

INSPECTION REPORT

DEEPCAR ST JOHN'S CE JUNIOR SCHOOL

Deepcar, Sheffield

LEA area: Sheffield

Unique reference number: 107117

Headteacher: Mr D Rogers

Lead inspector: Mr P M Allen

Dates of inspection: 16th - 18th May 2005

Inspection number: 269584

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Junior |
| School category: | Voluntary aided |
| Age range of pupils: | 7 - 11 |
| Gender of pupils: | Mixed |
| Number on roll: | 246 |
| School address: | St Margaret Avenue Deepcar Sheffield |
| Postcode: | S36 2TE |
| Telephone number: | (0114) 288 3878 |
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| Appropriate authority: | The governing body |
| Name of chair of governors: | Mrs K P Bullock |
| Date of previous inspection: | 24 th January 2000 |

CHARACTERISTICS OF THE SCHOOL

This is an average-sized church aided junior school. The vast majority of pupils live in the immediate area, with a small number from the neighbouring communities. Pupils come from a broad range of backgrounds, with the majority living in owner-occupied houses. There are 246 pupils on roll, with a similar number of boys and girls. There are eight classes, two for each age group. Virtually every pupil is of white UK heritage background. Twenty-three pupils are identified as having special educational needs, including four with Statements of Special Educational Need. The first figure is below the national average, the second in line. The proportion of pupils entitled to free school meals is below the national average. Virtually all pupils have attended the adjacent infant and nursery school. Attainment on entry varies from year to year but overall it is broadly in line with what could be expected.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|--------------|----------------|--|
| 17531 | Peter Allen | Lead inspector | Mathematics Physical education Special educational needs |
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides an **acceptable** standard of education. Pupils' achievements are satisfactory overall. Standards at the end of Year 6 are in line with the national averages. The quality of management is satisfactory. However, the school has serious weaknesses because there is a significant amount of unsatisfactory teaching in Year 5 and Year 6 leading to some underachievement in the core subjects of English, mathematics and science, and because some important aspects of leadership are unsatisfactory. The school does not provide value for money.

The school's main strengths and weaknesses are:

- The overall quality of teaching and learning is not sufficiently high to raise achievement and standards by the end of Year 6.
- Pupils achieve better in Years 3 and 4 than they do in Years 5 and 6 because they receive better teaching in those classes.
- Pupils benefit from the good provision for their care, welfare, health and safety.
- The leadership is having an insufficient impact on school improvement.
- The school's self-evaluation of its performance, including the monitoring of teaching and learning, is insufficiently rigorous to bring about improvement.
- The school gives pupils good opportunities to take responsibility, such as through the school council.
- The behaviour of a significant minority of pupils, mainly boys, disrupts the learning of other pupils in some of the classes.
- There is good provision for sporting activities outside the school day.

Some, although not all, of the issues from the previous report have been addressed. The school has made an unsatisfactory improvement since its previous inspection in January 2000. The quality of teaching, of leadership and management, the pupils' attitudes and relationships and the provision for spiritual, moral, social and cultural development are lower than described in the previous report. Some staffing and leadership problems have not been addressed and the school is less effective than it was.

STANDARDS ACHIEVED

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

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' achievements are **satisfactory** overall, but are better in Years 3 and 4 than in Years 5 and 6. Standards at the end of Year 6 are in line with the national average in English, mathematics and science. The achievements of pupils with special educational needs are similar to those of their classmates. Standards in information and communication technology are in line with those expected nationally. Pupils' personal development is **satisfactory**. Their spiritual, moral, social and cultural development is **satisfactory**. Pupils' attitudes and behaviour are satisfactory. Although a significant minority of pupils, mainly boys, have poor attitudes, motivation and behaviour, the vast majority of pupils behave well and show positive attitudes. Levels of attendance and punctuality are good.

QUALITY OF EDUCATION

The quality of education is **satisfactory** but needs to be better. The quality of teaching and learning is **unsatisfactory overall** because of the unsatisfactory teaching in Years 5 and 6. There was some good teaching in Years 3 and 4. In less effective lessons, there is insufficient challenge for the higher-attaining pupils. In some classrooms, effective use is made of interactive whiteboards but, overall, insufficient use is made of information and communication technology to support teaching and learning. Teaching assistants generally provide good support, often for pupils with special educational needs. Appropriately, the school plans to review its arrangements for 'setting' (grouping by ability) pupils in English and mathematics as this does not always work successfully, most notably in Year 5. During the current year the school has made a positive start in monitoring pupils' attainment, tracking their progress and setting targets, although a great deal remains to be done. The breadth of the curriculum is satisfactory, although pupils do not receive their entitlement in design and technology. The school is usefully developing its curriculum so that there are often good links between the different subject areas. The curriculum is enhanced through a good range of extra-curricular activities, especially in sport. The accommodation is spacious and well developed and in some classrooms the quality of the environment is high. The provision for the care, welfare, support and guidance of the pupils is good. The school has a satisfactory partnership with parents and has good links with the local community.

LEADERSHIP AND MANAGEMENT

Management of the school is **satisfactory overall**. Overall leadership is **unsatisfactory** because of a number of weaknesses. Governance meets statutory requirements. Although the governing body is very supportive and committed to the school, its monitoring role is insufficiently developed. The headteacher is well respected by the parents and governors and his care and commitment to the school and its pupils have a positive impact on the life of the school. There has been insufficient recognition of what needs to be done and too little progress has been made in improving the quality of education. Self-evaluation of the school's work is insufficiently rigorous to bring about the necessary improvements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are supportive of the school, its headteacher and staff. A small number expressed concern at the behaviour of some pupils. The inspection team shares these concerns. Some parents indicated that they would appreciate more informal, open access to the school and its staff. The inspection team believes that this could usefully be reviewed. Although pupils are generally supportive of their school, a significant number indicated concerns about the behaviour of some children and about whether their lessons were interesting enough. Many pupils speak highly of their teachers and the good range of out-of-school clubs which they enjoy.

IMPROVEMENTS NEEDED

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

- Improve the quality of teaching and learning so that it is more consistently high across the school.
- Raise standards in English, mathematics and science by the end of Year 6, partly by ensuring that higher attainers are consistently set challenging work.
- Improve the quality of leadership.
- Develop consistent strategies to successfully manage the behaviour of a significant minority of pupils.
- Significantly improve the quality of school self-evaluation.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Standards in English, mathematics and science are in line with the national average by the end of Year 6. Pupils' achievement is satisfactory across the school, although it does vary from year group to year group and sometimes between classes within a year group. In lessons and in work seen, many boys achieve less well than the girls.

Main strengths and weaknesses

- There is a need to raise achievement and standards in English, mathematics and science by the end of Year 6.
- Overall, pupils achieve well in Years 3 and 4 but there is some underachievement in Years 5 and 6.
- The variable quality of teaching results in variable achievement.

Commentary

1. Virtually all pupils transfer to the school from the adjacent infant school. Attainment on entry varies from year to year but overall is broadly in line with what could be expected, as it was at the time of the previous inspection. The level of attainment of the current Year 3 was above the national average as indicated by the Year 2 national test results, whilst the levels of the current Year 6 were broadly average, on entry to the school. After four years in the school, the Year 6 pupils are reaching average standards in tests and this was confirmed in the work seen.
2. Judgements about the standards reached in the core subjects of English, mathematics and science are based on evidence gained from a detailed examination of pupils' work, teachers' records of pupils' progress, observations of lessons and discussions with pupils and teachers.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 27.7 (26.7) | 26.9 (26.8) |
| mathematics | 27.4 (25.5) | 27.0 (26.8) |
| science | 29.0 (27.1) | 28.6 (28.6) |

There were 63 pupils in the year group. Figures in brackets are for the previous year.

3. Standards at the end of Year 6 are in line with the national average in English, mathematics and science. The standards of work seen in English are lower than those of the 2004 national tests, which were above the average for all and similar schools. The judgements in mathematics and science are broadly reflected in the 2004 results, which were in line with the national average and above those for similar schools.
4. The previous report indicated that pupils were making good progress in acquiring literacy and numeracy skills and that 'in all areas pupils are being provided with opportunities to achieve their full potential'. Currently, across the school, pupils' achievements are satisfactory overall, but this does vary between different year groups and between classes within the year groups. Achievements are better in Years 3 and 4 than they are in Year 5 and 6. In some lessons, mostly in Years 5 and 6, too little is expected of the pupils and they are insufficiently productive; the pupils are not reaching their potential and should make greater progress in lessons and over time. A review of the work in some exercise books reflected this, with insufficiently high expectations of what pupils could achieve, particularly the higher attainers.

The quality of marking is variable; some marking is insufficiently helpful in showing pupils how to improve.

5. National performance data indicate that over the last three years boys have performed slightly better than girls in the national tests. This is not currently the case, Inspection findings are that many boys achieve less well than the girls because they are less well motivated. In a small number of lessons observed during the inspection, the behaviour of a significant minority, mainly boys, disrupted the learning of the other pupils who deserve better. In order to raise achievement and standards, the school needs to ensure that all pupils make consistent progress across the year groups and that this progress is monitored, evaluated and reported upon.
6. Standards in information and communication technology are in line with those expected nationally, as they were at the previous inspection. Given the time constraints of the inspection, it was not possible to make secure judgements about standards in the other subjects of the curriculum.
7. There are no significant differences between the achievement of pupils with different heritage backgrounds. The achievement of pupils with special educational needs is similar to that of their classmates. The school has identified a small number of pupils who are gifted and talented and a start has been made in considering their needs. There is a need across the school for teachers to be more consistent in providing challenging work for higher-attaining pupils to better enable them to work towards the higher levels in English, mathematics and science of which they are capable.
8. The school has recently begun to collect data on pupils' levels of performance and to set targets for individual pupils. In recent times the leadership of the school has been insufficiently pro-active in developing rigorous strategies to raise achievement and standards so that all pupils are better able to reach their potential. The overall quality of teaching and learning in Years 5 and 6 is not currently sufficiently high enough to raise achievement and standards by the end of Year 6, and this needs to be the school's focus for improvement.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are satisfactory overall. Pupils' spiritual, moral, social and cultural development are all satisfactory. Attendance and punctuality are good.

Main strengths and weaknesses

- Most pupils behave well in classes and in the playground.
- Some pupils, mainly older boys, behave inappropriately at times; some parents and pupils believe that behaviour, in particular bullying, can be a problem.
- The majority of pupils have good attitudes to their work, but lessons can be adversely affected by disruptive pupils, especially in Year 5.

Commentary

9. Pupils arrive at school promptly and settle well into the school's routines. Their attitudes to work are generally good and the majority of pupils progress well. However, there is a marked difference between the attitudes within the individual classes. The pupils in Years 3 and 4 apply themselves well, but some of the Year 5 pupils can be disruptive and a lack of strong management sometimes allows the learning of all pupils to be adversely affected. The attitudes of the Year 6 pupils are satisfactory and sometimes good.
10. Most pupils behave well in classes and in the playground but a significant minority of pupils, mainly boys, have poor attitudes, motivation and behaviour and show a lack of respect. There were a number of occasions during the inspection when the behaviour observed was unsatisfactory; for example, a boy being rude to an adult and pupils pushing and shoving

whilst lining up at the end of playtime. In the pre-inspection questionnaire half of the pupils expressed concerns about the behaviour of other children and over a quarter said that other pupils were not always friendly; in comparison with other schools, these figures are high. The inspection found no firm evidence that bullying is a concern to the extent expressed by a small number of parents. However, the school does suffer from regular incidents of aggressive and oppressive behaviour, which has resulted in one temporary exclusion. The school has recently started to implement initiatives to try and address this inappropriate behaviour, but these are having an insufficient impact.

11. Pupils' personal development is overall satisfactory. The good links to the community, including the local church and environmental groups, make a positive contribution to pupils' social and spiritual development. Cultural development is satisfactory, with the school providing suitable opportunities for the study and celebration of the diversity and richness of differing cultures. Pupils usually show due reverence during prayers, although a casual approach to school life was evident when the majority of boys in the back row stood with hands in their pockets during the unenthusiastic hymn singing in assembly. However, most pupils accept responsibilities sensibly and the maturity of the pupils is generally satisfactory. The school is careful to include pupils of all backgrounds and abilities in all activities.
12. A number of the school's staff confirmed that pupils' attitudes and behaviour had deteriorated since the school's previous inspection, although this was blamed on society in general rather than on the school's provision.

Attendance

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 3.4 | School data | 0.4 |
| National data | 5.1 | National data | 0.4 |

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

13. Attendance is good, being well above the national average and having shown continuing improvement over recent years. Unauthorised absence is in line with the national average for primary schools. Pupils' punctuality is good, with only the odd one or two latecomers.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory overall. The quality of the curriculum is satisfactory. The provision for the care, welfare, support and guidance of the pupils is good. The school has a satisfactory partnership with parents and has good links with the local community. The quality of teaching is unsatisfactory overall.

Teaching and learning

The quality of teaching and learning is unsatisfactory overall because it is insufficiently high to raise standards and achievement by the end of Year 6. Assessment is satisfactory; it is still developing and there is important work to do.

Main strengths and weaknesses

- Teaching is not as good as that described in the previous report.
- The quality of teaching and pupils' achievements are better overall in Years 3 and 4 than in Years 5 and 6.
- Where the pace of learning is brisk and teachers' expectations are high, pupils are interested in learning, behave well and achieve well.

- Teachers do not always insist that all pupils listen carefully and behave well, so that there is a minority of pupils who disrupt the learning of others.
- In a significant number of lessons, teachers spend too long talking and insufficient time is allowed for pupils to complete their work and consolidate their learning.
- Teachers' planning is inconsistent in quality and teaching strategies and tasks are not always sufficiently well matched to pupils' needs.
- Assessment procedures are still being developed and the outcomes are not yet being fully utilised to ensure that lesson content is carefully matched to pupils' needs.

Commentary

14. The quality of teaching and learning is unsatisfactory overall. The proportion of very good teaching has fallen considerably since the previous inspection, whereas the proportion of unsatisfactory teaching is significantly higher. The table below shows the judgements made on all lessons seen during the inspection. Further evidence about the quality of teaching and learning is drawn from teachers' planning, an extensive review of pupils' work and from discussions with pupils. Teaching is better in Years 3 and 4 than it is in Years 5 and 6. Just over a third of the lessons seen in Years 3 and 4 were good or very good and the remainder were satisfactory. However, in Years 5 and 6, whilst half of the lessons were satisfactory, and one lesson was good, four of the ten lessons seen were unsatisfactory.

Summary of teaching observed during the inspection in 21 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 1 | 4 | 12 | 4 | 0 | 0 |

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

15. The teaching in Years 3 and 4 is satisfactory or better, with the most effective teaching being seen in Year 3. In Years 3 and 4, pupils' attitudes to learning are good overall. Behaviour is managed effectively because teachers' expectations are clear and consistent. Teachers expect all pupils to work hard and ensure that work is suitably matched to pupils' needs so that achievement is at least satisfactory and often good. Pupils are productive because teaching has a brisk pace. Pupils' work is usually well presented and many show a pride in their work. Relationships between adults and pupils are generally respectful and teaching assistants are used effectively. For the most part they support the learning of those pupils who have special educational needs, helping them to achieve as well as their classmates.
16. In Years 5 and 6, the quality of teaching and learning seen was unsatisfactory. In too many lessons pupils show little interest or enthusiasm for learning. For many pupils the pace of learning is often pedestrian and too little work is either expected or produced. Teachers do not always use lesson time effectively. The introduction of lessons is sometimes too long and pupils spend too long being passive rather than being actively engaged in tasks which will promote effective learning. This contributes to pupils' apathy towards learning and reduces the opportunities for pupils to consolidate their learning because tasks are left incomplete. Unsatisfactory behaviour by a significant minority of pupils, mainly boys, is not dealt with effectively, affecting the learning of others. Teaching assistants work mainly with pupils who have special educational needs, usually enabling these pupils to achieve as well as their peers.
17. The quality of teachers' planning is inconsistent across the school, as it was at the time of the previous inspection. It does not always ensure that work is effectively matched to pupils' needs so that they can achieve as well as possible. At its best, planning is detailed and shows clear objectives for lessons. In such planning, work builds on previous learning and there are different activities for pupils with differing capabilities. Where planning is good it is generally followed during lessons with the final part of the lesson revisiting the objectives to check how well pupils have progressed.

18. The quality of teaching across the school is monitored regularly by the headteacher. However, the monitoring process is insufficiently rigorous. It is unlikely to bring about an improvement in the quality of teaching and learning because it does not focus sufficiently on the impact of teaching on learning, achievement and standards.
19. Procedures for monitoring and assessing pupils' progress and attainment are at an early stage of development. Pupils are regularly assessed during their time in school, using both commercial tests and optional national papers. Predictions are made for attainment at the end of Year 6 and the school is now beginning to revise these predictions in the light of the most recent test results. It has not yet started to consider how the assessment information gathered can be used to improve the quality of teaching and learning and so raise standards and achievement.
20. Teachers' marking of pupils' work is inconsistent in quality; the identical point was made in the previous report. The best marking is regular and assesses how well pupils have done, offering suggestions for improvement. A significant amount of marking is limited to a tick, with little or no comment on the quality or standards of pupils' work and therefore it does little to promote higher standards. Systems are being devised for tracking pupils in English and mathematics and subject leaders are becoming more aware of standards in their subjects. Broad, termly targets are set for pupils to help them become more aware of how to improve their work, but use of these is inconsistent across the school. Assessment procedures which involve pupils have recently been introduced for some pupils in Year 6. Pupils mark and evaluate one another's work against learning objectives, helping to develop an improved awareness of how their own work can be improved.
21. For pupils to achieve as well as they can, the quality of teaching and learning needs to be more consistently high across the school, with higher-attaining pupils consistently being set challenging work.

The curriculum

The quality and breadth of the curriculum are satisfactory overall. Resources are good and the accommodation is satisfactory. Both support the effective delivery of the curriculum.

Main strengths and weaknesses

- Pupils do not receive their full National Curriculum entitlement in design and technology.
- The curriculum is enhanced by a good range of extra-curricular activities, especially in sport.
- Good links are being developed between the various subjects.
- Information and communication technology resources are underused across the curriculum.
- Provision for pupils with special educational needs is well organised.

Commentary

22. An issue from the previous report, five years ago, was to take steps to improve the balance of the curriculum programme. It was recommended that teaching time should be increased (because it was below national recommendations); this was achieved shortly before this inspection. The time allocated to subject areas and a review of the curriculum programme were acted upon. More effective use is now made of specialist accommodation and resources, for example, in the music room and the information and communication technology suite. The first lesson of the day now starts on time. There is still a need to further extend the range of activities in information and communication technology; for example, there is a need to make more use of information and communication technology to support the teaching and learning across all areas of the curriculum.
23. The curriculum meets statutory requirements, except that pupils do not receive their statutory entitlement in design and technology. The school provides appropriate personal, social, health

and citizenship education, including sex and relationship education and attention to alcohol and drugs misuse. In the main, teachers make good use of structured schemes of work to plan their work to ensure knowledge and skills are taught systematically. However, the quality of planning varies, as it did at the time of the previous inspection; planning still could benefit from review so that practice is consistent across the school.

24. The time allocated to most morning literacy and numeracy lessons is appropriate but there are times when the teacher-led section is overlong, with too little time for the group tasks. Pupils are in upper and lower sets for literacy and numeracy. The upper sets are very large with up to 37 pupils and no extra adult support, whilst the lower sets are smaller. Some groups contain few pupils who set a good example by behaving well and working hard enough. The setting is least effective in Year 5; it is not effective in raising standards or improving pupils' achievement. The school, appropriately, has plans to review its system for setting pupils.
25. The school is appropriately beginning to develop its curriculum. Good use is made of opportunities for writing, notably in history. The school has firm plans to exploit links between some subjects to make learning more inspiring and challenging and to give pupils a real purpose and a wider context for their work. The school has recently introduced the teaching of French.
26. There are some good opportunities for enrichment of the curriculum. Visitors include sports coaches and members of the Steel Valley Conservation Group and the Sheffield Wildlife Trust. Regular visits are made to places such as Littleworth Hall, Cannon Hall and Mayfield Environmental Studies centre. Opportunities for participation in sport are good, with opportunities to take part in all major sports. These, along with a good range of other school clubs, add to the pupils' personal development.
27. The school ensures that all pupils have equal access to learning opportunities. Provision for the significant number of pupils with special educational needs is well organised. The good leadership by the special educational needs co-ordinator is having a positive impact, so that pupils are usually well supported to help them to meet the targets in their individual learning plans. However, there is a need for the co-ordinator to monitor the work in withdrawal groups, as sometimes the poor behaviour of one or two pupils can have an adverse effect on the learning of the others in the group.
28. There are sufficient teachers to meet the needs of the curriculum. The accommodation supports the delivery of the curriculum. Some classrooms, such as those in Year 3, are well organised and attractive, supporting the school's aspirations and ethos. The overall good level of resources is generally used effectively to aid pupils' learning across the curriculum. Pupils are well prepared for secondary education through a well-organised series of visits and visitors.

Care, guidance and support

The school provides good care and support for its pupils. The school effectively promotes the pupils' health, safety and welfare. Pupils have appropriate, trusting relationships with the school's staff.

Main strengths and weaknesses

- Health and safety matters are given appropriate priority, with an emphasis on healthy lifestyles.
- The school has suitable policies and procedures for pastoral matters.
- Some parents expressed concerns about inadequate supervision at break and lunch times.
- The school is fully inclusive for its pupils.
- The amount and the quality of support from external agencies are variable.
- Pupils' own views are sought and valued.

Commentary

29. The school provides an appropriate level of pastoral care, based on its comprehensive policies and procedures. The school has an appropriate number of teachers and support staff who know the pupils well. Parents and pupils expressed concerns that there can be an excess of oppressive behaviour by some pupils, particularly during the outside breaks; some of the parents believe that this is a result of insufficient supervision. During the inspection, the supervision observed was adequate, although the widespread grounds give opportunities for problems to develop away from the supervising staff. In the classrooms, the pupils' behaviour and attitudes can become unsatisfactory in those lessons where teachers' management of pupils is poor. The school is aware of the concerns about behaviour and is actively looking at strategies to foster improvements; the introduction of 'Golden Time' has been successful in the lower school and has been extended to the older classes.
30. The school has good procedures for celebrating achievement. The hall wall is adorned with pictures of the 'Stars' from each class and house points are used effectively. Soundly planned assemblies and the curricular provision of personal, health and social education underpin the support and guidance to pupils and promote their personal development. Year 6 pupils, for example, benefit from an educational visit to the 'Crucial Crew' event and other classes work on topics related to safety and health. Individual pupil needs are generally well met, including those of pupils who have been identified as having special educational needs. However, the support to the school from external agencies is of variable quantity and quality.
31. The parents were virtually unanimous in confirming that the school has good arrangements for settling in new children. The school has a suitable number of first aid staff. The child protection and the medical procedures are good, with the accident logbook properly maintained. Health and safety is given priority, with regular inspections by the governors and school management. Recent improvements, such as the replacement of uneven flags by a tarmac surface, have contributed to a safer environment, but the condition of the steep steps from the yard needs careful monitoring.
32. The school is fully inclusive for all its pupils. With the help of a working party, one teacher has taken responsibility for the promotion of inclusion, putting significant effort into reviewing provision and spreading good practice throughout the school. The school takes appropriate actions to listen to the views of the pupils, in particular through the school council. In the responses to the pupils' questionnaire, most of the pupils agreed that their teachers are fair and that their views are listened to but a significant minority were not positive about these aspects.

Partnership with parents, other schools and the community

The school has a satisfactory partnership with its parents. There are good links with the community and with other educational establishments.

Main strengths and weaknesses

- The majority of parents are supportive of the school and expressed positive views.
- Some parents expressed concerns about the accessibility of the school.
- The school provides a good range of information for parents.
- The school has good links to its community and to other educational establishments.

Commentary

33. The responses to the pre-inspection questionnaire, together with the parents' written comments and discussions with them during the inspection, indicate that most parents have

positive views about the school. However, several parents noted concerns about the accessibility to the teachers. Because of concerns about safety, the school actively discourages parents from entering the playground and recommends that parents make an appointment to see the teachers. There are, therefore, limited opportunities for informal interaction, which limits the effectiveness of the partnership with parents. The school is considering ways of improving access for parents.

34. The school provides a wide range of information for parents, including a comprehensive prospectus and regular newsletters. The school also has a potentially useful website, but this has not been updated for a long time. There are two formal parent consultation evenings each year, plus an opportunity for parents to discuss the pupils' end-of-year reports. The parental turn-out for such evenings is good for the younger classes, but drops off significantly for the older years. The pupils' reports have good information regarding attainment, using a series of tick boxes for standards achieved against the various elements of each subject; they also contain targets and a mark for pupils' effort, but there is very little text to explain the pupils' progress. Parents whose children have special educational needs are well catered for with regular meetings.
35. Parents are in general happy with the school's homework provision and the school's homework policy appears appropriate. On the whole, the contribution of the links with parents to pupils' learning is satisfactory. Some parents and other members of the community give valuable assistance within the school. In the previous report the school was said to have a good Friends Group, but this has become defunct. A new initiative is underway to start a group to be known as 'Funders'.
36. The pupils benefit from good links with the local community. In addition to the church, the school's partnership extends to many community, environmental and musical organisations. The community police officer and many other local people contribute to widening the pupils' education. The school's facilities, both inside the building and out, are well used by the people of the local community and beyond; for example, a disability group make good use of the buildings because of the very good wheelchair access. The school's sports provision is strong, with close links to many local clubs and regular competitions and events with other schools. The school also has good academic links to the cluster group of schools and to the local secondary school.

LEADERSHIP AND MANAGEMENT

Overall, the leadership of the school is unsatisfactory. The leadership of the headteacher and that of other key staff is unsatisfactory. The management of the school is satisfactory overall. Governance of the school is satisfactory.

Main strengths and weaknesses

- The headteacher is very committed to the school and its pupils.
- There has been unsatisfactory improvement in a number of the areas of the school's work since the last inspection.
- The school's evaluation of its own performance and its plans for improvement are not sufficiently rigorous.
- The governing body as a group needs to be more involved in monitoring the school's work.

Commentary

37. The leadership of the school is unsatisfactory overall. It has not enabled the staff of the school to fully embrace the national agenda for improvement, including the raising of standards. At

the time of the previous inspection, the leadership of the headteacher was judged to be very good. The headteacher is well respected by the parents and governors and his care and commitment to the school and its pupils have a positive impact on the life of the school. However, the extent of the challenges the school faces in respect of raising standards and improving the overall quality of teaching and learning has not been fully grasped. The school's vision and aims are clearly stated and reflect commendable ambitions, but they do not demonstrate a sufficiently clear commitment to improving achievement and raising standards. The responsibilities delegated to the deputy headteacher do not effectively support the headteacher in monitoring the work of the school.

38. The headteacher and senior staff are insufficiently rigorous in their monitoring of teaching and learning. This means that they have an incomplete and sometimes inaccurate view of the strengths and weaknesses in teaching and learning across the school. As a result of this, some weaknesses in teaching and learning have not been successfully tackled and this has led to the underachievement of pupils in some classes.
39. Many of the subject co-ordinators are not monitoring their areas of responsibilities effectively. As a result of this, weaknesses in the curriculum have not been highlighted, such as in design and technology, and this has led to underachievement in the subject. This means that the co-ordinators' contribution to raising standards and pupils' achievement in the subjects they lead is limited.
40. The current school development plan is unwieldy and lacks some of the essential components to make it an effective management tool. The monitoring arrangements are not fully spelt out. This means the school is not in a strong position to monitor the implementation and impact of its priorities as effectively as it needs to. The development of the school beyond the current academic year has not been properly considered. The lack of such a plan leaves the school without clear direction for the future and means that there is no opportunity for governors or the senior management to address significant issues systematically over time.
41. The management of the school is satisfactory overall, with some weaknesses. The self-evaluation of the school's work is insufficiently rigorous to clearly identify the school's main strengths and weaknesses to bring about the necessary improvements; for example, in standards and in the quality of teaching and learning. Similarly, the performance management of staff is having insufficient impact to bring about an improvement in pupils' performance or improve the overall quality of teaching and learning across the school, which is lower than it was previously.
42. The school monitors a range of performance data but the system is insufficiently robust to drive up standards. However, the underachievement of pupils in the experimental element of science is being successfully addressed as a result of monitoring. The arrangements for the continual professional development of staff are sound, with appropriate links to the school development plan. This has led to improving the curriculum and assessment procedures.
43. There are appropriate arrangements for the induction of new staff; for example, newly qualified teachers are valuably given a mentor and a 'buddy' to provide good support. Financial management is sound and routines are in place and the school is an orderly community that runs smoothly. Administrative staff and teaching assistants support work efficiently and effectively to the teachers.

Financial information for the year April 2004 to March 2005

| Income and expenditure (£) | | Balances (£) | |
|----------------------------|---------|----------------------------|--------|
| Total income | 609,062 | Balance from previous year | 36,641 |

| | |
|-----------------------|---------|
| Total expenditure | 611,444 |
| Expenditure per pupil | 2,465 |

| | |
|--|--------|
| Balance carried forward to the next year | 34,259 |
|--|--------|

44. Governance meets statutory requirements. There is good communication between the headteacher and the chair of governors, who visits the school regularly. The governing body has re-organised its structure to help governors focus on specific issues and many governors have attended training to increase their knowledge and understanding of school initiatives. Governors are very supportive of the school and its headteacher but few visit on a sufficiently regular basis to understand the impact of the initiatives discussed at governing body meetings. Governors need to be closely involved to help them to evaluate the school's progress and to understand its strengths and weaknesses. Appropriately, the headteacher has identified the need for the governing body to develop its monitoring role.
45. The teaching and learning which are unsatisfactory are barriers to raising pupils' achievement, as is the poor behaviour of a significant minority of pupils.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Overall, the quality of provision is **satisfactory**.

Main strengths and weaknesses

- Pupils in Years 3 and 4 often make good progress but this is not fully sustained in Years 5 and 6.
- Teachers do not always pay sufficient attention to matching work to pupils' differing needs and there is an unsuitable level of challenge for some pupils which results in unsatisfactory achievement.
- Most pupils are able to write effectively for a wide range of purposes, in different styles and for different audiences in subjects such as history.
- The behaviour of a minority of pupils sometimes affects the learning of others.
- The use of information and communication technology within English is underdeveloped.

Commentary

46. Standards are broadly in line with those seen nationally by the end of Year 6 and are similar to those seen at the time of the previous inspection. In the 2004 national tests, whilst the proportion of pupils attaining at the expected Level 4 was higher than that seen nationally, the proportion of pupils attaining at the higher Level 5 was in line with that seen nationally. Taking the years 2002 to 2004 together, standards are close to the national average and the attainments of boys and girls are broadly similar.
47. The inspection found that pupils achieve at satisfactory levels overall, although there is some variation within and between year groups. Progress and achievement are more marked in Years 3 and 4 because of the better quality of teaching. Pupils with special educational needs achieve as well as their classmates. The school plans to review its arrangements for 'setting' (grouping by ability) pupils in English. The current arrangements do not always work successfully and contribute to the variations seen in the quality of the school's provision for English. Teachers' lesson plans are inconsistent in quality and do not always make appropriate provision for pupils' differing needs. This results in some pupils underachieving because they receive too little challenge and others not completing work because they find it difficult. Additionally in some year groups, notably in Year 5, the 'set' contains a number of pupils who exhibit poor behaviour and this affects the attainments of others who wish to learn. The lack of consistently high expectations of behaviour and of strong and positive role models from other pupils results in underachievement in these 'sets'.
48. In the lessons seen, teaching ranged from good to unsatisfactory, being satisfactory overall. Where teaching is good, tasks are enjoyable and purposeful, encouraging pupils to develop good attitudes to learning. Pupils achieve well and sustain their concentration. In the lessons which were only satisfactory, tasks were sometimes mundane and heavily directed, giving pupils limited opportunities to express their own ideas. Teachers had to work hard to sustain the pace of learning and maintain discipline. Where teaching was unsatisfactory, too little attention was given to the range of abilities within the class. As a result some pupils found the work too easy and others found it too hard. The behaviour of a minority of pupils became a problem in these lessons.
49. Standards in speaking are broadly satisfactory. In most lessons teachers insist on all pupils contributing and pupils speak confidently and express themselves clearly. In a minority of lessons, a small number of pupils are often unwilling to contribute and answers are offered by a small number of more highly motivated pupils. On occasions, good use is made of pupil

discussion in lessons. Pupils enjoy this and work well in pairs or groups producing good responses.

50. Pupils' listening skills require some improvement across the school. Teachers and teaching assistants frequently have to work hard to gain pupils' attention and in a minority of lessons there is no clear expectation that pupils will listen to their teacher. In these lessons there is a continuous drone of talking or other distracting behaviour. This is sometimes exacerbated by the teacher talking for too long. Pupils are sometimes slow to begin work because they have not listened to what they must do and, on one occasion, argued with the teacher about their work.
51. Pupils develop satisfactory reading skills. Their knowledge and enjoyment of books are best promoted where there are tasks to help pupils to develop their comprehension skills when they are reading independently. Pupils successfully use a range of strategies to help them to tackle new words. Some pupils benefit from additional support and for the most part work well individually or in small groups with adults. A recently introduced reading scheme is proving effective in supporting pupils who find reading more difficult. Classrooms have a satisfactory range of fiction and non-fiction books available for reading, but too little use is made of the school's library to help pupils develop their research skills.
52. Pupils' writing skills are soundly promoted across the curriculum. Pupils complete a significant amount of work about words and sentences and apply this well in their writing. Many of the writing tasks set are interesting and purposeful and there are good opportunities for pupils to write using a range of styles. Pupils write at length and enjoy using their creative skills to enliven their writing. Presentation of work is satisfactory and often good. Handwriting is taught as a separate skill and this is particularly effective where it is linked to spelling. Although many pupils produce immaculate handwriting exercises, the joined script that they learn is not always reproduced in other work.
53. The subject leader is well informed about standards of attainment through a satisfactory range of assessment and target-setting procedures. She has provided staff with some useful ideas to help raise standards. There are too few opportunities for her to observe lessons and evaluate the effectiveness of her ideas and therefore the inconsistencies in provision remain unresolved.

Language and literacy across the curriculum

54. The school has worked hard to promote links between subjects and this is beginning to be effective. Pupils use their language and literacy skills soundly across the curriculum, with a particular strength in history, where writing skills are used to good effect. The use of information and communication technology in English is underdeveloped. Few examples of work using information and communication technology were seen and in the only English lesson seen where information and communication technology was used, the task consisted of copying a previous piece of work onto the computer.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils generally achieve better in Years 3 and 4 than they do in Years 5 and 6.
- The quality of teaching and learning needs to be more consistently high across the school.
- Setting of pupils in mathematics is in need of review.

Commentary

55. At the time of the previous report, standards at the end of Year 6 were at least in line with the national average. Currently, standards at the end of Year 6 are broadly in line with the national average. This is reflected in the 2004 results, which were in line with the national average and above those for similar schools. In the work reviewed and lessons seen, pupils were making better progress in Years 3 and 4. Inspection findings are that in lessons girls often achieve better than boys because they show more interest and motivation. There is inconsistency across the school in providing challenging work for the higher-attaining pupils to enable them to achieve as well as they can.
56. The quality of teaching and learning observed during the inspection was mixed, varying from unsatisfactory to good. It was most effective in Years 3 and 4. In effective lessons, pupils showed positive attitudes, became engaged in their work and showed good levels of co-operation. All pupils were fully included, enabling them to achieve well. In a less effective lesson observed the management of pupils was insufficiently effective in ensuring that pupils stayed on task and worked hard; as a consequence, too little progress was made. This was reflected in a review of the pupils' work in exercise books. There are times when too little is expected from the higher-attaining pupils and there is too little difference in the level of difficulty of work set for the various groups. In some lessons seen, the poor behaviour of one or more pupils, usually boys, had an adverse effect on the learning of the other pupils. Teaching assistants mainly provide good support for groups of pupils, usually those with special educational needs, although sometimes the poor behaviour of one or two pupils spoils the activity for the other pupils.
57. The quality of planning of lessons is variable, as it was at the time of the previous inspection. This was appropriately identified in a recent audit by the co-ordinator; also identified was that at times the pace of lessons was slow (with more time needed on group activities), that pupils often completed the same tasks (with some extension work for the higher attainers) and that more use could be made of problem solving. The quality of marking is inconsistent; at its best, teachers' marking is well used to help pupils understand how they can improve. With some marking, there is very rarely any comment. In some cases too much work is either not marked or 'self-marked'. In one group, from early November to the end of the autumn term there was no teacher marking. Some useful assessment practices have been introduced over recent times. The school has recently started collecting data to enable the staff to track progress and check National Curriculum levels, although this is at an early stage. Pupil target setting has been introduced. In some classes pupils are well aware of their own targets, in others less so. There is a need to significantly develop target setting. In order to drive up standards, pupils need to be party to, and have a clearer understanding of, exactly what they need to do to improve their work.
58. Leadership and management of mathematics are satisfactory. The school's self-evaluation aimed at improving standards, partly through the monitoring of teaching and learning, is insufficiently rigorous to bring about the necessary improvements. Pupils are in upper and lower sets for mathematics. The upper sets are very large, with up to 37 pupils and no extra adult support, whilst the lower sets are smaller. Some groups contain few pupils who set a good example by behaving well and working hard enough. The setting is least effective in Year 5; it is not effective in raising standards or improving pupils' achievement. The school, appropriately, has plans to review its system for setting pupils.

Mathematics across the curriculum

59. The school recognises the need to continue to make more effective use of mathematics as part of their work in other subjects. Useful examples include a recent traffic survey which involved data collection, pupils studying the number system of Ancient Egypt, graph work in science, time lines for the Egyptians and the Victorians and making use of co-ordinates in geography. The school recognises the need to make much more use of information and communication technology in mathematics lessons and to continue to develop links between mathematics and other subjects.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils are given good opportunities to carry out scientific investigations.
- Pupils record their work in variety of ways.
- Higher-attaining pupils are not always sufficiently challenged.
- The co-ordinator has made a positive start to the role.
- Monitoring of teaching and learning needs improvement.

Commentary

60. Standards by the end of Year 6 are in line with the national average, as they were at the time of the previous inspection. They reflect the performance of pupils in the 2004 national tests. Achievement across the school is satisfactory and there is no significant difference between the achievement of girls and boys in science. Pupils with special educational needs achieve as well as their classmates because of the support they receive.
61. The curriculum is broad and a review of pupils' work demonstrates that teachers usually place a good emphasis on developing pupils' experimental skills and provide good opportunities for them to carry out investigations. Teachers place appropriate emphasis on developing scientific vocabulary and older pupils are aware of the need to control variables when devising a fair test. There is an emphasis on using scientific recording to develop writing skills in most classes. Good opportunities are given, at an early stage, for pupils to record their work in other ways; for example, pupils in Year 4 use drawings, charts and graphs. The standards of presentation are variable; for example, in Year 6 where pupils record their work in books, it is often of a higher quality than that seen on loose paper or worksheets.
62. During the inspection the limited amount of teaching observed ranged from satisfactory to good. In all lessons pupils were made aware of their learning through clear instructions, explanations and focused questioning. In the more effective teaching, learning was made interesting and fun through well-resourced activities, which allowed pupils to discuss their ideas and work collaboratively; consequently, learning was good. Where teaching was less effective there was too much teacher talk and the tasks had insufficient challenge for higher attainers. In the science lessons observed most pupils were well behaved and showed a good attitude towards their work, which had a positive impact on the progress they made. The recent installation of an interactive whiteboard in the majority of classrooms enables teachers to make effective use of information and communication technology in their lessons. However, there was no evidence of pupils using their information and communication technology skills during the lessons observed.
63. Assessment procedures are satisfactory but a review of work showed that assessment information is not always used well enough in teachers' planning to meet the needs of all pupils. Often all pupils complete the same tasks and opportunities are missed to challenge and extend the thinking of the higher-attaining pupils by, for example, looking for alternative solutions to problems. The marking of work is too variable and is an area for improvement in some classes. Where it is effective it informs pupils of how well they are doing and what to do to improve; for example, through the 'traffic light' system. However, this approach is inconsistent as some pupils' work is marked with a solitary tick.
64. The leadership and management of the subject are satisfactory. The science co-ordinator has had limited time in her role. However, through an analysis of test results she identified the need to raise the profile of investigative science throughout the school in order to raise standards. As a consequence, a whole-school system for developing experimental science has recently been put in place. In discussion with pupils it is evident that they enjoy doing

experiments and that this emphasis is having a positive impact on their understanding of 'fair testing'. The monitoring of work in the classrooms needs more rigour to enable the co-ordinator to have a clear picture of the quality of teaching and how well pupils are performing throughout the school; this is an area for development. There are some positive signs in science, but more needs to be done to raise achievement and standards across the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils learn information and communication technology skills systematically.
- Pupils' attitudes are positive.
- The monitoring of teaching and learning is insufficiently rigorous.
- The co-ordinator has a good knowledge and understanding of the subject.
- Insufficient use is made of information and communication technology to support the teaching and learning across all the subjects.

Commentary

65. Only one lesson was observed in information and communication technology. Evidence from the lesson, samples of pupils' work, teachers' planning, discussion with pupils and staff indicates that standards by the end of Year 6 are broadly in line with those seen in most schools, as they were at the time of the previous inspection. The achievements of pupils are satisfactory overall.
66. There has been an improvement in information and communication technology resources since the time of the previous inspection through the creation of a well-resourced computer suite. Information and communication technology skills are taught systematically through a scheme of work which follows national guidance. Pupils in Year 3 effectively develop 'drag' and 'drop' mouse control skills to manipulate sounds to make a repeating tune. Year 4 pupils are able to control a screen turtle through a series of instructions to draw a rectangle, for example. Pupils in Year 5 use spreadsheets to model financial information relating to the cost for class visits. In Year 6, most pupils are confident in the use of information and communication technology and can prepare a multi-media presentation with interesting visual, animated and sound effects. Most pupils in Years 3 to 6 can use word-processing skills and images from a variety of sources, including the Internet, to enhance their work which demonstrates a growing awareness of the way texts and images can be changed. Most pupils save their work successfully into individual files and confidently retrieve their work.
67. The quality of teaching and learning was satisfactory in the lesson seen, led by a very capable teaching assistant. She explained and demonstrated which new skills the pupils would learn, thereby providing a clear focus and purpose for the lesson. All pupils were set the same tasks, with an expectation that the higher-attaining pupils would move on at a faster rate. Misconceptions were dealt with effectively. This ensured satisfactory achievement by all pupils. Pupils were enthusiastic, confident to ask questions, on task and well behaved, which contributed to their overall sound achievement. The special needs assistant was well deployed and gave good support to a pupil with particular difficulties.
68. Leadership and management of the subject are satisfactory, but the monitoring of teaching and learning remains underdeveloped, lacking the rigour to identify strengths and weaknesses in order to drive up standards. The co-ordinator has a good knowledge and understanding of the subject and there are firm plans for her to use her skills by teaching more information and communication technology lessons across the school. She is adapting the present scheme of work and assessment to be more detailed so as to support teachers better in their planning and teaching of the subject.

Information and communication technology across the curriculum

69. The timetabling of the computer suite is structured to give all pupils the opportunity to use information and communication technology to support learning in literacy and numeracy. This was seen with a group of Year 6 pupils using a program to develop a range of numeracy skills. During the inspection, insufficient use was made of classroom computers to support work in other subjects. However, there is evidence in pupils' folders and in the work on display to show that information and communication technology is used in art and topic work. Teachers enhance learning by making effective use of the interactive whiteboards.

HUMANITIES AND CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The work in geography and history and in art and design, music and physical education meets statutory requirements. The work in design and technology does not meet statutory requirements. These subjects were not specific areas of focus for the inspection and only a limited range of evidence was sampled. As a consequence, there is insufficient evidence to make overall judgements on the quality of the provision.

Geography

70. No lessons were seen in geography and therefore it is not possible to form overall judgements about the quality of teaching and learning in the subject. Evidence from samples of pupils' work and teachers' planning indicates that the pupils are receiving an appropriate curriculum.
71. A scheme of work is in place based on national guidelines which helps teachers to plan continuity and progression in the teaching and learning of geographical skills. Pupils in Year 3 are developing an awareness of the local environment and localities beyond their own. Year 4 pupils demonstrate an understanding that different places may contain similar and different characteristics to their own area, through studying a village in India. Within the Year 6 work, pupils identify the key features of a river and develop an understanding of how erosion and deposition can change the features of places. They are given appropriate opportunities to carry out independent research and their recording shows a good use of subject-specific vocabulary such as 'erosion' and 'deposition'. Most pupils take a pride in presenting their work neatly.
72. In most of the work seen there was little or no challenge for the higher-attaining pupils. A small minority of teachers readily accept work that is poorly presented and incomplete. The marking of work is inconsistent. The co-ordinator is aware of the need to develop a more rigorous whole-school system for assessment to help teachers to check and record pupils' progress in their learning of geographical skills.

History

73. Just one lesson was seen in history and it is therefore not possible to form an overall judgement about provision. There is every indication that pupils receive an appropriate curriculum. Visits play an important part in making the work interesting and relevant and strong links are made between history and other subjects. Good use is made of opportunities to apply literacy and other skills as part of learning in history. For example, pupils write letters applying for a post as a servant at Cannon Hall; they develop their geographical knowledge and literacy skills by creating leaflets advertising holidays in Egypt. The leaflets describe the weather and various holiday attractions, including a description of the wealth of historical materials to be found there.
74. Mathematical skills are used when devising time lines. Careful artistic sketches are made of artefacts that pupils examine and pupils construct models of Tudor houses and buildings from ancient Greece. Pupils learn to use different sources of evidence to learn about the past and consider which sources of evidence are the most reliable. The subject is well led by an

enthusiastic and knowledgeable co-ordinator. Monitoring and assessment procedures are being developed, but the co-ordinator has not had the opportunity to observe lessons.

Art and design

75. Because of timetabling arrangements no teaching of art and design was observed during the inspection and therefore it is not possible to make secure judgements on the quality of teaching and learning. Samples of pupils' work and teachers' planning were reviewed along with discussions with pupils. The work follows national guidelines, which ensure that pupils receive an appropriate curriculum. The planned range of media used by pupils includes pencil, paint, printing, textiles, clay and information and communication technology. The work on display demonstrated that many Year 6 pupils are producing artwork of good quality.
76. Work in art and design is being linked to that taught in other subjects to make learning more interesting and meaningful. Pupils in Year 3 visit St John's Church to study the artefacts which also act as a starting point for their three-dimensional work. They design and create good quality maquettes using a suitable range of materials, which effectively develops pupils' knowledge and understanding of the work of sculptors. A study of life in a village in India, in Year 4, develops pupils' appreciation of art in other cultures. In Year 5, pupils effectively use pastels, charcoal and paint and demonstrate an appropriate use of fabric, wool, thread, beads and natural objects in their collages with a water theme. The work on landscapes in Year 6 shows that many pupils can use pencils, pastels, charcoal and paint to produce good quality work in the style of famous artists such as Monet. Their work demonstrates good use of line, tone and blending to give depth and texture.

Design and technology

77. In design and technology, insufficient evidence was gathered to allow judgements to be made about standards or the quality of teaching. However, coverage of the curriculum has deteriorated since the previous inspection so that pupils do not receive their full National Curriculum entitlement. Discussions with pupils show that the opportunities for design and technology are inconsistent across the school. Teachers plan using national guidance and in some year groups design and technology is taught during a short block of time so that pupils can experience the designing and making process from start to finish. In other classes pupils complain that their projects are often left unfinished and therefore there is no opportunity to evaluate their work and consider how it could be improved. In discussions, Year 6 pupils' knowledge and understanding of design and technology were limited.
78. For older pupils, the design process is underdeveloped. Pupils are given too little guidance about how to record their ideas for the projects that they are engaged upon. For pupils in Year 6, designs show a limited awareness of the suitability of materials and do not draw on previous technological learning, either from disassembling items or from previous work. The subject co-ordinator acknowledges that there is a need to improve pupils' work at the design stage and in evaluating their work. In some year groups, good links are made between design and technology and history, such as when pupils construct Tudor houses or buildings similar to those seen in ancient Greece. Resources are sufficient and adequate for current use, but the use of information and communication technology to support learning through either planning, modelling or control is at an early stage.

Music

79. Insufficient evidence was gathered during the inspection on which to judge standards or the quality of teaching. The school follows a commercial scheme which provides teachers with a range of materials to offer pupils their full curriculum entitlement and which supports non-specialists in the teaching of music. In discussions with pupils it was clear that music makes a valuable contribution to pupils' personal development and the life of the school, for example, in lessons, in assemblies and in church. Pupils can also participate in the school choir and a

guitar group outside lesson times. Through music the school is developing links with the community, for example, when pupils perform in concerts with the local choral society.

80. Although many pupils have positive attitudes to music, and talk about playing instruments and singing with enthusiasm, the quality of singing observed in assemblies significantly lacked any enthusiasm. There are well-planned opportunities for pupils to learn to play a recorder or an orchestral instrument. There is a spacious music room and a good range of percussion instruments for use in lessons. The enthusiastic subject leader has only recently assumed responsibility for the subject. She has firm plans for the development of music within the school's curriculum and in the community.

Physical education

81. No lessons were observed during the inspection, so there is insufficient evidence to make secure judgements on standards and the quality of teaching and learning. The work is following a relatively new scheme of work based on national guidelines to ensure that pupils receive an appropriate curriculum. Staff have benefited from recent training in the teaching of gymnastics, although they are less confident in the teaching of dance. The provision benefits from a well-resourced, good-sized hall, play space and extensive playing fields.
82. Appropriate opportunities are provided for swimming, with Year 5 pupils having weekly lessons for fifteen weeks of the year at the local pool. There is a good range of seasonal sporting activities provided outside the school day. There are very good opportunities for girls and boys to take part in competitions with other schools in football, athletics, netball, cricket and swimming. A good number of pupils support these clubs. There are good links with one of the local professional football clubs, including a visit by the pupils to the football stadium, and good opportunities for rugby and dance coaching.
83. The co-ordinator's current involvement in a school co-ordination project with a local cluster of schools has further developed links with other primary schools and the local secondary school. The subject is well resourced. Assessment is undertaken informally.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

84. This area was not a focus of the inspection, no lessons were observed and, as a consequence, there is insufficient evidence to make firm judgements about overall provision. It is clear that the school sees personal development as an important part of its work, with clear plans for its future development. The very enthusiastic new co-ordinator has plans for the further development of the work.
85. Staff have received training in 'circle time' which is used on a weekly basis to explore ideas and to promote self-esteem, co-operation and listening skills. A recently introduced system of 'buddies' in Year 3 provides support to other children in the playground. The school council gives pupils insights into the democratic process, helping them to make their views known. Representatives from each year group meet regularly. A meeting was observed during the inspection which was very well led and minuted. The pupils take their responsibilities very seriously and the opportunity was taken to discuss contributions to the 'suggestions' box in each class. The school is effective at canvassing the views of its pupils. The pupils are very positive about 'Golden Time' established in the 'lower school' and now introduced in the 'upper school' where good behaviour is rewarded. The school helps pupils to develop an awareness of how to behave in a community. Although a significant minority do not always respond well, the vast majority of pupils across the school work together in a supportive and caring way.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

| | |
|--|----------|
| The overall effectiveness of the school | 5 |
| How inclusive the school is | 4 |
| How the school's effectiveness has changed since its last inspection | 5 |
| Value for money provided by the school | 5 |

| | |
|-----------------------------------|----------|
| Overall standards achieved | 4 |
| Pupils' achievement | 4 |

| | |
|---|----------|
| Pupils' attitudes, values and other personal qualities | 4 |
| Attendance | 3 |
| Attitudes | 4 |
| Behaviour, including the extent of exclusions | 4 |
| Pupils' spiritual, moral, social and cultural development | 4 |

| | |
|--|----------|
| The quality of education provided by the school | 4 |
| The quality of teaching | 5 |
| How well pupils learn | 5 |
| The quality of assessment | 4 |
| How well the curriculum meets pupils' needs | 4 |
| Enrichment of the curriculum, including out-of-school activities | 4 |
| Accommodation and resources | 4 |
| Pupils' care, welfare, health and safety | 3 |
| Support, advice and guidance for pupils | 4 |
| How well the school seeks and acts on pupils' views | 3 |
| The effectiveness of the school's links with parents | 4 |
| The quality of the school's links with the community | 3 |
| The school's links with other schools and colleges | 3 |

| | |
|--|----------|
| The leadership and management of the school | 5 |
| The governance of the school | 4 |
| The leadership of the headteacher | 5 |
| The leadership of other key staff | 5 |
| The effectiveness of management | 4 |

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