

INSPECTION REPORT

DURRINGTON CE (VC) JUNIOR SCHOOL

Durrington, Wiltshire

LEA area: Wiltshire

Unique reference number: 126324

Headteacher: Mr N L Ruck

Lead inspector: Graham Haynes

Dates of inspection: 12 – 14 January 2004

Inspection number: 256009

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 |
| School category: | Voluntary controlled |
| Age range of pupils: | 7 – 11 |
| Gender of pupils: | Mixed |
| Number on roll: | 227 |
| School address: | Bulford Road Durrington Salisbury Wiltshire |
| Postcode: | SP4 8DL |
| Telephone number: | 01980 652237 |
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| Appropriate authority: | Governing body |
| Name of chair of governors: | Mr Stephen Jenkins |
| Date of previous inspection: | 5 – 9 July 1999 |

CHARACTERISTICS OF THE SCHOOL

Durrington CE (VC) Junior School is a smaller than average junior school catering for pupils aged from 7 to 11 years. There are 227 pupils on roll. The school draws its pupils from Durrington village and increasingly from the local garrisons of Larkhill and Bulford. Almost all the pupils are of white British origin with very small numbers of pupils from other ethnic origins. There are two pupils for whom English is an additional language. Twenty per cent of pupils come from service families and this is increasing the rate of pupil mobility. Pupils enter the school with average levels of attainment. Just over seven per cent of pupils are eligible for free school meals, a proportion that is below the national average, but the figure includes pupils from service families for whom free school meals are rarely applicable. Just over 17 per cent of pupils are identified as having special educational needs, an average figure. Just under one per cent of pupils have a statement of special educational needs, which is below average. The school manages a Specialist Learning Centre for pupils with statements of special educational needs from surrounding schools. The school has received three awards for its management, sporting activities and healthy outlook from Investor in People, Activemark and Healthy Schools.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|---------------|----------------|--|
| 18064 | Graham Haynes | Lead inspector | Science Geography |
| 9779 | Suzanne Smith | Lay inspector | |
| 32731 | Julia Power | Team inspector | English Design and technology History Physical education Special educational needs |
| 17995 | Roger Purdom | Team inspector | Mathematics Information and communication technology Art and design Music |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Durrington CE (VC) Junior School is an effective school and provides sound value for money. The school has responded well to changing circumstances. Good strategies are in place to improve national test scores that have fallen since 1999 and they are having a positive effect. The school has maintained many of its strengths, including being a happy and positive place of work for the pupils.

The school's main strengths and weaknesses are:

- The good standards in reading, information and communication technology, art and design, music and physical education.
- Standards achieved by pupils capable of higher attainment in aspects of English, mathematics and science are not yet high enough.
- Good leadership that includes an excellent commitment to the inclusion of all pupils in the school's work.
- The very good provision and good achievement of pupils with special educational needs, particularly in the Specialist Learning Centre.
- Standards of writing and presentation for pupils of all abilities are not yet high enough.
- The monitoring and evaluation of teaching and learning lack some focus and rigour.
- The very good promotion of positive relationships which results in a good deal of parental satisfaction.
- The well-planned and positive personal guidance for the pupils.
- The good breadth of the curriculum, for example, in sporting and musical activities.
- The quality of marking is too inconsistent as a means of improving pupils' work.

The school was previously inspected in July 1999. Since then improvement has been satisfactory and many strengths have been maintained. For example, good standards of work have been maintained in a range of subjects and information and communication technology (ICT) provision has strengthened considerably. The school continues to be well led and managed. This is reflected in the way actions have been taken in response to the changing circumstances of greater pupil mobility and the varying attainment of different cohorts of pupils.

STANDARDS ACHIEVED

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

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with a similar proportion of pupils eligible for free school meals.*

Overall, pupils' achievement is satisfactory. Pupils with special educational needs achieve well in relation to their previous attainment. By the end of Year 6, most pupils achieve soundly and attain average standards in English, mathematics and science. Good standards of work are being achieved in reading, ICT, art, music and physical education. Writing standards are not yet high enough. Pupils capable of higher attainment are not yet reaching high enough standards in aspects of English, mathematics and science. **The quality of pupils' spiritual, moral, social and cultural development is good.** Pupils' attitudes are good. Behaviour is good and rates of attendance are very good.

QUALITY OF EDUCATION

The quality of education is good. The quality of teaching and learning is good. All teachers successfully promote equality of opportunity for the pupils, including those with special educational needs or for whom English is an additional language. They insist on high standards of behaviour in nearly all lessons. Good use is made of the teaching assistants and learning resources. Teachers carry out a good range of actions that help to assess pupils work, but these are not sufficiently focused on letting pupils' know how to improve their work from week to week, through the use of marking. Curricular provision and the standards of care are good. The curricular content is relevant for the age of pupils and captures their interest. Curricular development and extra-curricular activities are good. There are inconsistencies in the subject planning for higher-attaining pupils and the provision for gifted and talented pupils has yet to be finalized and implemented. The health, care and protection of pupils are given high priority. Well-planned personal guidance leads to a pleasing growth in pupils' maturity. High expectations for learning are not reinforced with consistent guidance in marking. The school has a good partnership with most parents. Good procedures are used to consult with parents. Reporting of children's progress in English, mathematics and science is very effective. Insufficient opportunities exist for parents to be involved in their pupils' learning through regularly set homework.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. Good quality leadership by the headteacher and subject managers has been maintained since the last inspection. The Specialist Learning Centre is very well led. The school's leadership team has an excellent commitment and concern for the needs of individuals. The senior management team provides a good vision and suitably high aspirations for the school's work, with a strong emphasis on teamwork and care. Governance is satisfactory. Governors are supportive of the school, and have a sound understanding of its strengths and weaknesses. Their role as a critical friend to the school is developing slowly. Management is satisfactory with some good features. Good financial management supports developments. The monitoring and evaluation of the quality of teaching and learning lack a sharp focus on the school's efforts to raise standards further and the consistency of its practice, for example, in the marking of pupils' work.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

A large majority of parents is strongly supportive of the school's work, but some do not attend events planned to help them support their children's learning. Pupils are positive and appreciate being consulted about future developments.

IMPROVEMENTS NEEDED

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

- Continue to improve the achievement of pupils capable of higher attainment in aspects of English, mathematics and science.
- Continue to raise writing standards for pupils of all abilities.
- Improve the focus and rigour of the monitoring and evaluation of teaching and learning and their effect on the school's main priorities.
- Improve the consistency of marking in guiding pupils to improve their work.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is sound for most pupils, including those for whom English is an additional language. Pupils with special educational needs often achieve well. Overall standards in the core subjects of English, mathematics and science are average. Good standards of work are being achieved in reading, information and communication technology, art and design, music and physical education.

Main strengths and weaknesses

- Pupils' standards of work and the progress they make in reading, ICT, art and design, music and physical education are good.
- Pupils capable of higher attainment are not achieving as well as they should in aspects of English, mathematics and science.
- Pupils with special educational needs make good progress towards the targets in their individual education plans.
- The overall quality of pupils' writing is improving, but is not yet high enough.

Commentary

1. In the 2003 end-of-year national tests for 11-year-olds, pupils' attainment was above average in English and average in mathematics and science. When these results are compared with those schools in similar contexts, as guided by the percentage of pupils known to be eligible for free school meals, pupils' attainment was average in English, below average in science and well below average in mathematics. Pupils' progress since taking the national tests for seven-year-olds in 1999 is indicated as being below average in English, and well below average in mathematics and science. The trend of the school's average National Curriculum points score for all core subjects was below the national trend when viewed from 1999 to 2003. However, these comparisons are not totally reliable indicators of the school's performance because there was some uncertainty regarding the accuracy of the Year 2 tests in 1999.
2. Inspection evidence indicates that the school is dealing with a changing profile of pupils, for example, the overall attainment of pupils on entry has varied since the last inspection, with a larger proportion of pupils with special educational needs being present in most cohorts. The school is managing a greater mobility of pupils, as a larger percentage of the roll comes from a military background. Service families are not usually eligible for free school meals, the transfer of pupils' records is not always reliable and a greater priority has to be given to helping pupils to settle in. Standards in core subjects, as measured by national tests, have fallen since the 1999 inspection, but are now beginning to rise again as the school successfully tackles a changing set of circumstances.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 27.8 (26.5) | 26.8 (27.0) |
| mathematics | 26.8 (26.0) | 26.8 (26.7) |
| science | 29.1 (28.7) | 28.6 (28.3) |

There were 59 pupils in the year group. Figures in brackets are for the previous year.

3. Current standards of work in the core subjects are average overall. Pupils' standards of work and the progress they make in reading, ICT, art, music and physical education are good. The school has worked hard to maintain a good breadth to its curriculum and this has been

instrumental in maintaining good standards in a range of subjects. Reading had been an area of particular focus for the school's work. The awareness of its importance has been raised for teachers and pupils, and a lot more reading is taking place than was the case previously. In ICT, the use of the suite of computers has increased and staff have received more training which has boosted their confidence and expertise. Computers are used increasingly well in literacy, numeracy and other lessons. The occasional unreliability of the school's network is not supporting these efforts.

4. The progress made by most pupils is average and their achievement is satisfactory. Pupils with special educational needs make good progress towards the targets in their individual education plans. Pupils capable of higher attainment are not achieving as well as they should in aspects of English, mathematics and science. The school has recognised this deficiency and put in place a number of appropriate strategies to improve the situation. The full impact of these actions has yet to be seen in results, but early indications are positive, for example, the overall quality of pupils' writing is improving, but is not yet high enough. The monitoring and evaluation of the quality of teaching and learning needs to be more sharply focused in order to inform the school fully about the success of its actions. The assessment of pupils' work is at least sound in providing information for the grouping of pupils.
5. On entry to the Specialist Learning Centre, all pupils are assessed thoroughly. This assessment includes the identification of their individual learning styles, for example, perhaps being strongly visual. A key strength of provision is the way that the staff use a range of teaching styles in recognition of these styles. This aids individual pupils to maximise their learning and helps them to reach their potential. All current pupils are performing at National Curriculum Level 1 and some at Level 2 in English and mathematics. For many this represents good progress and achievement in relation to the objectives set out in their individual education plans. Pupils take great pride in their achievements and work is displayed around the room to reflect and celebrate their success. Their efforts are further encouraged by the consistent use of a rewards system. Pupils' learning is guided by the use of good individual education plans that contain specific targets which are presented in a child-friendly way. The plans are reviewed regularly.

Pupils' attitudes, values and other personal qualities

Attendance is very good. Pupils have good attitudes to school. Their behaviour is good. The provision for pupils' spiritual, moral, social and cultural development is good overall.

Main strengths and weaknesses

- Very good attendance supports learning well
- Pupils are happy at school and enjoy their lessons
- High levels of mutual respect promote good co-operation in lessons.
- Independent learning skills sometimes develop slowly.

Commentary

6. The large majority of pupils have very good attendance and this has a positive impact on how well they learn. They arrive punctually, enabling the school day to get off to a prompt start with few interruptions. The very good procedures to promote good attendance provide an accurate record of those present, enable a rapid response to be made for unexplained absence and aid effective monitoring. A good working partnership with the education welfare officer (EWO) ensures that unresolved concerns are addressed with minimum delay.

Attendance in the latest complete reporting year (%)

| Authorised absence | |
|--------------------|-----|
| School data | 3.8 |
| National data | 5.4 |

| Unauthorised absence | |
|----------------------|-----|
| School data | 0.2 |
| National data | 0.4 |

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

7. The attitudes of pupils are good. They like coming to school, usually enjoy their lessons, show enthusiasm for practical activities and try to do well. They value the awards presented for their achievements. Some are too quick to ask for help when faced with challenge. On the occasions when they are not encouraged to persevere, this slows their development as independent learners. Pupils usually complete homework tasks. They respond well to the consistently high expectations for good behaviour, both in and around the school, showing courtesy and consideration for others. Relationships throughout are very good and as a result pupils co-operate well with their teachers, work together effectively and willingly offer help to their peers.

Ethnic background of pupils

| Categories used in the Annual School Census |
|---|
| White – British |
| White – any other White background |
| Mixed – White and Black Caribbean |
| Mixed – White and Black African |
| Asian or Asian British – Indian |

Exclusions in the last school year

| No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|----------------------|-----------------------------------|--------------------------------|
| 222 | 0 | 0 |
| 2 | 0 | 0 |
| 1 | 0 | 0 |
| 1 | 0 | 0 |
| 1 | 0 | 0 |

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

8. Pupils respond well to the good opportunities provided for their personal development. Although these are not always planned systematically, teachers are aware of the need to seize opportunities as they arise. The school provides a positive learning environment in which pupils flourish and benefit from raised self-esteem. Social skills develop progressively because of the high expectations of staff and through the interaction of pupils with each other, for example, in the dining room. They understand the need for rules and play an active part in agreeing those for their own classrooms. They value these and consider that they are used fairly by their teachers. There are good levels of tolerance towards others and a developing understanding of faiths and cultures other than their own. The well-established school council makes a good contribution to pupils' understanding of community issues and the resolution of them. Opportunities to support charities and interact with other groups within the community widen the pupils' horizons well.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The quality of teaching and learning and curriculum provision is good. Standards of care are good. The school has a good partnership with parents.

Teaching and learning

The quality of teaching and learning is **good** overall.

Main strengths and weaknesses

- All teachers successfully promote equality of opportunity for pupils, including those with special educational needs and for whom English is an additional language.
- Pupils capable of higher attainment are not sufficiently challenged on a regular basis by the tasks set for them.
- In the Specialist Learning Centre, pupils' learning is guided well by their individual education plans, and supported well through a caring ethos.
- Teachers insist on high standards of behaviour in nearly all lessons.
- Good use is made of the teaching assistants and learning resources.
- All staff work hard to interest pupils in their work and encourage them to do their best.
- Teachers carry out a good range of actions that help to assess pupils' work, but these are not sufficiently focused on letting the pupils know how to improve their work from week to week.

Commentary

9. The overall quality of teaching is similar to that observed at the time of the previous inspection.

Summary of teaching observed during the inspection in 46 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|----------|--------------|----------------|--------|-----------|
| 1 (2%) | 6 (13%) | 24 (52%) | 15 (33%) | 0 (0%) | 0 (0%) | 0 (0%) |

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

10. The school's whole-hearted commitment to its pupils results in all of them being included in all the learning opportunities and activities being offered. Teachers plan with some care to provide tasks that are intended to match requirements of pupils with differing abilities and needs. Pupils are provided with a good breadth of learning that includes the basic skills of literacy and numeracy. The teaching and learning include the increasing use of these basic skills and ICT skills in other subjects, and this is helping to raise standards. Many opportunities are provided for pupils to participate in a wide range of sporting and musical activities, educational and residential visits that extend beyond the classroom. Pupils appreciate and enjoy the visits and activities being provided and this encourages them to learn.
11. Pupils capable of higher attainment are not sufficiently challenged on a regular basis by the tasks set for them. Teachers use the information gained about pupils' attainment to plan activities for their differing abilities. These are best matched to the needs of pupils of average and below average attainment. Activities for pupils capable of higher attainment can result in them just doing more of the same work, for example in science. Staff are aware of the need to do more than this, and some good practice is beginning to emerge where teachers are more adventurous in their approach, for example where pupils are expected to make several decisions for themselves about how to organise their work in practical activities. All staff work hard to interest pupils in their work and encourage them to do their best.
12. Teachers insist on high standards of behaviour in nearly all lessons and this contributes positively to the overall atmosphere of the school and the positive attitudes of pupils to their learning. The atmosphere in almost all lessons encourages hard work and concentration. Pupils have a clear understanding of what is expected of them and know that their efforts will be valued by teachers and peers, and this was often seen in the group work taking place in the

best lessons. Lesson observations and visits to activities frequently showed pupils enjoying their work and achieving standards above the expectations for their age, for example in art and design, music and activities, such as judo.

13. Good use is made of teaching assistants and resources in general. The headteacher and teachers have put considerable thought into the deployment of teaching assistants. Regular meetings with a member of the senior management team provide the assistants with a good focus to their work and pupils' needs. A good investment has been made to provide training for the assistants. Individual pupils with special educational needs and groups of pupils benefit from the support of the assistants, and the pace of learning increases as a result. The best lessons contained some good work by the assistants as they worked in the classroom alongside the teacher and other pupils, for example in numeracy. The withdrawal of pupils from lessons was sometimes disruptive for pupils' learning and the flow of the particular lesson. Resources, such as computers, were frequently used well to support both teaching and learning
14. Teachers carry out a good range of actions that help to assess pupils' work, including the use of targets and tests at the end of a series of lessons. They are not sufficiently focused on letting pupils know how to improve their work from day-to-day or week-to-week. Pupils' work is regularly marked with ticks and supportive comments such as 'well done'. Little of the marking gives pupils any indication of how well they have achieved against the lesson or learning objective, or what they need to do to improve their work further. This reduces the rate of learning for pupils of all abilities.
15. The quality of teaching in the Specialist Learning Centre is very good overall. One lesson contained excellent teaching due to the very positive relationships and attitudes of staff and pupils and the precise and interesting way that pupils' needs were met. Good learning of word and sound recognition skills took place for all pupils as a result in a happy atmosphere of activity. The teaching has a strong focus on fostering good listening skills. High expectations exist for the pupils' behaviour and the pupils respond accordingly. They are given good guidance, for example on how to sit and listen, and this helps their concentration and learning. There is an emphasis on the use of drama, particularly in literacy sessions, with pupils acting out the characters from the story or in poetry. Music is used very effectively to signal to pupils that a session is coming to an end or it is time to convene on the carpet area after group work.

The curriculum

Overall, curriculum provision is good.

Main strengths and weaknesses

- Provision for pupils with special educational needs is good.
- Provision for pupils' personal, social and health education is good.
- Equality of access and opportunity for all pupils are particular strengths of provision.
- Curriculum development is good.
- There are inconsistencies in the subject planning for higher-attaining pupils.
- The curriculum content is relevant for the age of pupils and captures their interests.
- Provision for gifted and talented pupils has just been finalised.
- Extra-curricular activities are good, providing a wide range of opportunities for pupils.
- Resources for learning are good overall.

Commentary

16. The school has been successful in maintaining the improvements highlighted in the last inspection. The National Numeracy Strategy has been successfully implemented and further development of the schemes of work is in place to meet the needs of all pupils. All the subjects of the National Curriculum meet the statutory requirements. There is good curriculum guidance to support the work of all staff. The curriculum is innovative and creative, enabling an increasing number of effective links to be made between subjects; for example, the use of computers to support literacy and numeracy is good. Curriculum development is good. There are schemes of work for all subjects. The curriculum is taught from a four-year cycle of activities which has recently been reviewed. The match of teachers to the curriculum is satisfactory. The timetable is carefully constructed so that teachers can take certain subjects in each other's classes, thus using staff expertise to best effect. The match of teaching assistants to the curriculum is good and they are used well to support classroom work. There are good links with the feeder schools and with the secondary schools. For example, two teachers come from one of the secondary schools to provide classes for higher-attaining pupils in mathematics. By removing setting in the core subjects, higher-attaining pupils are often paired with lower-attaining pupils to help them with their work.
17. The provision for pupils with special educational needs is good and is well supported by teaching assistants in lessons. Provision for pupils in the Specialist Learning Centre is very good. Pupils with special educational needs are clearly identified and individual plans are produced to support their learning. Sound provision is made for pupils for whom English is an additional language. They are given every opportunity to take a full part in school life, both through the curriculum and through after-school activities. In some subjects, higher-attaining pupils are not sufficiently challenged on a consistent basis. The school has just produced a policy for gifted and talented pupils. This needs to be implemented as soon as possible.
18. There is a good programme for personal, social and health education and this is timetabled for each class. A good scheme of work guides the teachers' work well and includes sex education. Many lessons are taken by the same teacher, which aids the continuity of teaching. Drugs education is taught through the science curriculum.
19. The school provides a wide range of out of school activities, residential and educational visits that enhance pupils' learning well in such areas as sport, art and music. Many staff are involved. The use of expertise from outside the school is well organised; for example, the local vicar takes assembly and participates in religious education lessons, and links with Southampton Football Club encourage sporting activities.
20. Accommodation is satisfactory. The school makes the best use of its buildings and grounds and is always looking for ways of improving what is available. The site is well maintained, creating a sense of pride in staff and pupils. The school playground offers pupils many opportunities for creative play that helps to promote good behaviour at breaktimes. Whilst good use is made of the limited accommodation, there is no provision for either pupils or adults who require wheelchair access to the buildings and this needs to be addressed as soon as possible. The quality of learning resources ranges from good to satisfactory. In English, mathematics, science, information and communication technology, art, and music, the resources are good.

Care, guidance and support

Provision for the care, guidance and support of pupils is good.

Main strengths and weaknesses

- The health, care and protection of pupils are given high priority.
- Pupils' needs are very well provided for in the Specialist Learning Centre.
- Well planned personal guidance leads to a pleasing growth in maturity.
- Positive relationships with adults develop pupils' self-confidence.
- High expectations for learning are not reinforced with consistent guidance in marking.

Commentary

21. There are good standards of care and for the protection of pupils. Pupils are well supervised at all times. Where it is needed, the school makes prompt contact with local support agencies to meet the needs of individuals. There is a trained person with overall responsibility for child protection and all teaching staff are trained in these procedures during their induction period. Child protection procedures are reviewed regularly. Positive relationships with adults ensure that pupils are confident when confronting problems. Arrangements to deal with first aid emergencies and the administration of prescribed medicines are effective. Recording and reporting of these enables effective monitoring to take place. Sound procedures to assess risks attached to all activities involving pupils are in place. The regular checking of equipment and appliances used in the school meets statutory requirements.
22. The personal guidance of pupils is given high priority by all staff. Careful monitoring by teachers assists them to know pupils and their personal circumstances very well, enabling them to respond to individual needs. Clear expectations for behaviour are set and pupils are included in agreeing what these should be. Classroom assistants have been trained to support the social development of pupils and do so with good effect. The personal, social and health education (PSHE) programme provides effective guidance across a broad range of issues such as health, relationships and the environment. In lessons, pupils receive good individual guidance about their work, although they sometimes seek this before they need to. Pupils know the targets set for them in subjects such as English and how close they are to achieving them. Guidance in marking work is less effective because it is inconsistent and does not always clearly indicate how work can be improved. Although homework is set regularly for many pupils, particularly in Year 6, the time spent on finishing the tasks is insufficient to fully prepare pupils for expectations when they transfer to the next stage in their education.
23. Pupils are very clear that the school is interested in and takes account of their views. Class representatives take their responsibility for carrying forward suggestions from their peers to the school council very seriously. Time is set aside regularly in lessons to ensure that they are able to do this effectively. Action taken as a result of their suggestions results in high levels of self worth. They value the opportunity provided to discuss and agree a code of conduct for their own classrooms.
24. The caring ethos of the Specialist Learning Centre provides very good support for pupils' learning and personal development. There is a welcoming atmosphere, a strong sense of teamwork, and a culture of 'can do', which the pupils embrace with enthusiasm. There is very good communication and liaison with the other schools whose pupils attend the centre. Staff visit and support pupils in their own school on a regular basis. The outreach programme is very well established in providing training and liaison activities for teaching assistants and special educational needs co-ordinators. A link book is taken back to their school by pupils. This contains comments about pupils' work and is used as a means of communication between teachers in both settings. It is a useful device that reinforces communication and the shared commitment to pupils' success.

Partnership with parents, other schools and the community

The school has good links with parents, the local community and partner schools.

Main strengths and weaknesses

- Good procedures are used to consult with parents.
- The large majority of parents is strongly supportive of the school's work.
- Reporting of children's progress in English, mathematics and science is very effective.
- Support for pupils transferring to secondary education is good.
- Good communication exists between the Specialist Learning Centre and feeder schools.
- Inconsistent opportunities exist for parents to be involved through regularly set homework.
- Some parents do not attend events planned to help them support their children.

Commentary

25. Most parents are very supportive of the school and take an active interest in their children's education. The school does all it can to facilitate this with good procedures for consultation that enable it to respond well to parents' needs. Despite this, there are some parents who rarely attend the many opportunities provided for them to find out about their children's work and how they can help at home. Written information provided for parents about their children's progress is very good in English, mathematics and science. Opportunities for the involvement of parents in their children's work through regularly set homework are inconsistent.
26. The school makes good efforts to consult with parents, for example, to ensure workshops and information events provided to encourage involvement in their children's education are suitably timed. This results in good attendance by most. The governors' annual report and prospectus provide all the required information in a readily understood format. There are high levels of parent satisfaction with what the school provides and achieves. In English, mathematics and science, very good information is provided for parents about what their children know, understand and can do together with their progress and what they need to do to improve. In other subjects, reports focus more substantially on what has been taught and enjoyed. Opportunities to discuss children's progress are generous and well planned. The parent and teacher association is organised by a small group of enthusiasts and makes valuable contributions to children's learning through its fund-raising activities. Opportunities for involvement through work set to be done at home are inconsistent, particularly for pupils in Years 5 and 6 before they transfer to secondary education. The provision of support programmes is very good in the Specialist Learning Centre. The programmes meet identified needs very well and benefit the pupils very much.
27. The school makes good use of the local community to enhance pupils' learning and personal development. Links with the local church are very effective and the local minister is a regular visitor, making positive contributions to assemblies. Members of other faiths are also invited to the school and such actions help to broaden pupils' understanding of the mixed society of which they are a part. Pupils regularly take part in community events such as the local swimming gala and music festival. Visits from a travelling theatre, older members of the community with experience of World War 2 and an environmental sculptor all serve to enrich learning. The local Brownies use the school premises on a regular basis.
28. There are effective arrangements to ensure the transfer of academic records and pastoral information from feeder schools prior to pupils starting at the school in Year 3. This is used well to ensure that individual needs are provided for at an early stage. Arrangements for pupils moving on to secondary education are well planned and include effective arrangements for them to familiarise themselves with their new school, its routines and their teachers before starting in Year 7. Common units of work in English and mathematics are planned well to provide continuity of learning. Schools within the local area join together for joint training and this promotes a common approach for all pupils. For higher-attaining Year 6 pupils, a mathematics master class and summer school helps to provide a good start to their secondary education.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. Good quality leadership by the headteacher and subject managers has been maintained since the last inspection. Management is satisfactory with some good features. Governance is satisfactory.

Main strengths and weaknesses

- The school's leadership team has an excellent commitment to inclusion, the promotion of equality and concern for the needs of individuals.
- The Specialist Learning Centre is very well led and managed.
- The senior management team provides a good vision and suitably high aspirations for the work of the school, with a strong emphasis on teamwork and the ethos of care.
- The monitoring and evaluation of the quality of teaching and learning is taking place, but lacks a sharp focus on the school's efforts to raise standards further and the consistency of its practice, for example, in the marking of pupils' work.
- Governors are supportive of the school and its staff, and have a sound understanding of its strengths and weaknesses. Their role as a critical friend to the school is developing slowly.
- Good financial management supports developments.

Commentary

29. Staff at all levels show an excellent commitment to include all pupils in all of the school's work. One outward sign of this commitment is the way in which the staff offer a wide range of extra-curricular activities for the pupils. A cohesive range of policy statements support this main aim of the school well. All staff talk about wanting to do their best for the pupils and during inspection this aim was seen to be put into practice consistently, for example in the arrangements for breaks and lunchtimes and in the way pupils' efforts were valued in many lessons.
30. A strong feature of the school's work, reflected in the headteacher's good leadership, is the commitment to inclusion and equality which sets the tone for the work of the whole school and the staff, and is supported by the governing body. The senior management team provides a good vision and suitably high aspirations for the work of the school in these areas, with a strong emphasis on teamwork. The school development plan is a sound vehicle for improvement. It identifies appropriate priorities, which are supported by a series of actions. The monitoring and evaluation of the actions lack rigour. Staff and governors contribute to the plan and this helps to reinforce the shared sense of purpose in the school.
31. The Specialist Learning Centre was set up as a local education authority pilot project in 1999 and focuses on pupils' needs in literacy and numeracy. It caters very well for twelve pupils who have a wide range of complex needs. Eleven pupils are from other primary schools and one is pupil at Durrington. All have a statement that sets out their special educational needs. The centre is very well led and managed by a very experienced teacher who is supported by two well-qualified and committed teaching assistants.
32. The quality of teaching and learning is monitored most regularly by the headteacher, for example through lesson observations. Subject leaders also carry out some sound actions such as the sampling of pupils' work. The focus of these activities is not sharp enough in relation to the main priorities and strategies set out in the school development plan. For example, the allocation of non-contact time for subject leaders does not provide for a rigorous assessment of the success of the school's priorities, such as in raising writing standards. Some inconsistencies in the school's practice in relation to policy statements, for example regarding the marking of pupils' work, are not being fully identified and addressed. Teachers already work hard and need to be guided to use their time in a more focused way.

33. Governors gain a sound understanding of the school's strengths and weaknesses through their contribution to the school development plan and from the work that is carried out in committees. They ensure that the school meets its legal requirements. The role of governors to be a critical friend to the school is developing slowly. A core of governors work hard, not only in supporting the school's work, but in asking pertinent questions about the information provided for them.

Financial information for the year April 2002 to March 2003

| Income and expenditure (£) | | Balances (£) | |
|----------------------------|--------|-------------------------------------|--------|
| Total income | 555040 | Balance from previous year | 104710 |
| Total expenditure | 586859 | Balance carried forward to the next | 68325 |
| Expenditure per pupil | 2445 | | |

34. Governors' knowledge of, and involvement in, financial matters are good. Strategies and systems are effective in constructing the budget and spending is well monitored and controlled through regular reports and financial meetings. Day-to-day financial management is efficient. The school makes increasingly good use of best value principles in evaluating spending decisions.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **sound**.

Main strengths and weaknesses

- Good standards are achieved in reading.
- Some pupils are underachieving in writing.
- Provision for pupils with special educational needs is good and teaching assistants are used very well to help these pupils.
- Teaching is consistently good, but inconsistent use is made of marking as a means of guiding pupils' work.
- The quality of the presentation of pupils' work is inconsistent.

Commentary

35. Reading has a high profile in the school's work and is a strong aspect of English. Standards are often good. By Year 6, pupils read expressively and fluently. There are some exceptionally good readers in the younger year groups. A good initiative is the use of pupils from the local secondary school to hear children read. Good role models for reading have been established, especially for the boys, and the action has helped standards to rise. Pupils are achieving well.
36. The teaching of writing is more varied in quality. Basic skills are taught soundly and there are opportunities for pupils to write for different purposes. Too few opportunities are provided for pupils to write at length. Standards of writing are often below average for pupils of all abilities, but particularly for those capable of higher attainment. Handwriting and the presentation of work is of variable quality; there are some very good examples in Year 6, but many pupils' handwriting in Years 4 and 5 is not joined up or particularly legible. There is a variety of handwriting styles because the scheme of work is inconsistently used. ICT is used soundly to support literacy and there are opportunities for writing in other subjects.
37. Speaking and listening are a particular focus for the school's work and are developing well. Standards are average for the majority of pupils and they are achieving soundly. In lessons seen, teachers promoted learning through effective use of questioning. There were good responses and pupils interacted with each other well. There were opportunities for collaborative work in pairs and groups, which focused on what was being taught.
38. Pupils with special educational needs achieve well across the school. They are well supported by the very good use of teaching assistants, who work both with individuals and with groups of pupils. Sound literacy targets are set for pupils and they know and apply themselves to them well. Pupils' learning is helped by the practice of reviewing targets on a regular basis, and discussing them with pupils and parents. The marking of work is used inconsistently as a way of indicating to pupils how their work should be improved.
39. The quality of teaching is good. Staff have a good awareness of the different needs of pupils. In response to these needs, teachers use a good range of learning styles to support pupils' learning. These include an appropriate focus on listening and speaking skills and in the use of materials with a strong visual content. Small white boards are used effectively at the start of lessons to focus the attention of pupils and to enable them to record their thoughts efficiently and quickly. Classrooms are well resourced with fiction and non-fiction books, and with dictionaries and thesauri. The daily use of these books is helping pupils to improve their work,

for example in spelling and using words. Teachers have a good command of the subject. This enables them to be confident and is shown in their encouragement of the pupils to do their best.

40. Overall standards have not been maintained since the last inspection due to the changing circumstances of the school, for example regarding the poorer overall attainment of the year groups on entry and greater pupil mobility. The school has sound strategies in place to address these matters and their implementation is beginning to produce an upward trend in test results. From evidence gained from lesson observations and scrutiny of pupils' work, boys and girls are achieving at least soundly.
41. The subject is managed well. Good systems are in place for tracking and assessing pupils on a regular basis. Sound leadership has been shown, for example in the promotion of a high profile for reading and by putting in place successful strategies to address the need to raise reading standards, particularly for boys. The school is aware that writing now needs to be addressed and discussions are taking place on the best ways to move forward.

Language and literacy across the curriculum

42. Provision for the practise of reading, speaking and listening skills in other subjects is good. More opportunities for extended writing need to be provided regularly as part of the strategies used to improve standards. Opportunities are found in all subjects for pupils to discuss their work and these promote their skills well. ICT is used effectively for pupils to record their research on such topics as the Tudors, and about contrasting locations. Some interesting links and use of literacy skills are developing, for example, in a physical education lesson, a poem on weather was used in a dance sequence as a stimulus for making different body shapes.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Most pupils learn well.
- The overall quality of teaching is good.
- Consistent provision for the higher-attaining pupils is lacking.
- Provision for pupils with special educational needs is good.
- Pupils' attitudes are good.
- Leadership of the subject is good.

Commentary

43. By Year 6, standards are average and pupils' overall achievement is satisfactory. Pupils have a good understanding of the four rules of number and can apply them when solving problems. They can apply mathematics to solving problems, for example, when working out ferry fares for different journeys. However, more work needs to be done on problem solving to help pupils see the value of mathematics in everyday life. There has been an improving trend in the National Curriculum tests over the past three years. The school has faced the challenge of pupil mobility over the years and the abilities within differing cohorts. The booster classes for pupils in Years 3 and 6 are helping to increase the confidence of pupils who struggle within the whole class and consolidate the standards at which they are achieving. Pupils who have been targeted for the higher levels in the National Curriculum tests are having extra lessons after school during the spring term. The use of ICT is good within mathematics and enhances pupils' learning of the subject. Although standards have fallen since the last inspection, there is an improving trend in the last three years and the overall improvement since the last inspection has been sound.

44. The quality of teaching and learning is good overall. Teachers have good knowledge of the subject and teach with confidence. They consistently insist on high standards of behaviour in lessons and this produces an atmosphere that is conducive to learning. The opening activities of lessons are well taught, often at a good pace, so that all pupils take part and achieve. Teachers use a variety of teaching methods which help to engage pupils and make learning an enjoyable activity. Different resources are used well to help pupils to understand work being done. In the best lessons, work is clearly planned to meet the differing needs of pupils and results in some good learning taking place. Consistent provision of this kind for the higher-attaining pupils is lacking due to teachers' expectations for pupils' learning being too variable, and sometimes too low.
45. Pupils with special educational needs are well catered for and teaching assistants are used well to work either with individual pupils or with small groups. Teachers have a very high insistence on good behaviour. There is inconsistent challenge to the high-attaining pupils across all classes. Teachers promote equality of opportunity well. Pupils gain new skills and new knowledge and understanding through the lessons and they apply themselves well to their work.
46. Pupils' attitudes are good. They are keen to learn. Mutual respect between teachers and pupils was seen when the teacher thanked the pupils at the end of a lesson for the way they had worked. Pupils often work well in pairs. There were a few occasions where pupils were working independently, but such opportunities are not provided consistently across the school, reducing the pace of learning. The assessment of pupils' work is satisfactory, for example through the use of year targets. However, some pupils may be working at a lower or higher level than identified by these targets and so they cannot see where they are in terms of their achievement. The marking of pupils' work is inconsistently carried out. Not all work is marked, in line with school policy, and other marking does not provide a guide to the pupils about how to improve their work further. There is some evidence of homework being set. Practice across the year groups is inconsistent and results in a varied response from pupils, and differing levels of support from parents.
47. Overall leadership is good. There is a clear vision for subject development and an enthusiasm to raise standards. The subject is managed soundly. The co-ordinator is supportive of colleagues and is a good role model as a teacher. Strengths and weaknesses have been identified, but monitoring and evaluation lacks some rigour in addressing priorities.

Mathematics across the curriculum

48. The use of mathematics in other subjects is satisfactory. For example, in two of the mathematics lessons seen, the tables were done to rhythmic exercise, as if in a physical education lesson. In ICT, there is a sound range of mathematical programs being used by pupils of all abilities to improve their skills and mathematics is used appropriately in science. However, its application needs to be developed more in other subjects.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils capable of higher attainment are not sufficiently challenged on a regular basis by the tasks set for them.
- Pupils in all classes are acquiring knowledge, understanding and skills across all aspects of the subject.
- Pupils are provided with an increasing number of opportunities to use their literacy, numeracy and information and communication technology skills in lessons.
- Assessment information is used well to target specific areas of learning that need to be improved, for example pupils' understanding and use of scientific vocabulary.
- The marking of pupils' work does not consistently help them to understand what needs to be done to improve further.

Commentary

49. Pupils in all classes are acquiring knowledge, understanding and skills across all aspects of the subject. The school has adopted a new scheme of work that builds very effectively on the strengths of the previous one. The good guidance offered to teachers by the scheme has enabled them to provide a suitably wide range of learning opportunities for pupils of all ages that cover all aspects of the subject. Pupils' attainment reflects this good provision. The standards of work in Year 6 are average and in line with expectations for the pupils' age in nearly all aspects of the subject. Years 3, 4 and 5 pupils are achieving a similar overall standard. In all classes, the standards achieved by a minority of pupils are above expectations, and this is particularly evident in Years 5 and 6.
50. Assessment information is used well to target specific areas of learning that need to be improved, for example pupils' understanding and use of scientific vocabulary. The school has correctly identified, through an analysis of test results, the need to raise pupils' capability to understand and use scientific vocabulary. Planning of lessons includes an increased emphasis on this matter, for example by the provision, use and reference to vocabulary lists. This strategy is beginning to raise pupils' awareness of the need to use appropriate vocabulary.
51. Pupils are provided with an increasing number of opportunities to use their literacy, numeracy and information and communication technology skills in lessons. Teachers have worked hard to increase these opportunities in order to make pupils' learning as practical and interesting as possible. The opportunities are helping to ensure that pupils have sufficiently frequent opportunities to reinforce and build on previous learning. The new scheme of work is a helpful document as these links with other subjects are indicated.
52. The overall achievement of pupils as they move through the school is satisfactory. Pupils with special educational needs or for whom English is an additional language make at least sound progress due, for example, to the good support they receive from teachers and teaching assistants.
53. The quality of teaching seen was never less than satisfactory and often had good qualities, such as the use of questions by teachers that kept pupils focused on the lesson. Pupils are encouraged to work hard and teachers insist on high standards of behaviour. An atmosphere that is conducive to learning results. Teachers work hard to plan learning opportunities for pupils of all abilities. Their teaching meets the needs of average and lower-attaining pupils best of all, but pupils capable of higher attainment are not sufficiently challenged on a regular basis by the tasks set for them. Teachers' planning contains activities that could be effective in this way, but they are not taking the best advantage of what is planned; for example, in group work teaching assistants are often used effectively to support the pupils' learning. The good supply of learning resources is utilised well and this helps to make lessons more interesting for the pupils. Teachers have a sound command of the subject.

54. The marking of pupils' work does not consistently help them to understand what needs to be done to improve further. Work is regularly marked and often contains ticks and some encouraging remarks. The practice of identifying a focus group of pupils whose progress is tracked through the school year is a good part of the way the pupils' work is assessed. Pupils do receive some feedback from this procedure. Despite the fact that all teachers use learning objectives in their lessons, little if any reference is made to them at the end of the lesson or when pupils' work is marked. Therefore, pupils receive little guidance as to what specifically needs to be done to improve their learning. This is not helping to speed up their rate of progress and so raise the overall standards of the year groups.
55. The subject is well managed with good resources being available to support teaching and learning. Good leadership has identified the need to take action to increase the numbers of pupils achieving the higher level in national tests. More focused monitoring and evaluation of the quality of teaching and learning is needed to help inform the school about the success of its strategies to improve standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Standards have improved and are now good.
- Good provision enhances pupils' learning opportunities, but the network is not always reliable.
- The opportunities for learning are good.
- Teaching and learning are good.
- Leadership of the subject is good with clear ideas for further development.
- There is insufficient coverage of control technology and modelling exercises.

Commentary

56. By Year 6, standards are good and this is an improvement since the last inspection. There are no significant differences in the overall achievement of boys and girls. Pupils are able to communicate information through various means. For example, they use computers to solve puzzles and this links in well with their mathematics work. Pupils learn to handle information by producing bar charts, for example on eye colours. They create questionnaires to be used, for example, 'what are peoples' views on pop music?'. In monitoring activities, pupils use a sensor to measure temperature, noise level and brightness in the classroom for one day. They also use the sensor to record materials losing heat round a cup of hot water or ice melting. Pupils are able to compose and send emails, for example, to pupils in another school. The control technology and modelling aspects of the curriculum are not as developed as these other areas.
57. Pupils' achievement is good. This is helped by the way that all pupils are given equal opportunities to succeed.
58. Teaching is good across the school and has a positive impact on the learning taking place. Good lesson planning is used well to engage and encourage all pupils to do well. Teachers' expectations for pupils' learning are satisfactory overall, but higher-attaining pupils are not consistently challenged by the tasks set. There are high expectations of pupil behaviour and pupils respond well and respect the resources that are available to them. Pupils are given opportunities to work independently and also in small groups and they use these opportunities to acquire new skills and understanding. In some groups, the higher-attaining pupils are paired with lower-attaining pupils. This arrangement benefits both sets of pupils, as some learn how to explain what they know in words and the others can understand and achieve much better.

59. The ICT suite is a valuable resource and all pupils get opportunities to use this facility and the wide range of programs that are available for use. The school's network is not always very reliable and this causes frustrations when it breaks down. Teachers cope with these situations well.
60. Leadership in the subject is good. There have been measurable achievements in improved provision and rising standards of work. There is a clear vision for further development of the subject. Staff are given ample opportunities to develop their own skills and they are encouraged to make use of the computers. The co-ordinator provides a good, enthusiastic role model for the staff. Assessment of pupils' work is satisfactory overall with sound links to the scheme of work that has been adapted to the school's needs. Management is satisfactory. Monitoring and evaluation lacks some focus and rigour; for example, the provision of the control technology and modelling aspects of the subject needs to be reviewed.

Information and communication technology across the curriculum

61. The use of ICT to support pupils' learning across the curriculum is satisfactory and improving. There are some areas where it is well developed, for example, in supporting literacy for pupils in the Specialist Learning Centre and in mathematics, where a series of programs are used to develop pupils' number skills. In other subjects, use is less frequent, but good examples are increasing as pupil and staff expertise continue to rise. In science, pupils were using word processing to describe the care of plants, and in geography pupils had used the Internet to research about rivers and monsoons.

HUMANITIES

62. The inspection concentrated on looking into the effects of a lack of continuity in the leadership and management in **geography** and **history**, as this matter had been highlighted by the school. Lessons in both subjects were sampled. Not enough work was seen to make definitive judgements about standards and provision.
63. From the small number of lessons sampled in **geography**, Year 3 pupils are developing a satisfactory knowledge about different weather conditions in the world. Year 4 pupils are developing a sound understanding that different bodies of water exist, some being man-made. Year 5 pupils can work out distances between their school and a village in the Isle of Wight using Ordnance Survey maps. The development of the subject has been lacking in direction and leadership. Pupils are not receiving sufficiently frequent opportunities to improve and consolidate their knowledge, understanding and skills in geography lessons or in other lessons that have geographical content. A new subject leader has just been appointed and has had very little time to make an impact on standards. She has a clear vision for future development and has drafted a suitable action plan to direct future improvements.
64. A similar situation exists with regard to **history**. No lessons were observed as humanities teaching time is blocked, with the current focus being on geography. Pupils had been working on appropriate units of study. In displays of pupils' work, there was evidence of links with other subjects, for example, in Year 5, work on the Tudors had been linked to the design of boats' hulls. Pupils are not receiving sufficiently frequent opportunities to improve and consolidate their knowledge, understanding and skills in history but the situation is improving as more historical content appears in other lessons. The subject leader has only been in post since September. Considering her time in post, the subject is led and managed satisfactorily, for example the policy has been updated in consultation with other teachers. A sound overview of the school's work is developing in terms of the teachers' planning and the assessment of pupils' work.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

65. A focus of the inspection was to judge the success of the school in providing a wide range of learning opportunities for the pupils, which is a particular feature of its work. Inspectors sampled as wide a range of lessons as possible in making the judgement that the school is achieving this aim well, thanks to the commitment and hard work of the staff, volunteers and other helpers. Only art and design was inspected fully.
66. Two Year 5 lessons were observed in **design and technology** on the structure of carrier bags. The lessons contained a clear learning objective that was shared and understood by pupils and built well on their prior learning. Pupils worked collaboratively, at a good pace and were stimulated and challenged by the activity. In displays around the school and in looking at books, a sound range of work is carried out across the year groups. The subject is well led and managed soundly. Standards have been maintained since the last inspection.
67. **Music** is timetabled for each class but not during the inspection period. It is not possible to make an overall judgement about teaching and learning. However, through discussion with teachers and seeing and hearing different pupils and groups of pupils playing instruments and singing, some good standards and achievement were evident. There are plenty of good learning opportunities planned for all pupils. About one quarter of the pupils take up instrumental tuition. There are several recorder groups taking place in the lunch times. The school band meets after school and includes pupils from all years. Good standards are achieved in both of these groups. There is a school choir comprised of a mix of ages and gender of pupils. The choir has sung at a senior citizens' Christmas lunch. The subject is well led and soundly managed. Improvement since the last inspection has been good.
68. In **physical education**, two dance lessons were observed. Both lessons were well taught and the Year 5 and Year 3 pupils achieved good standards. Appropriate attention was paid to safe working and the lessons included a warm up and cool down period. Pupils stayed focused and were enthusiastic, and both boys and girls achieved well. Provision is good and continues to develop further. The school has received an award that recognises the wide and varied range of sporting activities that take place. Physical education has a high profile, is given a good amount of coverage, and the curriculum is varied and exciting. Good use is made of additional sources of support such as that offered by the sports co-ordinator of the local secondary school. The subject is well led and managed. Good progress has been made since the last inspection, for example resources are much more extensive.

ART AND DESIGN

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

Main strengths and weaknesses

- Standards of work are good across the school.
- Pupils' overall achievement is good.
- The curriculum provides for good coverage of all aspects of the subject.
- Leadership in the subject is good.

Commentary

69. By Year 6, overall standards and achievement are good. From looking at the work in pupils' portfolios across each of the year groups, there are examples where the achievement by some pupils is very good. There is a good progression in the development of practical skills and also in pupils' ability to express their ideas. This is seen, for example, in Years 3 and 5 with work on printing and in Years 4 and 6 with work on light and shade. Pupils have a good understanding of the work of artists, for example, Kandinsky. They identify features he used, for example bright and dull colours, familiar shapes and overlapping shapes. Pupils' work shows a good attention to detail.
70. Teachers encourage pupils to look carefully and critically at the work of other artists. The basic skills and techniques are well taught. Teachers have high expectations for pupils' behaviour but in the few lessons observed the management strategies to realise these were not always successful. Good resources were used well and the preparation of lessons involving practical work was good. Teachers work hard to ensure that all pupils are included in the activities being provided and all pupils are given the opportunity to achieve. Good curriculum coverage ensures a wide variety of teaching and learning opportunities. The use of visitors with specialist skills enriches pupils' experiences well.
71. Leadership of the subject is good and has created a positive attitude for art across the school. Teaching skills are being built through staff in-service training, for example using clay and making pots. The management of the subject is satisfactory, but focused monitoring and evaluation opportunities are limited. Satisfactory progress has been made since the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education (PSHE) is **good**.

Main strengths and weaknesses

- Provision is well planned.
- The school council is well run.
- Pupils are increasingly consulted about the school's work.

Commentary

72. The school has good procedures for monitoring and supporting pupils' personal, social and health development. A good scheme of work provides appropriate guidance to teachers. Drugs awareness and sex education are included soundly into the school's curriculum. The use of the same teacher to teach PSHE in some classes provides good continuity and consistency for what is taught. Pupils have sensible opportunities to learn about aspects of citizenship by participating in school council meetings. The council is well run with pupils able to make a contribution to the way the school works. Pupils gain a good appreciation of their own contribution to the school community through participation in charitable events and by helping with the daily routines of school life. The pupils have been consulted about behaviour rules and what they would like to be provided with at breaktimes to make them more interesting. The provision of games and activities has been successful in making breaks a pleasant and constructive time for staff and pupils.

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 | 1 |
| 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 | 3 |
| The quality of teaching | 3 |
| How well pupils learn | 3 |
| The quality of assessment | 4 |
| How well the curriculum meets pupils needs | 3 |
| Enrichment of the curriculum, including out-of-school activities | 3 |
| Accommodation and resources | 4 |
| Pupils' care, welfare, health and safety | 3 |
| Support, advice and guidance for pupils | 3 |
| How well the school seeks and acts on pupils' views | 3 |
| The effectiveness of the school's links with parents | 3 |
| 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 | 3 |
| The governance of the school | 4 |
| The leadership of the headteacher | 3 |
| The leadership of other key staff | 3 |
| The effectiveness of management | 4 |

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