

INSPECTION REPORT

EMMBROOK JUNIOR SCHOOL

Wokingham

LEA area: Wokingham

Unique reference number: 109863

Headteacher: Mrs D Robertson

Lead inspector: Mr T Richardson

Dates of inspection: 26 – 28 January 2004

Inspection number: 256066

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;	221
School address:	Emmbrook Road Wokingham Berkshire
Postcode:	RG41 1JR
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Appropriate authority:	Governing body
Name of chair of governors:	Mr R Ashton
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

The school is a community mixed junior school of average size and has 221 pupils on roll, aged 7 to 11, with slightly more boys than girls. The socio-economic background of the pupils is broadly average, and their attainment on entry to the school is also average. The majority of pupils are of white British origin with a very small minority of pupils from Asian, Chinese and European origins. At the time of the inspection, one pupil was at the early stages of English acquisition (and absent during the inspection) and two pupils from Traveller families were attending. There is a below average proportion of pupils with free school meals (3.2 per cent). There is an above average number of pupils with Statements of Special Educational Needs, although the overall proportion of pupils requiring additional support for their learning needs is below average. The school has a specialist resource for hearing impaired pupils and the main special educational needs of the pupils are hearing impairment, specific learning difficulties, autistic spectrum disorder, speech and language difficulties and moderate learning difficulties. The number of pupils entering and leaving the school, other than at the usual times of admission, is low. However, the school has difficulty recruiting and retaining teachers. It is currently involved in: a Leadership Development Strategy; a local education authority (LEA) arts initiative; and is piloting an LEA programme for self-evaluation. The school received a 'healthy schools' award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16500	Mr T Richardson	Lead inspector	Mathematics, information and communication technology, music, hearing impaired resource, special educational needs
9770	Mr J Baker	Lay inspector	
1224	Mr G Todd	Team inspector	Science, design and technology, geography, history, physical education
8139	Mrs B Johnstone	Team inspector	English, art and design, religious education, English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Emmbrook Junior is a **good** school. The headteacher and key staff provide very good leadership and the quality of teaching and learning is good. Pupils achieve well as a result, gain confidence, and have very good attitudes to their work. Standards are above average and the school gives good value for money.

The school's main strengths and weaknesses are:

- The very good leadership promotes an ethos of wanting every pupil to have the best deal possible from their education.
- Teachers and assistants work very well, as a team, to help pupils with their learning.
- Pupils work hard, give of their best, and achieve well.
- Pupils' achievements in information and communication technology (ICT) are unsatisfactory.
- The very good provision for spiritual, moral and social development leads to pupils having very good attitudes, behaviour and relationships.
- There is very good provision for hearing impaired pupils and also for pupils with other special educational needs.
- There is more authorised absence than in other schools, mainly due to parents taking holidays in term-time.

The school has made good improvement since the last inspection and remained a good school through frequent changes of staff. The key issues have been addressed well and the school has done more than this to successfully improve the curriculum, improve the quality of teaching and learning, improve the learning environment, and to raise standards. However, the development of ICT has been too slow.

STANDARDS ACHIEVED

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

*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 **good** and standards are above average. Pupils enter the school with average attainment and inspection shows that standards in Year 6 are currently above average in English, mathematics, science, art and design, geography and religious education. In physical education and music, standards are at least average and insufficient evidence was obtained to judge standards in design and technology and history. Pupils' test results are usually above the national average, higher attaining pupils show good achievement and boys and girls do equally well. The comparisons with similar schools are low because of the number of pupils with learning difficulties and special educational needs. These pupils achieve well but their test scores lower the school's average. Standards in ICT are below average because pupils do not yet follow a full curriculum and learn all the skills they should.

Pupils develop **very good** personal qualities. Their **spiritual moral, social and cultural development is very good**. Pupils' attitudes and behaviour are very good. Punctuality is good, but attendance is unsatisfactory.

QUALITY OF EDUCATION

The quality of education is **good**. The quality of teaching and learning is **good** overall. Teaching and learning are good in Years 3 and 4 and very good in Years 5 and 6. In all classes, teachers and assistants work very well together to support pupils with their learning. Teachers plan their lessons very well, and pupils are clear about what they are learning and what the teacher is looking for. As a result, they work with concentration and enthusiasm to improve their performance. Teachers have high expectations for behaviour and pupils help to set the class rules. This leads to lessons being uninterrupted and the pupils are able to focus on their work. The 'Tracks' programme is taught very well and pupils with learning difficulties gain confidence as they improve their literacy skills. Hearing impaired pupils are taught well and are included very well in school activities.

The curriculum is good in all areas other than ICT, where it is unsatisfactory. There is very good provision for pupils with special educational needs, ensuring that all pupils have equality of access and opportunity to school activities. Pupils are given very good support and guidance from adults in school and make a good contribution to improving school life through the school council. There are good links with parents and the school's annual reports for each child are of excellent quality.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**. The leadership of the headteacher is successfully keeping standards, achievement, teaching and learning at a good quality despite the school's difficulties in employing and keeping teachers. The work of the governors is good; they are very effective in helping the school keep to its strategic plan for development and are tackling the deficiencies in ICT with success, but will not meet statutory requirements until July 2004. All other requirements are fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The majority of parents state: their children like school and make good progress; teaching is good and pupils behave well; and their children are expected to work hard and do their best. A small minority of parents expressed concern over the school's approachability and communication. Inspectors judge both these areas to be very good.

Most pupils state: they like school and have to work hard; adults are approachable; teachers are fair, listen to your ideas, help you when stuck and show you how to improve your work; other children are friendly; and you find out new things in lessons. Some pupils had concerns that they could gain more independence, lessons could be more interesting, and other children could behave better. Inspectors found no evidence to support these concerns.

IMPROVEMENTS NEEDED

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

- continue to implement, with urgency, the plans to improve the provision for ICT;
- continue to work with parents to reduce the amount of authorised absence;

and, to meet statutory requirements:

- make sure the National Curriculum requirements for ICT are met.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are above average and pupils show good achievement over their time in school.

Main strengths and weaknesses

- Standards in English, mathematics and science are above average.
- Pupils underachieve in ICT because the curriculum is currently incomplete.
- Boys and girls of all abilities and backgrounds achieve equally well.
- Pupils with hearing impairment, and pupils with special educational needs, show good achievement.

Commentary

1. The 2003 results of national tests are above average for English and science, and well above average for mathematics. When these results are compared with those from similar schools, pupils seem to have done less well. These comparisons are made on overall averages of test scores. However, inspectors find that each individual pupil is appropriately challenged and doing the best they can. This supports the views of parents and pupils that children are expected to work hard and do their best. Higher attaining pupils show good achievement, and boys and girls do equally well in class. The school has a significant proportion of pupils with learning difficulties and special educational needs. These pupils achieve well and usually gain average test results by the end of Year 6. This is a good achievement for these pupils, but their scores lower the school's overall average and affect the comparisons made with similar schools.

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

Standards in:	School results	National results
English	28.2 (27.5)	26.8 (27.0)
mathematics	28.6 (28.2)	26.8 (26.7)
science	29.6 (29.9)	28.6 (28.3)

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

2. Pupils enter the school with average standards. Inspection shows that, by the end of Year 6, standards are above average in English, mathematics and science, and also in art and design, geography and religious education. Limited observations in physical education and music show standards to be at least average in these subjects. However, insufficient evidence was obtained to make definitive judgements on standards in design and technology and history.
3. The leadership of the headteacher and key staff promotes an ethos of valuing learning and extending pupils' knowledge and skills as much as possible. This ethos permeates the school and has a positive impact on visitors and those who work in the school. As a result, despite significant changes of staff due to recruitment and retention difficulties, the quality of teaching and learning remains good. Teachers focus on how well individual pupils are learning and, as a result, pupils of all abilities are challenged well to extend and improve their knowledge and skills. This is the reason for the good achievement of pupils over time. For example, higher attaining pupils are encouraged to tackle increasingly difficult concepts and praised when they succeed. This was observed in a science lesson, where pupils considered the molecular reasons for

solubility, and also in mathematics where one pupil was successfully encouraged to devise complex equations to solve problems. Similarly, pupils with lower attainment are supported and encouraged in their learning and are made to feel proud of, for example, remembering their spellings. Those pupils with special educational needs are supported very well and usually keep pace in their learning with the others in class. Pupils with hearing impairment achieve well in response to the very good quality of support, particularly from teaching assistants, that keeps them fully included in lessons.

4. Inspectors were pleased to note the high levels of self-esteem and confidence in the pupils and judge that very good achievement is evident in their personal development. This, in turn, leads to higher standards as pupils are willing participants in class discussions and activities and keen to learn more for themselves. Another factor in pupils' achievement is that the curriculum is securely planned so that pupils move on to the next topic in their learning despite changes in teachers. In addition, the good assessment carried out by teachers is used well, and pupils are helped to overcome any difficulties to their learning as well as continually building on their prior knowledge. The current weakness is in ICT and pupils are underachieving because they have only had access to the refurbished computer suite since January 2004, and there is insufficient software to meet the requirements of the National Curriculum.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and other personal qualities are very effectively developed. Their spiritual, moral, social and cultural development is very good. Attendance has declined since the last inspection, is unsatisfactory, and below the national average.

Main strengths and weaknesses

- Pupils enjoy coming to school and their attitudes to learning are very good. This helps them to achieve well.
- Pupils behave very well in the classroom and around the school.
- Personal relationships are very good and are a result of the school's ethos of caring for and respecting others.
- Pupils are very confident and keen to take responsibility as a result of the opportunities provided to gain maturity and become independent.
- The provision for pupils' spiritual, moral, social and cultural development is very good.
- Attendance is unsatisfactory. This is mainly due to parents taking holidays in term time.

Commentary

5. Boys and girls from all backgrounds, including those with special educational needs, show very good attitudes to learning in most lessons. Nearly all listen attentively, are keen to contribute and undertake their tasks enthusiastically. This is the result of good and frequently very good teaching where teachers maintain a high level of interest and set appropriately challenging tasks which ensure that pupils of all abilities have the opportunity to achieve.
6. Behaviour is very good in the classroom and around the school, including the playground where all pupils play harmoniously together. All pupils discuss and agree class rules and are fully aware of the school rules, which they consider to be fair. During the inspection, there were no signs of aggressive behaviour. The school has very good procedures for dealing with bullying should any arise. There were four fixed term exclusions last year, involving the same pupil, all of which were fully justified.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	203	4	1
White – any other White background	7	0	0
Mixed – White and Asian	1	0	0
Asian or Asian British – Indian	4	0	0
Chinese	1	0	0

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

- Throughout the school, pupils are encouraged to become independent and they willingly take on a wide range of responsibilities appropriate to their age; with the most popular duty in one Year 6 class being looking after the gerbils, Rollo and Polo. All classes have representatives on the school council and Year 6 pupils undertake a wide range of whole school duties such as escorting visitors around the school on Open Mornings. Pupils are also very enterprising, for example, a group of Year 4 pupils carried out a “Favourite Snacks” survey as part of the healthy schools award initiative.
- Hearing impaired pupils have very good attitudes to their learning and form very good relationships with their assistants and teachers. Other pupils in the school have very positive attitudes towards hearing impaired pupils and are keen to learn to sign so that they can communicate more effectively together.
- Relationships between pupils are very good. They work very well together in groups. Also they care for and help their fellow pupils as was clearly demonstrated by those nominated for recognition in the “Helping Hands” assembly. Relationships between pupils and staff are also very good and are the result of staff giving a very positive lead in engendering good relationships, for example, by giving praise and encouragement at every opportunity as well as acting as good role models.

Example of outstanding practice

A “Helping Hands” whole school assembly is held fortnightly. Pupils, rather than teachers, nominate others to be given recognition for being kind and helping them to feel better.

A number of pupils nominated others for inviting them to join in their play when they were feeling lonely in the playground. One boy nominated his whole class who had made him cards of sympathy when his rabbit had died. These and all the other nominations demonstrated pupils’ concern, compassion and understanding of the feelings of others. Sharing these experiences heightened everyone’s awareness of the need of others. All nominees were presented with a “Helping Hand” cut-out which detailed the reasons for the award. They then put their award on the “Helping Hands” tree to make a lasting record of their kindness. This ceremony clearly emphasizes to all the value and importance that the school places on compassionate behaviour towards others. This message was reinforced by an end of assembly prayer thanking God for all the gifts he has given us to enable us to help others.

- Attendance is unsatisfactory because authorised absence is high. This is due, in part, to parents taking family holidays in term time. The school has appropriate procedures for discouraging this practice but, despite this, some parents are not responding and attendance has deteriorated since the last inspection.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.5
National data	5.4

Unauthorised absence	
School data	0.3
National data	0.4

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

11. The provision for pupils' spiritual, moral, social and cultural development is very good and has improved since the last inspection. Detailed policies are in place and the delivery of this provision is indicated clearly in teachers' lesson plans. The governors also play an important role in ensuring the quality of this provision. The provision for pupils' spiritual development is very good. The school has successfully addressed the key issue identified in the last inspection and opportunities for spiritual development are now evident in all aspects of the school's life. Assemblies, religious education lessons and other subjects ensure that pupils have opportunities to appreciate the world around them. For example, in a Year 5 geography lesson, pupils thought about the wonders of nature and the power of water. Clear messages are given in assemblies and pupils are asked to consider important issues. In one assembly, pupils thought about God and where he or she might be. A short demonstration was given in which salt was dissolved in water. Pupils realised that, although the salt was not visible, it was still in the water. They then thought about the possibility of a present, but invisible God.
12. Very good provision is made for pupils' moral and social development. Pupils know right from wrong and use these principles in writing their own class rules. The outcome of this provision is seen in the way pupils behave in school. Pupils get on well with each other and work collaboratively on tasks. Good extra-curricular provision provides further opportunities for pupils' social development.
13. The provision for pupils' cultural development is very good. English lessons provide pupils with knowledge about the writings of different authors. Pupils learn to appreciate the skill of other artists in art and design lessons. Music lessons introduce pupils to a range of different musical styles. A strong emphasis is given to developing pupils' multi-cultural awareness. Displays around the school show that pupils learn well about other cultures, including those of Africa and India. In addition, the school's ethos and very strong emphasis on tolerance and valuing the opinions, faith and culture of all individuals prepares pupils very well for life in our diverse society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Pupils achieve well because the quality of teaching and learning is good. In most respects, a good curriculum is provided, the school cares for its pupils well, and they receive very good support and guidance. The school has good links with its parents and the community.

Teaching and learning

The quality of teaching and learning is good. This is supported by assessment of good quality.

Main strengths and weaknesses

- The quality of teaching in Years 5 and 6 is very good.
- The 'Tracks' programme for pupils with special educational needs is taught very well.
- Teachers plan their lessons and manage behaviour very well.
- Teaching assistants work very well with class teachers to support pupils' learning.
- There are some minor inconsistencies in the quality of teaching and assessment between classes.

Commentary

14. Since the last inspection, there has been a total change of the teaching staff. The school has done well to maintain the quality of teaching and learning at a good level, despite its difficulties with recruitment and retention. In addition, there has been an increase in the proportion of lessons judged to be very good or excellent. The previous key issues to improve assessment and homework procedures have been addressed well. Assessment is now of a good quality and teachers use the information they gain well to plan what pupils should learn next. The provision of homework is now good and the school has taken full account of the views of parents in revising its policy and procedures.

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	12 (33%)	15 (42%)	7 (19%)	1 (3%)	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.

15. The majority of very good lessons seen were in Years 5 and 6, with the lessons seen in Years 3 and 4 generally being of good quality. The school is currently working to improve the consistency in teaching and learning between classes and year groups and a number of these initiatives are already showing benefit. For example, teachers support each other with the planning of lessons; subject co-ordinators observe and help their colleagues with their teaching; teachers now make sure that pupils are clear about what they are learning and what their teacher is looking for in their work; and recent developments to introduce 'thinking skills' to lessons are helping pupils to improve their learning. Throughout the school, teaching assistants are very skilled and work with teachers as a team to help all the pupils overcome any difficulties they may have with learning. This is particularly evident for pupils with special educational needs who are supported very well. Teaching assistants also help to ensure that the targets for these pupils, set in their individual education plans, are addressed consistently during the day.
16. Specialist teaching of good quality is provided for hearing impaired pupils by a visiting teacher of the deaf. Teaching assistants attend these sessions and continue to address the targets set in other lessons during the day. Assistants are skilled in communication and appropriately fluent in their use of signs. In addition, a class teacher signs well and this results in the pupil concerned being fully included in all class activities. Individual needs are assessed very well and each pupil has an individual education plan based on these assessments, and these are addressed very well by teachers and assistants at all times. Throughout the school, teachers and assistants use specialist equipment well, such as sound-field amplification and radio hearing aids, in addition to showing greater awareness of the visual impact and vocabulary to be used in lessons.
17. In the lessons judged to be very good, the following features were noted:
- Teachers plan their lessons very well so that pupils are clear about what they are learning and can see how their knowledge relates to other subjects. For example, in a mathematics lesson in Year 5, the teacher showed the pupils how they could use previously learnt skills with tables and doubling to solve problems and meet the learning objectives for the lesson. In addition, the problems set were based on books and characters that currently interested the pupils. As a result, the pupils were confident to try out their skills and approached their tasks with a positive sense of urgency so that they learnt quickly and achieved success.
 - Pupils behave very well in lessons and apply themselves to their learning because teachers keep a brisk pace and give the pupils challenging, interesting and enjoyable tasks to do. For example, in a science lesson for pupils in Year 6, the teacher led a discussion and encouraged the pupils to ask questions about the solubility of materials. The teacher

followed their interest, punctuating the discussion with 'quick-fire' questions to test and extend pupils' scientific knowledge. As a result, pupils realised key facts about evaporation and considered the molecular reasons for solubility. The practical activity that followed excited the pupils and led some to extend their knowledge and realise that a gas is given off when an alkali is mixed with an acid.

- Pupils enjoy the challenge of improving their literacy skills in the 'Tracks' programme. Here, the teacher and assistants work very well together to provide a carousel of activities at a very slick pace. Each pupil follows their own path of learning and is taken in small steps to clear improvements in their reading, writing, spelling and confidence. Pupils remark that they 'work hard; know they are improving their skills; and are pleased to be helped to get better'.

18. Teachers use assessment well and record accurately how well pupils are doing. In some lessons, the pupils also assess their work themselves and indicate to their teacher how well they have understood the topic. This gives teachers clear evidence for what pupils can do and what needs to be taught next. However, this practice is not yet routine in all classes. In the one lesson judged to be unsatisfactory, the tasks set for the pupils were inappropriate and insufficiently challenging to improve their skills with computers.

The curriculum

The school provides a good curriculum (apart from ICT, which does not yet meet requirements) which ensures that all pupils have a broad and balanced education. There is a good range of activities to enrich the curriculum, and the school has good accommodation and resources for learning.

Main strengths and weaknesses

- The school caters very well for the needs of all pupils and makes sure they all have equality of access and opportunity.
- There is very good provision for pupils with special educational needs, and the 'Tracks' programme is of very good quality.
- There is very good provision for pupils with hearing impairment.
- The provision for ICT is unsatisfactory.

Commentary

19. The curriculum meets all the requirements of the National Curriculum, except in ICT where the delay in the development of the subject means that not all of the recommended curriculum is taught yet. This omission is being systematically corrected, and work is likely to be complete by July 2004. The literacy and numeracy strategies are firmly established and the arrangements to 'set' pupils by ability for mathematics and science contribute effectively to the higher standards in the subjects. Religious education is taught in line with the locally agreed syllabus and there is a good quality daily act of collective worship. Detailed schemes of work and lesson plans help teachers to ensure that progress is made in pupils' learning. The provision for the foundation subjects is well monitored by the school. Effective use is made of the links between subjects and this has a positive impact on pupils' achievement. For example, pupils develop their writing skills in subjects such as history and religious education. Good opportunities are provided for developing pupils' speaking and listening skills, and there is a good emphasis on pupils learning new vocabulary in most lessons. Pupils are given the opportunity to express their own ideas and older pupils take part in discussions. Provision of the termly 'Curriculum News' enables parents to be well informed about the work that their child will cover in each subject. Good links are established with the local secondary schools and the infant school. This enables pupils to feel confident when beginning their next stage of education. The school seeks to develop the curriculum and takes advantage of every opportunity which is presented. The recent emphasis

on developing pupils' thinking skills is having a positive impact on learning and enriches pupils' experiences. The school has also gained the healthy schools' initiative silver award.

20. Very good provision is made for hearing impaired pupils. Pupils have effective access to skilled teaching assistants and benefit from the arrangements for specialist support from a teacher of the deaf. This usually takes place when the rest of the class has literacy and there is very good communication and joint planning between the class and specialist teachers. Hearing impaired pupils benefit from being able to use a separate and quiet area for support work and classrooms have been appropriately treated to enhance their acoustics. In addition, one classroom in every year group has been provided with sound-field amplification to help pupils hear their teacher better. This is of benefit to all pupils, as well as those with hearing loss. There is also very good provision for pupils with other special educational needs. A key feature is the 'Tracks' programme where pupils are withdrawn from class to work regularly, quickly and with concentration on improving their phonic, spelling, reading and writing skills. Pupils are selected for this programme in response to very good assessment of their literacy skills. The programme is very well taught and very effective in helping pupils with lower attainment to improve their skills and catch up with their peers. In addition, very good support is provided for pupils with specific special educational needs and this helps them to be included in learning with the class.
21. Extra-curricular provision is good and there is an appropriate range of opportunities for all pupils. These include an art club, a chess club, a choir and a variety of sporting activities. There is a good number of suitably qualified and experienced teachers to cover the curriculum requirements. They are helped in this by an appropriate number of good quality teaching assistants who make a good contribution to the work of the classroom. The two newly qualified teachers receive good support from the school. The school's accommodation is good. It is clean, bright and well maintained. There is a new ICT suite and appropriate library accommodation. The grounds provide an attractive environment for pupils. There is a quadrangle, a quiet area and a nature area which contains a very good outdoor classroom. The playground is also suitably equipped for lunchtime activities. Learning resources are good. They are sufficiently accessible and well used by teachers and pupils.

Care, guidance and support

The school makes good provision for pupils' care, welfare, health and safety and provides pupils with very good support and guidance. The involvement of pupils in the work of the school and its development is good.

Main strengths and weaknesses

- The good care given to pupils ensures that they feel secure and able to work in a healthy and safe environment.
- The very good support, advice and guidance given to pupils helps them to achieve well.
- Pupils are involved well in the work of the school and its development through the school council.

Commentary

22. Health and safety procedures are good and risk assessments have been carried out for a wide range of subjects and activities. The premises are inspected annually and any issues reported to the governing body for appropriate action. The site controller, who has considerable expertise, is very diligent in his duties and inspects the premises daily before the pupils' arrival as well as dealing most effectively with day-to-day issues. First aid provision is good and all staff have been trained to deal with specific medical conditions. Child protection procedures are very good and all staff, including teaching assistants and mid-day supervisors, are fully aware of them and their importance.

23. Teachers and support staff know the pupils and their families very well, are sensitive to their needs and are thus able to provide very good support and guidance. The very good relationships between pupils and staff encourage pupils to raise any concerns they may have knowing that they will be dealt with sympathetically. Teaching assistants know pupils extremely well because they are also responsible for lunch-time supervision and two of them run the breakfast club and after school club. Good assessment procedures and the good use of assessment to respond to pupils' needs ensures that pupils are very well supported and guided in their academic development.
24. Very good support, care and guidance are provided for pupils with special educational needs. Their needs are assessed very well and support provided that helps them to achieve as well as other pupils in school. A very good feature of the support for hearing impaired pupils is that the specialist teacher of the deaf also supports pupils and children in neighbouring nursery and infant schools. As a result, there is continuity in the support provided as pupils move into the Junior school, and other pupils 'grow up' with improved awareness and appreciation of hearing loss.
25. Induction arrangements are good and ensure that pupils settle happily into the school. These include a "change-over morning" when infants visit the school and the provision of a "buddy" to help them settle in. Seeking pupils' views and involving them in the work of the school is achieved effectively through the school council. Each class elects two representatives who take their responsibilities very seriously. In fact, the school council will be considering the pupils' responses to the questionnaire, a clear indication of their desire to take an active part in the school's development. Before the inspection, questionnaires revealed that some of the pupils have concerns about behaviour, fun in lessons, independence, lunch-time and outdoor play. Inspectors find that behaviour in school is generally very good; teachers are working hard to bring fun into learning; pupils are given similar opportunities as in other schools to gain independence; and that appropriate provision is made for lunch-time and outdoor play.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Parents are very well informed about the school, the curriculum and their children's progress.
- The good contribution parents make to their children's learning makes a positive contribution to their achievement.
- The school regularly seeks parents' views and acts on them.
- The good links with the community help to enrich the curriculum.
- The good links with other schools ensure that pupils transfer happily on to their next stage of education.

Commentary

26. Parents are very well informed about the school through the prospectus, weekly newsletters and frequent correspondence on specific issues. They also receive very informative, termly, curriculum newsletters, which detail the work to be covered and explain class routines including homework expectations. Parents' consultation evenings are held termly at which progress and targets are discussed. Annual reports are excellent and tell parents everything they need to know, including an effort grade for each subject, National Curriculum levels and targets in English, mathematics and science.
27. There is good involvement of parents of pupils with special educational needs. They are kept well informed and have regular input into the formal annual reviews of Statements of Special Educational Needs. Parents also contribute well to the regular reviews of pupils' individual education plans.

28. Parents make a significant contribution to their children's learning by providing much valued help in the classroom and very good support on trips and visits. They also run the cycling proficiency course, help with the art club and with the development of the environmental area. In addition, parents raise substantial funds for the school, through the joint Parent Teacher Association. Virtually all parents support their children with their homework and the very clear homework policy, together with details included in the termly, curriculum newsletter, leaves parents in no doubt about the work that their children are expected to do at home.
29. The school seeks parents' views through questionnaires, the governors' annual meeting and informal discussions with governors, seven of whom are parents. As a result of the most recent questionnaire, the school revised the homework policy and introduced a parents' evening in the summer term. In the main, parents have positive views of the school. However, a small percentage did not feel well informed about their children's progress, expressed concerns about approachability, leadership and management, seeking their views and homework. The inspection team judges all these aspects of the school to be very good.
30. The good links with the community include links with the local church, whose vicar leads assembly regularly and assists in the classroom. There are also good links with local businesses and the school makes good use of the local area as an educational resource. The school is also used by the community for weekly judo and keep fit classes. There is good liaison between Year 6 teachers and staff at the nearby secondary school which ensures that pupils transfer successfully to their next stage of education.

LEADERSHIP AND MANAGEMENT

The leadership provided by the headteacher and other key staff and the management of the school are all very good. Governance is good; it is very good in most respects but statutory requirements are not yet met in ICT.

Main strengths and weaknesses

- The governing body is of very good quality and governors are very committed to moving the school forward.
- The headteacher provides very good leadership.
- The leadership and management provided by key staff are very good.
- There is a clear vision for improvement that keeps standards high and maintains consistently good quality teaching and learning despite difficulties in the recruitment and retention of staff.

Commentary

31. The governors are very committed to their role and have a clear priority, "To work with the stakeholders of the school" to improve the quality of education of pupils in the local community. The governing body is very well constituted and has a very innovative and effective committee structure so that there is a committee to oversee improvement for every priority in the school development plan. There are, for example, committees for improving leadership and management and assessment. These committees function very well and governors undertake training to ensure that they can carry out their responsibilities to the full and play a real part in the strategic development of the school. They follow through on initiatives by asking for reports, teacher presentations and by doing some classroom observations. In this way, governors monitor and evaluate how well improvements are being implemented and gain a very good knowledge of what the school does well and what is being improved. Governors also work very effectively with the headteacher and provide a good level of challenge as well as supporting her.
32. Most statutory requirements are met in full. However, the National Curriculum requirements for ICT are not met. Governors have recognised this and are doing as much as they can to rectify the situation. The strategic improvement of the subject is already underway, with some benefits

already showing in the improved achievement of the pupils. These improvements are likely to result in all statutory requirements being met by July 2004. There is also a 'buddy' system where each governor is paired with a member of staff. This helps them to understand some of the complexities and constraints under which teachers work, thus enabling them to fulfil their roles with a much greater understanding. An example of this is the way in which they are seeking to improve the communication and involvement of parents in school. For example, moving the governors' annual meeting for parents to coincide with the open evening, and supporting the use of electronic mail for communicating with the school. Governors have their own web site, that provides them with very quick access to the school policies and other documentation.

33. The headteacher provides very strong leadership and shows great commitment to raising standards and wanting every pupil to receive the maximum benefit from their education. Her expectations are high and much effort has been put into empowering subject co-ordinators to fulfil their roles by managing their subjects. They have the opportunity to monitor teaching and see how standards can be improved. This happens in foundation as well as in core subjects. There is a strong, cohesive team of people who work tirelessly for the benefit of the pupils. The headteacher's focus on developing strong teamwork has led to the development of the school mission statement, 'Roots to grow - wings to fly'. This expresses the commitment of staff and governors in developing an inclusive community school with a strong caring ethos.
34. The headteacher is successfully leading staff with management responsibilities, and governors, through a process of rigorous self-evaluation. This is aimed at improving the school's effectiveness and the quality of education. Professional development for all staff is very good and those staff with additional responsibilities provide very good leadership for improvements in their subjects. The newly qualified teachers have settled in well to the school and are being mentored very well. Performance management is very effective, the results of which are evident in the high proportion of very good teaching observed during the inspection. Problems of recruitment have been extremely well managed and staff who are new to the school have settled in quickly. This is because of the good curriculum, good subject leadership and very effective mentoring systems. The new deputy headteacher has settled in very well and feels, "...as if she has been here forever!" She is making a very positive contribution to the school in terms of her teaching and management skills.
35. Very good leadership is provided for pupils with special educational needs. As a result, the provision is very effective and these pupils achieve well. Statutory requirements for special educational needs are met in full and the school has very good procedures for reviewing how well pupils are doing against the targets set in their individual education plans. The provision for hearing impaired pupils is also led very well. As a result, pupils are fully included in the life of the school and teachers, assistants and other pupils are becoming increasingly skilled in meeting the needs of hearing impaired pupils.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	502,530
Total expenditure	518,749
Expenditure per pupil	2,358

Balances (£)	
Balance from previous year	25,497
Balance carried forward to the next	9,278

36. Financial management and control is very good, and the budget is used very well to provide the maximum benefit for the pupils. The school's finance officer and secretary work well together and ensure the smooth day to day running of the school, as well as keeping the headteacher, governors and staff fully informed of the school's finances. The principles of best value are applied very well and the school gives good value for money.

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

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are above average in speaking, listening, reading and writing and pupils achieve well.
- The quality of teaching is good and has a positive impact on pupils' learning.
- Good provision is made for developing pupils' literacy skills across the curriculum.
- The provision for pupils to use ICT is unsatisfactory.
- Leadership and management are good.

Commentary

37. The 2003 test results for pupils in Year 6 were above the national average, but below the average for similar schools. Inspection findings show that standards in the current Year 6 are above average in speaking and listening, reading and writing. No significant differences were seen in the standards and achievement of boys and girls. Pupils enter school with average standards in English, and achieve well. Pupils with special educational needs make the same progress as other pupils. This is due to the good support they receive from teaching assistants. Higher attaining pupils make good progress in all aspects of their work.
38. Pupils' speaking and listening skills are good. Many pupils speak confidently and with clear diction. By Year 6, pupils' speaking skills are very well developed. Most pupils speak with increased fluency and use a varied range of vocabulary in an appropriate way. They take part in discussions and are confident to speak clearly in front of the class. Pupils show good concentration when listening to the teacher and to each other. All pupils listen well in assemblies.
39. Standards in reading are above average. By Year 6, many pupils are very fluent readers and read unseen texts with clarity. They use expression well to make their reading interesting to the listener. They offer opinions about the books they have read and describe the characters in some detail. Pupils show good library skills and can quickly locate books using the 'Dewey' reference system.
40. By Year 6, pupils' writing skills are above average. Pupils extract information from different texts and use this supporting evidence well to offer opinions. They write detailed character descriptions and show an ability to create an atmosphere when writing, for example, about Dicken's Christmas Carol. They make effective use of imagery when writing poetry. By Year 6, pupils' handwriting skills are well developed and most pupils write fluently with a good cursive script. Pupils present their work neatly and take care in what they do.
41. Teaching and learning are good, overall. Lessons are well planned, with clear learning objectives. Good attention is given to ensuring that the needs of all pupils in the class are met. Teachers make skilled use of questioning. For example, in a Year 6 lesson, the teacher asked detailed questions about the opening of a story. This resulted in pupils understanding how action, dialogue and description had been used by the author to capture the reader's interest. Very occasionally, insufficient time is given at the end of lessons to revise and evaluate the work that has been done. The quality of marking is good and enables pupils to know what they have to do in order to improve. Good provision is made for homework.

42. Leadership and management are good. The co-ordinator has a clear overview of the provision. She has identified ways to further raise the standard of pupils' work. Assessment procedures are good and are used well to inform the way lessons are planned. The library is satisfactory, is regularly used by pupils, and the resources for learning are good. Improvement since the last inspection is good. Assessment procedures have also been improved. However, there are insufficient opportunities for pupils to use ICT routinely in their lessons.

Language and literacy across the curriculum

43. There is good provision for developing pupils' literacy skills across the curriculum. Opportunities are provided in a number of subjects for pupils to express their ideas, both in oral and written form. Pupils read aloud in class and this enables them to gain confidence in speaking in front of an audience. Pupils' writing skills are regularly practised in lessons. For example, in religious education, pupils write accounts of Bible stories. Older pupils make written evaluations of their work in art. In personal, social and health education Year 5 pupils write a list of things that people do which are wrong. Year 6 pupils write about the way that their class might help a boy in Kenya.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above the national average.
- Pupils achieve and learn well, in response to good teaching.
- Pupils have very positive attitudes and show pride in the presentation of their work.
- Teachers assess pupils very well and use this information to identify what pupils should learn next.
- The subject is very well planned so that good quality teaching continues, despite changes in staff.
- Insufficient use is made of computers to support learning in the subject.

Commentary

44. Test results in 2003 show that pupils in Year 6 reached standards well above the national average. Inspection shows that standards for the pupils currently in Year 6 are already above average, with a significant proportion of pupils well above average. This demonstrates good achievement over their time in school, as the attainment on entry to Year 3 for these pupils was broadly average. Pupils are grouped by their ability and taught in two mathematics 'sets' in each year. This system works well and, as a result, pupils of all abilities are challenged successfully, and achieve well. For example, in a lesson for Year 6 on solving 'word problems' with appropriate calculations, one higher attaining pupil discovered that he could use brackets within brackets and solve the problem with one complex equation. In a lesson for Year 5, lower attaining pupils were challenged to extend their knowledge of number facts and quickly understood that if $36 / 4 = 9$, then $360 / 4$ would be 90. In lessons observed in Years 3 and 4, most pupils were working above the standard expected for their age in response to the challenge and interesting activities provided by their teachers.
45. Pupils show very good attitudes to their learning. They behave very well, are keen to take part in lessons, think quickly, and enjoy answering their teachers' questions. Pupils eagerly discuss their calculations, hypotheses, and reasons with each other and this helps them to learn to respect the opinions of others, as well as improving their mathematical ability. In all classes, pupils take care with their books and set their calculations out neatly, with obvious pride in both the presentation and content of their work.

46. The quality of teaching and learning is good. During the inspection, more lessons were judged to be very good in Years 5 and 6 than in Years 3 and 4. Throughout the school, there are strengths in the quality of teachers' planning, the management of pupils' behaviour, the deployment and effectiveness of teaching assistants and the way teachers make learning fun for the pupils. Lessons are well structured and pupils know clearly what they are learning each day and also what their teacher is looking for in their work. This clarity leads the pupils to stay focused on their learning and be pleased when the review at the end of the lesson shows they have learnt what is expected. In all lessons observed, behaviour was managed very well. For example, in a lesson for Year 4, the pupils were comparing the weight of objects against a one kilogram weight. Sufficient materials were provided for all pupils to take part and when one pupil was tempted to misbehave, this was dealt with quickly by the teacher so that no disruption was caused to the learning of others. Teaching assistants work very effectively to make sure that all pupils are included in lessons. For example, in a Year 5 lesson, an assistant was communicating well with a small group of pupils, including one with significant hearing loss, and enabled them to achieve as well as others in the class in understanding fractions. Teachers provide activities that pupils regard as fun, and this motivates the pupils to work harder, faster and achieve well. For example, in Year 3 pupils played 'gladiators' to see who would be first to reach the answer and this led pupils to concentrate and improve the speed and accuracy of their number bonds to 2000.
47. Assessment is very good. Teachers record routinely how well pupils have met the learning objectives for each lesson and use this information to plan following lessons. For example, in Year 6, assessment had shown that pupils understood 'long multiplication' but were still unsure of the principles of 'long division'. As a result, the teacher changed the plans for the following lesson and concentrated instead on helping pupils to understand these principles before moving on. Teachers also assess pupils accurately against National Curriculum levels and keep careful records that show the consistent good achievement of each pupil over time. Another factor is the very good way pupils are involved in their own assessment. In some classes, pupils are asked to record, in their books, how well they have understood the lesson and the teachers use this information well to help pupils know what to do to improve. However, this practice is inconsistent, and not evident in every class.
48. Currently, there is no teacher responsible for leading the development of mathematics, and three people have held this post within the last three years. The headteacher is very effective in ensuring that, even with changes in personnel, development continues to follow a strategic plan and the quality of teaching and learning remains good. As a result, there has been good improvement, overall, since the last inspection. However, the delayed development of ICT in school is evident in the insufficient use made of computers to support pupils' learning in mathematics.

Mathematics across the curriculum

49. Good provision is made and numeracy is addressed well in other subjects. For example, pupils measure accurately in science and appreciate the relative time value of notes in music.

SCIENCE

The provision in science is **good**.

Main strengths and weaknesses

- Standards are above average and pupils achieve well.
- Practical work is very good and helps pupils to think scientifically.
- Teaching and learning in Years 5 and 6 is very good.
- Subject leadership is very good.
- The quality of assessment is good, but could be further improved.

- ICT is rarely used.

Commentary

50. Inspection evidence confirms the results of the 2003 national tests and standards in science are above the national average throughout the school. In most classes, there are a number of higher attaining pupils who attain standards that are well above average for their age. Pupils achieve well and enjoy their lessons; no significant difference was found in the achievement of boys and girls.
51. The quality of teaching and learning is good overall, but is best in Years 5 and 6. One of the strongest features of the teaching is the investigative work. It is very well planned and challenges pupils to observe closely, ask questions and think scientifically. Teachers' very good subject knowledge and high expectations enable them to really extend the higher attaining pupils. For example, in Year 6, the pupils were engrossed in a high level discussion about the molecular reasons for solubility. This led to a very good experiment, testing the solubility of materials in water, lemon juice and vinegar. Lower attaining pupils achieve well because teachers make sure that activities in lessons and the curriculum are adapted to meet their needs. Very good support is also received from the teaching assistants, and this is of benefit to all the pupils in the class.
52. The quality of teachers' assessments is good. This is likely to improve further and become even more rigorous as data is currently being collated and put on to a new ICT assessment program. One area that could be improved is the pupils' self-assessment of their learning so that they have a better understanding of how they are progressing and how they could improve. Marking is generally good, but there are occasions when teachers do not follow through their comments and pupils do not fully complete their work. Insufficient use is made of ICT. As a result, opportunities are missed for research, data-logging, the interrogation of data and improving the recording of investigations by using tables and graphs.
53. There has been good improvement since the last inspection and the subject is very well managed. The co-ordinator is passionate about her role and has worked exceedingly hard, with success, to move the subject forward. She supports the staff very well; for example, by modelling lessons for new teachers. The monitoring of teaching has been very thorough and this has been instrumental in developing a good curriculum and maintaining the above average standards.
54. Resources for science are good and have been enhanced considerably by the development of the environmental area and superb outdoor classroom, provided through the help of local business.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **unsatisfactory**.

Main strengths and weaknesses

- Development since the last inspection has been unsatisfactory and National Curriculum requirements are, currently, not met.
- Pupils' standards and achievement are too low.
- The school is implementing a new strategic plan well, and this is already showing improvements in teaching, learning and achievement.

Commentary

55. Since the last inspection, unsatisfactory development has taken place and the school has not done as much as other schools to improve the provision and raise standards. Work began to

develop the subject some five years ago. The current headteacher inherited outdated equipment and replaced it systematically with reconditioned personal computers. These, however, lacked reliability and impeded further development. Since July 2003, the headteacher and governors have acted decisively, in response to guidance from the local education authority, and have drawn up a strategic improvement plan for complete renovation and improvement in the subject. This plan is now being implemented well and benefits can already be seen, as follows:

- The computer suite is now open and appropriately equipped with new and networked computers, as well as an interactive whiteboard.
- The newly appointed coordinator for the subject is knowledgeable and skilled and is setting high expectations for what pupils and teachers can do.
- Relevant software is now being purchased and other improvements made, such as connection to improved Internet facilities, so that the current omissions in the curriculum are likely to be rectified in full by July 2004.
- Pupils in Year 3 are following a full curriculum, learning quickly and already reaching average standards. This is a significant improvement, and is likely to be sustained as these pupils move through the school.
- The quality of teaching and learning is now satisfactory, with the best teaching seen in classes where teachers are most confident in their own use of ICT. For example, in a lesson for Year 5, the class reviewed what they had learnt and each pupil was able to show increased confidence and skill in using graphic modelling to design a bedroom to set criteria. This was due to the teacher's clear demonstration given quickly and skilfully on the interactive whiteboard and the expectation that the pupils would all be able to rise to the challenge and do the task equally as well. In a lesson for Year 3, the teacher confidently demonstrated how to use two applications side by side on the computer screen and the pupils quickly followed her example and successfully imported graphics from an Internet weather site to use in posters they are making.
- Good quality assessment has recently been introduced and teachers and pupils routinely update the skills that have been learnt in lessons.

56. However, there is still much to do. Standards are below average and pupils are unable to achieve as they should because the curriculum is incomplete. The current deficiencies in the curriculum are: access to the Internet is too slow; pupils are not making sufficient use of electronic mail; computers are not yet being used for control, monitoring and measurement; insufficient use is made of spreadsheets; and pupils have insufficient experience of handling data. Also, there remains a need for some teachers to have higher expectations for what pupils can do. For example, in the unsatisfactory lesson seen, pupils were copy-typing text that was already word processed, rather than selecting, copying, pasting and matching it to appropriate imported graphics.

Information and communication technology across the curriculum

57. Whilst improvements are being made, this is unsatisfactory and computers are not yet used sufficiently to enhance learning in other subjects.

HUMANITIES

Religious education was inspected in depth and is reported in full below. No lessons were observed in history, and no judgements are made about the provision. A sample of lessons and pupils' work were observed in geography.

58. **In geography**, there is a good curriculum in place, and pupils apply their literacy skills effectively in their geography work. In the two lessons sampled during the inspection, pupils attained above average standards. In one of these lessons, excellent teaching was observed.

Example of outstanding practice

Year 5 pupils learnt quickly about physical geography through a practical demonstration.

The pupils were totally absorbed in an investigation about rivers. They watched intently as the teacher poured water over a mound of sand to simulate a river current strengthening as it left its source and ran down the mountainside. Excellent questioning helped the pupils to understand how the increasing force of the water causes erosion. One higher attaining pupil said, "The water carried sand and a tributary was formed". Another said, "This is how a delta is made". Great care was taken to teach geographical vocabulary. By the end of the lesson, nearly all the pupils understood the meanings of 'erosion', 'transportation' and 'deposition'.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Standards are above average by Year 6, and pupils achieve well.
- Good provision is made in lessons for developing pupils' literacy skills.
- School assemblies make a good contribution to the provision for pupils' religious education.
- Insufficient use is made of ICT.

Commentary

59. Standards by Year 6 are above the requirements of the locally agreed syllabus. The achievement of pupils is good. Pupils with special educational needs make similar progress to other pupils. Higher attaining pupils make good progress and gain confidence in expressing their own ideas.
60. By Year 6, pupils know the special books associated with some world faiths. They understand the importance of different religious symbols and ceremonies. Pupils ask important questions about the world around them, realise a need for world peace and write poems and prayers to express their thoughts.
61. Teaching and learning are good. Teachers show good subject knowledge and make effective use of questions to extend pupils' understanding. Good provision is made for older pupils to express their ideas about religious matters. For example, in a Year 5 lesson, pupils read two newspaper articles about a Hindu miracle. They offered their own opinions about the miracle and used the articles well to support their views. In addition, the discussion and comparison of texts also helped the pupils to extend their literacy skills.
62. Leadership and management are good. The provision is regularly monitored by the co-ordinator to ensure that the requirements of the locally agreed syllabus are met. Assessment procedures are satisfactory and enable pupils to be sufficiently aware of their own progress. Pupils have visited a synagogue and the local church. A local vicar also visits the school regularly and leads assemblies.
63. Improvement since the last inspection is good. Opportunity is now provided for older pupils to consider the spiritual aspects of belief and faith. The subject makes a very good contribution to the provision for pupils' spiritual, moral, social and cultural development. However, computers are insufficiently used to help pupils learn more about the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Insufficient evidence was obtained to report on these subjects in full. Too few lessons were observed were to make secure judgements about the quality of teaching and learning.

64. In **art and design**, a scrutiny of pupils' work, displays around the school and the observation of two lessons confirm that standards are above average by Year 6. Pupils achieve well and gain confidence in using a range of media. They make good progress in acquiring a variety of skills, make effective sculptures and collages, and use colour and pattern well in their work. Pupils also show good skills in evaluating what they do. For example, in Year 4, pupils used different textured materials to create a woven design. They talked about their work and suggested effective ways that it might be improved. In **design and technology**, insufficient evidence was gathered to make judgements about the quality of provision. In **music**, pupils' work shows that the curriculum is satisfactory. In assembly, pupils sing with satisfactory standards and pupils in Year 6 demonstrate average standards in listening, appraising and performing. In addition, instrumental tuition, particularly for the violin, is popular. In **physical education**, two lessons were sampled during the inspection and, in these, standards were judged to be average. Physical education contributes well to extra-curricular provision, through activities such as the football, cricket and judo clubs.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

65. Insufficient evidence was obtained to judge the provision for pupils' personal, social and health education. A good whole school programme for this aspect of the curriculum has been developed since the last inspection and pupils benefit from circle time and other time-tabled opportunities in class to express their feelings and develop their personal and social skills. Pupils also learn about citizenship through activities such as voting for the members of the school council, as well as supporting them in their work. Pupils' healthy and safe living is well promoted through the Personal, Social and Health Education programme which is enhanced by initiatives such as working towards a healthy schools silver award and participation in the "Safer routes to schools" campaign which encourages walking to school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
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	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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

