

# INSPECTION REPORT

## **WOODLAND MIDDLE SCHOOL**

Flitwick, Bedford

LEA area: Bedfordshire

Unique reference number: 109687

Headteacher: Mrs Alison Byrne

Lead inspector: Mr James Bowden

Dates of inspection: 29<sup>th</sup> November – 2<sup>nd</sup> December 2004

Inspection number: 269106

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Middle deemed secondary  
School category: Community  
Age range of pupils: 9 – 13  
Gender of pupils: Mixed  
Number on roll: 765

School address: Malham Close  
Flitwick  
BEDFORD  
Bedfordshire  
Postcode: MK45 1NP

Telephone number: 01525 750400  
Fax number: 01525 750401

Appropriate authority: The governing body  
Name of chair of Mrs Fiona Walker  
governors:

Date of previous 22<sup>nd</sup> November 1999  
inspection:

## CHARACTERISTICS OF THE SCHOOL

Woodland is much larger than usual for a middle school. Currently there are 765 pupils (386 boys and 379 girls) and more than at the time of the previous inspection when there were 708 pupils on roll. The school is popular, oversubscribed and takes pupils from the three lower schools in the expanding commuter town of Flitwick, Bedfordshire. The local population is relatively advantaged. The attainment of pupils on entry to the school reflects the full range of ability but, overall, is broadly as expected for their age. The proportion of pupils eligible for free school meals is below average. Only a few pupils are from ethnic minorities and only two pupils require support with their English. The percentage of pupils with special educational needs (including those with a statement to outline their specific needs) is well below the national average. The range of special needs includes learning needs, speech or communication difficulties and behavioural, emotional and social difficulties. The school is involved in the national Primary Leadership Strategy as well as initiatives with a nearby specialist sports college and the Bedfordshire Learning Community 3, which is a network of local schools.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
7926	J Bowden	Lead inspector	
9537	C Marden	Lay inspector	
22042	J Challands	Team inspector	English; physical education
1503	T Browne	Team inspector	Mathematics; art and design
3242	M Newman	Team inspector	Science
32590	R Fenwick	Team inspector	Design and technology; information and communication technology
10817	G Rayner	Team inspector	Geography; history
2496	T O'Sullivan	Team inspector	English as an additional language; citizenship; French
11746	R Coulthard	Team inspector	Music; religious education
20704	T Elston	Team inspector	Special educational needs

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The overall effectiveness of the school is satisfactory.** Pupils' achievement is satisfactory. The quality of teaching has improved recently and is now good. The leadership and management of the school are satisfactory overall, and the new headteacher is giving a good lead in aiming for higher standards. The school is friendly and welcoming and ensures all pupils are valued. The school provides satisfactory value for money.

The school's main strengths and weaknesses are

- By Year 8, pupils' achievement in English is unsatisfactory, particularly in writing
- Pupils achieve well in most other subjects because of good teaching but, in some lessons, the work given to the most able is not challenging enough
- Information about pupils' existing attainment is not always used well enough to help teachers plan work for pupils of varying ability, to show pupils how to improve, or to keep parents informed about their children's progress
- Pupils' personal development is good because of good relationships and the secure school environment, and this is reflected in very good attendance and punctuality
- Very good quality extra-curricular provision extends pupils' learning and they are very well involved in the school council
- Provision in religious education is very good

Improvement since the last inspection has been satisfactory. In English, standards have declined, but in most other subjects standards have been maintained and provision in many has improved. The good quality of teaching has been sustained, and so pupils continue to achieve well in most subjects. The school has tackled most issues identified in the last report but recognises there is still improvement needed in using information about pupils' existing attainment to make sure that future work is appropriately challenging.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average*

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Pupils' achievement is satisfactory.** When they join the school in Year 5, their overall attainment is about the same as expected for their age, but below what is expected in English. By the end of Year 6, achievement is satisfactory overall. In mathematics, pupils achieve well to reach above average standards. In science, good achievement leads to average standards. In English, however, achievement is unsatisfactory and standards are below average, and particularly weak in writing. The results in the table above, which show that Year 6 pupils' performance in national tests was weak compared with pupils in similar schools, do not match the inspection evidence for mathematics and science. By the end of

Year 8, the same pattern of achievement in English, mathematics and science results in the same picture of standards. In most other subjects, pupils achieve well by the end of Year 8, and very well in religious education. In some lessons, the most able pupils do not achieve as well as they could. Pupils who have special educational needs and those who are gifted and talented achieve as well as others.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development are good.** Pupils have good attitudes to their work and behave well during lessons and at other times. The school has high expectations for pupils' conduct and makes sure that all pupils are fully involved in school activities. Attendance and punctuality are very good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory.**

**Teaching and learning are good** and were very good, occasionally excellent, in about a fifth of the lessons seen. Teaching is particularly strong where there is a range of stimulating activities and where pupils are made well aware what is expected of them in terms of their learning. Pupils are keen and interested learners, which results in a positive atmosphere in lessons. The quality of teaching seen during the inspection is better than would be suggested by pupils' overall achievement because of a combination of recent staff changes, the use of external support to promote better teaching of literacy in humanities subjects, and improved school leadership. Assessment is satisfactory. In science, French and religious education, the use of self-assessment is particularly good. Information about pupils' existing attainment is quite well used in mathematics and science to plan appropriately challenging work, but little used in English. Pupils are not always told the levels at which they are working, what they are aiming for and how they can get there.

The curriculum is satisfactory. Strengths in many subjects outweigh unsatisfactory provision in English. The emphasis on developing literacy skills, particularly the quality and range of pupils' writing, is inconsistent across the curriculum. Although the overall provision in ICT has greatly improved since the last inspection, in some subjects there are still insufficient opportunities for pupils to use computers. A very good range of clubs and other activities outside lessons enriches the curriculum. Pupils' care, welfare, health and safety are good, and provision of support, advice and guidance based on monitoring is satisfactory. Links with parents are satisfactory overall. Very good links with other schools and good links with the local community enhance the quality of education provided for pupils.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management of the school are satisfactory.** The newly appointed headteacher is providing good leadership. She has already identified the school's priorities for improvement and is taking appropriate steps to address these weaknesses. Other key staff are effective in their leadership. Management is satisfactory. The school makes reasonable use of information about its performance to identify areas for improvements and to take action. Subject management is generally good, but unsatisfactory in English. The governance of the school is satisfactory overall, but governors are not ensuring that all pupils are receiving their entitlement to a daily collective act of worship.

## **PARENTS' AND PUPILS VIEWS OF THE SCHOOL**

Parents have a good opinion of the school and the quality of education it provides. They are satisfied with most aspects of its work. However, almost a quarter expressed the view that they do not receive good enough information about their children's attainment and progress. The inspection team agrees. Pupils are very positive about their school, in spite of typical

reservations about other pupils' behaviour. The inspection team judged behaviour to be good overall.

### **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are

- Tackle the underachievement in English, particularly in writing
- Provide sufficient challenge for the most able in all lessons
- Improve the use of information about pupils' attainment

And, to meet statutory requirements

- Ensure that all pupils receive their entitlement to a daily act of collective worship

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in subjects**

Pupils' achievement is satisfactory overall, good in mathematics and science, but unsatisfactory in English. By the end of Year 6 and Year 8, standards are average overall. They are above average in mathematics, average in science, but below average in English. In most other subjects, pupils of all abilities achieve well by Year 8.

#### **Main strengths and weaknesses**

- Achievement in English is unsatisfactory, particularly in writing and for the more able
- Pupils do well in mathematics and ICT and standards at the end of Year 6 and Year 8 are above average
- Achievement is very good in religious education.

#### **Commentary**

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

Standards in:	School results	National results
English	26.1 (27.3)	26.9 (26.8)
mathematics	27.9 (27.9)	27.0 (26.8)
science	28.5 (29.9)	28.6 (28.6)

*There were 209 pupils in the year group Figures in brackets are for the previous year*

1. The table above shows the average point scores attained by pupils in the national tests in English, mathematics and science at the end of Year 6. Each point is roughly equivalent to one term's progress, so the table shows that in 2004 pupils were about a term ahead of pupils nationally in mathematics and just less than a term behind in English.

2. Pupils join the school at the start of Year 5 from three main feeder schools. Although the Year 2 test results of these schools are above average, pupils join Woodland with broadly average standards of attainment in mathematics and science, but below in English and physical education. In all other subjects, standards on entry as expected for pupils' ages.

3. In the 2004 national tests for Year 6 pupils, results for English, mathematics and science taken together were average. In English, results were below average and have declined over the past three years. Whilst the proportion of pupils attaining the expected



Level 4 was higher than the national figure, it was much lower for Level 5. In mathematics and science, however, the proportion of pupils attaining Level 5 was above the national average. The trend in improvement for mathematics and science results is generally in line with the national trend. Overall, results have been rising at a lower rate than the national trend of improvement, mainly because standards in English have declined. This is because there has been lack of focus by leadership and management on the teaching of writing, particularly creative and extended writing, which has affected the overall quality of pupils' work. Mathematics and science benefit from good leadership and management and good quality teaching and learning. Comparisons in relation to similar schools, which use pupils' results in the Year 2 tests, are tenuous because pupils only spend the last two years of their primary education at Woodland, whereas the data used refers to the whole of Years 3 to 6.

4. Work seen in Year 6 was average in science, design technology, geography, history, French and physical education. It was above average in mathematics, information and communication technology (ICT) and religious education. In English, standards are below average because of a lack of focus on dealing with weaknesses in the quality and range of pupils' writing. Standards are below average in art because not enough time is allocated to teach the subject.

5. Pupils make steady progress as they move through the school. Standards at the end of Year 8 are above national expectations in mathematics, geography, history, ICT, physical education and religious education. They are in line with national expectations in science, design technology and French. In English and art standards remain below average.

6. By the end of Year 8, achievement in most subjects is good, but it is only satisfactory overall because pupils do not do well enough in English. The results of the optional national tests pupils take in Years 7 and 8 in mathematics show pupils make good progress and, according to local education authority test data, pupils go on to do well in the end of Year 9 tests. Achievement in the basic skills of numeracy is good and pupils' competencies in ICT are above average. Standards of literacy are below average, particularly in writing, which affects the quality of pupils' work across the school. Pupils with special educational needs achieve satisfactorily. Their needs are identified as soon as they enter school and they make steady progress. Pupils with statements of their special educational needs do well because their targets are precise and show clearly what they need to do to improve. Individual targets, however, are too vague for those without a statement of their special needs and this prevents them from making rapid progress. The most able pupils are not always set work that is challenging enough and, as a result, in some lessons their achievement is not as high as it could be.

7. Since the last inspection, Year 6 national test results in English and science have declined, but results in mathematics have been maintained. Standards at the end of Year 8 have improved in geography and physical education, declined in English and French, but in most other subjects are similar to those at the time of the last inspection. Bearing in mind pupils' current good achievement in most subjects, improvement has been satisfactory.

### **Pupils' attitudes, values and other personal qualities**

Pupils' personal development is good. They have good attitudes to learning and behave well in and out of lessons. The school provides well for pupils' spiritual, moral, social and cultural development. Pupils' attendance and punctuality are very good.

### **Main strengths and weaknesses**

- Very good relationships underpin pupils' good attitudes to school
- Pupils behave well because staff are consistent in their expectations and recognition of good behaviour

- Opportunities for pupils to take responsibility enhance the quality of their personal development
- Very effective whole-school systems result in very good attendance and punctuality

### Commentary

8. The strengths seen in the last inspection have been maintained. Pupils are very positive about school. They expect to enjoy their lessons and usually do so. This is demonstrated by their very good attendance. The school's insistence that pupils should arrive on time in the morning and the strict recording of lateness, accompanied by sanctions for being late twice, are very effective in promoting very high levels of punctuality. The school follows up rigorously all inadequately explained absences.

#### Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.0
National data	6.0	National data	0.3

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

9. Most pupils work hard and persevere when they find the work difficult. They are keen to take part in lessons and most work well independently. They listen well and respond positively to teachers' instructions. The very good relationships between staff and pupils give pupils the confidence to express their own ideas. These positive attitudes contribute to pupils' good achievement in lessons. For example, in religious education lessons, there is always a good working atmosphere.

10. Behaviour around the school is good. Pupils are polite, hold doors open for adults and are considerate to the needs of others, such as asking visitors if they need help finding their way around school. In the playground, pupils usually play well together. The great majority of pupils behave very well in lessons, but there are a few boys who behave 'laddishly' and disrupt the learning of themselves and others, if they are not dealt with effectively by the teacher. Most teachers manage behaviour well, using the school procedures appropriately when there are problems.

11. Pupils are honest enough to admit that bullying does occur occasionally in the school. However, parents and pupils are rightly very confident that when it does occur it is not tolerated and staff deal with it effectively. The level of exclusions is low with no permanent exclusions in the last year.

#### Ethnic background of pupils

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

#### Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
725	4	
2		
8		
5		
1		
6		
7		
1		
1		
8		

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

12. Teachers arrange for pupils to work together in different groupings. This, together with the many opportunities there are for pupils to take responsibility in the school community, is very effective in promoting pupils' social development. Consequently, pupils work well together and take their responsibilities seriously. This is particularly evident in the school council, with pupils involved in the appointment process for new teaching staff. Parents and pupils particularly value the buddy system that helps Year 5 pupils settle into the school.

13. Pupils' moral development is very good. They understand the need for rules and generally keep to them. Pupils show they care for others less fortunate than themselves by raising money for different charities, sometimes on their own initiative. Teachers provide very good role models, treating pupils with fairness and respect. Personal, health and social education (PHSE), religious education and history lessons make strong contributions to this area. For example, in history, pupils explore moral issues and develop an understanding of different cultures when they study the impact of the British Empire on people's lives. In a PSHE lesson, pupils broke eggs on their head without knowing for sure whether or not their egg was hard-boiled. This was an imaginative way of illustrating that it is just as hard to predict whether an individual might die on the first occasion of sniffing butane gas.

14. The school is very aware that many pupils have minimal first hand experience of other cultures and so works hard to develop an understanding of different cultures and faiths, for example by celebrating and studying Aboriginal art. In religious education lessons and assemblies, pupils are taught about different religions and customs. They also have good opportunities to learn about their own culture with many pupils learning to play a musical instrument.

15. Spiritual development is satisfactory. Three-dimensional art work shows that pupils can reflect on their own and others' feelings and then depict this in their work. Pupils are encouraged to reflect on their own attitudes. The school has a regular pattern of assemblies in which opportunities are provided for the enhancement of pupils' spiritual development. A role-play in an assembly by two Year 8 pupils demonstrated effectively how pupils could change their attitude to resolve a conflict in a more positive manner.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a satisfactory education for its pupils. Teaching and learning have improved recently and are now good. The curriculum is satisfactory and the provision of extra-curricular activities is very good. There are good arrangements for pupils' care and welfare. The school places a high value on pupils' views. Links with other schools are very good, links with the community are good, and links with parents are satisfactory.

### **Teaching and learning**

Teaching and learning are good. Assessment procedures are satisfactory.

### **Main strengths and weaknesses**

- Most lessons are well planned, making good use of national guidance
- Lessons have a good variety of activities that encourage pupils to learn for themselves
- In some lessons, work for the more able is not challenging enough
- Teaching and learning are very good in religious education
- Very good relationships between staff and pupils make for a positive atmosphere in lessons and enable good learning
- Marking and assessment are satisfactory, but pupils are not given enough guidance on how to improve their work, particularly in English

## Commentary

### Summary of teaching observed during the inspection in 92 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (3%)	15 (16%)	48 (52%)	24 (26%)	1 (1%)	1 (1%)	

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

16. Teaching and learning were very good, occasionally excellent, in a fifth of the lessons observed, and at least good in just over 7 out of 10. The findings of the inspection mirror the positive views of pupils and parents as regards the quality of teaching and learning. Teaching is good across all years in mathematics, science, art and design, design and technology, ICT, French, physical education and citizenship. In geography and history, teaching is good in Years 7 and 8. Though not unsatisfactory, teaching is less effective in English. This is because leadership in the department has not focused teaching and learning sufficiently on developing pupils' writing skills, particularly through extended and creative writing, and the work set for more able pupils in some of the lessons is not demanding enough. In religious education, however, teaching is very effective because teachers have high expectations of what pupils can do. Pupils across the whole ability range learn very well because of the carefully targeted individual support they receive. As a result, standards of writing and speaking are high in this subject.

17. Although staff turnover since the previous inspection has been considerable, the overall quality of teaching and learning has been maintained. The good leadership of the new headteacher has also had an impact, and teaching is better now than suggested by pupils' achievement from their past work and the 2004 test results at the end of Year 6. The few examples of excellent teaching were across a range of subjects. The school has identified the need to share good practice and to build further on the support for the teaching of literacy across the school. For example, in humanities subjects, the focus on teaching literacy skills has improved considerably of late because of effective external support.

18. Much teaching has been positively influenced by using national strategies. In the best-planned lessons, learning objectives are shared with pupils and a starter activity is included to consolidate what they already know as well as to introduce the focus of the lesson. This was particularly effective in a Year 6 ICT lesson where the teacher was developing pupils' competencies in the use of spreadsheets to record data. Sometimes, though, starter activities with younger children do not focus enough on the consolidation of basic literacy and numeracy skills. Teachers include a good range of activities, such as paired and small group tasks, which ensures pupils are actively involved in their learning and also developing their communication skills very well. For example, in an excellent Year 8 PSHE lesson, the teacher had a very clear idea as to what pupils should achieve and made the lesson interesting because relevant practical and stimulating activities were included. Pupils moved around the room identifying safe and unsafe areas that the teacher had prepared, and were then involved in thoughtful discussion of safety issues. This active approach enhanced very well the quality of pupils' learning and, as a result, achievement was very high.

19. In many lessons, teachers' effective use of questioning not only challenges pupils to think but also enhances their speaking and listening skills. In a few lessons, however, teachers do not always ensure that a wide enough range of pupils have a chance to answer questions. When set, homework usefully extends pupils' learning. For example, in a Year 7 history lesson, pupils were asked to prepare a recruitment pack for Roman legionnaires, thus developing further their research skills. At the end of lessons, teachers are adept at

ensuring pupils consolidate what they have learned by drawing the main themes together and reinforcing key vocabulary.

20. Very good working relationships, and good attitudes and behaviour generally underpin effective teaching. In the best lessons, these qualities are the key to high achievement. In many lessons, the teacher's natural enthusiasm is shared with pupils, so they work hard, very willingly, in a very purposeful atmosphere. Pupils respond very well when the work is challenging, and particularly so when trusted to work independently or as pairs and small groups. For example, in an excellent Year 7 mathematics lesson, pupils learned the vocabulary, conventions and notation for identifying lines, angles and shapes in a highly stimulating and effective way. As a result, all were engrossed in their work, listened very attentively and made much better progress than might have been expected because the work was demanding enough for everyone.

21. The teaching of pupils who have special educational needs is satisfactory. The ability sets in English and mathematics generally meet the needs of these pupils well. Teaching assistants are good at helping pupils who are stuck and this ensures that they are fully involved in the learning. This was seen to very good effect in a Year 6 French lesson. The skilled teaching assistant was of great help to pupils with special educational needs when working in groups, and then gave them just the right amount of guidance to enable them to answer questions in the whole-class session. They were justifiably proud of their achievements.

22. Although systems for assessing pupils' attainment and progress are satisfactory overall, the school recognises that improvements identified at the last inspection still need to be made. The marking of work is generally satisfactory in mathematics and science, with effective day-to-day feedback that supports learning. Marking and assessing in English, however, are inconsistent. In some subjects, the pupils are unsure of the levels at which they are working, what they are aiming for or how they can get there. However, in science, French and religious education, the use of self-assessment and National Curriculum levels works particularly well because pupils judge how well they are doing and consider what they need to do to improve. Whole-school analyses of test data and target-setting information to support learning are used quite well in mathematics and science, but little used in English. The lack of careful use of assessment information is reflected in imprecise reports to parents. As a result, parents are not always given clear guidance as to how their child can improve. The school recognises that it needs to use assessment more effectively to help pupils in their learning and has identified this as a focus for development and staff training.

## **The curriculum**

The curriculum is satisfactory. It is enriched well by a very good range of other activities outside lessons. Overall, staffing, accommodation and learning resources meet the needs of the curriculum well. The statutory requirement for the provision of a daily collective act of worship for all pupils is not met.

### **Main strengths and weaknesses**

- The curriculum as a whole, including extra-curricular activities, is matched well to pupils' needs
- Provision to develop pupils' writing skills, in English and some other subjects, is unsatisfactory because there is too little opportunity for extended or creative writing
- In Years 7 and 8, too little time is available for art and design and technology
- The provision for pupils' personal, social and health education (PSHE) is good

- Pupils are well prepared for their next stage of education as a result of close links with the upper school
- The very good range of clubs and other extra-curricular activities broadens pupils' learning
- The provision of well-qualified teachers, support staff, accommodation and resources is good

### **Commentary**

23. Whilst the curriculum is satisfactory overall, the lack of opportunities for pupils to develop their writing skills in English and in other subjects is a weakness that affects overall standards of achievement. There are, though, plenty of opportunities in humanities subjects where writing skills are well developed. This is as a result of effective external support the school bought in. Because of the way the timetable is organised, there is insufficient time to cover all the elements that should be taught in art and design technology. Consequently, it is difficult to raise standards of attainment further in both subjects. The time provided for formal ICT lessons has greatly improved since the last inspection and standards are above average. In other subjects, however, the use and development of pupils' ICT skills is inconsistent. A well-planned PSHE programme is successful in promoting pupils' personal development. As a result of close links between the Woodland and the upper school, the curriculum is planned well to ensure pupils are well prepared for their transfer at the end of Year 8.

24. The provision for pupils with special educational needs is satisfactory. The school has made sound progress since the last inspection in the way that teachers use information about pupils' difficulties to plan lessons. Although targets for pupils with a statement outlining their specific learning needs are sharp, targets for other pupils with special educational needs are often too vague, which makes it hard for pupils and staff to be sure that progress is fast enough.

25. The very few pupils who are learning English as an additional language are well supported in lessons and receive further support from the special educational needs department to improve their access to the curriculum. Appropriate specialist language-development teaching is also provided. Curriculum provision for these pupils is good.

26. The school provides a very good range of activities that enrich pupils' learning. Opportunities to make and enjoy music are strong. The school orchestra, choir, ensembles and instrumental music lessons have been maintained very well, in spite of staff illness. A very good range of clubs, both recreational and subject based, is offered. These are well attended and extend pupils' learning. Design and technology and ICT, including a well-visited web site, also contribute well. Visiting speakers, foreign and home trips, including those organised by science and art, contribute further to pupils' opportunities for personal development and widen their horizons. Year group residential trips are also provided.

27. Sporting provision is very good. All pupils receive two hours per week of high quality physical education, which exceeds the present government target of 75 per cent of pupils receiving this amount of time. A wide range of activities outside lesson time, including recreational activities and competitive fixtures, provide very good opportunities for pupils to extend and develop their sporting skills and interests. The physical education department is actively involved in the local school sports co-ordinator scheme.

28. The match of teachers to the curriculum is good, which provides a good basis for achievement. There are sufficient well-qualified staff and specialist teachers in most subjects. The provision of support staff, teaching assistants and technical support staff is good. Accommodation is good and meets the requirements of disability legislation. Most subjects are well provided for, but physical education is short of suitable indoor space for

wet weather use. Resources are good and support learning well. Resources for ICT have improved significantly and now exceed government targets. The library provision is satisfactory, well used but small.

29. Overall, improvement has been satisfactory since the last inspection. The provision for formal timetabled ICT is much improved, but there still remains the timetabling issue of art and design and technology. Other positive aspects mentioned in the last report have been maintained.

### **Care, guidance and support**

The school takes good care of its pupils and provides satisfactory support and guidance for them. Pupils are involved very well in the life of the school.

### **Main strengths and weaknesses**

- A very good induction programme ensures pupils settle quickly in Year 5
- The quality of pastoral care is good
- Pupils are not sufficiently aware of how they can improve their work
- The school council gives pupils a very effective voice in the running of the school
- Pupils are very confident that staff will help them with problems

### **Commentary**

30. Strengths identified at the time of the last inspection have been maintained and there have been some further improvements. Parents rightly feel that their children are well cared for. The very good relationships between staff and pupils give pupils the confidence to share any problems. Staff know pupils very well and provide very good support for the most vulnerable pupils. The house system and the reward system support pupil's personal development effectively.

31. There are good arrangements for first aid, health and safety. Risk assessments for school visits are particularly thorough. Child protection procedures are securely in place, as training for staff has improved since the last inspection. Teachers and teaching assistants are kept up to date with child protection issues as a result of regular briefings in staff meetings.

32. Assessment data are used inconsistently to inform pupils of how well they are doing and how they can improve their work. In science, pupils are involved fully in the assessment process and this contributes well to their achievement. In English, however, assessment does not ensure pupils know how well they are doing and how to improve.

33. The support and guidance for pupils with special educational needs are satisfactory. These pupils are identified quickly when they enter the school. Management draws on a wide range of assessment data to help guide the appropriate placement of pupils on the school's list of pupils with special educational needs. Annual reviews are effective and support pupils with a statement of special educational need as they move through the school. Data is analysed to show how well pupils with special educational needs are progressing year on year. Teachers and teaching assistants ensure that they are included in all lessons.

34. Arrangements for transition from feeder schools and to the main upper school are very well organised and managed. Liaison between feeder, middle and the upper school is very strong, which helps ensure a smooth transfer of pupils as well as ensuring that effective links are made between pupils' learning at each stage in the curriculum. For example, Year

4 pupils have some lessons, such as physical education, in the school and benefit from an induction day where they meet their form tutor and new classmates.

35. A high value is placed on involving pupils in decision making within the school. The school council provides a very effective forum for pupils to express their opinions and is involved in staff appointments, including the recent appointment of the new headteacher.

### **Partnerships with parents, other schools and the community**

Partnership with parents is satisfactory. Links with other schools are very good, and links with the community are good.

### **Main strengths and weaknesses**

- Information provided for parents about their children's attainment and progress is unsatisfactory
- Very good links with feeder lower schools support pupils' transition to middle school
- Parents are very supportive of the school
- Good links with the local community support pupils' personal development and extend their experiences well

### **Commentary**

36. The parents' association has raised significant amounts of money used to provide mini buses, and resources for various subjects. Events at the school are well attended. Some parents expressed the view that they did not receive good information about their children's attainment and progress. The inspection team agrees. The annual reports give a general idea about relative strengths and weaknesses in subjects, but do not clearly identify if pupils are achieving at the expected National Curriculum levels. The quality of teachers' comments varies widely, with many not reporting on how well pupils have progressed in the subject during the past year. Some reports do give good quality statements about what pupils can do and understand, but there are very few comments relating to how pupils could improve their work. In addition, parents are unhappy about the arrangements for consultation evenings. In Years 5 and 6, they only see their child's form tutor who just reports on English, mathematics and science and, in Years 7 and 8, may see only three teachers. However, the school ensures parents are always welcome to make appointments to see teachers at other times. Parents report that teachers are very good at returning their calls when they contact the school.

37. The school believes strongly in working closely with its feeder schools and has a wide range of links with them that help to ensure a smooth transfer of pupils. These include teachers visiting the lower schools and vice versa. Subject leaders from lower schools meet with staff at Woodland to ensure there is a seamless curriculum from Year 4 to Year 5. There are also strong curriculum links with the upper school, and so there is a coherent programme of study in each subject. A particularly exciting initiative coming out of the Learning Community (a group of local schools) is a focus on 'creativity' after school tests in the summer term. Schools will share their facilities and staff to support pupils' creative development in a range of activities.

38. Links with the local church help promote well pupils' understanding of the Christian faith, for example when the Christmas service is held there. Local Christian leaders also regularly visit the school to take assemblies. The school helpfully supports local youth groups, including members of the scout's association, by letting them use the school premises for various events. Pupils' personal development is enhanced through attendance at the local Youth Forum. The school has supported the creation of a youth club in the town, benefiting not only its own pupils but also others from within the local community. Links with Flitwick Town Council resulted in pupils successfully taking part in their arts festival.



39. Since the last inspection, improvement has been satisfactory because the school has maintained many strengths in this area. A remaining weakness is that it still does not provide parents with good enough information about their children's attainment and progress.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are satisfactory. Leadership by the new headteacher is good, well supported by other key staff. Governance of the school and its management are satisfactory.

### **Main strengths and weaknesses**

- The school is well poised to improve as a result of the good vision and purpose of the new headteacher
- The senior leadership team has a shared vision of how the school can move forward
- Subject leadership and management are generally good, very good in ICT and religious education, but unsatisfactory in English
- Plans to improve aspects of the school's work are insufficiently focused upon raising pupils' achievement
- Checks on the quality of teaching and learning are not rigorous enough in identifying and rectifying weaknesses or sharing good practice
- Analysis of information about the performance of pupils, although improving, is not being used with enough consistency to support and improve pupils' achievement
- The management of staff and provision for their welfare is good.
- Although the governance of the school is satisfactory, governors are not ensuring that all pupils are receiving their entitlement to a daily act of collective worship

### **Commentary**

40. The headteacher has made a good start in leading school improvement. Since her recent appointment, she has taken effective steps to identify the ways in which her leadership can be most beneficial to the school, areas requiring improvement, and the strengths upon which she can build. Regular and focused meetings of the senior leadership team have ensured that the priority of improving the use of assessment data to inform planning is now being effectively addressed. New external advice brought in to improve the provision for literacy is already paying dividends in humanities. In line with the workplace reforms, time is being provided for all subject departments to check on the quality of classroom practice, with a focus on sharing what is good and what could be improved. As a result of new leadership, the school has the capacity to improve further.

41. The senior leadership team provides a good blend of long experience and service to the school and the stimulus of fresh perspectives from newer colleagues. The team works coherently because roles are clearly defined and communication is effective. It has quickly developed a positive working relationship with the new headteacher. Relationships with other staff are good. The leadership team is approachable and supportive and its members take a fair share of roles such as the supervision of pupils around the school. There is a strong commitment to making the school one in which all are valued, happy and successful. This is expressed in the effective measures taken to ensure that all areas of school life, including visits, are accessible to all pupils, for example those with physical disabilities.

42. Heads of year carry out their functions satisfactorily. They provide effective pastoral support and guidance for their pupils, but are not involved decisively enough in the monitoring and guidance of academic progress. Subject leadership, which is generally good, is best in ICT and religious education where it is very good. It is unsatisfactory in English because there is inadequate vision for the development of the subject and of literacy across the curriculum, and too little checking on the quality of teaching and learning to share good practice and identify weaknesses.

43. Leadership and management of the provision for pupils with special educational needs are satisfactory. Teachers benefit from knowledgeable support from the assigned governor and co-ordinator, and have made a sound start in producing their own targets for individual pupils. There is still some way to go, however, before these targets are precise enough to get the best out of the pupils.

44. The school's strategic improvement plan is a satisfactory document. It was formulated during the summer to maintain the key elements of the preceding plan in a way that would be both useful and workable during the period following the arrival of the new headteacher. While identifying important areas for development, such as assessment of pupils existing attainment to help teachers plan their lessons for pupils of varying ability, the plan is not specific enough about how these will be funded, or how success will be evaluated. The school is well aware that, in moving to a fuller plan, it needs to focus much more clearly upon how planned improvements will benefit pupils' achievement.

45. Checking on the work of subject departments is satisfactory. The school is improving its procedures for identifying weaknesses and sharing good practice. There are procedures for monitoring the departments that teach the core subjects of English, mathematics and science. However, this has not ensured that weaknesses identified in the provision of English have been fully addressed. A system for auditing the work of the other subjects has now been developed, though not yet fully implemented.

46. The school has partially addressed the key issue from the last inspection relating to the way in which it needed to improve the management of assessment procedures so that they were more effective and consistent across all subjects. Recording and organising of assessment information, using ICT, is now done in a way that is more accessible and useful to staff. However, it is not yet ensuring that all subject departments use the information consistently to identify how well pupils are achieving or to guide them towards improvement. The role of key staff, such as heads of year, is not defined clearly, nor is it focused sharply and effectively enough on better achievement.

47. Governance of the school is satisfactory. The governing body is highly supportive, but also asks critical questions. Governors are aware of the school's strengths and weaknesses and have now prioritised reversing the decline in standards in English and improving the development of literacy skills across the curriculum as the major tasks for the newly appointed head. Governors have helpful links with departments, and all governors serve on at least one of the sub-committees. They also have good links with parents and the wider community. Most governors have had appropriate training and an experienced chair of governors encourages the effective use of the expertise of individual governors. They are involved in formulating and reviewing the school's improvement plan and its financial planning. In one respect, governance is unsatisfactory because governors are not ensuring that all pupils are receiving their entitlement to a daily act of collective worship.

**Financial information for the year April 2003 to March 2004**

Income and expenditure (£)	
Total income	1,968,516
Total expenditure	1,943,583
Expenditure per pupil	2,540

Balances (£)	
Balance from previous year	43,107
Balance carried forward to the next	68,040

48. Management of the school's finances is sound. The governing body has a clear awareness of the state of the funds, and has the benefit of very good, detailed reports from the school. While the temporary improvement plan lacks a breakdown of the cost of developments, the overall forward planning is secure. The school has satisfactory systems to get value from its spending, principally by making good use of local suppliers, comparing the school's performance with others and constantly challenging existing patterns of expenditure.

49. Although there have been many staff changes since the last inspection, most positive aspects mentioned in the previous report have been maintained. However, checking on the work of departments, identifying and sharing good practice, and using assessment information effectively are still weaker aspects of management. The school has successfully improved the provision for ICT and increased resources in this area. Overall, improvement since the last inspection has been satisfactory.

## **PART C: THE QUALITY OF EDUCATION IN SUBJECTS**

### **SUBJECTS AND COURSES IN KEY STAGES 2 and 3**

#### **ENGLISH AND MODERN FOREIGN LANGUAGES**

##### **English**

Provision in English is unsatisfactory.

	<b>Years 5 and 6</b>	<b>Years 7 and 8</b>
<b>Standards</b>	Below average	Below average
<b>Achievement</b>	Unsatisfactory	Unsatisfactory
<b>Teaching and learning</b>	Satisfactory	Satisfactory

<b>Leadership</b>	Unsatisfactory
<b>Management</b>	Unsatisfactory
<b>Progress since last inspection</b>	Unsatisfactory

##### **Main strengths and weaknesses**

- Leadership and management have not been focused strongly enough on ways to improve pupils' achievement
- Standards are below average, and achievement is unsatisfactory particularly for the more able pupils
- The quality of pupils' writing is unsatisfactory and there are too few opportunities for extended and creative writing
- Pupils' attitudes to their work are very good and result in a positive atmosphere in lessons
- Marking of work is not providing appropriate information to help pupils improve
- Computers are not used regularly enough to support learning

##### **Commentary**

##### **Test results**

50. In the 2004 Year 6 national tests, results were below average compared both nationally and with similar schools. Results in mathematics and science were better than for English. Boys and girls performed equally well, and the difference between boys and girls is less than the national difference. The proportion of pupils attaining the expected Level 4 in English was higher than the national figure, but much lower for Level 5. Over the last three years, the overall trend in results for English is downward.

### **Standards and achievement**

51. When pupils join the school, standards are below average. By the end of Year 6, in work seen, pupils' writing is below average. Most pupils write straightforward sentences accurately, using largely correct spelling and punctuation. However, many have a restricted range of vocabulary and the basic grammatical structure of sentences is often incorrect. Many pupils, especially the more able, do not develop their ideas in an interesting and imaginative way. Most understand how writers develop themes and characters, but many are unable to derive benefit from this to create imaginative writing themselves. Pupils' speaking and listening skills are above average. Most express ideas clearly and confidently using a range of vocabulary when speaking.

52. By Year 8, standards are also below average. Most pupils are beginning to develop some of the skills of literary analysis, as they have been introduced to a range of literature including Dickens and Shakespeare. They also explore moral and ethical issues such as homelessness and foxhunting. However, these skills of literary analysis are not extended sufficiently. As a result, pupils have not been inspired to develop enough creative and extended writing of their own and not enough is expected of the more able. Pupils continue to develop their reading skills effectively as well as confidence in speaking and listening for a variety of purposes. Teaching assistants provide good support for many pupils who have specific learning needs and, as a result, these pupils make good progress.

### **Teaching and learning**

53. The quality of teaching is satisfactory, has improved recently, and is now better than would be suggested by pupils' achievement in the past. Some good and very good lessons were observed. Teachers know their subject well and explain points clearly. In all lessons, pupils are actively involved, and very effective question and answer sessions help pupils to learn quickly, particularly developing their speaking and listening skills. All the lessons seen were well planned and organised. Analysis of pupils' work shows a significant lack of focus on developing writing skills, especially through extended and creative writing. Teachers' assessment of pupils' work is inconsistent and, up until very recently, has not identified clearly how pupils can improve or how they are performing in relation to National Curriculum levels. There are too few opportunities for more able pupils to do more demanding work and for the development of extended and creative writing. Computers are not used effectively to support learning, for example in the structuring and re-drafting of extended writing.

### **Leadership and management**

54. Although leadership and management are unsatisfactory overall, there is a committed team of teachers who have a clear understanding of good classroom practice in the teaching of English. Management has not identified and tackled the weaker aspects of teaching and learning within the department, particularly the lack of opportunities for pupils to develop their writing skills. As a result, weaknesses in the curriculum and in teaching have led to underachievement in writing, particularly for the more able. The department has only just started to use performance data to identify how well pupils are achieving. Only very recently has assessment been used to set targets and to provide appropriate information to help pupils improve. Monitoring of pupils' work has not been consistent and has not provided the information needed to bring about improvements in standards. Progress since the last inspection has been unsatisfactory. The trend in standards is downward and there are still limited opportunities to share good practice within the department.

### **Language and literacy across the curriculum**

55. The development of pupils' literacy skills through work in other subjects is unsatisfactory overall. Opportunities for developing speaking and listening skills are good in most subjects, as many teachers use nationally recommended strategies. Most teachers

stress technical language in their subjects and most teachers correct spelling effectively. Many, however, ignore poor punctuation and grammar. There are too few opportunities in most subjects for the development of writing skills and extended writing. Teachers often require too little of pupils' writing, with very few opportunities for creative writing. Weaknesses in pupils' writing skills are a barrier to learning in several subjects, for example in science where written work in rough books is not re-drafted. However, recent staff development on supporting writing in humanities has raised the profile of the importance of writing. As a result, there is currently good practice in humanities subjects. For example, in Years 7 and 8, history provides very good opportunities for pupils to improve and use skills such as developing specialist vocabulary, practising more advanced reading techniques, and extending writing.

## French

Provision in French is good.

	Years 5 and 6	Years 7 and 8
<b>Standards</b>	Average	Average
<b>Achievement</b>	Good	Good
<b>Teaching and learning</b>	Good	Good

<b>Leadership</b>	Very good
<b>Management</b>	Good
<b>Progress since last inspection</b>	Satisfactory

### Main strengths and weaknesses

- Pupils achieve well as a result of consistently good teaching
- Pupils are well motivated and enjoy learning French
- Assessment is good, and so pupils are well aware of their progress
- Leadership is very good and the department is well managed
- Pupils have too few opportunities to use ICT

## Commentary

### Standards and achievement

56. Standards are in line with national expectations. At the end of Year 6, pupils write short paragraphs on personal topics and create short dialogues. By the end of Year 8, the most able are using different verb tenses and just less than one in five pupils reach the Year 9 national standard. Work seen shows standards are improving in the current Year 8. Pupils achieve well in lessons because they respond willingly in French. For example, Year 7 pupils produce good writing on school subjects and daily routines. Year 8 pupils produce good work using ICT – a group of boys presented a news bulletin and girls had created

personal web pages. Pupils with special needs also achieve well. In a Year 6 lesson, achievement was enhanced because of good quality support from a teaching assistant.

### Teaching and learning

57. French is well used as the teaching medium. Lessons are planned for variety, and focus on French for practical communication. Elements of literacy and number work are effectively incorporated. In a Year 5 lesson, pupils surveyed each other on personal information and in a Year 8 lesson pupils discussed future plans. Pupils were learning well because new learning was reinforced and key language was well practised before they applied it for their own purposes. Pupils have positive attitudes, are involved in pair and group work and enjoy learning French. However, considering the extra time given to French in the school, some classes are not given work that is demanding enough in order to raise standards of achievement even further.

### Leadership and management

58. As a result of very good leadership, the department is moving forward, with much improved planning, resourcing and a clearer sense of vision for the subject. Assessment procedures include good use of National Curriculum levels to enable pupils to track their progress and understand how to improve. Good management has established monitoring and moderation of standards and the development plan identifies appropriate targets. The curriculum is well planned, but pupils do not have enough opportunities to use ICT and library provision is limited. French contributes well to pupils' social and cultural development through the focus on social learning and the annual trip to Normandy. Since the last inspection, new leadership has maintained the strengths, improved assessment and established monitoring. Progress has been satisfactory, but the department clearly has the capacity to improve further.

## MATHEMATICS

Provision in mathematics is good.

	<b>Years 5 and 6</b>	<b>Years 7 and 8</b>
<b>Standards</b>	Above average	Above average
<b>Achievement</b>	Good	Good
<b>Teaching and learning</b>	Good	Good

<b>Leadership</b>	Good
<b>Management</b>	Good
<b>Progress since last inspection</b>	Good

### Main strengths and weaknesses

- Standards are above average because of good teaching and efficient organisation
- Pupils achieve well because work is well matched to their abilities and lesson activity is varied
- Strong leadership uses extensive analysis of assessment data to support improvement
- Assessment does not ensure pupils know how well they are doing and how to improve

### Commentary

#### Test results

59. Results of national tests taken at the end of Year 6 in 2003 and in 2004 were above average when compared with all schools. Results were below average compared to similar

schools. Considering pupils' levels two years before joining the school, the progress they make at Woodland is good according to school, local authority test data and from inspection evidence. Overall, boys do better than girls. Improvement has been in line with the national trend over recent years.

### **Standards and achievement**

60. When they start in Year 5, pupils' standards are broadly average, and by the end of Years 6 and 8 standards are above average, so achievement is good. Pupils are organised into sets according to ability and, as a result, make good progress because of the help they receive. In work seen, there are strengths across all areas of number, algebra, geometry and statistics. Good achievement ranges from work on algebraic equations to skilful geometrical construction. Most pupils are accurate using number and in solving everyday problems by routine methods. Whilst pupils with special educational needs achieve well overall, their numerical skills are less strong and they do not have enough opportunities for regular practice. Pupils have sound experience of carrying out investigations, but this is not consistently strong as they move through the school. However, pupils present answers neatly and logically, reflecting the standards expected.

### **Teaching and learning**

61. Teaching sets high expectations of what pupils can do. Lessons typically start with a brisk activity that engages pupils, especially when they all use mini-whiteboards to respond to questions. A common strength is the clear focus on the lesson objectives. In the best lessons pupils discuss extensively ideas and methods, which reinforces their understanding. Pupils behave well and work hard because tasks are varied, fun and enjoyable. Facts and skills are taught accurately because teaching benefits from having a team of mainly specialists. The routine use of homework and marking with constructive comments contribute well to learning. Both teachers and pupils make some good use of ICT, but this is not yet consistent and is an aspect currently being developed further. Whilst a strength is the use of regular tests and checks on progress, pupils are not involved enough in their own assessment to know precisely how well they are doing or how to improve.

### **Leadership and management**

62. Leadership within mathematics is strong and provides good role models both for colleagues and for pupils. There is a lively mathematical environment in rooms and this is stimulating for pupils. Good management has ensured policies and procedures are well established and there is good organisation of groups and courses. The planning of work is thorough, draws suitably on national guidance and continues to be refined as appropriate. Although not consistent, sound attention is given to literacy in lessons, usually through 'key words'. Resources are good and well organised so as to support pupils' learning. Liaison arrangements with feeder and upper schools are helping to smooth the path for pupils and good opportunities are provided for the more-able pupils, such as national mathematics competitions. Since the last inspection, the overall provision in mathematics has been enhanced through developments to the curriculum and good standards have been maintained.

### **Mathematics across the curriculum**

63. Pupils have good mathematical skills to support their work in other subjects. For example, in ICT pupils are competent when using mathematical formulae in spreadsheet work. In science, they make an appropriate choice of 'average' to use in experiments and in food technology pupils use measuring well. However, graph work in science could be more demanding and use of numeracy in resistant materials could call for greater precision. A good feature is the policy and guidance that has been provided and, appropriately, further development is planned across the curriculum.

## **SCIENCE**

Provision in science is good.

	<b>Years 5 and 6</b>	<b>Years 7 and 8</b>
<b>Standards</b>	Average	Average
<b>Achievement</b>	Good	Good
<b>Teaching and learning</b>	Good	Good

<b>Leadership</b>	Good
<b>Management</b>	Good
<b>Progress since last inspection</b>	Good

### **Main strengths and weaknesses**

- Pupils achieve well as a result of good teaching and learning
- The practical nature of the work, with good use of science investigations, motivates pupils well
- The national Key Stage 3 strategy has improved teaching, but some teachers need further support in defining lesson objectives
- Assessment is good; recent initiatives, including work on pupils' self-assessment, have led to pupils having a better understanding of how they can improve
- The science department has improved its use of ICT to support teaching and learning

### **Commentary**

#### **Test results**

64. Year 6 national test results in 2003 were above average. In 2004, there was a slight drop in overall results but the percentage of pupils at the higher Level 5 remained above average when compared with all schools. In relation to similar schools, whose pupils had gained similar results at the end of Year 2, standards were average. Boys performed better than girls. According to LEA statistics, the 2003 Year 8 group went on to do well in the end of Year 9 tests.

#### **Standards and achievement**

65. Standards of work seen are average. However, the results of module tests showed higher levels of understanding across all aspects of the science curriculum. In lessons, pupils across all years have good practical and investigational skills, paying due regard to safety issues. Pupils, including those with special educational needs, achieve well on the whole. An analysis of a sample of pupils' exercise books showed a weakness in pupils' writing skills, which was compounded by a tendency to simply produce work in rough books without re-drafting.

#### **Teaching and learning**

66. Good working relationships underpin lessons and pupils appreciate the emphasis on practical science, including the use of investigations and experimentation. The use of learning objectives is not always as good as it could be, since these are sometimes simply descriptive of content or activities rather than of actual learning to be expected. The department has worked hard to improve the quality of teaching and learning, particularly on attention-grabbing starter activities and on the evaluation of learning at the end of lessons. As a result, pupils check what they already know and go on to assess their progress in relation to the National Curriculum levels in science. This has led to more secure learning and better continuity with past work. In Years 7 and 8, in the ongoing work on investigating the frictional grip of different types of shoe, pupils gave their own input into the variables to be investigated and had a say in the choice of measuring instruments. This led to a good range of experiments, made the activity more interesting and encouraged good quality feedback to the rest of the class. Pupils were also aware of the need to tabulate neatly and take multiple measurements for the sake of reliability. Teachers were adept at drawing out the main theoretical points and did so clearly, using arrow diagrams to show forces.

### **Leadership and management**



67. As a result of good leadership and management, the department has sought ways of improving teaching and learning through, for example, the use of new specialist teaching materials and bringing in specialist outside support. Teamwork is strong and teachers are receptive to and value support. There are effective and close curricular links with the department's pyramid of schools. The department does not pay enough attention to the promotion of literacy and numeracy skills. Since the last inspection, the quality of teaching and learning has improved, the use of ICT to support learning is better and health and safety is now good.

## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is good.

	Years 5 and 6	Years 7 and 8
<b>Standards</b>	Above average	Above average
<b>Achievement</b>	Good	Good
<b>Teaching and learning</b>	Good	Good

<b>Leadership</b>	Very good
<b>Management</b>	Very good
<b>Progress since last inspection</b>	Very good

### Main strengths and weaknesses

- Pupils achieve well because of good teaching
- The use of ICT in other subjects is inconsistent
- ICT is very well led and the whole-school ICT systems are improving rapidly
- Pupils apply numeracy skills very well in this subject

### Commentary

#### Standards and achievement

68. Standards are average when pupils join the school. They make rapid progress and achieve well because they gain confidence quickly in using ICT as a result of good teaching and recently improved facilities. By the end of Year 6, standards are better than expected for pupils' age because they have successfully used a range of professional software, including spreadsheets, databases and control technology simulations, as well as the usual word processing. By the end of Year 8, pupils have built effectively on good basic skills, so they achieve well to reach standards that are still above average. Data collection standards are strong and pupils make interesting presentations using ICT.

#### Teaching and learning

69. Teachers share the purpose of the lesson clearly with pupils. This helps to get lessons off to a brisk start. In Year 5, pupils quickly understand new techniques because of teaching that involves the use of up to date ICT resources. As a result, pupils input data well to calculate costs and use digital photography to enhance poster designs. Teaching is particularly good when activities and tasks are pre-set on the school's own 'intranet' system for use in the lesson and teachers get pupils to show their work to others. In Years 7 and 8, pupils are given challenging tasks to develop their skills and understanding. They are encouraged to draft their work and to consider the consequences of the use of ICT. Pupils with special educational needs achieve as well as other pupils in lessons, especially when the work is broken down into manageable stages. Teachers use new technology very effectively to show examples of pupils' work at the end of lessons when reviewing what has been learned. This shows that pupils' work is valued and gives opportunities for them to explain what is happening with formulae in their spreadsheets. Numeracy is very well developed in lessons and pupils understand how different formula can be used to perform strings of arithmetic calculations. Teachers have good working relationships with pupils, which ensure they behave very well in lessons. Ancillary technical staff are effective in

ensuring laptop computer users and pupils with special educational needs do not have difficulties.

### Leadership and management

70. There is a very clear vision for the future development of ICT in the school. Progress in establishing e-learning materials has been very rapid. Teachers connect from home to the intranet, and the local community can access information from the school website. This is enabling exciting new learning materials to be developed and improving communication. There is now adequate technical support. Assessment and monitoring systems are not fully in place as yet, hence pupils are not fully aware of how well they are doing in relation to National Curriculum levels. The curriculum and resources have been improved significantly since the last report.

### Information and communication technology across the curriculum

71. Pupils have good competence in using ICT because of the specialist lessons. However, there are too few opportunities to use ICT in some other subjects, and so pupils' competencies gained in specialist lessons are not being extended. Cross-curricular provision of ICT is unsatisfactory in a number of areas. No use of ICT was seen in the work sampled from English, history or geography. Limited use was seen in science, art and design, design and technology and physical education lessons. Subject teachers do not always use the facilities available or encourage pupils to use computers to support their homework. Pupils are not benefiting from the use of ICT in English to develop their extended writing, for example in planning and structuring essays.

## HUMANITIES

### Geography

Provision in geography is good.

	Years 5 and 6	Years 7 and 8
<b>Standards</b>	Average	Above average
<b>Achievement</b>	Satisfactory	Good
<b>Teaching and learning</b>	Satisfactory	Good

<b>Leadership</b>	Good
<b>Management</b>	Good
<b>Progress since last inspection</b>	Good

### Main strengths and weaknesses

- Pupils achieve well in Years 7 and 8 as a result of well-planned lessons that build effectively upon their earlier learning
- Lesson planning provides effectively for the needs of middle and lower attaining pupils, but the most able are capable of more demanding work
- Liaison with other schools is very good, ensuring there is no repetition of work
- Pupils do not have enough opportunities to use computers

### Commentary

#### Standards and achievement

72. Most pupils join the school having reached the standards expected. In Years 5 and 6, they achieve satisfactorily in maintaining these standards. In work on India, most know which part of the world they are learning about and understand some of the factors that affect peoples' lives there. They use weather statistics to compare the climate there with that in Britain. In Years 7 and 8, achievement is good, with most pupils doing better than expected. Well-written notes show a generally good understanding of ways in which the sea

shapes the coast. Most pupils use statistics well, for example to show how tides rise and fall. Pupils with special needs achieve as well as others. In producing detailed, accurate work, higher attainers also achieve well, but occasionally are not challenged enough by the work they are set.

### Teaching and learning

73. The quality of teaching is stronger in Years 7 and 8. Most lessons start briskly with activities that provide good opportunities to recall and use what has previously been learned. Well-chosen resources help pupils to improve their skills in finding and comparing information from different sources, such as written accounts, charts and maps. Good use is made of opportunities to improve and use skills in numeracy and literacy, for example by interpreting statistics and developing specialist vocabulary. Teaching assistants are effective in their support of pupils with special educational needs. Pupils usually listen attentively to teachers, to each other and work enthusiastically. Most are very keen to be involved in class discussions and they sometimes ask thoughtful questions of their own. Teachers do not always direct enough questions to the few pupils who are not so willing to volunteer, and so their participation is not as good as it could be. Occasionally, teachers accept too low a level of concentration when pupils talk about other matters while working, and do not check that work set has been completed, which reduces achievement.

### Leadership and management

74. New leadership and management have a good awareness of the existing strengths of the subject and what needs to be improved. Good progress is being made towards improving pupils' use of statistics and the assessment of their work. Improved curriculum documentation is effective in helping teachers to plan lessons with a focus also on literacy and numeracy. Although the use of ICT during geography lessons is improving, pupils do not have enough opportunities to use computers, for example to improve their research skills. Very good liaison with first and upper schools ensures that there is continuity in pupils' learning. Accommodation and resourcing for the subject have improved since the last inspection and other positive aspects mentioned have been maintained.

### History

Provision in history is good.

	Years 5 and 6	Years 7 and 8
<b>Standards</b>	Average	Above average
<b>Achievement</b>	Satisfactory	Good
<b>Teaching and learning</b>	Satisfactory	Good

<b>Leadership</b>	Good
<b>Management</b>	Good
<b>Progress since last inspection</b>	Good

### Main strengths and weaknesses

- Pupils achieve well in Years 7 and 8 as a result of well-planned lessons
- Opportunities for writing contribute very well to pupils' achievement in both history and literacy
- Very good liaison with other schools ensures continuity in learning
- Pupils do not have enough opportunities to use computers

### Commentary

#### Standards and achievement

75. When pupils join the school, standards are average. They remain at this level in Years 5 and 6. In work on Victorian Britain, most pupils have a secure level of knowledge about

the life of Victoria. They understand how life in Britain changed during her reign and, for example, the impact that this had on children living in cities. In Years 7 and 8 pupils achieve well and, by the end of Year 8, standards are above average. Pupils interpret historical sources well in forming opinions about the topics studied. Many express these well in extended pieces of writing, for example when considering the condition of the poor in the sixteenth century. Pupils with special needs achieve well, but inadequate challenge for the more able means they are not always achieving as well as they should.

### Teaching and learning

76. Lessons start briskly. Although lessons are generally well planned, some activities are not developed as well as they could be because too little time is allowed for them. This often results in pupils answering a few quick questions, rather than discussing points to improve their understanding and speaking skills. Teachers' questioning enables pupils to improve their analytical skills by thinking in an open-ended way and expressing opinions. Teachers do not direct enough questions at the few pupils who do not volunteer answers, which means that they are less involved than they could be. A good balance between control and friendliness promotes good relationships and encourages positive attitudes from pupils. In most lessons, pupils are keen to learn, listen attentively and work quickly and quietly at individual tasks. In a few lessons, a small number are less co-operative need close supervision and constant reminders to maintain concentration and pace. In Years 7 and 8, the quality of pupils' achievement is enhanced because of the very good opportunities for them to improve and use their literacy skills.

### Leadership and management

77. Audits of the work of the department are effective and the information gained is used well to plan for improvements. Since the last inspection, there have been significant improvements in collecting data about the achievement of pupils. Leadership is now working to improve the way in which this is used to support their future progress. Very good liaison with first and upper schools now ensures that there is continuity in the learning programmes pupils follow. Planning has been improved, so that it now identifies more clearly the intended learning outcomes for activities. This provides better information to help teachers in continuing to improve assessment procedures. There is an awareness of the need to improve opportunities to use computers during lessons.

### Religious education

Provision in religious education is very good.

	Years 5 and 6	Years 7 and 8
<b>Standards</b>	Above average	Above average
<b>Achievement</b>	Very good	Very good
<b>Teaching and learning</b>	Very good	Very good

<b>Leadership</b>	Very good
<b>Management</b>	Very good
<b>Progress since last inspection</b>	Very good

### Main strengths and weaknesses

- Pupils achieve very well, gaining a very good understanding of a range of world religions and the multicultural nature of society
- Religious education makes a very good contribution to pupils' speaking and writing skills
- All pupils learn very well because tasks are carefully matched to their needs
- Non-specialist teachers are very well supported by the very effective leadership

### Commentary

#### Standards and achievement

78. Throughout the school, pupils absorb substantial information about the principal world religions. They know about the foundation of these religions, important beliefs, rites and ceremonies, and they understand the value of these religions to those who practise them. In Year 6 lessons, pupils appreciated the significance of light in the Hindu festival of Diwali. They compared this with the Jewish festival of Hanukkah. They understood the symbolism of light and perceptively related this to the Olympic flame. By the end of Year 8, pupils have good research skills. They use key words with precision, and have a good understanding of concepts such as 'authority' and 'commitment'. Standards of writing and speaking are high throughout the subject. Pupils achieve very well across the full range of ability because of the very good support they receive. The highest attaining develop a sophisticated understanding of religious terms, whilst the lower attaining and those with special educational needs develop their factual knowledge and literal understanding very well.

### **Teaching and learning**

79. Teachers set pupils high standards. Very good planning means that lessons have clear objectives. Pupils remember facts and detail well because of the high standards of discussion, questioning, and the purposeful consolidation of work. Carefully chosen resources, including modified worksheets for pupils with special educational needs, stimulate interest. Questioning is suitable targeted and paced appropriately to challenge and encourage all pupils. Worksheets are of high quality, and suitably modified for lower-attaining pupils. Teachers communicate their enthusiasm well, and their respect for religions is evident, for example in their careful handling of a copy of the Qur'an. Pupils are keen to succeed and they show initiative. For example, in Year 5 some pupils had downloaded material on the Australian creation story and were keen to share it with their classmates.

### **Leadership and management**

80. Joint leadership of the subject is very effective, providing a model of good practice for other teachers. The curriculum is planned in considerable detail. This, coupled with the advice that is readily available, helps the non-specialist teachers who contribute to the subject to maintain high standards of provision. Assessment has undergone very good recent developments. Pupils are involved in their own assessment, and are aware of how well they are doing in relation to the expectations of the local Agreed Syllabus. The contribution of religious education to pupils' understanding of the world as a multicultural place is excellent. Aspects of citizenship and the use of ICT are areas where further development is planned. All of the issues raised in the last report have been successfully tackled, and the standard of teaching is higher.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

81. In the absence this term of the head of department, who carries out the substantial majority of teaching, **music** was sampled. It is not possible to make an overall judgement about provision in this subject. In a Year 5 lesson, standards were in line with those expected for pupils' age. Pupils clapped at sight rhythms indicated by symbols for crotchets, quavers and minims. In small groups, they composed extended rhythmic pieces, which they rehearsed on percussion instruments. Performances were generally accurate, although some pupils found it difficult to maintain a consistent musical pulse. In a Year 8 lesson, pupils identified instruments accurately and effectively compared the character of movements from 'Carnival of the Animals'. Pupils have good attitudes in lessons, listen readily and collaborate purposefully when involved in group work. The teaching, learning and achievement were satisfactory in lessons seen.

82. Substantial numbers of pupils learn instruments, taught by visiting specialists. This provision is very well co-ordinated. A wide range of ensembles, including a choir, rehearses weekly and the school maintains a strong tradition for performances in the school and the community. Ensembles were heard practising to a high standard under expert direction. This provision contributes significantly to the social and cultural development of the participants and is a strength of the school.

## Art and design

Provision in art and design is satisfactory.

	<b>Years 5 and 6</b>	<b>Years 7 and 8</b>
<b>Standards</b>	Below average	Below average
<b>Achievement</b>	Satisfactory	Satisfactory
<b>Teaching and learning</b>	Good	Good

<b>Leadership</b>	Satisfactory
<b>Management</b>	Satisfactory
<b>Progress since last inspection</b>	Satisfactory

### Main strengths and weaknesses

- Pupils enjoy art and work hard because of good teaching
- Pupils produce strongly expressive artwork and learn to appreciate art and craft
- Drawing and painting skills do not build up enough because of the way art is timetabled
- Assessment does not do enough to help pupils evaluate their own work and know how to improve it

## Commentary

### Standards and achievement

83. Pupils enter the school with low standards in art overall and, although they achieve satisfactorily, their standards remain below those expected by Year 8. In particular, the basic skills in drawing and painting are weak. However, within the units of work, pupils of different abilities, including those with special educational needs, are successfully encouraged to explore and communicate ideas. In their individual sculptures under the title 'Hidden Meanings', Year 8 pupils powerfully expressed a variety of feelings and emotions. Pupils also gained good knowledge about sculptors through personal research and took pride in writing up their project reports. Pupils in all years gain an appreciation of art from other times and cultures, as in the Year 6 studies of Aboriginal art. Overall, the pupils behave well and enjoy exploring ideas in art. They learn to be independent and work hard on individual projects.

### Teaching and learning

84. Specialist teaching of art contributes to pupils' interest and their satisfactory achievement. An appropriate level of instruction is given, for example about painting techniques. Though pupils do well in individual lessons, a lack of time to develop skills systematically restricts their achievement and the standards they can reach. Relationships

are positive and the efforts of all pupils are valued. Practical activity is well managed so that pupils gain confidence and are sensible in using materials and equipment. Time at the end of lessons is given so pupils can usefully review what they have achieved. Pupils also extend their learning through homework, for example on research. They make good use of sketchbooks, building up a record of facts, ideas and skill practices. The art room is stimulating and this supports pupils' creativity. Pupils successfully use the Internet for research about artists and many use computer skills well to present their projects. Teaching has yet to use ICT to widen the range of materials and processes. Although informal assessment happens in lessons, the pupils are not sufficiently aware of the standards of their work or what to do to improve it.

### Leadership and management

85. Leadership is enthusiastic and gives the subject status. Pupils see their work attractively displayed around the school and have the opportunity to gain certificates and prizes. Visits, such as that for the gifted and talented pupils to the Tate Galleries, enhance provision and art generally contributes well to all pupils' personal and cultural development. Curriculum and resource management is satisfactory and the links with other schools are valuable. Whilst there have been improvements since the last inspection, some issues identified at the last inspection remain. School leadership recognises that the restricted time and gaps between blocks of work limit pupils' progress, especially in skills such as drawing and painting that need to be built up more effectively.

### Design and technology

*(Design and technology consists of textiles, food technology and resistant materials taught in a rotation with art)*

Provision in design and technology is satisfactory.

	Years 5 and 6	Years 7 and 8
<b>Standards</b>	Average	Average
<b>Achievement</b>	Satisfactory	Satisfactory
<b>Teaching and learning</b>	Satisfactory	Satisfactory

<b>Leadership</b>	Satisfactory
<b>Management</b>	Satisfactory
<b>Progress since last inspection</b>	Satisfactory

### Main strengths and weaknesses

- Pupils achieve well in practical lessons, but their designing skills are not sufficiently well developed by the end of Year 8
- There is insufficient time to teach all of the requirements because the subject is timetabled with art
- There is a good focus on safety in practical lessons and all pupils are fully involved
- There is good support for literacy in lessons
- Assessment of pupils' progress is not well embedded

### Commentary

#### Standards and achievement

86. Standards on entry to the school are in line with national expectations. In Years 5 and 6, rapid progress is made in acquiring new practical skills in the different fields of the subject. Pupils achieve well because of their enjoyment of practical lessons and the good specialist teaching. At the end of Year 6, though standards in practical work are above average, designing and drawing skills are less developed and standards are average. In Years 7 and 8, pupils build on their previous practical experiences and achieve well, for example in food technology, particularly when they are given opportunities to develop their creativity. Pupils' success rate in practical work is high and, in resistant materials, Year 8 pupils, including those with special educational needs, all succeed well in making their own clock. By the end of Year 8, however, designing and illustration work remains below average, which means standards are not as high as they should be.

## Teaching and learning

87. Well-established routines result in good organisation and safe practical lessons. Good demonstrations keep pupils interested and involved. For example, in a Year 8 food technology lesson, pupils were given opportunities to develop their creativity by modelling cake decorations in plasticene. This also prepared them very well for the next lesson. Teachers are very aware of pupils with special educational needs, including those who may have food allergies, and take the extra care required. ICT is being introduced to help with writing and designing but opportunities are missed to capitalise fully on its potential. Pupils are attaining less well in designing because it is not developed and taught sufficiently. There is good development of literacy in lessons through the use of probing questions that extend the learning and understanding of technical terms. Lesson planning does not always have direct references to National Curriculum requirements and attainment levels, which is affecting the accuracy with which teachers can assess pupils' progress. Homework is not set sufficiently to extend learning.

## Leadership and management

88. Leadership is committed to improving the subject and has established a good team spirit. Teaching rooms have high quality displays and present a well-organised stimulating learning environment. Because assessment systems are paper based, teachers do not have an overview as to how different groups of pupils are achieving. The timetabling of art with this subject means that standards of achievement at the end of Year 8 are not as high as they could be because there is insufficient time to learn all that is required. As this is a similar issue to the last report, improvement has only been satisfactory overall.

## Physical education

Provision in physical education is good.

	Years 5 and 6	Years 7 and 8
<b>Standards</b>	Average	Above average
<b>Achievement</b>	Good	Good
<b>Teaching and learning</b>	Good	Good

<b>Leadership</b>	Good
<b>Management</b>	Good
<b>Progress since last inspection</b>	Good

## Main strengths and weaknesses

- Pupils achieve well because of good quality teaching
- There is a very good range of activities provided for pupils outside lesson time
- Assessment is not yet providing appropriate information to help pupils improve
- Most pupils' attitudes to lessons are very good, which creates a positive learning atmosphere

## Commentary

### Standards and achievement

89. Pupils join the school with widely ranging skills in physical education, and standards on entry are below national expectations. Pupils achieve well over their four years in the school and, as a result, standards at the end of Year 6 are as expected and, by the end of Year 8, standards are better than expected. Pupils have good planning and evaluation skills in both gymnastics and outdoor activities. However, this does not extend to some games activities, hence achievement in the development of some performance skills, such as shooting in football, is restricted. Most pupils, including those with special educational needs, achieve equally well although the most able are not always consistently challenged and do not always make appropriate progress.



### Teaching and learning

90. Pupils respond with enthusiasm and interest in most lessons as a result of good working relationships with their teachers. Lessons are well planned and contain a good range of activities, although extension activities for the higher attaining pupils are not always included. Good question and answer sessions encourage the development of good speaking and listening skills. Perceptive observation and good use of constructive criticism by teachers ensures good learning. For example, in a Year 5 gymnastics lesson, the teacher identified how pupils could improve the quality of their movement and good progress was made as a result. Ongoing assessment is generally effective in improving overall performance in lessons. However, pupils do not yet really have a good idea of how they can improve because individual targets are not being set.

### Leadership and management

91. New leadership and management have had an immediate impact. Day-to-day organisation is good and new documentation is beginning to provide good guidance for the department. New curricular arrangements provide a better balance of activities. However, there are limited opportunities for formal meetings and for the sharing of good practice. Use of ICT to support learning is very limited. A very good range of activities for pupils outside lesson time provides many opportunities for pupils to extend and develop their skills. These include a number of school teams and competitive fixtures where the school is very successful. Dance is now included for all pupils and there are more opportunities for pupils to plan and evaluate their work.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

92. In **PSHE**, only three lessons were seen, one in each of Years 5, 6 and 8. The Year 5 lesson was good and involved the use of the Internet. Good relationships and questioning promoted pupils' social and moral development well through looking at the issue of recycling. The Year 8 lesson was excellent. Well-chosen activities with very good pace and questioning ensured all pupils were actively and fully involved in learning throughout. Achievement was high because pupils had the confidence to express their ideas whilst reviewing their opinions in the light of further evidence presented over the issue of drugs.

### Citizenship

Provision in citizenship is satisfactory.

	Years 5 and 6	Years 7 and 8
<b>Standards</b>	Not applicable	Average
<b>Achievement</b>	Good	Good
<b>Teaching and learning</b>	Good	Good

<b>Leadership</b>	Very good
<b>Management</b>	Good
<b>Progress since last inspection</b>	Not reported

### Main strengths and weaknesses

- Pupils achieve well as a result of effective teaching
- Leadership is very good and management is good
- Assessment procedures are still being developed
- Curriculum content is good, but citizenship strands have not been clearly identified

### Commentary

#### Standards and achievement

93. Pupils are not formally assessed in citizenship until the end of Year 9. The majority of pupils achieve well, with no significant difference between boys and girls. By Year 8, standards are as expected for pupils' age. Working with the school's police liaison officer, a Year 5 class thoughtfully

and successfully tackled questionnaires on personal safety. Pupils collaborated and discussed issues, reflecting on the appropriateness of their decisions. A Year 6 class planned and organised a fund-raising event. Again, good group work and constructive exchange of ideas led to an informed choice of the activity to be organised. Across all years, pupils are developing well their knowledge and understanding of citizenship. The school council, democratically elected by pupils, is a very good example of their responsible participation in the running of the school community.

### **Teaching and learning**

94. Topics are clearly introduced and, through good briefing and focused questioning from teachers, pupils learn well and develop their understanding and insight. They show good ability to work and learn independently in groups, solving problems and reflecting on issues with maturity. Feedback is constructively managed, with teachers helping pupils to pull their ideas together. In an excellent Year 8 lesson on safe and unsafe drugs, all pupils participated very well and had the confidence to express their ideas. By contrast, another Year 8 class failed to approach the topic of alcohol abuse with sufficient maturity and did not do justice to a serious issue. Where teachers did not set the right tone, immature behaviour and poor learning resulted. Such occurrences were rare, however, and overall pupils' attitudes are positive and their behaviour good.

### **Leadership and management**

95. Very good new leadership has begun to generate rapid development in citizenship. There is clear vision and high aspiration for the subject. Management is good, with useful monitoring under way. Future planning includes the possibility of creating a specialist teaching team. The curriculum has been well re-written and restructured in a short time. What it lacks is clear mapping of the three major strands of citizenship to ensure compliance with the subject requirement. Assessment is not sufficiently integrated into the programme, but is under development. Good links with partner schools are being built and a range of outside speakers and visits helps to enrich the curriculum. Recent developments have significantly improved provision for citizenship. It has the capacity to continue developing well and enrich pupils' personal development as young citizens.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### **Grade**

<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4

<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>3</b>
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	2

<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

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