

INSPECTION REPORT

HOLYWELL C OF E V A MIDDLE SCHOOL

Bedford

LEA area: Bedfordshire

Unique reference number: 109712

Headteacher: Christine Chatt

Lead inspector: Carol Worthington

Dates of inspection: 2nd - 5th November 2004

Inspection number: 268400

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Middle deemed secondary
School category: Voluntary aided
Age range of pupils: 9 - 13
Gender of pupils: Mixed
Number on roll: 528

School address: Red Lion Close
Cranfield
Bedford
Postcode: MK43 0JA

Telephone number: (01234) 750 381
Fax number: (01234) 752 279

Appropriate authority: The governing body
Chairman of governors: R Bellamy

Date of previous inspection: 21st June 1999

CHARACTERISTICS OF THE SCHOOL

Holywell is a larger than average Church of England middle school, deemed secondary. There are more girls than boys. Three-quarters of pupils come from the villages of Cranfield and Wootton and one-fifth come from other areas in Bedfordshire and Buckinghamshire as a result of parental choice. A significant number of pupils come from overseas each year to be with their parents at Cranfield University. The percentage of pupils eligible for free school meals (4.4) is below the national average. The percentage of pupils with special educational needs (14.2) is below average, as is that of pupils with statements of special education need (1.3). The nature of special educational needs is mostly for emotional and behavioural reasons or dyslexia. There is wide ethnic diversity because of the children from overseas, but there are very few pupils within each ethnic group. Pupils are drawn from higher socioeconomic backgrounds than is usual. The school holds awards for Sportsmark and Schools Achievement. Attainment on entry is above average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20609	Carol Worthington	Lead inspector	Information and communication technology (ICT)
9163	Geoffrey Humphrey	Lay inspector	
25560	Ben Wigley	Team inspector	
15372	Patricia Walker	Team inspector	English History
20457	Brian Fletcher	Team inspector	Mathematics
20832	Mohindar Galowalia	Team inspector	Science
13805	Lynn Lowery	Team inspector	Geography Design and technology
11190	Winifred Burke	Team inspector	Art
8183	Gillian Keevill	Team inspector	Physical education
22935	Peter Dacombe	Team inspector	French Citizenship
23308	John Morrell	Team inspector	Music
2746	Roy Lund	Team inspector	Special educational needs

The inspection contractor was:

Tribal PPI
Barley House
Oakfield Grove
Clifton
Bristol
BS8 2BN

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6 - 9
Standards achieved in subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	9 - 14
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14 - 16
PART C: THE QUALITY OF EDUCATION IN SUBJECTS	17 - 31
SUBJECTS IN KEY STAGES 2 AND 3	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	31

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Holywell Middle is a **good school**, which has many strengths. The headteacher's very good leadership is well supported by the management team, governors and all staff, who are very committed to include all pupils in every aspect of school life. Teaching is good throughout the school, and frequently very good in Years 5 and 6. Pupils achieve well and attainment is above the standards expected nationally in most subjects. The school is run efficiently and gives **good value for money**.

The school's main strengths and weaknesses are:

- Achievement in English and mathematics is particularly good throughout the school.
- In 2004, the school's performance in English, mathematics and science in National Curriculum tests for 11-year-olds was well above the average of similar schools.
- Leadership and management are good but teaching and learning are not consistently monitored by all subject leaders.
- Teaching and learning are very good in Years 5 and 6.
- Provision for citizenship is underdeveloped.
- Very good provision for spiritual, moral, social and cultural education results in very good attitudes to learning.
- The school has outstanding links with other schools, and transfer arrangements are excellent.

The school has made **good improvement** since its previous inspection. All the key issues have received attention. Improvement in information and communication technology (ICT) has been very good, but its use across the curriculum, though wide, is still not fully co-ordinated. Management has strengthened, but there is still inconsistency in the monitoring of teaching and learning in some subjects. This remains a target in the school improvement plan. The proportion of very good teaching has improved considerably in Years 5 and 6, and the leadership of the headteacher is now very good; good leadership and management have been maintained. The school is in a good position to improve further.

STANDARDS ACHIEVED

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

Key: A - very high; 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.*

Standards attained in the 2004 National Curriculum tests for 11-year-olds are better than those of 2003 and have returned to the higher levels achieved in previous years. They show **good achievement** in English, mathematics and science. By the end of Year 8, pupils' attainment is above that expected for their age in most subjects, except in music,

physical education and design and technology, where it is as expected. Those in the current Year 8 have made particularly good progress in English and mathematics since their average performance in the 2003 National Curriculum tests, and their attainment has improved considerably at the beginning of their final year in the school. Pupils with special educational needs achieve well; they have made especially good progress in the current Year 5. Pupils who come to school with little English make rapid progress in language acquisition and very soon their achievement matches that of other pupils.

Pupils' personal qualities, including their **spiritual, moral, social and cultural development** are **very good**. The majority of pupils behave well and have very good attitudes towards their learning. Staff are sometimes not firm enough with the small minority of older pupils who do not behave as well as they should. Attendance is very good and pupils are punctual.

QUALITY OF EDUCATION

The quality of education provided by the school is good. **Teaching and learning** are good; eight out of every ten of the 103 lessons observed were good or better and nearly one-third were very good. In Years 5 and 6, the proportion of good and very good teaching was better than in Years 7 and 8 because of differences in teachers' subject expertise in some subjects, and inconsistencies in dealing with the few pupils who misbehave and disrupt lessons. Assessment is good, but marking procedures are not uniform. Citizenship is not mentioned in pupils' reports.

The school has a good, broad and balanced **curriculum** which helps all pupils to achieve well. This is enhanced by an excellent range of extra-curricular activities. Accommodation and ICT resources are inadequate for music. The pastoral **care, support and guidance** provided are very good and well matched to pupils' needs. Relationships throughout the school are good. There are excellent arrangements for involving pupils in the life and work of the school. The school has achieved a very good working **partnership with parents**. **Links with the community** are very good and used well to enhance the curriculum. There are excellent working relationships with all the schools in the local learning community and with Cranfield University.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are good. The management of pastoral care is very good, and of the curriculum, satisfactory. The monitoring and evaluation of teaching and learning by subject leaders are not consistent enough to ensure equally high standards in all years. Financial management is good but the approach to financial planning and budgeting is over-cautious, and has resulted in excessive carry-forward balances in recent years.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The majority of parents and pupils express high levels of satisfaction with the quality of education and care provided by the school. Good communication between the school, parents and pupils, ensures that their views are noted and acted upon and any concerns are dealt with very effectively.

IMPROVEMENTS NEEDED

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

- Raise the standards of teaching and learning in Years 7 and 8 to match the very good practice in Years 5 and 6.
- Monitor and evaluate teaching and learning so that good practice is shared and there is consistency of approach to marking.
- Ensure that all staff teaching Years 7 and 8 have sufficient subject expertise.
- Ensure that all staff adhere consistently to the school's procedures for behaviour management.
- Give consideration to the methods of maintaining progress in practical subjects when large classes are necessary.
- Ensure that the provision of ICT is effectively co-ordinated across the whole curriculum so that pupils' progress in all subjects is accurately recorded.

And, to meet statutory requirements:

- Make sure that pupils can swim the required distance by the time they reach the end of Year 6.
- Ensure progress in citizenship is reported fully in Years 7 and 8.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Standards in the National Curriculum tests for 11-year-olds are generally well above national averages. Achievement is good throughout the school, but better in Years 5 and 6, where it is often very good.

Main strengths and weaknesses

- Achievement is good overall, but better in Years 5 and 6 than in Years 7 and 8.
- Standards in 2004 in mathematics and science were well above the national average; in English they were above.
- In comparison with similar schools, these results were all well above average.
- The achievement of pupils with special educational needs is good throughout the school.
- Pupils learning English as an additional language achieve well and quickly progress to the standards of native-speaking pupils.

Commentary

1. Pupils enter the school in Year 5 with attainment in reading and mathematics above that expected for their age, though the results of literacy and verbal reasoning tests undertaken at the end of Year 4 fluctuate from year to year, and attainment in writing is below that of reading. In 2004, the school's performance in National Curriculum tests for 11-year-olds was well above the national average for mathematics and

science and above average for English. When compared with those of similar schools, where pupils have similar prior attainment at the age of seven, results for all three subjects were well above average. These results are a great improvement on those for 2003, when there was an uncharacteristic dip in performance. The current test results show that the school has regained its previously high standards and that pupils achieved well according to the predictions based on their tests on entry.

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

Standards in:	School results	National results
English	28.1 (27.1)	27.0 (26.8)
mathematics	28.6 (27.4)	27.2 (26.8)
science	30.0 (29.1)	28.9 (28.6)

There were 131 pupils in the year group. Figures in brackets are for the previous year.

2. The current Year 8, whose attainment dipped in 2003, also improved their performance. They have achieved well from their average National Curriculum test performance to be above average in English and mathematics at the beginning of their final year at Holywell. This is due to the measures put in place by the English and mathematics departments. The school's standards at the end of Year 6 have generally been rising since the previous inspection, even after the dip in 2003. Furthermore, the results of its pupils in the National Curriculum tests for 14-year-olds, taken two terms after they leave, also show a rising trend and the maintenance of generally high standards.
3. Current attainment is above that expected by Year 6 and Year 8, in all subjects except physical education, music and design and technology. Achievement in Years 5 and 6 is good, taking all subjects into account. It is very good in art because pupils make very good progress from Year 5. Achievement falls in design and technology from Year 6 to Year 8 because the advantages gained by specialist teaching in Years 5 and 6 are lost by the necessity for whole-class teaching in Year 7 and the shortage of specialist accommodation and resources; this results in insufficient progression of practical skills in particular in Year 7, but is improved in Year 8 as pupils make up lost ground. Achievement is satisfactory overall in Years 7 and 8 but not as solid as in Years 5 and 6, mainly because not all teachers have secure knowledge and understanding of their subjects at this higher level. In addition, a small minority of pupils misbehave and disrupt learning. In English and mathematics, however, achievement is consistently good from Year 5 to Year 8 and there is much very good achievement in Years 5 and 6 in particular.
4. Achievement of pupils with special educational needs is good. This is because teachers group pupils to focus support where it is needed, provide learning materials to suit individual needs, and because of the supportive attitudes of other pupils and most teachers. Pupils who do not speak English as their first language make good to very good progress in learning English. This enables them to achieve as well as the other pupils in their year groups.

5. All pupils' literacy, numeracy and ICT skills develop well as they move through the school. Pupils are articulate when they enter, although standards of verbal reasoning and writing are slightly lower than in the other areas. Great emphasis is put on developing these skills further through the use of discussion, group work, structured writing frames, and development of the correct vocabulary to aid their achievement in all subjects. Numeracy is used well in science, ICT, geography and history. A good ICT course develops keyboard skills when pupils enter the school and goes on to enable them to use ICT in most other subjects. Music is an exception to this, although there are now realistic plans to develop this. There is no significant difference between the achievements of boys and girls, except in physical education, where boys achieve better than girls.

Pupils' attitudes, values and other personal qualities

The majority of pupils behave well and have very good attitudes towards their learning. They say they find the work interesting and challenging. Staff do not always deal firmly enough with the small minority of older pupils who do not behave as well as they should. Attendance is very good and incidence of exclusions low. Pupils' personal development, including that in spiritual, moral, social and cultural development, is very good.

Main strengths and weaknesses

- Most pupils have very good attitudes towards their learning.
- Relationships and racial harmony are good throughout the school.
- Opportunities for pupils to develop their leadership qualities are very good, enabling them to take initiative and contribute to the work of the school.
- Pupils' attendance is very good.
- A small number of older pupils behave badly.

Commentary

6. The majority of pupils demonstrate very good attitudes towards their learning. Attendance is very good and pupils are punctual because they enjoy school, and find the work interesting and challenging. Where teachers promote high expectations, pupils concentrate and behave well. Where teachers' expectations are not strongly enforced, a small minority of older pupils do not behave as well as they should and this can disturb the learning of others. The behaviour management strategies introduced through the relatively new policy are proving very successful where they are consistently applied, but some teachers are still not dealing firmly enough with incidents of unsatisfactory behaviour.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.3
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.

7. Behaviour overall is good. Very good relationships, racial harmony and the inclusion of pupils from diverse ethnic backgrounds and of differing abilities are all real strengths of the school. Pupils co-operate very well, value the contributions and opinions of others and are caring and supportive towards their peers. Around the school, pupils are courteous and polite towards each other and towards adults. They extend a warm welcome to visitors and demonstrate great confidence when engaged in conversation. Incidents of bullying and harassment are infrequent but pupils confirm that, when such behaviour is reported, it is dealt with quickly and fairly. During the past twelve months, the rate of fixed-term exclusion has been very low. The very good learning attitudes and good behaviour have been well maintained since the previous inspection and continue to make a positive contribution to learning and to the ethos of the school.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No. of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	457	4	0
Asian – any mixed background	4	1	0

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

8. Pupils are encouraged to take the initiative and take on responsibilities around the school. The house system provides very good opportunities for pupils to develop their leadership skills by acting as house captains and by helping with the organisation of extra-curricular activities and clubs. Pupils on the school council take their responsibilities very seriously and exercise a significant influence on the life and work of the school. During induction visits, pupils on the school council have a major part to play in welcoming pupils who are about to transfer from lower schools.
9. The school's ethos is a reflection of the positive values expressed in the whole of its community. It is effectively expressed in pupils' very good understanding of the spiritual and cultural dimensions. School and class assemblies fully comply with statutory requirements. All personal and group achievements are celebrated in assemblies. Pupils' moral and social development is of a very good standard. They behave maturely and respectfully towards adults and each other.
10. Assemblies are reverential and generally conducted in an appropriately devotional atmosphere. Pupils' participation is good, and time is regularly given for them to reflect on their understanding of Christian values and codes of conduct. Pupils value the worth of the individual and build up very positive relationships with others. Their sense of awe and wonder at the natural world and human achievement is achieved in English, history and geography.

11. Pupils' moral development is promoted very well within a clear framework of values. The staff provide good role-models and are consistent and fair in their approach. Pupils clearly understand the rules and expectations set by the school and know the difference between right and wrong.
12. Pupils' social development is very good. Relationships throughout the school promote a calm and positive climate for learning, based on mutual respect. Pupils listen to and value each other's ideas and contributions, especially in their personal and social education programme. They are very polite, well behaved and show due regard for each other, staff and visitors.
13. Many of the subjects in the curriculum provide pupils with a very good understanding of their own culture and traditions as well as those of other countries. Pupils celebrate different cultures and recognise their value through discussion, study and role-play. The overseas pupils who attend the school for varying periods of time are fully included in all the school's activities and they contribute positively to the cultural development of the whole community. Visits to places of educational interest and the many extra-curricular activities also provide pupils with very enriching social and cultural experiences.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching and learning are good overall and the school provides a good curriculum. Care and guidance for pupils are very good. Assessment is thorough and constructive.

Teaching and learning

Teaching and learning are good throughout the school but much better in Years 5 and 6, where teaching has many very good features. In Years 7 and 8, a few unsatisfactory lessons were observed.

Main strengths and weaknesses

- Teaching in Years 5 and 6 is very good in mathematics, science and art.
- The management of pupils' behaviour is not always effective in Years 7 and 8 and this occasionally leads to disruption of learning.
- Teachers have very good expertise in the primary curriculum, particularly in English, mathematics, science and art, but their knowledge and understanding are not as secure in Years 7 and 8 and so their expectations not always high enough.
- All teachers contribute well to the school's current focus on improving writing.
- Assessment is good and used well, having improved considerably since the previous inspection.
- Good use is made of performance data, especially in mathematics and English.

Commentary

14. The quality of teaching and learning is good. Eighty per cent of all lessons seen were good or better, and 30 per cent were very good or better. Teaching and learning are often very good in Years 5 and 6, where 88 per cent of the lessons seen were good or better and 38 per cent very good or better - two lessons were excellent. In Years 7 and 8, although 69 per cent of lessons were good or better, there were six unsatisfactory lessons – two in science, and one each in English, music, ICT and personal, health and social education (PHSE). This was due mainly to weaknesses in the management of behaviour and to learning objectives being set too low.

Summary of teaching observed during the inspection in 103 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (2%)	28 (28%)	52(52%)	14(14%)	7(7%)	0	0

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

15. In Years 5 and 6, pupils' achievement is very good in many subjects, as a result of teachers' very wide expertise in the primary curriculum. In English and mathematics, this continues throughout the school, but achievement is not so high or consistent in other subjects, such as science and design and technology in Years 7 and 8. This is because teachers have a clear understanding of the progress pupils need to be making in Years 5 and 6 in preparation for more advanced work in secondary education and can extend their learning to meet it. This is not always the case in Years 7 and 8, however, because many teachers do not have the experience of teaching beyond Key Stage 3, and so progression is not so obvious to them. Sometimes, work is pitched too low, as in science, for instance, where the principles of thermal conductivity were not developed at a high enough level for pupils in Year 8 to understand why metals feel cold to the touch.
16. The school's current focus on writing has been adopted by all teachers and developed consistently through all subjects. This has contributed to the very good and often excellent progress made in the current Year 5, who entered the school with lower levels of literacy than in previous years. This includes pupils with special educational needs who have also made particularly good progress because of teachers' constant encouragement and high expectations.
17. Teachers develop mathematical skills particularly well throughout the school and they have worked hard to improve the standard of the current Year 8, whose performance in their Year 6 National Curriculum tests was only average, but who are now achieving well. Teachers have good expertise in ICT and use the ICT facilities frequently in most subjects. In history, for example, pupils were using the computer to make a log for a ship's doctor at the time of Gulliver's Travels, researching diseases and remedies of that time.

18. Most teachers use a wide range of approaches in order to include pupils with special educational needs, such as different kinds of questions, activities or materials. They make good use of praise and encouragement, and group pupils effectively. As a result, these pupils are engaged, motivated and behave well. The special educational needs co-ordinator and learning support assistants work well with the lower schools to make sure that concerns about the pupils' learning after admission are followed up with baseline assessment in literacy and numeracy and, where appropriate, personal and social development. An electronic database clearly demonstrates the pupils' progress over time and is used well to plan appropriate individual support.
19. Good teaching ensures that pupils who are learning English as an additional language learn well in all subjects in Years 5 and 6 and in most lessons in Years 7 and 8. Their own interest and willingness drives them strongly to become quickly competent in English. Their good command in other subjects, such as mathematics, gives them confidence, and their teachers work successfully to make sure they are fully included in lessons. From the outset, these pupils are taught in mainstream classrooms with others, and are given specific support in lessons where they need it. In this way they are exposed to a whole range of language that underpins learning in different subjects of the National Curriculum. Teachers give them the same level of high challenge as other pupils in the class, such as seen in an English lesson where the teacher raised their understanding of the English language by providing good illustrations of how to make newspaper articles effective.
20. The school has recently changed to mixed-ability teaching in all subjects except English and mathematics, and this has resulted in large classes in some practical subjects, for which the accommodation was not designed. This results in less practical experience for pupils because some groups are too large for one teacher to supervise when using cookers or workshop tools. Consequently, the benefits gained by the specialist teaching from Year 5 onwards are significantly reduced in Year 7.
21. In nearly all classes, pupils are well motivated and challenged by their teachers. They work hard because they are interested in and fully engaged by the work planned for them. Occasionally, and almost entirely in Years 7 and 8, pupils are not well motivated. A small disruptive minority - usually boys - interrupts teaching and prevents learning from taking place. Whilst the school has developed effective ways of dealing with disruptive behaviour, these are not always consistently applied in the classroom, and thus learning is interrupted.
22. Homework was an issue at the previous inspection. Teachers make good use of it now to extend the taught curriculum and reinforce learning. There is particularly good use of spelling reinforcement in Years 7 and 8, where pupils are given lists of words to learn, needed for later work in Years 9 to 11; testing is regular and thorough.
23. The quality and use of assessment are good, thorough and constructive and lead to an improvement in pupils' learning. Although all work is marked, there are some inconsistencies in practice. The better marking includes full comments by the teacher to which the pupil may reply and most marking gives a clear indication of how pupils can improve. However, there are examples of marking where ticks and crosses are thought to be sufficient. Targets for individual pupils are not consistently set across all subjects and pupils do not always know the level at which they are working.

24. An example of good practice is in French, where every pupil has a tracking sheet and the four attainment targets are assessed each term. National Curriculum level descriptors are simplified so that pupils can understand them and pupils select what they need to do next to progress. In some subjects, for example, in mathematics, there are good examples of pupils' self-assessment. Regular testing occurs throughout the school year in all subjects and the results are used to guide planning and to chart individual progress. The newly-appointed assessment co-ordinator is working with his colleagues to ensure a consistent approach to assessment and easy access to all data through the computer system.

The curriculum

The school has a good, broad and balanced curriculum which helps all pupils to achieve well. This is enriched by an excellent range of extra-curricular activities. There is no provision for swimming in Years 5 and 6, which is technically a breach of statutory requirements for Key Stage 2, as swimming is not provided at the First schools. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- Pupils benefit from an excellent range of extra-curricular activities.
- The school has excellent links with partner schools, which helps to maintain continuity in pupils' learning.
- Resources and accommodation for music are unsatisfactory.
- Music lacks certain ICT resources, which is limiting for the development of music technology.
- Pupils with special educational needs and disabilities are not always aware of the targets in their individual education plans, the levels they are attaining in literacy and numeracy, or of their progress in personal and social development.

Commentary

25. The curriculum includes all the National Curriculum subjects and religious education. In Years 5 and 6, there is a strong emphasis on literacy and numeracy, with particularly good provision for literacy in Year 5. As well as the daily literacy lesson, there are two additional lessons, one of which focuses on writing, a priority for improvement identified by the school.
26. The early start made in French helps pupils to achieve well by the end of Year 8. In religious education, new initiatives in teaching and learning have been developed and written into the scheme of work, helping to improve standards of achievement. In history, there are some interesting ways of looking at the prescribed topics, which helps to motivate pupils. In music, there are not enough opportunities for pupils to use ICT, although the arrival of some new equipment and expertise in the school may soon help to improve the situation.
27. Most pupils with special educational needs are offered a curriculum which is not significantly different from that provided for other groups of pupils. Access to the curriculum is assisted by careful setting, which concentrates support in the smaller

groups of lower-ability pupils, and through structured withdrawal, which is designed to boost these pupils' attainment in literacy and numeracy and in personal and social development. The individual education plans for pupils with special educational needs have specific targets relating to literacy and numeracy and, where appropriate, to personal and social development. The targets are modified each term and provide a good basis for planning lessons, and specific intervention, and for monitoring the pupils' progress. However, not all pupils are aware of these.

28. The lack of provision for swimming in Years 5 and 6 was also highlighted at the previous inspection. The governing body has considered many ways of providing swimming, but the nearest suitable pool is of such a distance from the school that the time that would be lost in travelling for a short swimming lesson would severely unbalance the rest of the curriculum. Governors have, therefore, decided that they will not provide swimming in the years of Key Stage 2 for which they are responsible. The school has taken steps to see that all pupils can swim the required distance; if they cannot, it gives parents details of where their children can have lessons.
29. Pupils benefit from an excellent range of extra-curricular activities. These include Scripture Union, art, music and sporting activities as well as clubs related to specific subjects, such as French and geography, and computer workshops. Pupils speak enthusiastically about the opportunity to develop skills and pursue interests. During the inspection, very large numbers attended both mid-day and after-school activities.
30. Holywell has excellent links with its local partner schools. Teachers meet regularly to discuss and plan the curriculum in order to make sure that pupils experience good continuity and progression as they move from their first schools to Holywell and then on to the upper school. There is an agreement, for example, about which sections of the citizenship curriculum will be covered by the upper school. There are good arrangements for pupils to complete agreed tasks at the end of Year 8, which are then passed to the upper school to help give a clear picture of the pupils' strengths and weaknesses.
31. Overall, the accommodation and resources of the school are satisfactory. However, in some instances, specific shortcomings place limits on the curriculum. In music, the main classroom is cramped and not furnished to allow the normal musical activities to take place. There are not enough practice rooms for the peripatetic teachers or for groups. In design and technology, the combined food and textiles room has only enough space and resources to allow half of the class to be working on practical activities at any one time. Plans are in hand to improve accommodation in music, and to improve office space and facilities for the staff as a whole.
32. Learning resources are satisfactory for most areas of the curriculum. The exception is in music, where the number of instruments and other learning resources are inadequate. There is insufficient bespoke software and not enough access to computer hardware for music.

Care, guidance and support

The pastoral care, support and guidance provided are very good and well matched to pupils' needs. Relationships throughout the school are good. There are excellent arrangements for the care of pupils, for listening to their concerns and opinions and for involving them in the life and work of the school.

Main strengths and weaknesses

- Mutual trust and respect between pupils and staff are very strong.
- Arrangements for consulting pupils and the importance placed on their concerns and opinions are excellent.
- Procedures for child protection, health and safety are very good.

Commentary

33. The welfare, pastoral care, support and guidance provided by the school are very good. Staff know the pupils very well and are sensitive to their personal and academic needs. The school provides an environment in which all pupils feel safe and are encouraged to work hard and to achieve to the best of their ability. Staff are very well aware of the needs of vulnerable pupils and the arrangements for child protection are very effective because those responsible are experienced, well trained and vigilant. The school learning mentor is very effectively deployed to support pupils who exhibit emotional or behavioural symptoms that may have an impact on their ability to learn and achieve their full potential. The school draws effectively on the support and advice of social services and other outside agencies when it becomes necessary.
34. Health and safety procedures are rigorous and very effective. There is good provision for first aid and medical care. The Sites and Buildings Committee of the governing body monitors health and safety practice and reports regularly to the full governing body. Pupils are very well supervised and are taught to use the school's equipment safely and to observe high standards of hygiene. There is a comprehensive personal, social, health and citizenship education programme and pupils have a good understanding of the value of pursuing a healthy way of life. The school is cleaned and maintained to a high standard.
35. There are excellent arrangements for the induction and transfer of pupils from the lower schools into the middle school, and for when it is time for pupils to transfer to the upper school. The relationships and degree of trust between pupils and staff are very good. Pupils from all year groups who were interviewed by inspectors confirmed that when they needed to seek help or guidance, staff would always listen and respond to their needs or concerns. Through the school council, pupils' opinions are sought, considered and acted upon. The high standards of welfare, pastoral care and guidance afforded to pupils have been well maintained since the previous inspection and some aspects, such as procedures for health and safety and child protection, have been improved further.
36. The school has very good arrangements for pupils who do not speak much English when they enter the school. All new pupils and parents are given a two-hour interview to ensure that they have a smooth beginning at the school. A 'buddy' system is also effective in settling these pupils while they are at the early stages of learning English.

Partnership with parents, other schools and the community

The school has achieved a very good working partnership with parents. Links with the community are very good and used well to complement the curriculum. There are excellent working relationships with all the schools in the local learning community and with Cranfield University.

Main strengths and weaknesses

- Partnership with parents is very good.
- Links with the wider community are very good.
- Relationships with other schools and colleges are excellent.

Commentary

37. The school has achieved a very good working partnership with parents and, in a number of ways, this has improved since the previous inspection. The majority of parents express high levels of satisfaction with the quality of education and care provided by the school. Effective two-way communication between the school and parents ensures that the views of parents are noted and acted upon and any concerns dealt with very effectively. There is a regular flow of information about the school's activities and about the curriculum. Newsletters are published each half term and booklets are regularly produced to guide parents so that they may support their children's learning. The use of homework is now consistent and good use is made of the pupils' diaries to enable parents to track the work that is set and communicate with class teachers. This is a particular area of improvement since the previous inspection. The above average attendance is further confirmation that parents value and support the work of the school.
38. The annual progress reports provide an overview of pupils' personal and academic development with an indication of progress, effort and attainment in relation to National Curriculum levels for most subjects. The weakness in the current style of reporting is the absence of any targets to guide parents on how to help their children improve their performance. However, separate target-setting meetings are arranged where parents are involved. These meetings and other formal consultation evenings are very well attended. There is an active and supportive parent, friends and teacher association which regularly organises fundraising and other social events. These are popular and well supported. A significant number of parents volunteer to help with educational visits and support other extra-curricular activities. The school has established very good links with the wider community and draws upon these community links to enrich the curriculum, particularly in connection with the personal, social, health and citizenship programme.
39. The parents and carers of pupils with special educational needs are systematically involved in the identification and monitoring of their children's needs and in reviewing the targets in their individual education plans. All such pupils with statements identifying the additional external help they need are receiving more support than

that specified. Links with parents of children who do not speak English as their first language are good, and the school has very good links with the community development officer at Cranfield University, who has responsibility for parents from overseas.

40. There are excellent links with schools in the group that comprises all the feeder lower schools and the main receiving upper school. The support and guidance provided for pupils during transfer phases into and out of Holywell are exceptional. Furthermore, cross-phase curricular planning and the monitoring of pupils' progress are very good. Older pupils from the upper school regularly participate in dance and drama sessions in the middle school and teachers frequently visit other schools to observe and teach together. The links with other schools and colleges have developed considerably since the previous inspection.

LEADERSHIP AND MANAGEMENT

The headteacher provides very good leadership. Other key staff give good leadership and the management of the school is good. Governance is good.

Main strengths and weaknesses

- The quality of the headteacher's leadership is very good.
- The senior staff and governors work closely together with a common vision for the school's future.
- Governors have not completely fulfilled their statutory duties to ensure that pupils are able to swim the required distance by the age of 11, but have done their best to solve this problem.
- The senior management team and all other staff work effectively together and share the same high expectations.
- Management of the school is good but in some subjects, monitoring and evaluation of teaching are not consistent in ensuring good common practice throughout the school.
- Financial management is good and administrative systems are very good.
- The school's approach towards financial planning and budgeting is over-cautious.

Commentary

41. Leadership and management are good. The headteacher works closely with the two deputies and all staff are involved in decision-making. She regularly consults all the teaching staff and others involved in running the school. All staff are encouraged to participate in devising the school improvement plan and in the evaluation of all new policies. By filling in a questionnaire anonymously, all the senior teachers in the school evaluate the headteacher's leadership qualities. Parents and pupils are also regularly invited to evaluate the school's performance.
42. The headteacher is energetic and enthusiastic and has a clear perception of what is required to raise standards. In this, she has the full support of her deputies, all other staff, governors, parents and pupils. The basis of her success is undoubtedly the careful and thoughtful planning and organisation of the curriculum and her accuracy

in identifying other areas for further and future development. In addition, her commitment to inclusion and her concern for the welfare of staff and pupils, form the underlying approach she adopts to the curriculum and to the teaching and learning.

43. All the National Curriculum subjects are well led except for science and citizenship, where leadership is satisfactory. Provision for pupils with special educational needs is managed very well by the governors, headteacher and the special educational needs co-ordinator. The individual education plans set realistic targets that relate appropriately to the National Curriculum. Their teaching programmes are used in and out of class and follow or adapt the school's main programmes, as necessary. Procedures for assessment and target-setting are not rigorous enough, however. The school is already aware of these shortcomings and is dealing with them.
44. Management of the provision for pupils who do not speak English as their first language is very good. The school does not receive any specified grant funding from the local education authority, but has been resourceful in securing some funding from Cranfield University. This money is used to provide in-class and withdrawal support where it is most needed. The school has forged good all-round relationships to support effective learning at the school.
45. Governance is good. Governors are clear about the priorities identified in the school improvement plan and in the department development plans. They fully support the new wide-ranging initiatives to evaluate the standards in the teaching and learning by the use of questionnaires and other schedules. This process is successfully providing a clear direction for the school. The governors have set appropriately challenging performance management targets for the headteacher in consultation with an external advisor. The annual report to parents is well produced and informative and fulfils statutory requirements. It clearly demonstrates that the governors are well informed about how the school is run through the work of its full board and sub-committees. The governing body has carefully considered the problem of providing swimming for pupils in Years 5 and 6; it accepts the school's compromise to help parents find lessons if their children cannot swim the required distance by the age of 11.
46. The school has an effective performance management system which is used well to evaluate performance to determine priorities for training. The cycle of performance management is linked well with that of school development planning, and aimed directly at improving pupils' performance, such as the current emphasis on writing, which all teachers have as one of their targets for improvement. The headteacher and senior managers use the school improvement plan well to identify priorities for all staff development. There are good links for in-service training with other local schools, particularly those in the 'pyramid' of lower, middle and upper schools. The role of the professional development co-ordinator, however, is not well developed, since it comprises mainly administrative duties overseen by the headteacher and deputies. Induction of new staff, including newly-qualified teachers, is good, and the school makes good provision for trainee teachers, having good liaison with local training institutions.
47. The school's prospectus is of very good quality and it is reviewed annually. The regular reporting and consultation with parents for different groups of pupils every

term is well considered. However, the annual reports to parents do not provide a clear and comprehensive account of pupils' strengths and weaknesses. Progress in citizenship is not reported on in Years 7 and 8.

48. The school improvement and department development plans are good operational documents and accurately reflect the school's priorities for development, for example, in improving writing and thinking skills, assessment and moderation by monitoring. A recent visit by the local education authority's school improvement team praised the progress made since 2003 and the school's processes for self-evaluation. The appointed mentors and other staff provide very effective and supportive induction for teachers who are new to the school, including newly-qualified teachers. An effective partnership arrangement allows initial teacher training students from the local university to undertake their teaching practice at the school. Places are also made regularly available for pupils from the local upper school to visit as part of their work experience programme.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,497,859
Total expenditure	1,419,541
Expenditure per pupil	2,719

Balances (£)	
Balance from previous year	113,304
Balance carried forward to the next year	191,622

49. The day-to-day administration of the school is very good and the school's finances are managed well. The headteacher, bursar, chairman of governors, chairman of finance, and governors on the finance committee with professional financial expertise, are all closely involved in the financial planning process. However, an over-cautious approach to budgeting and retention of a contingency fund has resulted in excessive balances being carried forward in recent years. The size of these balances was a justified concern expressed by a few parents at the pre-inspection parents' meeting. All purchases are made in accordance with best value principles. The school's financial and administrative staff perform their roles very efficiently and effectively.

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 **good**.

Main strengths and weaknesses

- Standards of attainment are above average and achievement is good.
- Teaching is good with some very good features.
- Assessment procedures are good.
- Pupils are insufficiently involved in tracking their own progress.
- Leadership and management are good, but teaching and learning are not effectively monitored.

Commentary

50. In the 2004 National Curriculum tests at the end of Year 6, the proportion of pupils achieving the nationally expected level was above the national average, as was the proportion reaching a higher level. These results were well above the average for schools whose pupils had reached similar standards in 2000 at the end of Year 2. This represents a sharp reversal of the dip in attainment seen in the 2003 tests, when standards had fallen to be in line with the national average. Inspection evidence indicates that attainment in Year 6 is above average, with pupils on course to attain well above average standards by the end of the year. The previous rising trend is now continuing.
51. Attainment in Year 8 is above that expected of pupils of this age, and they are likely to reach above average standards by the end of Year 9. The standards of this group of pupils were in line with the national average at the end of their Year 6, and there is strong evidence to indicate that attainment has risen considerably since then.
52. Pupils join the school with above average attainment in reading, but that in writing is average at best. Almost all pupils currently in Years 5 and 6 are achieving well and many very well. They make especially good progress in the development of a range of writing skills that are well matched to their intended purpose and audience. A group of lower-ability pupils in Year 6, for example, made good progress in using a clear, structured style to write instructions. Pupils with special educational needs make particularly good progress in Year 5, and those who come to Holywell with very little or no English make exceptional progress. In Years 7 and 8, pupils are also achieving well. Year 8 pupils have made up for their dip in standards in Year 6, and Year 7 pupils are maintaining the higher standard they achieved when they were in Year 6. Pupils of all ages make good progress when given the opportunity to discuss their ideas, since almost all are confident and articulate, enjoy the opportunity to argue a point and pay careful attention to the ideas of others.

53. Overall, the quality of teaching is good, especially in Years 5 and 6, where half of teaching seen was very good. Teachers have clear objectives that identify what is to be learned and these are discussed with the pupils. They plan a good range of activities and pupils are very engaged in lessons and retain good concentration levels. Teachers have high expectations that pupils will work hard and make good progress, and they make good use of questioning which makes pupils think deeply and explain their ideas. There is a clear concentration on the development of a full range of writing skills and teachers use very effective methods to promote these, encouraging pupils to put great thought into their written work. Marking is regular and generally helpful in explaining to pupils what they need to do to improve, but there are examples of missed opportunities to do this. Because teachers try to fit so much into each lesson, they sometimes do not leave enough time at the end for pupils to discuss and review progress towards the objectives. In the drama lesson seen, the teaching was very good and made a significant contribution to pupils' understanding and use of persuasive language. They were given good opportunities to improvise. Clear instructions ensured that they were all able to participate confidently and developed their opportunities to improvise well.
54. Leadership and management of the subject are good, with a firm commitment to raising standards. Writing has been identified as an area for improvement if standards are to continue to rise, and there are effective strategies to support the development of pupils' understanding and use of a wide range of writing skills. Clear schemes of work lead to consistency in teaching so that, for example, the emphasis on writing is reinforced by all teachers, but good practice is not always systematically shared. There are good procedures for the regular assessment of pupils' attainment and progress and for ensuring that pupils understand what is being assessed and how their work will be marked. However, pupils are not sufficiently involved in understanding, recording and tracking their own progress.
55. Improvement since the previous inspection has been good. More teaching is good or very good, especially in Years 5 and 6, and the recent development of assessment represents good progress. The monitoring of teaching and learning was identified as a weakness in the previous two inspections. Insufficient progress has been made in this area to date, but it is a priority in the department development plan and the school improvement plan.

Language and literacy across the curriculum

56. The standard of literacy in other subjects of the curriculum is good. There are good opportunities for discussion and pupils speak confidently, openly and articulately. In many subjects, for example history and art, discussion promotes high standards. The standard of writing is good. Pupils have wide general vocabularies and make good use of the vocabulary which is specific to each subject. Pupils express their ideas clearly, for example in mathematics, where they can set out their reasoning in a logical sequence. In science, pupils use a number of methods, such as charts and diagrams, to record their knowledge and understanding. Spelling is generally good and this is well supported by the regular use of spelling lists and of tests in English lessons. Standards of reading are satisfactory.

MODERN FOREIGN LANGUAGES

Provision in French is **good**.

Main strengths and weaknesses

- Pupils make an early start in French and progress well in Years 5 and 6.
- Pupils' attainment by the end of Year 8 is above average for their age.
- Extended speaking and writing tasks help to raise standards.
- The monitoring of teaching and sharing of good practice needs to be developed.

Commentary

57. Pupils make an early start in French, with an hour a week in Years 5 and 6. They make good progress in this time and achieve well. In a Year 5 lesson, for example, pupils held short conversations covering personal details, working from memory and speaking with some confidence. By the end of Year 6, pupils speak and write at some length about their family and their interests, with examples of up to 100 words of accurate written French.
58. By the end of Year 8, pupils achieve well, attaining levels above those expected for their age. They learn a wider variety of tenses and extend the range of topics they can talk about. There are examples of accurate extended writing which include past, present and future tenses, and pupils use a good range of vocabulary. In a lesson about daily routines, pupils progressed quickly. They started with basic vocabulary, and followed a sequence, combining this with expressions of time and then practised speaking in short sentences. At the start of another lesson, all pupils talked briefly about what they had done at the weekend. Standards of pronunciation are satisfactory, but pupils could do better. This is because insufficient attention is paid to teaching pupils how to decode the written form of the language.
59. The quality of teaching and learning is good overall, but with some significant variations. In the majority of lessons, teachers speak French most of the time, and give pupils good opportunities to practise the language using a variety of structured activities, including flashcards, games, pair-work, and songs. This helps to maintain the pace of the lesson, and promotes good learning. In a minority of lessons, pupils do not learn as well, either because there are not enough opportunities for them to practise the language themselves, or because too much teaching is in English. Pupils' behaviour and attitudes are good overall, and very good in Years 5 and 6. They are attentive to the teaching and co-operate well in pair-work and games. They produce a good quantity of written work and standards of presentation are good. In some Year 8 classes, the attitudes and behaviour of pupils are not as high as elsewhere.
60. Assessment is good. Regular speaking and writing tests are incorporated into the curriculum. These tasks encourage pupils to speak and write at some length, helping them to bring together what they have learned over a period of time. Teachers let the pupils know how they are progressing and then pupils set themselves targets for future improvement. These arrangements are a significant feature in promoting the

good achievement of pupils. Day-to-day marking, on the other hand, does not give enough comment or encouragement to pupils.

61. Leadership and management of the subject are good. Documentation is helpful and supportive, and systems for identifying and supporting gifted and talented pupils are good. Assessment and the use of ICT have been improved significantly since the last inspection. However, arrangements for monitoring teaching and sharing good practice are not well developed. The need for these to be improved is recognised in the development plan.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Good teaching promotes good learning and achievement.
- Pupils have very positive attitudes to learning and progress well.
- Too little use is made of ICT to support learning.
- Leadership and management are good but there are too few opportunities to share good practice.
- The curriculum is well planned and provides for challenging, investigative work, particularly in Years 7 and 8.
- Assessment is good.

Commentary

62. Pupils' attainment by the end of Year 8 is above that expected for their age. The National Curriculum test results for Year 6 in 2004 were well above the national average and significantly better than those attained in 2003. They were also well above the average for schools with similar prior attainment. The pattern of results over five years shows little difference between the performance of boys and girls. The test results are similar to those in English and science.
63. In the work seen during the inspection, pupils in Year 6 were attaining standards above those expected nationally. Attainment by the end of Year 8 is similarly above the national expectation. All pupils make good progress and achieve well as a result of good teaching that includes problem-solving and investigations, which sharpen basic skills with numbers. Pupils are arranged in teaching groups based upon prior attainment and this enables a close match to be made between the work set and the pupils' needs. Pupils with learning difficulties achieve well against their personal targets, because they work in smaller classes and are given good support by classroom assistants.
64. By Year 6, most pupils have increased their knowledge of the four rules of number and the properties of two- and three-dimensional shapes. They have extended measurement of length to area and perimeter. When asked questions about their work, pupils show good understanding and a sound use of mathematical vocabulary.

65. By year 8, pupils have built strongly on prior work by independent and collaborative study, learning about probability. They acquire good problem-solving skills and they practise manipulating number, investigating, for example, how many mythical bipod and tripod beasts can be constructed given just 37 legs! Pupils can transform shapes by reflection and rotation and illustrate the results in very clear diagrams. They have widened their knowledge of all aspects of mathematics and are well prepared to take on the rigours of senior school.
66. The quality of teaching and learning is good overall and has several very good features. Teachers know their pupils well and, consequently, the work set is matched to need, enabling all pupils to succeed. This in turn gives pupils the confidence to tackle more difficult assignments. Relationships are very good and are based on mutual respect. Lesson objectives are shared and, at the end of each lesson, pupils are asked to show that they have understood. This forms the basis of good planning for the next lesson. Pupils are encouraged to do their best. Praise is frequent and acts as a spur to further effort. Pupils' work is generally well marked and a great deal of useful assessment material is collected and analysed to prepare further work and assessment is good overall. There is, however, a need to establish clear targets for pupils in all years, for the benefit of pupils and parents. Although good computer programs are available in school to aid teaching in mathematics, and good examples were seen in pupils' work, they are not yet in regular use to create opportunities to enhance learning. The behaviour of pupils is very good - with very occasional lapses - and pupils take full advantage of all the opportunities to learn.
67. Leadership and management of the department are good. There is a strong team spirit amongst the teachers and they are all committed to maintaining and raising standards. Day-to-day management is perceptive and rises to the challenges. When the 2003 results for Year 6 indicated a decline in performance, for example, a plan was immediately prepared to put things right. The performance of the present Year 8 shows that the plan was successful. Good improvements have been made since the previous inspection. Teaching is consistently good, pupils make good progress throughout the school, and the vision for the future is shared by all teachers.

Mathematics across the curriculum

68. Although there is no policy statement for numeracy across the curriculum, pupils' competence in number and shape serves them well in other subjects. In science, pupils demonstrate good skills in calculation, measurement and work with graphs. Pupils collect and tabulate the results of experiments. In ICT, pupils consult a database and draw simple graphs. In art, pupils use their knowledge of shape to draw tessellating patterns and to help them in understanding perspective and proportion. In history, pupils chart historical events on a time line, and in geography, they use their knowledge of co-ordinates to read maps.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The results of standard national tests at the end of Year 6 have been above or well above the national average for most years since 1999.
- Pupils' achievement is good overall and better in Years 5 and 6,
- Monitoring of teaching and learning is weak and has not rectified the inconsistent quality of teaching.
- Teaching and learning are satisfactory overall and better in Years 5 and 6 than in Years 7 and 8, where there is some unsatisfactory teaching.
- Pupils' investigative skills are weaker than their theoretical knowledge and understanding.
- Targets based on the levels set out in the National Curriculum are not communicated to pupils.
- Pupils' attitudes and behaviour are good, especially in Years 5 and 6.

Commentary

69. Results in the National Curriculum tests at the end of Year 6 in 2004 were well above the national average. They were also well above the average for schools where pupils had similar prior attainment. The present results show much improvement from the results of last year, which were close to the national average. The school has produced results that were above or well above the national average for most years since 1999. Pupils' attainment at the end of Year 8 is above that expected for their age.
70. Current attainment in science is above expectation. This represents good achievement for many in relation to their standards when they entered the school. Much of science is taught through practical work. Pupils of all abilities and pupils who are learning English as an additional language work well together in groups. By the end of Year 8, pupils demonstrate above average knowledge and understanding of physics, chemistry and biology. Working together gives all pupils confidence and creates an interest in learning science, but investigative skills are not well enough developed and pupils do not show sufficient grasp of the scientific method by making fair comparisons. Their skills in interpreting data to find patterns and make predictions are weaker aspects of their learning.
71. Teaching and learning in Years 5 and 6 are good and they are satisfactory in Years 7 and 8. Strong features of the most effective lessons are well-structured teaching with effective starter activities. Demonstrations are used well and instructions are very clear so pupils can get on with their work quickly. Assessment is satisfactorily focused on learning targets, but these are not communicated to the pupils so they do not always know how they can improve their work. Management of pupils is effective. This, combined with pupils' good attitude and behaviour, leads to productive learning. Most lessons are concluded with a plenary session to consolidate new learning. Lesson planning and the matching of work to pupils' needs are weak in some lessons, especially in Years 7 and 8. Some teaching in these years also lacks challenge and time is not used effectively to maximise learning. These features result in unsatisfactory teaching and pupils not improving their acquisition of knowledge and understanding as well as they could. However, pupils' reflective thinking and keenness to do well help them to sustain good achievement. Assessment covers a

good range of tests but target-setting against the levels identified in the National Curriculum is not used consistently to inform and involve pupils in improving their performance, especially in Years 7 and 8. Good focus on safety ensures safe working in the laboratories.

72. Leadership and management are satisfactory. Improvement since the last inspection is satisfactory. Performance data are managed well and used effectively for setting challenging targets. However, these are not shared with pupils to keep them informed of what the teachers expect them to achieve. There are no arrangements for monitoring teaching and learning and, consequently, good practice is not identified or shared in order to improve teaching and to maximise learning in all classes, and some teaching is unsatisfactory. Use of electronic sensors is satisfactory, but the use of ICT for teaching is not developed as well as it could be. The curriculum provides a good range of topics in Years 7 and 8 but is not sufficiently guided by the National Strategy for Science at Key Stage 3 to deepen pupils' skills, knowledge and understanding. Time allocation in Year 7 is also less than what is normally expected. This has a negative effect on pupils' performance, especially at higher levels of attainment.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

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

Main strengths and weaknesses

- Teaching and learning are good.
- Pupils achieve well and attainment is above that expected for pupils at the age of 11 and 13 years.
- The network manager's expertise in lessons greatly enhances the effectiveness of teaching.
- The curriculum is not yet fully tailored to the needs of the school's pupils.
- The use of ICT for teaching and learning in all subjects is not sufficiently co-ordinated.

Commentary

73. Pupils achieve well in ICT throughout the school, and the above expected attainment by the end of Year 6 is maintained until pupils leave in Year 8. Pupils have very good keyboard skills by the age of 11 because they are encouraged to practise using Typing Tutor software from Year 5 upwards. By the end of Year 8, pupils have above average skills for their age in word-processing, desktop publishing and multimedia presentations and have experienced data-logging and the electronic control of small devices.
74. Teaching and learning are good. One lesson was unsatisfactory, but the network manager provided additional materials and the teacher re-planned it, and taught it very well. Teachers of the ICT skills course are not specialists but plan together so that the pupils gain a uniform experience and make similarly good progression in acquiring skills and knowledge. They are greatly assisted by the presence of the network manager in all lessons where skills are taught. This provides continuity,

develops teachers' skills as well as those of pupils, and enables minor technical problems to be overcome. Pupils' learning is strongly enhanced, and this is a major factor in their good achievement. Another is the manifestation of their very good attitudes and behaviour so that they remain remarkably attentive and well behaved when the teacher talks for too long while they are sitting on the carpet. The network manager also runs a 'catch-up' ICT workshop three times a week at lunchtime, which enables pupils to start lessons with work completely up-to-date.

75. Assessment is particularly good and pupils themselves play a considerable part in this. Self-assessment sheets have explanations of what they need to be able to understand and do to reach three different levels of the National Curriculum. In this way, they can identify where they are, with the help of their teacher, and easily see what they have to do to improve.
76. Leadership and management of the subject are good. The ICT rooms and resources are very well organised. Pupils obey rules and follow procedures for using these facilities and prepare themselves for learning with the minimum of fuss, leaving things ready for the next class. Expertise is shared and this enables all teachers to benefit from each others' skills. Leadership of the curriculum is satisfactory. The schemes of work have not been sufficiently modified to suit the school's particular requirements and context. Not enough opportunities have been planned to extend higher ability pupils and the co-ordination of ICT in the wider curriculum is inadequate.
77. Resources are good but are not all being used effectively. Accommodation in the main computer room suffers from having no air-conditioning and there are no facilities for writing at desks when planning new work. Improvement in ICT has been very good since the previous inspection, when the quality of provision was unsatisfactory.

Information and communication technology across the curriculum

78. Information and communication technology is used well in many subjects. A system of booking into one of the two computer rooms and making flexible use of lap-top computers, enables pupils and teachers to have enough access to develop their particular requirements for ICT in their subjects. A notable exception is music, where there is insufficient specialist software. However, improvements are now planned and the new teacher in charge of music and the network manager both have good expertise in music technology. In mathematics, very little evidence of the use of ICT was observed during the inspection.
79. Good examples of ICT use were seen in a history lesson, where pupils were using Internet facilities well to find out about diseases which a ship's doctor would have recorded in a journal in the eighteenth century. In citizenship, also, good use was made of the Internet to produce fact-files about the Houses of Parliament. There is regular good use of computers in French and satisfactory use in other subjects, mainly to access the Internet, to produce leaflets or to improve the presentation of work. There is some use of computer-aided design in design and technology and of sensing devices in science. 'Word Art' was used to good effect in the production of some banners for Christian Union, an extra-curricular activity. Many new resources have not yet been put into use.

HUMANITIES

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Standards are above those expected by the end of Years 6 and 8.
- The curriculum is well planned and interesting.
- Teaching is good, so pupils achieve well.
- Assessment is frequent and useful.
- Opportunities to visit places of geographical interest are limited.

Commentary

80. By the age of 11, pupils' attainment is above expectation. Pupils develop good map-work skills. They can use grid references competently and understand the different symbols used on maps. They know that physical and human features influence the development of places and most can give a good range of examples of each. They do a good deal of written work in the time available and it is generally neatly presented.
81. In Years 7 and 8, pupils' work in geography makes a positive contribution to the development of their literacy and ICT skills. They have the opportunity to carry out research using books and computers, and this enables their knowledge and skills in the subject to develop well. Although much of their work is still based on closed, short-answer questions using textbooks, well-planned assessments at the end of each unit of work give them the chance to use their good basic knowledge to produce interesting pieces of extended writing. The Year 8 pupils' newspaper reports on Mount Etna are good examples of this and are of a high standard. Pupils show the results of good teaching by the way they extend their geographical knowledge and develop their ability to explain rather than just describe. They know, for example, that land use varies and can suggest why. Pupils with special educational needs receive effective help from learning support assistants, and consequently, achieve appropriately for their ability.
82. Teaching and learning are good, and consequently, all pupils achieve well. Teachers have a secure understanding of the subject. They follow the scheme of work carefully, which ensures consistency of experience and learning for pupils in different classes. Teachers have high expectations of behaviour and of the presentation of written work. Relationships between teachers and pupils are good, so pupils work hard and generally behave well. Learning objectives are clear and are always communicated to the pupils so they know what they are expected to learn. Teachers give extra support to pupils with special educational needs and plan extension activities for those of higher ability, enabling all pupils to do well. Opportunities for pupils to learn from first-hand experience are more limited than is usually the case. The new subject leader is aware of this and has already planned to extend opportunities for fieldwork. Assessment is good. Marking is constructive and tells pupils what they have done well and how they could improve. Teachers are using the

department's new assessment scheme well. They assess the levels pupils are working at on completion of each unit of work. They also indicate which aspect of work needs improving if pupils are to achieve a higher level in their next piece of work.

83. Leadership of the subject is good. The recently-appointed subject leader is a good role-model for teachers and she provides effective support for staff. As a result, there is good teamwork and consistency of experience for the pupils. She is moving the department forward and all the issues raised at the last inspection are being, or have been, successfully addressed. Her action plan is clear and correctly identifies areas which need to be developed. Formal observations of teaching and the scrutiny of pupils' work now takes place. She has already begun to rewrite the scheme of work to ensure that pupils undertake more challenging activities.
84. Improvement since the previous inspection has been good. Above average standards and achievement have been maintained. The use of ICT is improving, particularly in the use of the Internet, and is now making a positive contribution to learning. Fieldwork opportunities are being systematically improved with trips to Swanage and Osmington, for example. Pupils now have more opportunities to carry out research and produce extended writing. Assessment is now being used to set individual targets for pupils. Monitoring of teaching and pupils' work is now taking place.

History

Provision in history is **good**.

Main strengths and weaknesses

- Attainment is above national expectations.
- Achievement is good from good teaching.
- There is good emphasis placed on the development of historical skills.
- Good use is made of performance data to track pupils' progress.
- Teaching and learning are not effectively monitored.

Commentary

85. Attainment in history at the end of Year 6 is above the nationally expected level for pupils of this age. Inspection evidence indicates that most pupils in Year 6 are already working above the expected level with two terms still to go before the end of the year. Attainment in Year 8 is above that expected for pupils of this age. Pupils go on to attain well above average standards at the end of Year 9.
86. Although pupils start Year 5 with above average literacy, their experience of the study of history is very varied. Assessments carried out soon after entry to the school indicate that attainment at this stage is broadly average, so pupils achieve well, especially in Years 7 and 8. The informed use that pupils make of primary historical sources to interpret and evaluate what happened in the past, provides a firm foundation for the study of history during the next stage of education.

87. The quality of teaching and learning is good. Lessons are well planned with clear learning objectives. At the end of each lesson, teachers review the progress which has been made towards these objectives, giving pupils a good understanding of how well they are doing and what remains to be done. Teachers plan a good range of activities to make the lessons relevant and interesting and pupils respond with enthusiasm, concentration and hard work. The teaching places a strong emphasis on the development of key historical skills of enquiry, research and interpretation of the past, as well as on content, and pupils understand how to carry out their assignments. Teachers make good use of discussion to make pupils think hard and to justify their opinions. Lessons are well and imaginatively resourced and pupils show good concentration in using the resources provided to the best of their ability. Assessment is good. Marking is regular and helpful in advising pupils on how they can improve. There is also appropriate emphasis during lessons on how to reach the higher levels of attainment.
88. Leadership and management of the subject are good. Good schemes of work promote consistency and offer good support to less experienced teachers. The good procedures for the regular assessment of pupils' attainment and progress offer clear advice and guidance to both teachers and pupils about how the work will be marked. They also offer pupils the opportunity to assess their own work. The information obtained from regular assessments is used to help plan future learning. Good use is made of the full range of data on pupils' performance to track the progress over time of individuals and groups. Opportunities for the enrichment of the curriculum through visits and visitors into school are good, and imaginative use is made of pupils' ICT skills to assist their progress. There has been generally good progress since the previous inspection although little progress has been made on introducing procedures for the monitoring and support of the teaching.

TECHNOLOGY

Design and technology

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

Main strengths and weaknesses

- Good teaching helps pupils to achieve well.
- Activities are interesting and pupils enjoy the subject.
- Assessment is frequent and thorough, so pupils know how to improve.
- Inadequate accommodation and resources limit learning for older pupils.

Commentary

89. By the age of 11, pupils' attainment is above that expected for their age. They do a great deal of work in the time available and work with all the materials specified in the National Curriculum. They acquire a broad range of practical skills and become familiar with the design process. Pupils of all abilities make good progress and achieve well. They produce a selection of annotated design ideas, before deciding which is the best one to make. They often investigate products before designing their

own. Teachers work hard to ensure pupils achieve success and, as a result, they build up confidence and an enthusiasm for the subject. Pupils' evaluation skills are sound and provide a good basis for development.

90. Pupils achieve satisfactorily in Years 7 and 8. They work hard and attain levels that are above those expected by the end of Year 8. Pupils produce good practical work, such as innovative acrylic food servers and educational toys for children. They learn formal drawing skills and their ability to use tools and machinery is extended. They show increasing initiative and independence. In Year 8, they learn how to use computer-aided design software to produce three-dimensional designs and, in Year 7, they learn about electronics. Pupils with special educational needs are given extra advice and help in the lessons, sometimes from very competent teaching assistants. As a result, these pupils achieve well.
91. Pupils generally behave well and show enthusiasm for their work. They say that they enjoy the subject. Pupils take care with the presentation of their folders and try hard to make products of good quality. They work safely and sensibly, and are quick to offer to help each other.
92. The quality of teaching and learning is good overall. Teachers are knowledgeable and provide competent demonstrations of new skills and techniques so that pupils quickly acquire these. Teachers plan interesting activities and expect pupils to work hard and produce sufficient good quality work. Good attention is given to the development of pupils' literacy and numeracy. Teachers plan their lessons carefully, taking into account the needs of pupils of different abilities. Lesson objectives are clear and communicated to the pupils. As a result, they know what is expected of them and try hard to achieve it. They work well individually and in small groups. Good use is made of computers, although access is difficult, owing to the large number of pupils in classes and the lack of computers in the department. Assessment is very thorough and pupils' attainment is carefully tracked so that anyone making less progress than expected can be given extra support. Pupils are given easily understandable level descriptor sheets and assess themselves against them. This enables them to see which level they are working at and how they can move up to the next. Teachers encourage pupils to take part in local and national competitions and they have been very successful.
93. Leadership and management are satisfactory. The recently-appointed subject leader has a good understanding of the subject and a clear vision of how it should be expressed in a detailed and appropriate development plan. She has worked hard to update the departmental handbook and is supportive of new and non-specialist teachers in the department. As a result, there is a good level of consistency across the department. She has already analysed previous results and identified strengths and weaknesses. She knows that assessment is too harsh at the end of Year 6 and that pupils' attainment is better than the recorded levels suggest. She is aware that standards in Year 7 are being adversely affected by the decision to teach full, rather than half, classes this year. Pupils' progress is hampered because the rooms are not equipped to deal with such large groups. Consequently, they have to wait for access to equipment and for help.

94. Improvement since the previous inspection has been good. Above average standards have been maintained. Planning now ensures pupils have a range of designing opportunities in all aspects of the subject. Pupils now have the chance to experience computer-aided designing and to study electronics. Accommodation and resources have been significantly improved. However, they still limit learning, with only five cookers and five sewing machines in the food and textiles room. Neither of the rooms has good access to computers.

VISUAL AND PERFORMING ARTS

Art and design

Provision in art and design is **very good**.

Main strengths and weaknesses

- The quality of teaching is very good; as a result most pupils achieve very well.
- Attainment is above that expected by the end of Year 6 and Year 8.
- The subject makes a very positive contribution to pupils' spiritual, moral, social and cultural development.

Commentary

95. Pupils' standard of art on entry to the school is average. By the end of Year 6, the overall standard is above average, including the use of sketchbooks for research, experimentation and evaluation of work. The good progress made is highlighted by the quality of drawing of the human figure, knowledge and understanding of artists and the range of skills gained. By the end of Year 8, the overall standard is above average with pupils gaining in independence as a result of the opportunities offered. Most pupils listen well and talk articulately about their work. They use key technical vocabulary correctly and understand the meaning in the context in which it is applied. Sketchbooks are very well used for observational drawing, research and development of ideas. Entries are not regularly dated however, and this limits their use for tracking progress or regression over time.
96. Achievement in lessons in Years 5 and 6 is very good with excellent achievement evident in one upper stream Year 6 class. High expectations on the teacher's part and the provision of quality opportunities allowed all pupils to demonstrate their ability to solve problems and work efficiently as teams, within tight time limits. Pupils in Year 5 with special educational needs and those who have English as their second language are well supported by the teacher and, where present, the learning support assistant. Very good spiritual, moral, social and cultural development is evident in the way pupils work together and understand the cultures and needs of others. A seminal moment was noted as one boy was moved to tears after studying an Impressionist painting of a young lady with a parasol, outlined against the skyline. There is no difference between the achievement of boys and girls. Writing is well presented, but some has spelling errors.
97. Achievement by the end of Year 8 is very good. The use of pair grouping usually works well in Years 7 and 8 with more confident pupils aiding others to move forward in their skill development or knowledge and understanding of art concepts. Pupils talk meaningfully about their work and clearly enjoy art lessons. They appreciate the art displays provided by the teachers but have not had any part in their creation. Both year groups use ICT well for research with digital cameras being used to record work. The use of computers for creative purposes is less than might normally be seen.

98. Teaching and learning are very good and, on occasions, outstanding. Teachers are knowledgeable, enthusiastic and offer themselves as very good role-models in the demonstration of their expertise. Lesson planning is very good. On one occasion, a teacher did not involve all pupils in the question and answer session at the start of the lesson. As a result, lower-ability boys did not understand the meaning of key concepts, such as analytical and synthetic cubism. Too few opportunities are provided for reading aloud and the library provision for art is not adequate for encouraging this form of activity. The arts clubs and visits are very well attended and make a significant contribution to the excellent extra-curricular activities.
99. Leadership and management of the subject are good. The schemes of work are very good. Assessment procedures are effective and enable pupils to know where they are and how to improve. Monitoring of teaching and learning has not taken place. Improvement since the previous inspection has been good, and all the points raised then have been resolved. Good use of ICT is made in using computers for research, drawing and designing, and by use of the digital camera.

Example of outstanding practice

After weeks of working in groups researching and building on the work of the environmental artists Richard Long and Andy Goldsworthy, Year 6 pupils moved out into the school grounds to create their own sculptures using natural materials.

Pupils' motivation was exemplary. The results were worthy of the records showing careful planning, refining of ideas and personal choice of materials and joining techniques to be used. The mud hedgehogs preparing for hibernation among the damp autumn leaves were typical of the high levels of achievement attained by all pupils. These images were recorded using a digital camera.

An incident occurred, however, that acted as a timely reminder that, where creativity is concerned, the unexpected, unplanned creative act has value and should be recognised and celebrated alongside creativity which arises from careful planning and hard work. In an act of pure pleasure at being freed from the classroom, a boy described circles against the sky as he swung a dried bull-rush around his head. As he did so, the dry outer casing burst, parachuting seeds into the air. Caught by the breeze, the seeds spiralled through space, briefly creating a sculptural form. This was in keeping with the vision of the artists the pupils had been studying. This precious moment was not captured by the digital camera and only recognised by the boy and the observer, yet it was magical for the one involved in its creation and also the one who beheld its beauty.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- The new subject leader has a strong determination to raise standards and provide high quality music education for all pupils.
- The quality of provision for pupils learning instruments is very good.
- Good relationships between teachers and pupils help to promote good learning.
- The lack of ICT resources is preventing pupils from receiving their full National Curriculum entitlement.
- The department has outgrown its present accommodation and is desperately in need of additional resources and practice rooms.

- Increases to the extra-curricular provision are not possible owing to a lack of staff time.

Commentary

100. No end of Year 6 or end of Year 8 school assessments were available for inspection because staff are new. Scrutiny of pupils' work completed before the summer of 2004 shows that attainment then was below that expected for pupils this age, but inspection evidence shows that current standards in Year 6 and Year 8 are in line with national expectations. Pupils achieve well from levels below expectation on entry to those expected for their age by Year 8.
101. Teaching and learning are good. All pupils enjoy the practical nature of lessons because tasks are well suited to their attainment levels. Pupils with special educational needs make good progress and no difference was noted between the progress of pupils from different ethnic backgrounds. Not enough direction is given to the more musically able pupils to ensure that they are challenged and know how to tackle harder tasks. Pupils' learning is also helped by the teachers' good lesson planning, by their clear explanations and by the appropriate amount of time they allocate for the completion of tasks. During the week of the inspection, many classes observed were recording their completed compositions for assessment purposes. Good relationships exist between pupils and staff, which enable good learning to take place. Approximately one-fifth of pupils receive lessons from the 15 instrumental teachers who visit the school weekly. The instrumental lessons observed and the standards seen in the excellent range of extra-curricular groups, showed that very good teaching is taking place. A further 100 pupils are keen to take instrumental lessons, but are prevented from doing so by lack of accommodation.
102. Leadership and management of the subject are good. Since the last inspection, a new subject leader has been appointed and a new curriculum has been devised. Assessment procedures are satisfactory and being effectively used to raise standards. However, target-setting is not rigorous enough.
103. Following the previous inspection, there was no evidence of any improvement taking place up to the summer of 2004, but the positive developments that have taken place since then contribute to satisfactory improvement. Nevertheless, the department cannot develop further until the shortage of resources, especially of ICT and percussion instruments, has been addressed. The present classroom is too cramped and unsuitably furnished. This is having an adverse effect on teaching and learning. The subject leader has a full timetable of extra-curricular activities, with the result that there can be no further increase in activities provided.

PHYSICAL EDUCATION

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Good teaching enables pupils to achieve well in lessons and attain standards in line with the national expectation.
- Leadership and management are good.
- The school does not make provision for swimming in Years 5 and 6.
- The formal monitoring of teaching to identify where improvements are needed is limited.

Commentary

104. By Year 6, standards of attainment in physical education are in line with those expected for pupils this age. During the inspection, only games lessons were timetabled for Years 7 and 8. Standards of attainment in these lessons were in line with those expected for their age. No other areas of activity, for example gymnastics or dance, took place so it is not possible to make an overall judgement about standards in these years. However teachers' assessments of other physical education activities show a similar picture, with attainment being in line with the national expectation and with the attainment of boys being higher than that of girls. Pupils achieve well in most lessons because they are well taught.
105. All pupils have above average games skills for their age, such as the ability to pass and receive a ball accurately. Tactical awareness is more varied, with boys generally having a better understanding than girls. Pupils understand the effects of exercise on the body and why they need to warm-up before exercising and playing games. In Years 5 and 6, standards in gymnastics and dance are in line with those expected for pupils this age. In all areas of physical education, pupils' understanding of what they are doing is good. When questioned, they give suggestions on how to improve. Where they are given the opportunity to observe and evaluate the performance of others, they respond very well, but they are not given sufficient structured opportunities to do to this. Pupils show a good level of control and co-ordination in all activities and a high level of creativity in their dance and gymnastics. Their ability to link movements and to vary their level and direction is not as well developed and this is an area for improvement.
106. The quality of teaching and learning is good. Pupils have very good attitudes to learning. Lessons are well organised. They start with clear instructions and explanations about what is to be learned. Pupils respond enthusiastically and organise themselves quickly, for example, when finding a partner or playing a game. Boys achieve better in games because the teaching provides more interesting and challenging mini-games activities than that for girls to develop tactical awareness. Pupils are supportive and encouraging to each other and this helps them achieve. Their ability to observe and evaluate the performance of other pupils' skills and tactics are not as well developed as they should be because not enough attention is given to this aspect. The recently revised record of achievement provides a good opportunity for pupils to assess their own learning. This is most effective where teachers tell pupils specifically what they are expected to achieve in lessons.
107. Extra-curricular provision is very good and has been recognised by the award of the national 'Sportsmark' to the school. Pupils are provided with opportunities to widen

their range of activities and to attain higher standards, for example in the successful school teams and the biennial gymnastics and dance display. Attendance at these activities by both girls and boys is good. These activities make a strong contribution to the overall excellent extra-curricular provision.

108. Leadership and management of the subject are good. The subject leader is enthusiastic, experienced and has a clear understanding of what developments are needed. He has made a good analysis of pupils' achievements, but not enough use is made of this to plan improvements. There is a limited amount of monitoring of teaching, more of which is needed to address inconsistencies and to identify areas for improvement. The subject is well resourced. The department has worked well to maintain the good standards of achievement and teaching since the previous inspection and more has been done to develop good assessment procedures. There remains the need to provide more opportunities for pupils to evaluate performance. Although there are good features, improvement since the previous inspection has been satisfactory because the school still fails to provide the statutory swimming provision by Year 6. This is a carefully balanced judgement by the governing body who feel the time taken to travel to suitable facilities is too long and would disrupt the school day too much.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Citizenship

Provision in citizenship is **satisfactory**.

Main strengths and weaknesses

- Separate lessons cover the first part of the curriculum well.
- Other subjects and whole-school activities make a positive contribution to pupils' citizenship education, but these wider contributions have not been fully audited or planned to fit together as a whole.
- Arrangements for assessing and reporting pupils' achievements are unsatisfactory.

Commentary

109. Separate lessons on citizenship are taught as part of a combined programme with personal, social and health education. The planned curriculum gives good coverage of the first section of the programmes of study and the schemes of work identify the objectives clearly. A small number of citizenship lessons were observed so no judgement on attainment is possible. In these lessons, the quality of teaching and learning and pupils' achievement were satisfactory.
110. Several other subjects and whole-school activities make a positive contribution to pupils' citizenship education. In English, for example, pupils write letters expressing their points of view about proposed developments of local woodland and take part in debates about contemporary topics. In religious education, pupils write about different faiths from the perspective of a believer. The school is also involved in a partnership with the county council which involves planning and design for local communities. There is an active school council and all pupils are involved in choosing

their representatives and also in choosing which charities they will raise funds for. The Year 8 Citizenship Day helps pupils gain an understanding of young people and the law and also the consequences of anti-social behaviour.

111. Although there is some good work in citizenship, there is no overall plan of how it all fits together, links with the programmes of study, or complements what is taught in the separate citizenship lessons. The school cannot, therefore, be sure how thoroughly the second and third sections of the programmes of study are covered. There are appropriate written plans to tackle this shortcoming. In addition, there is some misunderstanding about the scope of citizenship as a National Curriculum subject. At times, both teachers and pupils identify elements of their work and school life as citizenship when, in fact, it would be more appropriate to think of them as part of broader social and moral education.
112. Until recently, there has been no system to assess pupils' progress. Currently, reports are combined with those for personal, social and health education but they give no clear indication of pupils' progress in their knowledge, skills and understanding of citizenship. This is unsatisfactory. A new initiative involves pupils making assessments of their own progress. At present, whilst there is no overall curriculum plan, this scheme is over-reliant on pupils to interpret the self-assessment criteria and to find evidence for themselves.
113. Leadership and management are satisfactory. A new subject leader has been in post for only a short time. An improvement plan shows awareness of the need to develop the subject and it is in the early stages of being implemented. However, there has not yet been enough time for this to have a significant impact. Leadership and management of the subject are, therefore, just satisfactory.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	1
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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