

INSPECTION REPORT

CHETWYND JUNIOR SCHOOL

LEA area: Warwickshire

Unique reference number: 125591

Headteacher: Roy Garner

Lead inspector: Brian Sprakes

Dates of inspection: 10th – 13th November 2003

Inspection number: 255777

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7-11
Gender of pupils:	Mixed
Number on roll:	458
School address:	Caroline Close Nuneaton Warwickshire
Postcode:	CV11 4SE
Telephone number:	024 7634 0154
Fax number:	024 7635 4762
Appropriate authority:	Governing Body
Name of chair of governors:	John Abercrombie
Date of previous inspection:	2 March 1998

CHARACTERISTICS OF THE SCHOOL

Chetwynd Junior School is larger than most other schools of its type and is situated on the southern outskirts of Nuneaton. The overall attainment of pupils when they join the school is average, although a significant number is above average and a similar number below average. This has changed since the last inspection when the attainment of pupils starting the school was above average.

Most pupils come from mainly private housing in the immediate area although some pupils attend the school from further afield. Pupils predominantly are of white, British heritage. There is a small number of pupils of other heritage, the main one being Indian; however, all speak English as a first language. The number of pupils which starts or leaves part way through the school is lower than in most schools and the number with special educational needs is at the expected level. The majority of pupils with special educational needs has learning difficulties. There are two pupils who have Statements of Special Educational needs and one pupil is in care. The percentage of pupils who are entitled to free school meals is below average. The school has five teachers who are absent.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23800	Brian Sprakes	Lead inspector	Mathematics, science, art.
9224	Mike Vineall	Lay inspector	
29426	David Grimwood	Team inspector	English, design and technology, music, physical education, special educational needs.
23740	Win Gibney	Team inspector	Information and communication technology, geography, history, religious education.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an improving school that provides a satisfactory standard of education. After a period of underachievement since the last inspection, the **overall effectiveness of the school is satisfactory** and it gives satisfactory value for money. Standards and achievement throughout the school are average, although the attainment of the most able pupils in English, mathematics and information and communication technology (ICT) is not yet high enough. Leadership, management and the curriculum are satisfactory. The overall quality of teaching and learning is satisfactory with much good teaching driving pupils' achievement upwards.

The school's main strengths and weaknesses are:

- The attainment of the most able pupils in English, mathematics and ICT is not yet high enough
- Much of the teaching of permanent members of staff is good and sometimes very good. There is, however, a small amount of unsatisfactory teaching and a lack of continuity in teaching and learning due to staff absence
- The vision of the headteacher provides a good ethos for the school
- Leadership of subjects is insufficiently developed because the co-ordinators are new to their roles and inexperienced
- The rate of pupils' attendance is very good and they are cared for well. Their attitudes, behaviour and willingness to accept responsibility are strengths of the school
- The enrichment of the curriculum and links with other schools are good
- Governors' understanding of the school's strategic development, although improving, is not yet good enough
- The open-planned classroom accommodation is unsatisfactory

Since the last inspection the key issues have been addressed sufficiently well and there has been satisfactory improvement. Once the school has attained stability in its staffing and has the newly-created senior management team and curriculum leaders in place, it will be in a good position to improve further.

STANDARDS ACHIEVED

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

Achievement is satisfactory. Standards in the 2003 national tests for eleven-year-olds show improvement on the previous year's achievement, the number of pupils attaining the expected level and above being slightly above average in English, mathematics and science. By the time pupils leave the school in Year 6, standards are also average compared with schools with similar backgrounds. In comparison to their achievement when they were in Year 2, however, too few pupils attain higher than the expected level for their age. This is especially so in English and mathematics, although in all three subjects the school is not catering well enough for those pupils who are gifted and talented.

The inspection judgement is that standards in English are satisfactory, in science they are above average and in mathematics, just above average. Achievement in ICT is constantly improving. Pupils now attain the expected standard having started from an unsatisfactory level a year ago. Standards are higher than those typically expected by the end of Year 6 in music and religious education, but below the expected level in art and design. Pupils with special educational needs achieve as well as other pupils. Following the last inspection, standards in English gradually fell while those in mathematics fluctuated considerably. Recent attainment has shown improvement in both subjects.

The development of pupils' personal qualities is good. Provision for **spiritual and cultural development is satisfactory.** Provision for **moral and social development is good** and as a result, pupils have good attitudes to school and behave well. Attendance is very good.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. Overall, teaching is **satisfactory.** There is a significant amount of good and some very good teaching in all year groups; however, the continuity of learning is currently hampered by unavoidable staff absence and the open-planned nature of some classrooms. There is a small amount of unsatisfactory teaching. Learning is **satisfactory.**

The school provides a satisfactory curriculum and opportunities for enrichment are good. The overall quality of care, guidance and support is good. Partnership with parents and links with the community are satisfactory and there are effective links with other schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The headteacher is instrumental in restructuring the school in order to address educational priorities. He has a clear vision of the development required; however, both the senior management team and curriculum leaders are inexperienced in their roles. The work of the governing body is satisfactorily developing. Governors are supportive and are beginning to understand the school's strengths and weaknesses, but their strategic overview is not yet clear enough; consequently the challenge they present to the senior management of the school is unsatisfactory.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents feel that the school treats and cares for their children well, that the teaching is good and that pupils behave appropriately. A significant number, however, is concerned that parental views are not sought, that information regarding children's progress is weak and that the leadership and management of the school is unsatisfactory. Inspection evidence does not support these criticisms, although clearly the school must improve the luke-warm relationship that it has with some parents. Pupils indicated to inspectors that they are happy at school, but many dislike classes being split up when teachers are absent. This criticism, caused by the present budgetary and staffing difficulties, is justified.

IMPROVEMENTS NEEDED

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

- Develop strategies to improve the attainment of the most able pupils in English, mathematics and ICT
- Improve the small amount of unsatisfactory teaching
- Develop the newly-created management structure for senior managers and curriculum leaders
- Develop governors' understanding of the school's strategic role in order that they can effectively support and challenge senior managers
- Improve the quality of classroom accommodation that is open-planned

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, achievement is satisfactory and standards are average throughout the school.

Main strengths and weaknesses

- Standards are above average in science and slightly above average in mathematics
- Pupils attain standards which are above those typically expected in religious education and music
- The attainment of the most able pupils in English, mathematics and ICT is not high enough
- The present trend overall is one of improvement following a previous period of decline. An example of this is in ICT

Commentary

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

Standards in:	School results	National results
English	27.2 (26.8)	26.8 (27.0)
mathematics	27.1 (27.5)	26.8 (26.7)
science	29.1 (28.1)	28.6 (28.3)

There were 124 pupils in the year group. Figures in brackets are for the previous year

1. Over the last four years, in comparison to national averages, there have been fluctuating standards in English and mathematics overall but a constant rise in standards in science. The national test results for eleven-year-olds over this period, show an increase in the number of pupils attaining the expected level or above. In the national tests in 2003, pupils' attainment at the end of Year 6 was average, both compared with national results and those of similar schools. In comparison to their achievement when they were in Year 2, however, the number of more able pupils reaching a high level is very low. This is also the reason for the erratic overall attainment in English and mathematics. In all three subjects, the school is not catering well enough for those pupils who are gifted and talented.
2. Inspection judgement is that overall standards in English are average, in science they are above average and in mathematics slightly above average. Achievement in ICT has improved dramatically over the last year and standards are now at the expected level. The most able pupils, however, are not achieving well enough in ICT because they are having to catch up from their previously low level. Following a period of overall declining standards generally, the school has restructured both management and curriculum teams. This is beginning to influence standards positively throughout the school and progress towards the school's challenging targets is now being made.
3. Pupils' standards in speaking and listening are above average. This is because teachers give pupils many opportunities to speak and listen to one another, especially when summing up what has been learnt in lessons. Standards in reading and writing are average. The school is placing much emphasis on the development of reading by allowing year groups to work together in shared reading sessions. The development of writing has been a recent focus for the school and already signs of improvement can be seen in the quality of pupils' work. In mathematics, there is good use of mental recall and regular opportunities are provided for pupils to apply their numeracy

skills across the curriculum. A key feature of the good standards in science is the regular opportunity for pupils, in all year groups, to undertake scientific enquiry. Overall, provision in ICT is satisfactory; however, the school now has very good facilities. Key skills are taught directly and pupils regularly put them to use in other subjects. Standards in music and religious education are above those which would be expected for pupils of this age, while standards in history and physical education are at the expected level. In art and design, much of the work in pupils' sketchbooks is immature and standards are below those to be expected.

4. A significant amount of good teaching contributes to pupils' achievements. Teaching assistants are used well to develop the standards of pupils with special educational needs and the school has effective systems to analyse the performance of these pupils. This ensures that, although their attainment is lower than average, they make good progress and achieve well. There are no significant variations in the attainment of any other group of pupils including boys/girls or minority ethnic groups; other than that the few pupils who are gifted and talented are not yet reaching high enough levels of attainment.

Pupils' attitudes, values and other personal qualities

5. The rate of pupils' attendance is very good. Pupils' attitudes to school and their behaviour are good. Good relationships contribute to the absence of oppressive behaviour (also driven by a good, new behaviour policy including popular reward systems). Pupils are given much responsibility and this is a significant factor in their personal development.

Main strengths and weaknesses

- Very good levels of attendance are achieved
- The good behaviour, in lessons and around the school, is underpinned by a new and effective behaviour policy
- Pupils have good attitudes to school and work
- Social and moral development are good
- Good relationships exist throughout the school

Commentary

6. Pupils' attendance is at a consistently very good level, well above the national average and is the result of continuous monitoring by the school and the efforts made by parents. Very few pupils are late and most lessons start promptly. During the last academic year, exclusions were used deliberately to make clear to pupils and parents that particular behaviour was unacceptable. The level of exclusions has now reduced dramatically.

7. Driven by the good relationships that exist in the school, between pupils and all adults and between the pupils themselves, very good attitudes to school and work prevail. Pupils settle quickly in class, they have the skills to work both independently and, with minimum supervision, in pairs and small groups. They are confident, mature, polite and well mannered. Parents speak with pride of the conduct of pupils when on residential visits. Pupils demonstrate great interest and enthusiasm in the work they do, including several extra-curricular activities. They often exercise initiative and readily take the opportunities for responsibility that are provided in all year groups.

8. The good relationships also give the foundation for good behaviour. A relatively new behaviour policy incorporates a system of rewards (and sanctions) that are popular with pupils and effective in their use. There is a very inclusive ethos of one community. Oppressive behaviour is rarely seen and, if it does occur, is both rapidly dealt with and deemed unacceptable by the majority of pupils. The good knowledge, by all staff, of individual pupils assists in the development of mature and responsible young people throughout the school. A key contribution to personal development is made by the residential visits which create great enthusiasm from both pupils and parents.

9. The role, in personal development of spiritual, moral, social and cultural education is satisfactory overall. However, provision for pupils' moral and social development is good. They

clearly know the right course to take and the behaviour policy emphasises the impact of one's behaviour on others. Social development is aided by a good range of clubs and other activities run by the parents' association. The many tasks entrusted to the children also assist. Spiritual development is rather less evident, although satisfactory, as is cultural development. Art and music make a significant input, whilst visitors and visits broaden the experience both of cultural activity and of cultural differences.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.3
National data	5.4

Unauthorised absence	
School data	0
National data	0.4

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

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

No of pupils on roll
419
1
7
7
4
4
9
1
6

Number of fixed period exclusions	Number of permanent exclusions
12	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

10. The quality of education is satisfactory overall. Teaching and learning are satisfactory throughout the school. The curriculum is satisfactory; however, opportunities for enrichment are good. Care, guidance and support and links with other schools are good. Partnership with parents and the community are satisfactory.

Teaching and learning

11. Teaching and learning are satisfactory overall and ensure that pupils reach standards which are satisfactory or better in English, mathematics, science and ICT. Assessment procedures are not yet fully established but the marking of pupils' work, is good.

Main strengths and weaknesses

- Learning objectives are clearly identified and shared with the pupils
- The use of assessment is insufficiently developed; however, the marking of pupils' work is good

- Good teaching in science and music leads to above average standards
- Good opportunities for discussion means that pupils speak confidently about their work
- The unsatisfactory use of time in some lessons means that pupils accomplish less than they should and that a small amount of teaching is unsatisfactory
- Continuity of learning is sometimes interrupted in the open-planned classrooms

Commentary

Summary of teaching observed during the inspection in 51 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	5 (10%)	18 (35%)	26 (51%)	2 (4%)	0 (0%)	0 (0%)

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

12. Since the last inspection, teaching has improved with more good teaching and learning taking place. Pupils and their parents feel that the teaching is good. Teachers plan their work well, particularly in literacy and numeracy lessons. They prepare activities for pupils of different abilities; this accelerating learning. For example, in a very good lesson, in which Year 4 pupils were introduced to aspects of poetry, the teacher planned work for four groups of pupils, providing help for the less able but challenging and extending the more able pupils. Good teaching has effective classroom management where the teacher is able to work with one group of pupils while the others work independently. The learning of pupils with special educational needs is helped in literacy and numeracy by them having individual support from well-briefed and skilful teaching assistants. Sessions tend to be short but concentrated and frequent so that learning is systematically built upon. There is no significant variation in the quality of teaching and learning between different groups, including those of ethnic minority.

13. Satisfactory teaching focuses pupils' attention on what is to be learned in lessons by clearly stating the objective of the lesson. Teachers mark pupils' work well, encouraging and giving clear indications of how they may improve, often making reference to the learning objectives of the lesson. Pupil records are being established so that the achievement of individuals can be tracked, but this aspect of assessment is inconsistent. The school makes satisfactory use of national assessment data in the key areas of literacy and numeracy. However, teachers in every year group are not yet fully analysing strengths and weakness so that they are able to focus their planning to help pupils' future learning. The few pupils who are gifted and talented are not identified in most lessons.

14. Teachers provide ample opportunities for discussion and as a consequence, pupils speak and listen well. Particularly good use of sessions at the end of lessons allows pupils to consolidate on what has been taught. Pupils often have the chance to read what they have written and others make suggestions on how the work might be improved or extended. In a good lesson in Year 6, pupils had the opportunity to brainstorm and then discuss conditions in Victorian England.

15. Although good computer systems have not been established for very long, standards in information and ICT are improving. This is because both teachers and pupils are increasing in confidence and skill, so enabling ICT to be well used in supporting learning in other subjects. For example, in a very good Year 5 lesson, the teacher demonstrated how the interactive whiteboard can be used to re-arrange and improve text. In science, the specialist subject knowledge of individual teachers is used well to allow all groups of pupils to achieve at their optimum level. All the lesson plans for music are provided by the music co-ordinator. This boosts teachers' confidence and means that pupils achieve well and reach above average standards. Pupils' attainment in music is further promoted by the use of good quality, specialist instrumental tuition. For example, Year 5 pupils can play rounds using a range of instruments.

16. Time is not always well used and this is particularly evident in physical education lessons where teachers speak for too long and do not allow pupils sufficient time or opportunity to develop their skills. Teachers do not always make full use of evaluation to give pupils clear ideas on how they may improve their performance. Achievement in physical education is also limited because, in some lessons, too many pupils do not take part because they have not brought their kit. Newly-created year group leaders are beginning to impact well on teaching and learning. However, classes in several year groups have interruptions to the continuity of learning because of unavoidable teacher absence and at times, corridor noise in the open-planned classrooms. The school is planning to improve this latter unsatisfactory situation, where one side of some classrooms is, in fact, part of the corridor.

The Curriculum

17. The quality and range of the curriculum are satisfactory. All statutory requirements are met, but the school lacks more formal structures to ensure continuity and progression in the development of skills across some subjects. Opportunities for curriculum enrichment are good and well supported by pupils. Resources are good; however, the open-planned classroom accommodation is unsatisfactory.

Main Strengths and weaknesses

- Information and Communication Technology (ICT) is used well across a range of subjects
- There is good provision for pupils with special educational needs
- Opportunities for curriculum enrichment are good
- The school has a good range of resources to support the curriculum
- The open-planned classroom accommodation hampers teaching and learning

Commentary

18. Since the last inspection, the main focus of curriculum development has been in English, mathematics, science and ICT. This has been successful in raising of standards. Teachers have worked hard to ensure that basic skills are developed in literacy and numeracy and these are used well throughout the school. As a consequence, the development of other subjects has not been a priority for the school. National schemes of work are used to underpin planning and ensure that statutory requirements are met, but there is insufficient involvement by subject leaders to ensure continuity and progression in the development of skills. This reduces the overall effectiveness of teaching and learning.

19. A feature of the curriculum is in the way ICT is used effectively to support a range of subject areas, particularly history, mathematics, art and literacy. Teachers' plans indicate an awareness of the need to create opportunities to use new technology, but this is not co-ordinated across the school. The provision for pupils with special educational needs is good and ensures that all pupils are fully included in the life and work of the school. The school fully meets the Code of Practice for Special Educational Needs, although there is not yet sufficient development of the curriculum for the pupils of higher attainment and those who are gifted and talented. The curriculum also promotes pupils' personal, health and social development well.

20. The school provides many opportunities to enrich the curriculum for all pupils. Three year groups offer residential visits and there is a wide range of extra-curricular activities to cater for different interests. Most of these are for older pupils, but the school is very keen to include all groups of pupils. The humanities curriculum is enhanced by visits to local places of interest and by visiting theatre groups. Pupils are encouraged to learn to play a musical instrument and there is a good school orchestra and choir to encourage participation in this area. Resources throughout the school are good and this is a factor in the improvement of teaching and learning. Although much of the accommodation is also good, the open-planned classrooms are unsatisfactory due to the noise of corridor movements. There is a programme in place to enclose these areas when funding becomes available.

21. The school has established good links with local secondary schools, particularly in supporting the recent developments in ICT. Transition arrangements are good and pupils attend workshops at their local secondary schools prior to the time of transfer.

22. As a result of recent staffing issues, there have been significant changes to roles and curriculum responsibilities. This has resulted in some subjects having no co-ordinator at the present time, or a co-ordinator new in post. This has had a detrimental effect on the development of some of the non-core subjects. However, a very positive feature of the recent school re-organisation is the creation of "Learning Community Development" roles for assistant year leaders, designed to improve links with parents and support the curriculum through community liaison. The school is now well placed to make significant progress in developing the curriculum further.

Care, guidance and support

23. The caring ethos created in the school includes everyone. This, together with the efforts made to create a healthy and safe environment, is a strength of the school. The care, guidance and support for pupils are all based upon the good relationships throughout the school, as is the good personal development that takes place.

Main strengths and weaknesses

- The school works hard to ensure pupils' health, safety and welfare
- The personal development of pupils is good
- Relationships between all staff and pupils are good
- Pupils are involved in the running of the school
- The monitoring of academic performance is under-developed

Commentary

24. Good work is done to ensure that all pupils enjoy a safe and secure environment and this has improved since the last inspection. A new staff appointment has been made to co-ordinate health and safety and the committed caretaker plays a detailed and practical role. It typifies the 'one team', inclusive nature of the school community to hear that pupils frequently report broken items directly to the caretaker!

25. First Aid is well handled, with four staff now trained in this area (an issue at the last inspection). There are good child protection practices in place and pupils with special educational needs are supported well. Health and safety issues are regularly monitored and appropriately documented.

26. At a more personal level for pupils, their happiness at playtimes and lunchtimes has been further addressed by complementing the team of well-briefed supervisors with senior pupils, readily spotted in their yellow jackets, as 'Buddies' for children upset, or even just lonely. This is just one example of the good work done to involve pupils in the running of their school. Another such innovation is the setting up of a School Council made up from representatives from Year 6 classes. The forum has already raised many issues and suggestions which have resulted in changes or improvements. Perhaps the best example was to lower the coat pegs in the Year 3 cloakroom! Members of this Council are also used to perform many other responsible tasks around the school, whilst 'monitors' of various types are appointed in all classes. The running of the school is becoming more and more a shared process with the inclusion of all staff and pupils.

27. Appropriate support and advice are provided satisfactorily to pupils by members of staff. This is drawn from their good knowledge of and relationships with individual pupils and as a result, a wealth of mature and responsible behaviour can be seen around the school. Formal assessment and the monitoring of academic performance are not yet sufficiently well developed. The setting of individual targets for pupils is still in its infancy and those pupils who are gifted and talented do not

yet have sufficiently demanding goals. Good induction arrangements have been evolved to bringing pupils in from the infant school as well as in preparing them for transfer to the two secondary schools.

Partnership with parents, other schools and the community

28. Information provided for parents, especially that on their children's progress, is very good. The school has also developed many initiatives, attempting better to engage all parents. Despite this, the relationship with parents is somewhat luke-warm and only a minority of parents enter into a true partnership with the school. Links with the community are satisfactory and those with other educational establishments good.

Main strengths and weaknesses

- Methods of reporting on pupils' progress to parents are good
- The quality of communication and information sent home is good
- Links with other educational establishments are good
- There is a lack of positive attitudes to school from a significant number of parents

Commentary

29. The attitudes towards the school, expressed through the parents' questionnaire, while generally positive, were somewhat guarded and luke-warm. In terms of parents seen, face-to-face, at both the parents' meeting and during the inspection, views are polarised. Many, very supportive parents are full of praise for school improvements and innovations whilst, at the other extreme, a small group of parents at the meeting, was not only negative of views, but very antagonistic. In between, there is a group of parents which is somewhat apathetic to the school and rather grudging in support. There is certainly a need for the school to build bridges with a significant minority of parents.

30. Some of the specific complaints made about the school were found, in the course of the inspection, to be unjustified. For example, reporting to parents about their children's progress, far from being a weakness was very strong, with three written communications on their children's progress as well as three formal consultations throughout the year. Dissatisfaction concerned the dealing with complaints; yet a clear request regarding whom to contact and when, has been sent out. Additionally, teachers make a point of escorting their class to the school gate at the end of each day, thereby substantially improving the day-to-day contact with parents and carers. Equally the communications sent home, from a good prospectus to class letters detailing insights into curriculum work being taught, are of good quality. All pupils are supportive of the school; however, many dislike classes being split up when teachers are absent. Although this criticism is caused by budgetary and staffing difficulties, it is justified. The present situation is unsatisfactory because it causes disruption to learning and a lack of confidence for some pupils.

31. Over the past two years there has been a clear change of culture in the school, with more delegation of responsibility and the appointment of new 'middle management' staff – some, in each year, with specific parent-liaison responsibilities. In addition, the school has devised several initiatives specifically to engage the parents more with the work of the school. The well-founded concept of a parents' council failed from a lack of parental support; an attempt to explain and instruct parents on the pupils' 'Buddy' scheme in Year 6 attracted only six parents and the valuable work done by the Friends' Association does not draw many more members. The school and parents have yet to forge a true partnership.

32. The school enjoys satisfactory links with the local community, including local churches and organisations, and sponsorship by five local companies for the improvement of the courtyard has been obtained. Links with local educational establishments are good, particularly regarding pupils' transfer to and from the respective infant school and secondary schools. Links with higher and further educational establishments also benefit the school.

LEADERSHIP AND MANAGEMENT

33. Leadership and management are satisfactory overall. Leadership is satisfactory. The headteacher provides a clear direction for development but the leadership of some key staff is less well developed. Management is also satisfactory. The headteacher manages well but the remaining members of the senior management team have relatively newly-defined roles. Governance is satisfactory although some areas are under-developed.

Main strengths and weaknesses

- The vision of the headteacher is providing a good ethos and a positive climate for learning
- The school is successfully overcoming a large budget deficit
- Good appointments to the senior management team are beginning to impact well on pupils' learning
- Most subject leaders are inexperienced in their roles
- Governors are supportive of the school but as yet their strategic role is insufficiently developed
- The unavoidable absence of teachers is creating a lack of continuity of learning for some pupils

Commentary

34. The leadership of the headteacher provides a clear direction for the development of the school. His recruitment and deployment of staff are good, so providing a good structure on which the school can build. The newly-created senior management team is relatively inexperienced; however, it is developing rapidly and beginning to impact well on standards throughout the school. Most subject leaders are new to their roles and as a result, there is insufficient curriculum development. Next term, further additions will be made to the school's leadership team and once the school has attained stability in its staffing, it will be in a good position to improve further. Until recently much of the school's self-evaluation and the monitoring of assessment data have been completed by the headteacher. Key members of staff are beginning to monitor and evaluate lessons and the information gained is enabling them to develop the curriculum so that standards are beginning to rise. Performance management provides an effective tool for the development of both teaching and support staff; however, due to financial restraints, the school is struggling to reduce teacher workload significantly.

35. The governing body is led by a hard working and experienced chairman who works closely with the headteacher and is committed to school improvement. There are several new members who are keen to support the school but even so, most governing body meetings do not see a full attendance. The procedures for governors to inform themselves about the strengths and weaknesses of the school are improving; however, their strategic overview of the school is not yet sufficiently developed to allow either the necessary challenge or support to the school's senior staff. Governors fulfil all statutory responsibilities and the special educational needs governor is well informed about the school's work in this area.

36. Governance, leadership and management have all changed considerably since the last inspection. When appointed eighteen months ago, the headteacher inherited a potential overspend of £65,000. In partnership with the local education authority, the school is working hard to overcome this problem and the recent school audit confirms that progress is now being made. The recovery plan indicates that a balanced budget will be achieved by the financial year 2005/6. This is not, however, without drawbacks such as a lack of money to provide supply cover for any short-term teacher absence. Additionally, the unavoidable, but significant, amount of teacher absence is not only adversely affecting continuity in curriculum leadership, teaching and learning, but also adding to the overall financial burden. The school has sound procedures and systems for financial planning to monitor and control expenditure. Best value principles are applied well and day-to-day administration is carried out effectively.

Financial Information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	812,209	Balance from previous year	-40,000
Total expenditure	852, 233	Balance carried forward to the next	-37,325
Expenditure per pupil	1,861		

37. The management of special educational needs is good. Since becoming the co-ordinator for special educational needs, the deputy headteacher has linked well with visiting support staff, implementing effective procedures to ensure that pupils are fully included in the life and work of the school. The school has a satisfactory policy for the monitoring of race equality. It does not yet have a policy for those pupils who are gifted or talented; other than this, all pupils have access to the school's educational provision. Good use is made of support programmes for improving literacy and numeracy skills.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

SUBJECTS IN KEY STAGE 2

ENGLISH

39. Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in English are improving
- Standards in speaking and listening are good
- The marking of pupils' work is good
- The most able pupils are not achieving well enough
- Pupils in Years 5 and 6 are not given sufficient opportunity to write independently

Commentary

39. Standards in English have fallen since the time of the last inspection, when they were judged to be above the national average, with higher attaining pupils doing particularly well. After 1998 there was a steady deterioration in standards. This decline was arrested and continued to improve when a new management and curriculum leadership structure was implemented and in 2003 standards improved to an average level. The inspection judgement is that standards are now set to rise and that the pupils, at present in Year 6, will reach standards higher than those achieved in 2003, although not yet high enough to be judged above average. At present, the attainment of pupils in Years 5 and 6 is average; however, indications are that pupils in Years 4 and 5 will achieve above average standards by the time they leave the school. Pupils' achievement is satisfactory.

40. Standards in speaking and listening are above average. Pupils speak clearly and confidently. They are given many opportunities to speak and listen, particularly in sessions at the end of lessons which are used for summing up what has been learnt. For example, a group of Year 5 pupils writing instructions on how to operate an overhead-projector, demonstrated how successful they had been by giving very clear step-by-step directions.

41. Standards in reading are satisfactory. The school places emphasis on reading with, for example, shared reading sessions where pupils of one year group read to older or younger children. This is assisting in improving standards. By Year 6, most pupils can read with expression. They can speak with insight about the characters and plot of a story and they are able to infer as well as retrieve literal meaning. Although most pupils in Year 6 understand how to use an index, they are not so confident in some research skills, such as locating information in encyclopaedias. Teachers make good use of the overhead projector to show texts for whole-class reading sessions. Sometimes, however, a combination of small print, light reflecting from the whiteboard and unsuitable positioning of pupils make it difficult for pupils to read the words and this limits achievement.

42. Improving the quality of pupils' writing has been a recent focus for the school. Although the initiative has not been going long enough to have had a full impact on pupils' learning, there are signs that it is beginning to raise standards. Teachers usually plan their lessons well, suitable activities being provided for pupils at different levels of attainment. So that pupils can have a greater insight into their own learning, teachers ask them to start each piece of written work with the learning objective of the lesson. This allows teachers to refer to these later, indicating whether or not the pupils have been successful. Pupils' presentation of work is generally good, although sometimes the quality of handwriting is variable. There is no consistent, structured approach to handwriting and older pupils are not all writing with a joined script. Pupils have opportunities to write in a good range of styles and teachers place much emphasis on the planning and drafting of work, sometimes at the

expense of opportunities to write. For example, a Year 6 class made good skeleton plans for a piece of writing about their school, but used these for writing another, more detailed plan, so reducing the overall time for their actual writing. Pupils do produce examples of lively, witty, individual writing, for example, when a Year 6 pupil wrote, 'They're currently on the case of a cereal killer who beats his victims to death with a bag of Rice Krispies.' Much writing is heavily structured and teacher led. This has the advantage that pupils are shown good techniques and styles of writing, but there are insufficient opportunities for pupils in Years 5 and 6 particularly, to write individually. This restricts achievement, particularly of the most able pupils. A strong feature of teaching is the quality of marking. This is done well throughout the school and teachers take great care to give pupils clear ideas on how they can improve and extend their work. Some teachers are beginning to use the information gained to set targets for pupils' learning; however, the method of recording these targets is inconsistent.

43. Pupils with special educational needs receive good support from well-informed and skilful teaching assistants. Pupils are frequently withdrawn from lessons to gain individual support and care is taken with the timing of withdrawal so that learning in other subjects is not disrupted. Pupils are positive about these short but frequent and concentrated sessions and they make good progress. Although provision is made for the many higher-attaining pupils, there is insufficiently high expectation of these pupils and the school does not cater for the very few who are gifted or talented.

44. Teaching and learning are satisfactory overall, but there are examples of good teaching throughout the school. This can be seen when teachers plan their lessons to use the time available effectively and when they inspire pupils such that supplementary learning takes place. Recently, there have been considerable changes of teachers, however, and this does not help the progress and continuity of the pupils' learning. Assessment arrangements are not yet fully developed. Nationally-recognised assessments are carried out annually but these are not yet fully analysed so that areas of weakness in learning may be identified. Progress books contain examples of pupils' work over periods of time, but their usefulness is limited because the work is not always accurately moderated.

Language and literacy across the curriculum

45. Good opportunities are provided for pupils to apply and develop their skills in speaking and listening, reading and writing in other subjects apart from English. Discussion is a feature of most lessons and pupils are generally confident and articulate. Science, ICT and history in particular are used effectively to develop and consolidate writing skills in a range of different forms.

MATHEMATICS

47. Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Overall standards are just above average
- The achievement of the more able pupils is not good enough
- A knowledgeable and effective co-ordinator has recently been appointed
- Marking contains effective guidance to pupils on how to improve

Commentary

47. Following the last inspection, standards in mathematics have fluctuated considerably. The 2003 national tests for eleven-year-olds show that the number of pupils attaining the expected level and above is slightly better than the national average. Although the appropriate number of pupils is working at a higher level of attainment, too few successfully attained this standard in the last national tests. There has been a recent change in the leadership of the subject and the new co-ordinator is already impacting well on standards.

48. Overall, teaching and learning are satisfactory although much good and some very good practice can be seen. Pupils' behaviour and attitude to the subject are good and teachers use good questioning skills to challenge pupils. Throughout the school, there is good use of accurate mental mathematics and newly-learnt strategies are used well. An example of this was seen in Year 6 when a pupil accurately explained how she had calculated a long multiplication problem in her head. Marking is used well to move pupils forward and presentation of pupils' work is generally of good quality. Sometimes teachers spend too much time talking to the whole class; consequently there is insufficient pace to lessons to ensure that pupils of all levels of attainment can concentrate fully. This is a weakness for the very few gifted pupils. Teachers have a good knowledge and understanding of the subject; however, their satisfactory planning and assessment of lessons are not always used effectively enough to determine subsequent learning. The use of homework throughout the school is inconsistent.

49. Programmes of work for pupils with special educational needs are good. Those less able in mathematics are supported well and by the end of Year 6, many can tackle work that is appropriate for their age. Boys and girls and the few pupils from ethnic minority groups attain equally well. Resources for mathematics in all year groups are good and this impacts well on teaching and learning. Although the subject leader has held the responsibility for only a few weeks, she has recognised a number of areas for development, including the system of grouping pupils in Years 5 and 6 according to their previous attainment. At present, there is too infrequent use of these 'setting' arrangements (once each week in Year 5 and once each fortnight in Year 6) to have any significant impact on attainment, especially with less able pupils. Good links with both infant and secondary schools exist. The open-planned nature of some classrooms often creates the distraction of outside corridor noise, adversely impacting on pupils' concentration and overall attainment.

Mathematics across the curriculum

50. There are satisfactory opportunities for pupils to apply their mathematical skills in other subjects. Links with ICT are good and older pupils are aware of how to produce a range of graphs. There are also good examples of mathematical links in science and design and technology. This can be seen when pupils construct three-dimensional models using the properties of shapes as a basis for their designs.

SCIENCE

51. Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average
- Investigation skills are used well
- Resources for scientific enquiry are very good
- Pupils' attitudes and behaviour are good in all lessons

Commentary

52. Most pupils are working at the expected level for their age and a good number achieve above average standards. In the 2003 national tests for eleven-year-olds, 43 per cent of pupils attained a higher level than average whilst 91 per cent attained the expected level or above. This achievement shows much improvement from previous years when attainment, since the last inspection, had seen only gradual improvement. There is little difference between the attainment of boys and girls or ethnic minority groups and pupils with special educational needs achieve well in relation to their prior attainment. The few pupils who are gifted and talented, however, are not yet catered for sufficiently well.

53. All aspects of the science curriculum are studied appropriately. Pupils' investigative skills are used well. Most know that a scientific enquiry needs to involve fair testing and they are confident in

explaining how to set up such an experiment. Investigations are well planned to include pupils of all levels of attainment. Pupils have regular opportunities to test their hypotheses and scientific conclusions and they do this well. For example, pupils in Year 3 understand why a complete circuit is needed to light up a bulb and pupils in Year 5 can explain clearly the use of filtration systems. Pupils record their work in a good range of forms including writing, tables and graphs using ICT skills. The most able pupils reach high standards. Work is neatly presented and well marked, teachers indicating how further improvement could be made by making constructive criticism and praise.

54. The quality of teaching throughout the school is good and as a result, most pupils achieve well including those with special educational needs. Teachers have good subject knowledge and they use this effectively when explaining scientific terms, making sure that pupils of all levels of attainment are fully included in the lesson. As a result, pupils' understanding and use of scientific vocabulary is good. There is a good pace to most lessons and because pupils are successfully involved in their investigations and overall learning, they enjoy the subject. Although assessment is used to track the achievement of pupils, outcomes of this assessment are not used to set individual targets. Pupils' attitudes, behaviour and relationships are good throughout the school and pupils of all ages have the capacity to work in groups quietly and constructively.

55. The management of the subject is good overall. Next term when a new subject leader takes over, he will inherit a subject which has a good capacity to improve further.

INFORMATION AND COMMUNICATION TECHNOLOGY

56. Provision for information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- There has been significant investment in ICT since the appointment of the present headteacher
- ICT is being used widely across the curriculum
- Teachers' subject knowledge is good and they are supported well by an able and enthusiastic teaching assistant
- Older pupils are having to "catch up" because they have not had the opportunity to develop their skills over time because of deteriorating equipment
- There is no subject co-ordinator to monitor provision

Commentary

57. Since the previous inspection, there has been satisfactory improvement in the development of ICT. Initially, there was a lack of continued investment in the subject resulting in an inadequate number of working computers being available for pupils to receive their full entitlement to the National Curriculum. However, in recent months, there has been significant investment in new equipment and the school now has very good facilities. This is largely due to the vision and hard work of the headteacher and the previous subject co-ordinator. With the appointment of a senior member of staff to oversee the development of the subject next term, there is great potential to raise standards and improve overall provision.

58. During the inspection, the teaching of ICT was satisfactory overall with some teaching of good quality. Teachers' subject knowledge is good and planning thorough. Teachers are well prepared for their lessons; for example, Year 6 pupils were able to access photographs of Victorian life that had been previously scanned by the teacher to enable them to achieve the lesson objective of inserting photographs into a multi-media presentation. The teaching assistant, who specifically supports ICT, has been particularly effective in the way she works with pupils and teachers.

59. In the majority of lessons, pupils' attitudes and behaviour are good and their achievement is also good. However, in some lessons, the most able pupils lack challenge because teachers give overlong explanations to the whole class, rather than adopting an approach which caters for their

precise level of attainment. This leads to some restlessness and under achievement by the most able pupils in the school. Pupils with special educational needs make good progress and there is no significant difference in the achievement of boys and girls or pupils of minority ethnic groups.

60. There has been very good strategic management of ICT to develop the current provision, but the absence of an ICT co-ordinator this term has slowed down the rate of progress. Nevertheless, there has been very good interim support from the local education authority and the nearby local technology school. Year group leaders have also ensured that a national scheme of work has been followed, although there are inconsistencies in assessment procedures and very little monitoring of teaching and learning takes place. Plans are in hand to address this after the new co-ordinator is appointed. The teaching assistant, who specifically supports ICT, has been particularly effective in the way she works with pupils and teachers.

Information and communication technology across the curriculum

61. This is a strength of the subject. Pupils acquire ICT skills through links to other subjects. Year 3 pupils link their ICT to literacy in using play-scripts to cut and paste, while some Year 5 pupils use a database to learn about the properties of 2-D shapes in mathematics. Pupils in Year 4 edit text using their history topic of "Boudicca's Rebellion" as a focus for their work. The use of ICT in this way is an improving part of the school's curriculum.

HUMANITIES

Geography and History

62. There was insufficient evidence to form a judgement about the provision in geography. Geography has not been taught this academic year because the teaching of geography and history alternates termly on the timetable. Recruitment of staff has resulted in a new co-ordinator for geography who has not yet had any formal training for the role.

63. Provision in history is **satisfactory**.

Main strengths and weaknesses

- There is good use of ICT to support the teaching of history
- The development of cross-curricular links is good
- The use of visitors and visits enhances the curriculum
- There is insufficient monitoring and evaluation to ensure assessment, continuity and progression in the development of skills

Commentary

64. By the end of Year 6, standards in history are at the expected level for pupils of this age. Unsatisfactory progress has been made since the previous inspection when standards were judged to be above national expectations. Emphasis on raising standards in English, mathematics, science and ICT in recent years has resulted in the subject not being scrutinised to ensure that the scheme of work provides systematic development of skills over time.

65. Only three lessons were observed in history, all of which were satisfactory. Teachers plan interesting lessons and pupils are thoughtful and responsive. Overlong explanations sometimes reduce the time for pupils to carry out tasks and planning does not always cater for the needs of different groups of pupils.

66. A range of visits and visitors plays an important part in making the work interesting and relevant; for example, the visit of a Roman Soldier in Year 4 and a Tudor workshop in Year 5. A feature of the teaching in history is the way in which teachers use opportunities to develop cross-curricular links; such as in English, when Year 6 pupils plan a non-chronological report on the theme

of Victorian life. A good dance lesson was also observed in Year 4, relating to the theme of the Celts and Romans.

67. ICT is used extremely well to enhance the history curriculum. Year 6 pupils research the Victorians using the internet and then produce multi-media presentations. These involve complex skills, such as scanning and inserting pictures and animations into slides. They end by making evaluative judgements about each other's efforts.

68. National schemes of work are used and year groups determine the breadth and balance of teaching over a year. This creates an unsatisfactory situation where the amount of time spent on teaching and learning varies for different age groups. There are no consistent assessment procedures in place and the co-ordinator has not yet had the opportunity to monitor and evaluate the subject. As part of the school's on-going improvement programme, there are plans to address this issue over the next year.

Religious Education

69. There is **good** provision for religious education.

Main strengths and weaknesses

- The subject is very well led and managed
- Resources (including a range of artefacts) to support the Locally Agreed Syllabus are very good
- There are good, detailed assessment procedures in place. These are linked with excellent subject documentation
- There are inconsistencies in the time allocated to religious education within certain year groups

Commentary

70. Achievement in religious education is good. Since the previous inspection, when standards were at the expected level, a great deal of work has been done to raise attainment in religious education. Although only three lessons were observed during the inspection, scrutiny of recent work and an examination of the detailed documentation provided by the subject co-ordinator, indicate that attainment by the end of Year 6 is above that expected for pupils of this age.

71. Teachers' planning is thorough and the imaginative use of a range of teaching styles engages pupils in their learning. For example, Year 5 pupils were involved in drama to illustrate the "Parable of the Sower"; having the opportunity to examine wheat seeds before discussing the conditions required for successful germination and growth. Pupils' previous learning in science was used effectively to connect to the religious education lesson.

72. There has been a significant investment in the development of the subject since the last inspection. Leadership and management of the subject are very good and the co-ordinator has spent a great deal of time preparing detailed materials to support the implementation of the Locally Agreed Syllabus. The co-ordinator has thoroughly audited the work in each year group and has delivered training for her colleagues so enabling them to deliver the curriculum effectively. The resources for religious education have been chosen carefully and boxes of artefacts allow pupils to have "hands on experience" to enhance their learning.

73. There are good, detailed, assessment procedures in place for religious education and the co-ordinator has developed a portfolio of assessed work for teachers to use in evaluating pupils' work. The co-ordinator is currently updating assessment within the subject. All classes do not have a similar allocation of time for religious education; however, the co-ordinator's development plan identifies the need to review timetabling arrangements.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and Technology, and Art and Design

74. Only two lessons were seen in design and technology. Little work has been completed in this school year because the timetable alternates in half-termly blocks. It is, therefore, not possible to judge pupils' standards or the quality of teaching. In the two lessons, both in Year 5, pupils were designing a version of The Tudor Rose. This is to be made in fabric and used as the centrepiece of a calendar. Good class control means that pupils concentrate on the task and achievement in design and sewing is satisfactory. Pupils' achievement is helped by the good level of support from classroom assistants. Work in design and technology is supported by a club for older pupils in which they use technical construction kits.

75. Only one lesson was seen in art and design and it is not possible to judge the overall quality of teaching. Most pupils have sketchbooks and the scrutiny of these shows that much of the work comprises immature sketching and painting. The co-ordinator is very enthusiastic, but new to the role and has not yet begun to impact on the subject's overall development.

Music

76. Provision in music is **good**.

Main strengths and weaknesses

- The leadership of music is very good
- There is a good programme of work which is continually revised
- Teaching and learning are good
- Good opportunities are available for both instrumental tuition and pupils to perform

Commentary

77. Standards in music have improved since the last inspection and are now above average. This improvement can be largely attributed to the very good management of the subject. The co-ordinator has a constantly-developing, good programme of work for music and, using this as a basis, plans lessons for every class in the school. This has the benefit of ensuring that each teacher has good quality lesson plans to work from and also that pupils' musical skills are systematically developed. The co-ordinator has also been able to boost teachers' confidence by working with them during lessons. Additionally, she has been able to improve overall standards by teaching in hymn practices, directing the choir and instructing a series of recorder groups for pupils of different levels of ability. The quality of singing throughout the school is good and groups of pupils are able to provide descants.

78. The quality of teaching and learning has improved since the last inspection and is now good. Teachers have high expectations and challenge pupils with searching questioning, continually stressing the correct musical language. For example, a Year 4 pupil was able to answer the question, 'How can we change this to an ostinato?' and Year 3 pupils used the term 'crescendo'. The programme for music is enriched and extended by individual tuition in a wide range of instruments and the extensive resources allow a good number of pupils to take advantage of the opportunities offered. These pupils can confidently read music and this contributes to the learning of everyone. In a Year 5 class, pupils accurately and melodically sang a round with groups and individuals participating on piano, keyboard, violin, flute, recorder and various tuned percussion instruments. The school has a separate music room which means that resources are conveniently stored and always at hand for lessons.

79. Every pupil in each year group is involved in an annual musical production and there is also a school concert. These occasions not only raise the status of music in the school but also give pupils the opportunity to perform publicly.

Physical Education

80. Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- There is good curriculum coverage, including swimming and outdoor and adventurous activities
- The curriculum is enriched by a range of good quality extra-curricular activities
- Too many pupils miss lessons because of a lack of kit
- Teachers do not make sufficient use of evaluation to improve performance

Commentary

81. Standards in physical education are satisfactory and they remain unchanged from the last inspection. Pupils, including those with special educational needs, achieve satisfactorily. The school offers a good range of games including rugby and football and pupils in Years 4 and 5 are able to use the local swimming pool, where they receive expert tuition from pool staff. As a consequence standards in swimming are good. Pupils also have the opportunity to undertake adventurous activities such as rock climbing and caving on the residential trips they make in Years 4, 5 and 6. The programme for physical education is also supported by extra-curricular clubs where, for example in the football club, pupils receive very good quality tuition from a highly qualified coach. Various teams represent the school in tournaments and although they tend to involve relatively few pupils, they give pupils of higher attainment the opportunity to practise their skills in competitive situations. The programme for sport is supported by the good facilities at the school, the hall and field being both larger than is usually found in primary schools. Achievement in physical education is not helped by the number of pupils who miss lessons because of a lack of kit. Physical education is not given priority on the timetable and some classes have insufficient activity to support fitness levels or develop skills.

82. The quality of teaching is satisfactory overall although there are examples of good and unsatisfactory teaching. Teachers usually dress appropriately for lessons, emphasising the importance of the subject. Class control is usually good which means that lessons are conducted safely and this can lead to time being maximised. In a Year 4 class, pupils were well drilled to get out and put away apparatus quickly and efficiently. This is not always the case and in some lessons organisation is laborious, teachers speak for too long, pupils being given too little time to practise their skills. A feature of good lessons is the good subject knowledge of teachers. In a Year 4 class, skilfully-chosen warm-up activities were designed to improve pupils' awareness of finding space, an essential skill in virtually every game. In a Year 6 class, the teacher was able to demonstrate how to do a range of kicks using a rugby ball. Although teachers do make use of pupil demonstration, there are few examples of teachers, even in good lessons, evaluating or getting pupils to evaluate performances so that pupils may have clear pointers as to how they can improve.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

83. No lessons were seen in personal, social and health education and citizenship; however, this area of education permeates much of the curriculum and the general life of the school. The curriculum for health education is satisfactory. As seen in earlier evaluations within this report, pupils' personal and social development and their education to become good citizens are strengths of the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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