. Pupils with special educational needs are taught in normal lessons and supported by learning support assistants (LSAs) in many of these. Teachers know the needs of these pupils and plan their lessons to meet these needs well. Where observed, learning support assistants generally provided effective support in lessons for pupils with special educational needs. In French lessons, for example, learning support assistants are effective in keeping pupils on task; in English lessons they handle one-to-one support well. In literacy support withdrawal sessions, good quality support resulted in a very positive learning atmosphere in which pupils with special educational needs made very good progress.
16. The procedures for assessing the attainment of pupils as they move through the school are satisfactory overall and good in English, mathematics and design and technology. Assessment data is gathered together and collated by the school to provide an overview of pupils' progress across subjects.
17. Good use is made of assessment data in mathematics, English and physical education, enabling teachers to respond effectively to the different needs of pupils. In other subjects, the use of data to formulate teaching strategies is less consistent.
18. Pupils' progress is effectively monitored and shared with them in physical education and design and technology so that they can clearly see how they can improve. This happens in other subjects too but less effectively and consequently pupils are insufficiently involved in the tracking of their own progress.

19. A good range of assessment tests is used to identify pupils with special educational needs and there is sufficient whole-school data available to enable the tracking of these pupils over time. As a result, the school is able to identify where pupils with special educational needs are making 'adequate' progress.

The curriculum

The curriculum provision is **good**; it is broad and balanced and meets the needs and aspirations of all pupils well. Courses are very well planned to ensure continuity and progression. As a result, pupils achieve well. Statutory requirements are not fully met for citizenship and for the use of ICT in music.

MAIN STRENGTHS AND WEAKNESSES

- The curriculum meets the needs and aspirations of all pupils well and enables them to achieve well.
- Links with the wider community are good, enrich the taught curriculum and play a valuable part in pupils' personal development.
- Provision for pupils with special educational needs is very good.
- Good support for learning outside the school day and very good extra-curricular provision significantly enhance the taught curriculum.
- The provision for citizenship is unsatisfactory.

COMMENTARY

20. The curriculum is broad and balanced and meets the needs and aspirations of the pupils well. Curriculum provision for individual subject areas is good overall. In English and information and communication technology, it is very good. The provision for citizenship is unsatisfactory; although the school delivers elements of citizenship through humanities, the personal development curriculum and other activities in Years 7 and 8, the provision for citizenship is not coordinated adequately to ensure pupils make appropriate progress in this area. Similarly, although the provision for information and communication technology is very good, the provision across the curriculum is patchy and in music statutory requirements for ICT are not met. In Years 5 and 6, the core curriculum is enriched by access to specialist teaching and facilities in science, music and French. The personal, social and moral education programme is good and has been adapted appropriately to improve provision through whole day activities since the last report. However the school is aware that the programme for sex education is still in need of review. Support for learning outside the school day is good; booster classes and clubs are provided by a variety of subject areas to help pupils outside the school day and the school encourages gifted and talented pupils to attend summer schools.
21. In addition, the 'Classroom for the future' and the science studio provide the opportunity for pupils to develop independent learning styles and innovative teaching and learning strategies are being explored in conjunction with partner schools at home and abroad. The school's work and its curriculum have been used as an example of good practice in terms of English schemes of work and its approaches to special educational needs.
22. Extra-curricular opportunities are very good. Pupils are involved in a variety of national mathematics and poetry competitions and a large proportion of pupils are involved in musical and drama activities and productions each year. There are well established

residential courses for Year 5 and Year 8 pupils and pupils are also involved in international links with Norway, Holland and Hungary through e-mail, all of which make a valuable contribution to pupils' personal, social and cultural development. There is a wide variety of sporting, musical and other activities including clubs. There are opportunities to learn German and a large proportion of pupils have instrumental lessons with around one third of pupils taking part in concerts and other school productions. There is also a good variety of visits and field trips and participation in these activities is very good. Pupils are encouraged to take responsibility within the school community. There is a well-organised programme of elections to choose representatives for the school council, who then go on to plan agendas, take minutes of meetings with staff and report back to their classes.

23. All pupils receive two hours of good quality physical education per week. This is enhanced by very good extra-curricular provision throughout the year. The school has recently become part of the school sports co-ordinator (SSCo) scheme and is linked to a local specialist sports college status school. There are also established links with local community sporting organisations that are of direct benefit to pupils.
24. Arrangements for the transition both from feeder schools and to the upper school are very well organised and managed. Liaison between feeder, middle and upper schools is very strong and ensures that pupils move from one stage to another very smoothly; teachers have regular meetings with colleagues from partner schools to exchange information and ensure continuity and progression for the pupils at both whole school and subject level.
25. The programme of study for PSME is good and focuses on subjects that are pertinent to pupils. Provision for drug and alcohol education is particularly good and effective use is made of outside speakers and expert advice. The programme ensures pupils make good progress as they move through the school. The arrangement where PSME is delivered during special PSME days ensures that committed teachers deliver subjects they are interested in and that the subject is well regarded by pupils. As a result, pupils achieve well and the programme makes a valuable contribution to social and moral education and citizenship. Pupils learn about human rights, democracy, poverty and refugees.
26. Sex education is delivered in science during Years 6 and 7 and focuses on the biology of reproduction. The school is aware that this needs to be complimented by provision in PSME where a greater emphasis can be placed on emotions and relationships. The general provision is satisfactory.
27. Provision for pupils with special educational needs is very good. Pupils with special needs have full and equal access to the curriculum and are fully involved in the life of the school. The very strong ethos of inclusion and support for these pupils has a positive impact on their social development and learning experience, as well as that of all other pupils in the school. Provision for pupils with special educational needs across subjects is good overall and in ICT and history, it is very good.

Staffing

28. The match of teachers to the planned curriculum is good overall. There are sufficient qualified and specialist teachers in most subjects. Teachers teaching subjects in which they are not specialists have appropriate subject knowledge. The provision of support staff is good. Along with a well qualified and experienced special educational needs co-ordinator (SENCO) there are sufficient learning assistants, all of whom are well qualified, to support those pupils with statements of special educational need as well as other pupils on the school's list of special educational need. Although there is good technical support in ICT, there is a lack of support in science.
29. Along with an experienced special educational needs co-ordinator, there are sufficient learning support assistants to support those pupils with statements of special educational need as well as other pupils on the school's register of special educational needs. Learning support assistants have a wide range of experience and expertise and are enthusiastic and committed to working with pupils with special educational needs. Their effective deployment ensures the curricular needs of these pupils are met.

Accommodation

30. Accommodation was a key issue in the last inspection but it is now much improved; the overall provision is good. Though weaknesses in rooms for music and religious education remain, there are much better teaching spaces for science, information and communication technology and design and technology. The new classrooms are large, light and airy and offer much potential for future development. However, the arrangements for accommodation in French are unsatisfactory; the majority of classes are taught in a variety of classrooms around the school often in inappropriate rooms with poor acoustics and with limited access to appropriate equipment or resources. Limitations in music accommodation restrict the development of pupils' composing and performing skills.

Resources

31. Resource provision is satisfactory. The amount and quality of equipment is improving markedly as the school attracts financial resources linked to improving accommodation, for example in the new 'Classroom of the future' and the nearly completed science studio. The provision of new technological resources is very good and is a growing strength. However, there is inconsistent use of these resources in curriculum subjects to improve teaching, learning and achievement further. In English, good use is made of the facilities in the 'Classroom for the Future' but the teaching and learning opportunities in modern foreign languages and music are restricted because there is limited access to ICT and classroom resources, for example whiteboard projection facilities. The provision and use of resources in English, mathematics, art and design, design and technology, history and religious education is good. The school makes satisfactory use of externally provided resources, for example from the Science Museum and local high schools, to help teaching and learning. The school benefits well from an annual grant from a local charity with which to purchase books mainly. The good resources in the school library are well used by the pupils for research and independent learning.

Care, guidance and support

The school takes **good** care of pupils' welfare and health and safety. The provision of support advice and guidance is **good**. There is good involvement of pupils through seeking and acting on their views.

Main strengths and weaknesses

- Careful analysis of results together with booster classes ensure that pupils do well in statutory assessment tests.
- There are very good induction procedures that help pupils settle quickly.
- There is good support for vulnerable children which helps them to achieve well.
- Health and safety procedures need to be formalised.

COMMENTARY

32. The school provides a safe and attractive learning environment. Health and safety issues are effectively addressed in the science, design and technology and physical education departments. The governors are also involved in monitoring health and safety but health and safety procedures within school, including regular risk assessments, have not been formalised. Roles and responsibilities are unclear regarding health and safety. Arrangements for child protection and the care of looked after children are good as are arrangements to support pupils with special educational needs. However, the named persons for child protection are not named in either the policy or the staff handbook.
33. Induction procedures are very good. Subject afternoons together with a well-organised induction day ensure a smooth progression from feeder schools into Year 5. The small size of the school results in teachers knowing children well. Each child recognises a member of staff who is concerned for them but younger pupils do not always have the confidence to report their worries or concerns. There is very good support for pupils who are undertaking statutory assessment tests and careful assessment and analysis of examination results ensures that booster classes result in good progress in mathematics. Assessment procedures that would allow teachers to track their pupils' progress and personal development are in the early stages of development. The information available is too cumbersome and not user-friendly and pastoral staff tend to resort to more informal methods to spot pupils who may be underachieving.
34. Pupils are consulted about their views, for example, they contributed to the design of the 'Classroom for the Future'. The school council provides a forum for pupils to air their views. There are good relationships between pupils and teachers and pupils' views and needs are respected.
35. The school has effective working relationships with outside specialist agencies – this enhances further the quality of support and guidance for pupils with special educational needs. Annual reviews are effective and support pupils with statements of special educational need as they move through the school. Parents' and pupils' views are taken into account because they are involved in the setting and reviewing of their targets. The school meets the curricular requirements as outlined in pupils' statements. The special educational needs co-ordinator (SENCo) draws on a range of assessment data to help guide the appropriate placement of pupils on the school's register of pupils with special educational needs. Whole-school data provides the potential to closely track the progress that pupils with special educational needs make.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

The school has **very effective** links with parents. Links with the local community are **good**. The school has **very good** links with other schools.

MAIN STRENGTHS AND WEAKNESSES

- The school has very effective links with parents.
- Parents' fulsome support for their children's education helps pupils to achieve well.
- The school uses the local and wider community well to enrich pupils' experiences.
- The schools' links with first schools and the high school ensure that pupils make a smooth progression from school to school.

COMMENTARY

36. Parents receive high quality information about the work of the school. Regular newsletters and the governors' annual report to parents help to keep parents well informed about social and cultural events. Reports on pupils' progress are of high quality and clearly inform parents what their children know, understand and can do. There are many valuable opportunities for parents to come into school and discuss their children's progress with class teachers and subject teachers. Parents are extremely supportive of their children's education. Completion of homework is encouraged and school events are very well supported. There is an active parents' organisation that arranges social and fund-raising events.
37. The local community makes good use of the school's facilities and the school enjoys a good reputation in the local community. Local experts make a very good contribution to the personal, social and moral education programme. Good use is made of local facilities and there is a very good range of visits and visitors.
38. The school has very good links with the first school and these ensure a smooth passage through Years 4 to 11; good communication results in previous lessons being built upon and repetition is avoided. There are also good links with the upper school, which ensure that pupils transfer easily into Year 9. The school enjoys a number of joint programmes with other local middle schools and had extended its links to include schools in Norway and Holland.
39. There are effective links with parents of pupils with special educational needs. They are invited to and attend annual reviews of their child's statement of special educational need. Their views are recorded, hence they are fully involved and informed as to their child's progress towards the targets set out as part of the review process. Parents and pupils are also involved in the setting and review of targets in pupils' individual education plans. Parents are kept fully informed of procedures for support of pupils with special educational needs. There are close links with the lower school feeders as well as the upper school.

LEADERSHIP AND MANAGEMENT

The governance of the school is **satisfactory**. The quality of leadership by the headteacher is **good**, the leadership provided by the senior team and other staff with responsibilities is **satisfactory**. The overall quality of management in the school is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- The leadership and management of English and design and technology are very good.

- The headteacher provides charismatic leadership.
- Governors are very supportive but are not sufficiently challenging in their monitoring.
- Effective teams have been established particularly in areas such as English, mathematics and Year 5.
- There is a lack of clearly documented roles and devolved responsibilities and this has an adverse effect on school improvement.

COMMENTARY

40. Aspects of leadership are good. The headteacher continues to be a charismatic figure whose commitment is recognised by parents, pupils and the local community. The head has worked hard to bring significant investment into the school that has resulted in substantial improvements in the standards of accommodation and equipment. The 'Classroom of the future' provides a very flexible work area combined with good information and communication technology resources.
41. The overall governance of the school is satisfactory. Governors show commitment and are knowledgeable about the strengths and weaknesses of the school's work. They support the school well and have been particularly active in promoting improvements to the school buildings and surrounding environment. Governors have been encouraged to be more proactive in their role of monitoring and evaluating provision but are not sufficiently challenging about strategic issues or questioning of performance details. The governing body has a good working relationship with the staff. The information given in the annual report is relevant and meets statutory requirements. However, statutory requirements are not met in relation to citizenship and ICT provision in music.
42. The overall quality of management is satisfactory. The school day runs efficiently. Procedures are clear and are generally followed. Office staff are effective and make a good contribution to the smooth running of the school. The headteacher has a continuing commitment to consultancy work which takes him away from school for periods of time. An appropriate attempt to reduce any negative impact on the school has been made by extending the senior management team to include assistant headteachers. The role of the deputy has been extended since the previous inspection to include the implementation of the National Strategy for Years 7 to 9. The responsibilities of the assistant headteachers, however, remain relatively minor, for example, liaison with the parents' association or arranging for cover for absent staff. However, their management capabilities reflected in curriculum or pastoral responsibilities is good. Arrangements for the performance management of teaching staff are satisfactory, further formal monitoring of teaching is limited. The performance management of administrative and support staff is unsatisfactory. Strong departments, such as English, are able to successfully form their own teams, implementing monitoring and sharing good practice between them. Good teamwork in mathematics and Year 5 has resulted in improving standards. Effective formalised programmes of study have been developed in most curriculum areas but not at present in geography, history and citizenship; they are therefore not effectively managed. Lack of clearly documented roles and devolved responsibilities have resulted in the school making satisfactory rather than good improvement.
43. The school's self-evaluation is satisfactory. The school improvement plan is good and identifies the need to improve the use of data and the need to develop citizenship but has insufficient focus on the need to develop the use of ICT in a greater range of subjects. The document however, is insufficiently correlated with the school's financial budget. The impact of expenditure outcomes is not so immediately apparent. Professional subject

reviews tend to focus on resources and equipment issues rather than standards and teaching and learning. There have been frequent visits to schools in Scandinavia and Holland with an appropriate evaluation of outcomes. The use of performance data has improved from a low base but the large range of data that the school holds is not in an accessible format and is underused at present.

44. The school pays due regard to the Code of Practice for special educational needs and statutory requirements are fully met. Very effective leadership and management procedures have resulted in a very strong whole-school ethos for the inclusion and support of pupils with special educational needs.
45. Financial management and control is satisfactory. The large contingency figure in the budget is attributable to 'earmarked funds' for the continuing development of the science studio and 'Classroom for the future'. The school has clearly identified how this money is to be spent. The monitoring and communication of details about the school budget have some weaknesses such as the time lag between successive evaluations of expenditure and production of figures for the governors. However in its financial decision-making the governors are conscious of applying 'best value' principles in the control of the budget

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | |
|----------------------------|-----------|
| Total income | 1,102,601 |
| Total expenditure | 973,777 |
| Expenditure per pupil | 3,052 |

| Balances (£) | |
|--|---------|
| Balance from previous year | 67,674 |
| Balance carried forward to the next year | 200,518 |

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGES 2 AND 3

ENGLISH AND MODERN FOREIGN LANGUAGES

ENGLISH

Provision in English is **very good**.

MAIN STRENGTHS AND WEAKNESSES

- Very good teaching motivates pupils to work hard at challenging tasks.
- Many pupils have a high level of skill in debating.
- There is some outstanding written work, especially in Years 6 and 8.
- The leadership inspires other teachers and pupils to give of their best.
- Handwriting is not as good as other aspects of English.

COMMENTARY

46. Standards by the end of Year 8 are well above average; achievement is very good. Results in the National Curriculum tests for Year 6 in 2003 were well above the national average; they were broadly the same as similar schools. Most recent results (2004) have not yet been validated but a higher proportion of pupils gained Level 5. Standards seen during the inspection show that standards are well above average in both Year 6 and in Year 8. Though there are few boys in some of the top ability sets, boys mostly do well compared to the national picture.
47. It is the very good teaching that contributes significantly to the high standards. Nearly half the lessons seen were very good or outstanding. The planning is clear and questions are matched to the needs of individual pupils. Gifted pupils are challenged and they develop excellent debating skills, listening well to the teacher and others and building up a bank of good ideas for future reference. Teachers have very good subject knowledge, manage classes with skill and involve pupils in their own learning through role-play and group discussions. Their marking is sharp and gives pupils a clear indication of how to improve. In a minority of lessons, the work set for some lower attaining boys is not structured enough and they become easily distracted but generally attitudes to work are positive.

EXAMPLE OF OUTSTANDING PRACTICE IN YEAR 7

The teacher asked a top set Year 7 class a series of difficult questions about the themes in their set play. She forced them to think deeply about character and plot and how the writer built up tension. Pupils responded in a very mature way using sophisticated expressions that belied their tender years such as discussing “the fabric of existence” and explaining clearly and succinctly words such as “selfless”. The teacher had high expectations and used technical terms as a matter of course: “You notice how he used two abstract nouns - what are they?” The teacher facilitated the discussion without dominating it and expertly drew in boys and girls of all ability in the class. They were all totally engrossed in the lesson.

48. Pupils’ written work is varied and engaging to the reader. Year 5 produce mature ideas about the fate of Dr Crippen on his attempted escape from England. They use apt vocabulary and create lively images in their poetry and prose writing. Older pupils compose interesting monologues based on characters in plays they are reading. Pupils

benefit from the many opportunities they get to perform and evaluate drama, including Shakespeare and to study media texts. This gives them confidence in a range of genres. Their spelling is accurate on the whole and they use information and communication technology widely for research and to produce attractive written work. Their handwritten presentations are, however, more variable and a significant proportion is untidy and hard to read.

49. Leadership and management are very good. The head of department is an inspiring teacher and leader and she has the confidence of a hard-working team. Monitoring of the work of the department is good. Planning and assessment are also good though there is some way to go on developing the use of data to guide individual pupil target setting. There is a clear vision for how to improve teaching and learning and this is based on a shared and collective view on how to motivate pupils by setting varied and challenging tasks and texts. Improvement since the last inspection has been good. Standards have risen and the quality of teaching is more consistently very good than before.

LANGUAGE AND LITERACY ACROSS THE CURRICULUM

50. Standards of literacy are above average in English. In all subjects pupils speak articulately and have a good knowledge of technical terminology. They engage confidently in discussions on a wide range of topics and they are helped by good teaching in religious education, music and drama to extend more abstract ideas, discussing mood and the effects of words and sounds. Written work is accurate and interesting because pupils learn from their classroom discussions. Grammar patterns are reinforced in French but the peripatetic nature of the subject and lack of display space negate its overall effect on literacy. Pupils read widely and with good understanding but many find difficulty reading aloud. Surprisingly they are often hesitant though they enjoy reading aloud. In English and drama, they have lots of practice to rehearse and read aloud but this is rarely replicated in many other subjects.

FRENCH

Provision in French is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Standards in French are above average.
- Pupils' attitudes and behaviour are good.
- Curriculum provision for Years 5 and 6 is good.
- Opportunities for pupils to use the language themselves are limited.
- Resources and accommodation for the subject are unsatisfactory.

COMMENTARY

51. Standards in French are above average. This represents satisfactory achievement in relation to prior attainment. Curriculum provision for Years 5 and 6 is good; pupils have the opportunity to begin their study of French from Year 5. There are no national standards for Years 5 and 6. Pupils therefore begin French in Year 7 with standards that are above average and build effectively on the firm foundation established in Years 5 and 6. They make satisfactory progress and achieve satisfactorily during Years 7 and 8. Standards in reading, writing and listening are above average but pupils' standards in

speaking and responding are average. Higher attaining pupils write at length, using a very good range of vocabulary and a variety of tenses, for example in their diaries following the trip to France. The majority write extended pieces following a model, using a good range of language and structures and have a good understanding of patterns in the language and apply them effectively in short sentences. Lower attaining pupils and pupils with special educational needs have some difficulty with writing, reading and listening tasks since materials used are not always adequately adapted to ensure they can succeed at an appropriate level.

52. Pupils have positive attitudes towards their learning and behaviour is good. They listen attentively and are concerned to do well. Pupils respond enthusiastically to opportunities to participate in games and songs and rapidly increase in confidence in using the language in these circumstances and when they are asked to work in pairs and small groups. Pupils lose concentration and interest, however, when teacher-led activities are lengthy and they are not directly involved in activities and when tasks are too difficult. In these instances, progress is unsatisfactory.
53. The quality of teaching and learning is satisfactory overall. Teachers have a good command of French and use the language effectively to conduct activities; pupils therefore benefit from good role models. However, in some instances, English translations are given too rapidly eliminating the pupils' need to listen to the original and missing opportunities for pupils to develop listening skills. Appropriate activities and resources are generally well sequenced to ensure pupils build on previous learning. Teachers use games and songs effectively to consolidate learning; Year 5 pupils joined in a song about greetings and were completely absorbed by a guessing game to practise saying numbers in French. In Year 8, pupils participated enthusiastically in a song which consolidated key phrases to describe leisure activities. Pupils make the best progress and increase in confidence and competence when engaged in paired and group activities, which allow them to use the language themselves. However, teacher-led activities are often lengthy, decreasing pupils' opportunities to do this. Resources are not always adequately adapted to be accessible to lower attaining pupils and pupils with special educational needs and as a result, although pupils have understood extracts of speech in listening tasks, they are unable to note their answers successfully. This results in some frustration and restlessness. Reading activities and plenary sessions sometimes lack sufficient focus to ensure all pupils can follow. Control and management of pupils is good and teachers have good relationships with pupils.
54. Leadership and management of the subject are satisfactory. Improvement since the last report is satisfactory; assessment procedures have improved and pupils are beginning to track their own progress. However, assessment information is not always used effectively to ensure all pupils experience success. The quality of marking is inconsistent across the department; although the majority of work is marked regularly and comments give good guidance about how to improve, in some cases, basic errors are left unchecked and marking is erratic. The use of information and communication technology is still at the early stages of development. The monitoring and development of teaching and learning is satisfactory and common course materials coupled with very good liaison with other middle schools and the upper school ensure continuity and progression. The arrangements for accommodation are unsatisfactory; the majority of classes are taught in a variety of classrooms around the school often in inappropriate rooms with poor acoustics and with limited access to appropriate equipment or resources. As a result the learning experiences provided are restricted and pupils do not benefit from display or

specialist resources. This was an issue in the last report and has not been resolved. Pupils benefit from specialist teaching in French from Year 5, the opportunity to learn German in lunchtime lessons and to participate in an annual residential trip to France.

MATHEMATICS

Provision in mathematics is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Achievement by the end of Year 8 is good.
- Relationships with pupils are positive, supportive and encouraging.
- Leadership and management are good.
- Quality of teaching is good being particularly strong in investigational work.
- Pupils' attitudes are good; they enjoy learning. The extra-curricular provision is very good.
- Monitoring and evaluation of work within the subject needs further development.
- There is not enough planned use of ICT.

COMMENTARY

55. Standards on entry to the school in Year 5 are average. As a result of predominately good teaching and their own hard work, pupils make good progress, especially in Years 5 and 6. By the end of Year 8 pupils are generally reaching above average standards. Given the pupils' average prior attainment, achievement over time is good for most pupils. Progress since the last inspection has been good.
56. Results in the Year 6 National Curriculum tests in 2003 were above the national average, but were well below average when compared to results from similar schools. The test results for 2004, although not yet validated, are above average and are now more in line with the performance of comparable schools. This judgement is a reflection of the inspection evidence, which confirms broadly average attainment on entry. School assessment data shows improving standards.
57. Standards of work seen at the end of Year 6 are above average. On entry to the school there is a distinct variability of pupils' mathematical understanding and numerical skills. During Years 5 and 6, pupils not only improve their skills, in most aspects of mathematics, particularly in number, but also develop good working routines and positive attitudes to learning. In the lessons seen, in Year 6, higher attaining pupils could use numerical skills to manipulate fractions accurately and were able to identify patterns. Average attaining pupils could recognise equivalent fractions. They can order fractions, although some pupils have difficulty in finding the correct denominator. There is an appropriate emphasis on getting pupils to talk about their work and explain their methods and they develop a more secure understanding of mathematical ideas. These approaches provide the foundation for the improving standards in lessons and subsequently national test scores. Lower attaining pupils can recognise simple fractions but the recall of correct terminology and combining operations is not so secure. The good achievement in Years 7 and 8 is shown in above average standards reached by the end of Year 8. Higher attaining pupils in all years are being challenged to reach their potential. Lower attainers are close to reaching average standards at the end of Year 6. They make good progress and some reach average standards by the end of Year 8. Nearly all pupils' attitudes and behaviour are good and this contributes to their good achievement.
58. The 2003 national tests showed no significant difference in standards reached by girls and boys against the national picture. This is also true in work seen during the inspection. Pupils with special educational needs and talented pupils make similar progress to others in their classes, due to good teaching and to the way pupils are grouped for lessons. This helps teachers to provide suitable tasks and activities for all pupils, whatever their needs. Teachers and learning support assistants also work effectively with individuals, especially when class sizes are relatively small.
59. Teaching and learning are good overall. Effective preparation, based on good planning and secure knowledge of mathematics, provides a clear framework for each lesson. The lesson structure is usually used appropriately to provide variety and interest. In particular, the range of starting activities used by teachers gets pupils to think mathematically and puts them in a receptive mood for learning. In Year 8, higher attaining pupils used their spatial skills well in investigating the properties of polygons. They showed good technical skills in their drawing. Well-established classroom routines, which ensure that pupils know how they are expected to behave and that they are expected to work hard, are a

factor in their good learning. Teachers encourage pupils to participate actively in lessons and pupils respond by contributing to discussions. They are not afraid to answer questions, even if unsure as to whether they have got the answers right. This positive attitude helps them to tackle problems that initially appear difficult, and extends their understanding more rapidly. Average attaining pupils could accurately calculate missing angles associated with parallel and transverse lines. Investigative work is a strength. Lower attaining pupils were able to use computers effectively in applying a program to measure missing angles in basic shapes. Homework is used well to help pupils make progress by reinforcing topics covered in class. Regular assessment of units of work helps teachers to see how well pupils are doing and to see what topics need further work. However, there is some inconsistency in the quality of marking and the expectations of the standard of pupils' written work from different teachers.

60. When teaching is satisfactory, the pace of learning slows in the middle of the lessons. Sometimes this is because the teacher is giving too much attention to some pupils and some others become restless. The plenary session at the end of some lessons is sometimes too brief and does not reinforce learning as well as it could.
61. There is some good use of ICT in mathematics, for example, with lower attaining groups, but there is insufficient use in other sets. Difficulties related to gaining access to computers means that this is not planned as systemically as it should be.
62. The subject provision is co-ordinated well. The co-ordinator has innovative ideas for improving the quality of pupils' learning. The range of extra activities provided to stimulate pupils' interest in mathematics is impressive. However, the monitoring of teaching and learning are not monitored regularly enough. Assessment procedures are rigorous and data is used well to identify the achievement of different groups of pupils. However, assessment is not sufficiently co-ordinated at present to track the progress of individual pupils.

Mathematics across the curriculum

63. The overall standard of numeracy in the school is above average by the end of Year 8. This represents a good level of achievement for these pupils, whose levels of attainment were average when they joined the school. Pupils have sufficient skills in the use of number to allow them to carry out tasks in other lessons. In some lessons, pupils' numeracy skills are appropriately developed, for example in science, graphing skills are practised with pupils producing accurate and good quality graphs with axes correctly labelled. They also analyse graphs and use them to explain their experimental results. In practical work, pupils tabulate results and calculate mean values. In design and technology, they practise the measurement of length and weights. Grid references are used in geography and accurate climate graphs are produced. However, there is insufficient consistency across all subjects in the development of numeracy skills. The implementation of the school's numeracy policy needs to be more effectively co-ordinated.

SCIENCE

Provision in science is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Standards and achievement in Years 5 and 6 are well above expectations.
- Teaching in Years 5 and 6 is very good.
- Underachievement by a significant minority of pupils in Years 7 and 8.
- Pupils' learning being made easier by well planned science practical work but their skills in ICT are insufficiently developed to improve their learning further.
- Assessment is not used to inform individual pupils of how they are progressing and what they must do to reach predetermined targets.
- Monitoring more precisely teachers' and pupils' work and taking action to improve achievement further, especially in Years 7 and 8.

COMMENTARY

64. At the end of Year 8, inspection evidence shows that standards are above national expectations. The high impetus, which leads to high standards and very good achievement in Years 5 and 6, is not maintained in Years 7 and 8 because a significant minority of pupils develop unsatisfactory attitudes towards learning. These pupils influence adversely the achievement of more committed pupils. However, the overall achievement of most pupils is good.
65. In national tests at the end of Year 6, standards are well above the national average, especially those of higher attaining pupils whose standards are improving faster than the picture nationally. The standard being reached is close to that of pupils from the same backgrounds in similar schools. Boys and girls are reaching similar standards. Pupils' performance in science is better than in mathematics but is close to that in English. Results are improving because the teaching is very good, pupils are keen to learn, parents are very supportive and close attention is given to test preparation and practice. Evidence from the inspection confirms the pupils' performance in the national tests.
66. Pupils' attainment on entry to the school is broadly average. The pupils make rapid progress and achieve highly because teacher's expectations are demanding and they enjoy what they are doing. Pupils continue to do well in Years 7 and 8 but the progress they make is less marked. This arises in part from regular assessment not being used effectively to inform the pupils of the progress they are making in their achievement and what to do to reach standards of which they are capable. Pupils with learning difficulties, including those with special educational needs and those from minority ethnic groups achieve well because of the attention they receive from learning support assistants and teachers working co-operatively and harmoniously together. Higher attaining pupils in the wide ability teaching groups are extended by well-matched questions for which responses are challenged and the use of correct scientific terminology is required. Specific and regular booster classes for the highest attaining pupils extend learning further. Scientific enquiry plays a key role in the teaching. Pupils are confident when using apparatus correctly, safely and respectfully. From Year 5 pupils know and understand the principles of fair testing and by Year 8 they identify, control and measure the effects of variables. Pupils have a good grounding in all aspects of numeracy and this is fully exploited when calculating, drawing and interpreting graphs and measuring. In an excellent lesson in Year 6, pupils predicted the possible outcomes when testing the friction between training shoes moving on different surfaces. Variables were controlled, measurements repeated and averages taken before graphs were plotted and interpreted to identify the surface that provided the best frictional grip for the shoe. Overall pupils'

skills in literacy are good. They speak, listen and read well. Report writing and displaying results are strong features; however, pupils are given fewer opportunities to develop skills in extended writing.

67. Teaching is good overall. It is better in Years 5 and 6 because time is used more efficiently and expectations and challenge are more rigorous. A wide range of effective methods serves to interest the pupils and helps their learning although opportunities to extend pupils' learning further through the appropriate use of ICT are missed. Pupils' learn well because they apply themselves well and show interest; those in Years 5 and 6 learn more effectively because they work hard and concentrate well when given individual tasks to complete.
68. Leadership and management of the subject are satisfactory. There are some strengths and a few weaknesses. Teachers meet weekly to plan lessons and ensure curriculum progression although as yet no written scheme of work for Year 5 is in place. Pupils are influenced by the subject and by the examples set by the teachers. These are manifested in the interest shown by the pupils and their keenness to participate in practical work. Management on a daily basis is sound but the monitoring aspects of teaching and learning, for example marking, the consistent use of the National Strategy and quality of pupils' work, are unsatisfactory. Departmental policies are available but some are obsolete. Rising standards reflect the strong commitment of the teachers to continuing improvement.
69. There has been satisfactory improvement since the previous inspection. When set against all schools, standards have risen. There has been a significant improvement in the use of practical science and this is improving learning and achievement. The management of the department is less effective and monitoring outcomes remains a weakness. The opening of the nearly completed science studio next term provides a unique opportunity to address the issues raised in this section of the report.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

The quality of provision in ICT lessons is **very good**.

MAIN STRENGTHS AND WEAKNESSES

- Standards in ICT are improving rapidly, especially in Years 7 and 8.
- Detailed planning, preparation and presentation of discrete ICT lessons give very good support to non-specialist teachers and all pupils' learning.
- Teachers have high expectations of pupils' commitment to the subject.
- Monitoring of the progress of pupils in discrete ICT is very detailed and rigorous.
- Accommodation of the older networked suites is very cramped.
- Access to network and Internet facilities from within all departments is lacking.
- Use of ICT across the curriculum remains unsatisfactory.

COMMENTARY

70. Teacher assessments in ICT confirm the good progress now made during pupils' four years in the school. In Year 8, standards are well above average. They have risen very markedly from entry in Year 5. Improvement in the standards of pupils with special educational needs and those who are gifted or talented is equally good.

71. Standards of attainment upon entry in Year 5 are below average. Since the last inspection, much has been done to raise standards. New accommodation and equipment have made significant contributions. The number of computers in the school is high and continues to rise. A new ICT co-ordinator, appointed three years ago, with experienced support staff are very well deployed to meet the rigorous targets towards which the school is now making rapid progress. Work seen in class and kept on the school's server as a record, shows that pupils' skills and understanding are well established and continuing to develop. Achievement of virtually all pupils is very good. These results represent an exceptional transformation and improvement.
72. Teachers have a determined and shared commitment to raise, develop and sustain the highest quality of teaching and learning. This has been undertaken in the context of wide-ranging changes to this department's organisation, staffing, accommodation and resourcing. Teaching and learning are commonly good and often very good with many outstanding features. Detailed schemes of work and well-differentiated lesson planning, preparation and presentation, using laptops, web-cams and digital projectors, capture and sustain pupils' interest and commitment. Pupils' skills, knowledge and understanding are rapidly increasing throughout all years, giving greater confidence to all who later may elect to follow examination courses in their high schools.
73. ICT is now secure as a discrete subject in all years. Organised in mixed ability groups, pupils follow a common programme for one hour per week. High standards are expected and rapid progress is well supported and challenged by the consistently high commitment of determined staff lead by a very expert co-ordinator. Basic keyboarding skills are firmly established and reinforced in units of work that give pupils growing confidence. Pupils understand that ICT has an important contribution to make to their literacy, numeracy and general education. They comment positively upon their increasing achievements and growth in self-esteem.
74. The school has made exceptional use of specific funding initiatives, including National Grid for Learning, voluntary contributions received from charitable funds and trusts, grants from the depart for education and schools (DfES), local education authority (LEA) and local businesses in the area.
75. Improvement since the last inspection in discrete ICT is very good. The overall quality of leadership and management of discrete ICT is very good.

Information and communication technology across the curriculum

76. ICT across the curriculum remains unsatisfactory. In the core curriculum, teachers of English contribute to the discrete ICT curriculum and make extensive use of the available facilities in their own area; promoting literacy, Internet research and pupils' increasing facility in the drafting and presentation of work, using word-processing and increasingly sophisticated PowerPoint presentations. In mathematics, lower attaining pupils gain the advantage of the ICT co-ordinator's role in the department's teaching. However, higher attaining pupils have limited access to ICT in their mathematics lessons. Science makes insufficient use of available ICT facilities in specialist teaching and learning although some non-specialists in Years 5 and 6 use it to aid numeracy and literacy. Therefore, important elements of National Curriculum provision in such areas as data-logging,

monitoring and control systems, computer-aided design and manufacture are generally denied to pupils.

77. In the foundation curriculum, only limited, if sometimes exemplary, use is made of ICT: in design and technology (thanks principally to the ICT co-ordinator); French; geography; history; and religious education (only one unit). It remains underdeveloped or unused in art and design, citizenship (which has yet to be established), drama, music (for which it has always been a statutory requirement) and physical education, although the newly appointed physical education co-ordinator contributes to the teaching of discrete ICT and therefore plans to make more use of it in his own subject. There has been little or no improvement in cross-curricular ICT since the last inspection.

HUMANITIES

Geography

Provision in geography is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Overall achievement at the end of Year 8 is good.
- Teaching is good enabling pupils to learn with enthusiasm.
- Relationships with pupils are very good.
- Schemes of work are weak and are not adapted to meet the range of learning needs that exist within the school.
- Marking is inconsistent.

COMMENTARY

78. Pupils enter the school with widely ranging skills in geography. Overall, standards are in line with national expectations. At the end of Year 6, standards are above average and this trend is continued to the end of Year 8. Pupils make good progress over their four years in the school and so achievement is good.
79. Teaching is good overall and no unsatisfactory teaching was seen during the inspection. In good lessons, pupils were quickly engaged through demanding tasks involving individual and group activities. Lower ability pupils are well supported and challenged whilst gifted and talented pupils are extended and encouraged to explore ideas at a greater depth. Teachers take careful note of the different preferred learning styles of pupils in devising teaching strategies offering a variety of ways of approaching a topic. This awareness and flexibility is very effective in raising achievement, especially amongst boys. In less successful lessons, pupils were not engaged sufficiently and did not take as much responsibility for their own learning and so their achievement was unsatisfactory. Relationships between teachers and pupils are very good, producing a classroom atmosphere of mutual respect that is purposeful and harmonious. Resources and accommodation for the subject are satisfactory although the use of a mobile classroom is a limiting factor in the use of ICT in lessons.
80. Classroom displays celebrate pupils' work and are used effectively to support teaching and learning. Good examples of the use of ICT were seen in pupils' work although no lessons were observed in which ICT was used. Key words are displayed, glossaries for

each topic are provided and teachers seek to develop literacy skills in a geographical context. Skills in numeracy, especially in the drawing and interpretation of graphs are also good.

81. Leadership of the subject is satisfactory in that pupils show enthusiasm for the subject and geographical knowledge and skills of a good standard are seen in pupils' work and in their response to learning activities. Management is unsatisfactory. Schemes of work are incomplete and are not adapted to meet the range of learning needs. Marking is inconsistent and assessment data is not used effectively in planning or in involving pupils in tracking their own progress. Teacher assessment at the end of Year 6 is satisfactory and there is good liaison with the upper school prior to transfer in setting targets for the end of Year 9.
82. Progress since the last inspection has been satisfactory overall. Standards have risen and achievement is now good. However, the weaknesses in the schemes of work that were noted at the time of the last inspection have not been addressed.

History

Provision in history is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Staff are devoted and hard-working non-specialists, with the exception of the historian headteacher.
- There is effective leadership but management aspects are unsatisfactory; schemes of work and assessment are not fully developed.
- Good teaching, learning and achievement contribute effectively to maintaining and improving standards.
- Students lack sufficient access to ICT in the history classroom that is cramped.

COMMENTARY

83. Standards achieved at the end of Year 8 are broadly average. The majority of pupils are developing greater confidence in study skills, working well, both collaboratively and independently. The focus of pupils' attention, especially when debating issues increasingly critically and analytically, is improving significantly. By Year 8, they have a secure if not yet sufficiently broad and deep foundation for those who may in future elect to follow GCSE courses. Overall, achievement is satisfactory.
84. On entry to the school, pupils' standards of attainment in history are below average. Standards in teachers' assessments are average by Year 6; this is confirmed by the evidence of the work seen. Overall progress is good, although a few pupils have difficulty with some important historical concepts.
85. Teaching and learning in history classes seen are never less than good and ordinarily have very good features. For example, a Year 7 class made good progress in understanding issues surrounding the Norman Conquest. Pupils also develop their literacy skills well. In all year groups, the impact of devoted teachers is clear in the detailed planning, preparation and presentation of lessons and the many materials to support them. Teachers' high expectations of pupils' engagement with history in using

primary source material and applying critical and analytical skills to their reading, research and writing is characterised by energy and dynamism coupled with sensitivity to the needs of individuals. This promotes increasingly positive attitudes, behaviour and attention to the task in hand by the vast majority of pupils who clearly value and enjoy their history lessons. Lapses in such standards are rare and then, well managed by teachers. Consequently, every lesson observed had positive outcomes, especially in the good levels of achievement seen. The history staff and pupils demonstrate their enjoyment of history by their commitment to the tasks set in class and the pupils' preparation of good PowerPoint presentations.

86. The subject has enjoyed good leadership with a clear vision of historical priorities and high levels of commitment and energy. However, management is unsatisfactory. The scheme of work is not formalised and assessment procedures are insufficiently developed. Activities are also constrained by accommodation and lack of access to ICT. The teachers make significant contributions to pupils' spiritual, moral, social and cultural development, notably in the considerable breadth of cultural experiences they encounter. There has been satisfactory progress since the last inspection. The high expectations of teachers are continuing to improve standards.

RELIGIOUS EDUCATION

Provision in religious education is **good**.

MAIN STRENGTHS AND WEAKNESSES

- The overall quality of teaching is good.
- There are strong demands made on the pupils and so they learn well.
- The range of activities provided makes a good contribution to pupils' spiritual, moral, social and cultural development.
- Assessment procedures and departmental monitoring are not sufficiently developed.
- Accommodation is unsatisfactory and has an adverse effect on pupils' learning.

COMMENTARY

87. At the end of Year 8, standards of attainment are above average. Pupils talk about a range of issues in world religions. These include topics on prayer, creation and the meaning and purpose of life. The pupils have a good grasp of many aspects of Islam and Sikhism as well Christianity. Their ability to relate this knowledge and understanding to their own lives and experiences is less significant. Pupils display a good range of skills. Their extended writing is good and they can reflect on and discuss a range of quite difficult issues with clarity and confidence. Pupils use information and communication technology in some of their work. The achievement of the pupils is good. There is no significant difference between the attainment of boys and girls. Pupils with special educational needs make good progress.
88. At the end of Year 6, standards of attainment are above average. Pupils have a good knowledge and understanding of many aspects of world religions. Pupils are particularly knowledgeable about sacred writings and the life and teachings of several founders and leaders such as Jesus and Guru Nanak. Pupils are also familiar with aspects of festivals and worship and the significance of the events surrounding these. Pupils use some information and communication technology in their work. Other skills are also well

developed such as extended writing. Pupils can express themselves well and they have good thinking skills. The achievement of the pupils is good.

89. Overall teaching is good. Lessons are well prepared and a wide range of interesting methods is used to put across the learning. The teaching makes significant demands on the pupils and they respond accordingly and achieve well. They work hard and are well behaved. In the majority of lessons, the content drawn from world religions is strong. Occasionally, it is not and the content has too much of social aspect at the expense of the religious. Additional emphasis could be given to bringing out what relevance their learning might have to their own lives and experiences. The teaching makes a significant contribution to pupils' general spiritual, moral, social and cultural development. More work with different levels of difficulty would be helpful to the more able and the less able pupils. Assessment requires further development but marking is carefully done. Homework is regularly set. The teaching is particularly good in encouraging pupils to develop more general learning skills as well as in helping them to acquire more specific knowledge and understanding.
90. Leadership and management are good. Departmental monitoring is not sufficiently rigorous. Staffing is satisfactory. Resources are good. Accommodation is unsatisfactory and is having some effect on the pupils' learning. No particular issues were raised at the last inspection, otherwise progress has been good since then.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

ART AND DESIGN

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

MAIN STRENGTHS AND WEAKNESSES

- Work in three dimensions is particularly successful in Years 6 and 7.
- The very good attitudes of pupils contribute positively to their learning.
- Planning for progression is not clear enough to ensure learning is good for all pupils.
- There is not enough careful, sensitive drawing from observation or good quality painting.
- Computers are used but not creatively enough to develop ideas.

COMMENTARY

91. By the end of Year 6 and Year 8 pupils are working at the levels expected nationally. Work in three dimensions is particularly successful with higher attaining pupils making effective models of shoes in clay, inspired by a visit to Northampton Shoe Museum and exciting large hats in papier mâché, inspired by images from the rainforest. Skills in drawing and painting are not as well developed as expected and do not support work interpreted in other media well enough. Most drawing is used to sketch ideas although the work of some higher attaining pupils demonstrates understanding of tone to describe form. They make satisfactory progress over the four years, gradually gaining more control over materials and growing in understanding about artists and their work.
92. The quality of teaching and learning is satisfactory overall. Relationships between pupils and teachers are cordial and pupils generally wish to do well and to enjoy their art and design lessons. Pupils benefit from plenty of personal attention and verbal feedback

from the teacher, and sometimes support teachers, ensuring that pupils with special educational needs make the same progress as their classmates. Visual aids are used well to inform and inspire pupils. Planning in both the long and short term does not always make learning aims clear. This can lead to too much instruction by the teacher; and a reduction in working time and consequent productivity. Assessment is thorough but not always used well enough to plan for the needs of individuals in lessons, particularly to ensure sufficient challenge for higher attaining pupils. Information about pupils' strengths and weaknesses is recorded systematically and passed on to the upper school on transfer.

93. The quality of leadership and management is satisfactory. Non-specialist teachers are confident in teaching art due to time spent in discussion with the specialist coordinator who also has good liaison links with local schools, giving him/her an accurate awareness of standards of work. Future planning does not identify or prioritise strategies to raise standards, particularly for higher attaining pupils. Many strands in the schemes of work are vague, such as specific learning aims for lessons, details of assessment criteria for each project and detailed planning for the differing needs of pupils. Computers are used occasionally but opportunities for their use have not yet been fully integrated into projects.
94. Art and design makes a good contribution to the cultural development of pupils through looking at artists' work and occasional visits to places of interest. Some work is inspired by world cultures but could feature more prominently. Displays around the school make the environment more attractive and celebrate the work of pupils. Improvement since the last inspection is satisfactory.

DESIGN AND TECHNOLOGY

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

MAIN STRENGTHS AND WEAKNESSES

- Very good leadership and management create an effective team.
- Good planning for progression of learning enables most pupils to achieve well across all areas, but there is a lack of specific challenge for higher attaining pupils.
- Very good pupil attitudes contribute positively to their learning.
- Computers are used well in Years 7 and 8 but not enough in Years 5 and 6.
- Assessment is thorough but visual reference related to the National Curriculum would aid standardisation across areas.

COMMENTARY

95. By the end of Year 6 and Year 8, pupils are working at a standard above that expected nationally in food, textiles and resistant materials. Computers are used well in Years 7 and 8 to develop and generate ideas but their use is not adequately integrated into projects in Years 5 and 6. Higher attaining pupils in Year 6 follow their plans accurately to successfully make wooden jigsaws; stitching and the use of embroidery is good in textiles and pupils make informed decisions in food technology due to experiments which have extended their knowledge and understanding. Sometimes there are not enough designs generated before starting to develop one, as in textiles and not enough market research carried out in order to give context to jigsaw designs. Overall achievement is good.

96. Pupils make good progress over the four years; there is a rapid gaining of skills in Years 5 and 6 in response to specialist teaching and equipment. Technical skills and knowledge and understanding are consolidated in Years 7 and 8 in all areas. Pupils work confidently and independently and their very good attitudes contribute positively to their learning.
97. The quality of teaching and learning is good. Relationships between pupils and teachers are cordial with pupils enjoying their lessons and wishing to do well. Good quality verbal feedback in lessons enables pupils to know how to improve their work. Individual teachers use visual aids and practical demonstrations well, but sometimes there is a lack of planning specifically to challenge the higher attaining pupils. Support teachers are used well to ensure that pupils with special educational needs achieve as well as their classmates. Marking and assessment are systematic and thorough but visual records of work related to National Curriculum criteria would assist marking and agreeing of standards across disciplines and especially help non-specialist teachers.
98. The quality of leadership and management is very good. Good quality planning by the co-ordinator is at the very heart of the success of the teaching in these areas; it provides a sound structure to ensure progressive learning and very good support to non-specialist teachers. A great deal of time is given to colleagues to ensure they are confident and knowledgeable about their subject with the result that teachers are confident and pupils learn well. Food, textiles graphics and resistant materials make a satisfactory contribution to pupils' personal development. Social skills are well developed as a result of collaborative work, as when using computers in Years 7 and 8.

MUSIC

Provision in music is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- The department is led effectively.
- The quality of teaching is good.
- Statutory requirements for the use of ICT are not being met because of the lack of music technology resources.
- The music accommodation is unsatisfactory and restricts the development of pupils' composing and performing skills.
- Provision for instrumental tuition and opportunities for pupils to take part in extra-curricular activities are good and contribute well to pupils' personal development.

COMMENTARY

99. Standards in Year 8 are in line with expectations for their age and achievement is satisfactory. Across all years, pupils' knowledge and understanding of musical elements and music notation are slightly above average. The quality of their singing has improved since the previous inspection. However, pupils are not always achieving as well as they should in their composing and group performing. This is because, although teaching is good, the limited space in the classroom and the lack of practise rooms, which were identified at the previous inspection, are barriers to further progress.

100. The standards reached by pupils at the end of Year 6 are in line with national expectations. This represents satisfactory achievement when compared with their attainment on entry to the school, which is average in music.
101. The quality of teaching and learning is good. Lessons are well planned enabling pupils of different musical abilities to achieve well. The key musical learning for the lesson is explained effectively to pupils so that they are clear about what is expected. Questioning is used very effectively to assess pupils' knowledge and understanding, to challenge them further and to help them to think for themselves. Consequently, pupils improve their knowledge and understanding of the key musical elements and vocabulary and develop their ideas. Pupils concentrate and behave well because of the teacher's effective management of pupils, the good pace and varied activities. However, the music accommodation restricts teaching and learning by means of practical music activities using instruments and as a result pupils do not always make enough progress with their composing and performing skills. Assessment is used effectively as part of everyday teaching to help pupils improve. However, criteria for assessing pupils' achievements within a unit of work are not sufficiently well developed for pupils to understand clearly what is expected and how to achieve at a higher level.
102. The music department is led and managed well by an enthusiastic co-ordinator who has a clear vision for further development and supports the other music teacher very effectively through regular meetings and planning. However, there are weaknesses in the monitoring of the department by senior management. Detailed planning to support teaching and learning across all years is now in place. Music technology resources have not improved since the previous inspection and as a result statutory requirements for the use of ICT in music are not being met. There are also insufficient keyboards for pupils to develop their keyboard skills effectively. The good provision of specialist music tuition, extra-curricular activities and performance opportunities contributes well to the further development of pupils' musical skills and to their personal development. A significant proportion of the school population is involved. Improvement since the previous inspection is satisfactory.

PHYSICAL EDUCATION

Provision in physical education is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Pupils achieve well by the end of Year 6 and Year 8.
- Good quality teaching and learning results in good progress for all pupils.
- There is insufficient use of ICT to support pupils' learning.
- The very positive attitudes of pupils results in a very purposeful atmosphere in lessons and extra-curricular activities.
- Very good extra-curricular provision throughout the year extends pupils' learning experiences.

COMMENTARY

103. Pupils' attainment in physical education on entry to the school is below average. By the end of Year 6 standards are as expected for pupils' ages. The majority of pupils achieve well. By Year 6, pupils have acquired a range of individual skills and are able to apply

these successfully in, for example, dance, football and netball. Standards in Years 7 and 8 are as expected for pupils' ages. By the end of Year 8, when pupils leave the school, the majority achieve well and have continued to build on the skills and techniques learned in Years 5 and 6. There are no significant gender differences. Across all years, pupils have developed well their understanding of the principles and procedures for warm up. A lack of extra basketball rings in the gymnasium means that pupils are not achieving as well as they could, particularly in shooting skills.

104. Overall, teaching and learning are good. Learning objectives are made clear at the start of lessons; thus pupils know what is expected of them. Teachers know their subject very well and have high expectations as regards behaviour and discipline and in the ability of pupils to work to their best. Effective breakdown and demonstration of skills, for example, in a Year 6 football lesson and a Year 5 gymnastics lesson, ensured pupils understood what was expected of them. Lessons are well structured, purposeful and provide progression and challenge. Attitudes are very good; pupils are enthusiastic and clearly respect the ethos within which the subject is taught. This enhances the quality of learning and promotes a very good atmosphere in lessons. Effective use of questioning by teachers helps develop the quality of pupils' speaking and listening skills as well as enabling teachers to gauge the level of pupils' understanding. However, there is insufficient use of visual support for pupils' literacy skills. Key terminology, for example, is not written up or displayed and teachers rarely use the whiteboards when teaching indoors.
105. Pupils are involved in pair and small group work but there are sometimes missed chances for them to be involved in structured observation of others' work, particularly in games. This would deepen their understanding further and help them refine and develop their own practice further. Teachers circulate well and effective use of praise and constructive criticism makes pupils aware of their capabilities and what they need to do to improve. There is insufficient use of ICT to support pupils' learning.
106. New leadership is good, has a clear vision for the provision of physical education and has already identified areas for improvement, such as refining assessment procedures. The quality of management is satisfactory; new procedures for the monitoring and evaluation of provision have not yet had time to become fully embedded. Pupils benefit from the expertise and experience of five specialist teachers. Very good extra-curricular provision throughout the year extends pupils' learning opportunities and includes recreational, competitive opportunities and termly general sports days. As a result of this, 58 per cent of boys and 40 per cent of girls have represented the school in inter-school competitive fixtures. One boy has achieved district and county representative honours and one girl has achieved national representative honours. Improvement since the previous inspection has been satisfactory.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

CITIZENSHIP

Provision in citizenship is **unsatisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- An audit has been done across departments to identify where elements of the National Curriculum can be found.
- Some of the elements of citizenship are covered in the personal, social and moral education programme and in other subjects such as English.
- Statutory requirements are not yet being met for citizenship.
- There is no co-ordinator of citizenship in the school and it is not being effectively managed.
- There is no scheme of work that clearly indicates where the National Curriculum is to be covered with sufficient time and depth of coverage.
- Suitable assessment and reporting arrangements are not in place.

COMMENTARY

107. Citizenship is still in the early stages of development in the school. An audit to determine where the National Curriculum is covered by the various subject departments has been carried out. A range of elements that help pupils to become informed citizens is included in the PSME programme. These include the law and how it affects young people, human rights, world trade and the Commonwealth. Other aspects are covered in a variety of subject departments in the school. For example, in religious education pupils look at the diversity of identities in the UK and in geography, pupils study various aspects of the environment. In English, pupils study some aspects of politics. Work on how the economy functions is not well represented in the school. The skills aspects of citizenship are covered in various ways. Some pupils participate in the school council. Many lessons encourage the pupils to develop their skills of enquiry and communication through debate and analysing information. Some pupils get opportunities to develop their skills of participation and responsible action such as in team building exercises in PSME. Many of these elements however have yet to be explicitly identified to the pupils as their learning in citizenship. The links between the three major strands of citizenship have yet to be clearly developed. The audit on citizenship has been drawn together and plans are in place to develop it into a scheme of work. Currently there is no co-ordinator for citizenship and so leadership and management of the subject are unsatisfactory. Monitoring of the subject is inadequate and suitable assessment and reporting arrangements are not in place.
108. No comment can be made about the standards of attainment of the pupils. No comment can be made about the quality of the teaching as none was seen during the inspection.

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 | 3 |
| Attendance | 4 |
| Attitudes | 3 |
| Behaviour, including the extent of exclusions | 3 |
| Pupils' spiritual, moral, social and cultural development | 3 |

| | |
|--|----------|
| The quality of education provided by the school | 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 | 3 |
| Support, advice and guidance for pupils | 3 |
| How well the school seeks and acts on pupils' views | 3 |
| The effectiveness of the school's links with parents | 2 |
| The quality of the school's links with the community | 3 |
| The school's links with other schools and colleges | 2 |

| | |
|--|----------|
| The leadership and management of the school | 4 |
| The governance of the school | 4 |
| The leadership of the headteacher | 3 |
| The leadership of other key staff | 4 |
| The effectiveness of management | 4 |

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