

INSPECTION REPORT

LAWFORD MEAD JUNIOR SCHOOL

Chelmsford

LEA area: Essex

Unique reference number: 115001

Headteacher: Miss E J Harrison

Lead inspector: Mrs M Gough

Dates of inspection: 8th – 11th September 2003

Inspection number: 256706

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:	201
School address:	Trent Road Chelmsford Essex
Postcode:	CM1 2JH
Telephone number:	01245 354134
Fax number:	01245 344294
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr David Byrne
Date of previous inspection:	June 1999

CHARACTERISTICS OF THE SCHOOL

The school is situated on the outskirts of the town of Chelmsford. Most pupils are of white ethnicity and none has English as an additional language. One quarter of pupils have special educational needs and four have a statement of special educational needs. This is about average. An average number of pupils are known to be eligible for free school meals, but this indicator is not a true reflection of the overall level of social and economic deprivation in the area. Although the school is very popular, the number of pupils on roll is falling, and this is a similar picture for other schools in the area. Levels of pupil mobility are typical for a school of this size. The pupils' attainment when they join the school is below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22361	Mrs M Gough	Lead inspector	art and design design and technology music physical education English as an additional language.
9619	Mr R Miller	Lay inspector	
10228	Mrs S Russam	Team inspector	English personal, social and health education geography history religious education special educational needs.
22556	Mr E Morgan	Team inspector	mathematics science information and communication technology

The inspection contractor was:

Altecq Education Limited
102 Bath Road
Cheltenham
Gloucestershire
GL53 7JX

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a **good quality of education** for pupils of all abilities, and gives **good value for money**. Pupils have very positive attitudes and enjoy coming to school. Their behaviour is very good overall. Standards in English have improved significantly in recent years and are now in line with the national average. Standards in mathematics and science are improving, but there is still some way to go, and standards are below the national average at the end of the key stage in these subjects. Standards in other subjects are generally satisfactory. Pupils achieve well in English, mathematics and science, and in most other subjects their achievement is satisfactory. Overall, teaching is good throughout the school. The leadership of the headteacher and deputy headteacher is excellent, and the school is very well managed.

The school's main strengths and weaknesses are:

- The headteacher and deputy provide excellent leadership for the school. There is a very high commitment to raising standards and to ensuring that all pupils achieve their full potential.
- Standards in English are average and have improved at a very good rate in recent years.
- Standards in mathematics and science are below average, and could be even higher.
- Teaching is good overall, and has some very good and excellent features.
- The provision for pupils with special educational needs is very good.
- The school has a generous number of support staff, all of whom are very effectively deployed so that they have the maximum impact on pupils' learning.
- Pupils have very positive attitudes to school and to learning, and their behaviour is very good.
- The school's links with the community and with parents are very good. The school's pioneering work within the Kingsford Park Consortium is excellent.
- The school provides a good curriculum that is broad and well balanced, and that is enriched by a very good range of extra-curricular activities.
- The school's provision for spiritual, moral, social and cultural development is very good.
- The Governing Body is very effective and supportive, and very clear about its role.

The improvement since the last inspection has been very good overall. All of the issues arising from the previous report have been fully addressed, and the school has effectively identified further areas for development. Standards have improved, and the quality of teaching is better than it was. High standards of behaviour and attitudes have been improved still further, and the school has effectively developed assessment systems to track pupils' progress in all subjects. The current headteacher was appointed after the last inspection, and the overall quality of leadership and management has improved significantly.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6 compared with:	all schools			similar schools
	2000	2001	2002	2002
English	D	E	E	C
Mathematics	D	E	D	A
Science	D	E	D	B

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

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

When pupils start school in Year 3, their attainment is generally below national expectations in English, mathematics and science, although there has been a noticeable trend of improvement over recent years, especially in English. Pupils' starting point in mathematics and science is often lower than their starting point in English, and this is the case for the current group of Year 3 pupils.

On the basis of the 2002 end of Key Stage 2 national test results, standards in English were well below the national average, and standards in mathematics and science were below the national average. Over the past year, there has been a real focus on raising standards in English and, as a result, standards appear to have risen sharply this year on the basis of the unvalidated 2003 test results. Although standards in mathematics and science are improving steadily, there is still more work to be done to bring them in line with those in English.

Standards in information and communication technology are above national expectations, and the school has worked very hard to raise standards in this subject since the last inspection. In most other subjects, standards are at the expected level.

Pupils' achievement is good overall in English, mathematics and science, and pupils make good progress in these subjects as they move through the school. Very good support for pupils with special educational needs enables them to achieve very well in relation to their ability. Higher attaining pupils achieve satisfactorily, but there are times when they could do even better. This is especially true in the investigative elements of science and mathematics where higher attaining pupils could be given more challenging and open-ended investigations.

In information and communication technology, pupils achieve well in relation to their age and ability.

Pupils' personal development is very good, and is enhanced by a very good programme of personal, social and health education. **Pupils' spiritual, moral, social and cultural development is very good**, and, individually, pupils have a very good understanding of how they contribute to the community of the school. **Pupils of all ages and abilities have very positive attitudes to learning** and approach tasks with high levels of enthusiasm. **Pupils' behaviour is very good overall**. In whole-school gatherings such as assemblies, pupils' behaviour is excellent. **Attendance is satisfactory**.

QUALITY OF EDUCATION

The quality of education provided is good. Teaching is good overall, and during the inspection, some very good and excellent teaching was observed. The teaching of English is good overall, and is more consistent and more lively than that seen in mathematics and science. This is because English has recently been a whole-school priority for development, and there has been a specific emphasis on developing and improving teaching through monitoring and training. As a result, teachers feel very confident, and find imaginative ways of promoting pupils' learning. In mathematics and science, teaching is good overall, but there are occasions when higher attaining pupils do not have enough opportunities to carry out independent and challenging investigations which require them to use and apply their knowledge in new contexts. Pupils respond well in lessons, and have a good knowledge of their own learning. They work well, and put in a good amount of effort.

Teaching in other subjects is good overall, and there are particular strengths in the way in which teachers promote pupils' personal, social and health education and citizenship. Relationships between pupils and teachers are very good, and this means that pupils have good levels of confidence in their learning.

The curriculum is good, and is enriched by a very good range of extra-curricular activities that the pupils choose themselves. A good amount of time is given to each subject, and the school has a very good programme for personal, social and health education, which is taught in all classes. The school provides **very good levels of care and support** for all pupils, and good procedures are in place to ensure that the learning environment is safe. The way in which the school seeks and acts upon the views of the pupils is excellent. The school has established **very good links with parents and members of the local community**, and its work with the Kingsford Park Consortium is excellent.

LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the school are very good. The leadership of the headteacher and the deputy headteacher is excellent, and very good procedures and systems are in place to ensure that the school is **very well managed**. The school has a very clear vision and agenda for improvement, and very high aspirations. The monitoring of the various subjects is generally well led and managed, and reflects the priorities in the School Development Plan. Subject managers have a clear knowledge of standards and the quality of provision in their areas. The management of the school's finances is very good, and additional funding is used very well to support specific educational priorities. The Governing Body is **very effective**, and takes an active role in school development planning, in monitoring the work of the school, and in performing its role of 'critical friend' to the headteacher.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very happy with the school, and with the way in which the school seeks their views about important matters. They believe that they are genuine partners in the education of their children, and agree that the headteacher and staff are easily approachable and very helpful. Parents recognise the improvements that have taken place in recent years, and agree that the school is very well led and managed. Parents have no complaints about any aspect of the school's work.

Pupils really enjoy coming to school. They agree that the headteacher is very effective in the way in which she involves them in important decisions about the life of the school, and appreciate the notice that she and the Governing Body take of their ideas. Pupils throughout the school have an excellent appreciation of their own learning in English and mathematics because of the 'Target Cards' that the school has designed for them. Pupils think that their own behaviour and that of others is good, and agree that occasional incidents of misbehaviour are dealt with quickly. Most pupils do not like the school dinners.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- increase the opportunities for all pupils to devise and carry out independent and open-ended investigative work in mathematics and science.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils of all ages and abilities **achieve well**. **Standards are at the expected level** in most subjects, but despite making good progress from a low starting point, pupils' attainment in science and mathematics is below national expectations.

Main strengths and weaknesses

- Pupils with special educational needs achieve very well. The school is becoming more effective in the way in which it stretches higher attaining pupils, but recognises that there is still more to be done.
- Standards in English have improved significantly over recent years and are now in line with the national average. Standards in science and mathematics are improving steadily, but are not yet at the expected level. Pupils' achievement in these subjects is good.
- Pupils' attainment in information and communication technology is above national expectations by the end of Key Stage 2.
- The provision for personal, social and health education is very good, and pupils achieve high standards in this aspect of their work.
- Standards in religious education, physical education, design and technology and music are at the expected level. Pupils generally achieve well in these subjects.
- Pupils make good use of their literacy and numeracy skills across the curriculum, but could make even more use of information and communication technology to support their learning in other subjects.

Commentary

Standards in national tests at the end of Year 6 – average points score in 2002

Standards in:	School results	National results
English	25.1 (24.5)	27.0 (27.0)
Mathematics	26.3 (24.6)	26.7 (26.6)
Science	27.7 (27.3)	28.3 (28.3)

There were 57 pupils in the year group. Figures in brackets are for the previous year.

1. Based on the 2002 end of Key Stage 2 national test results, the pupils' attainment in English was well below the national average, and their attainment in science and mathematics was below the national average. Although as yet there are no national average points scores for 2003 against which to compare the school's 2003 results, there has been a marked improvement in the school's English results, suggesting that standards are likely to be broadly in line with the national average. This significant improvement is the result of a concerted, rigorous and focused whole-school approach to raising standards in English. Following this success, the school now intends to use the same whole-school approach to bring standards in mathematics and science up to the same level as English.
2. When pupils join the school in Year 3, their attainment in English is generally slighter higher than their attainment in science and mathematics, but in recent years, their overall attainment has been below average overall. This picture is beginning to change, and the current Year 3 pupils attained higher standards in the Key Stage 1 tests than in previous years, especially in English. From the different starting points, pupils achieve well in English, mathematics and science, mainly because of good

teaching and their very positive attitudes to learning. Nevertheless, there is more work that can be done in mathematics and science to raise standards further, and the school has identified several very appropriate ways forward in its School Development Plan.

3. Teachers provide some good opportunities for pupils to practise and use their literacy and numeracy skills in their work in other subjects, and there are many very good opportunities for pupils to speak to small and large audiences in class and whole-school gatherings such as assemblies. Many pupils read at or above the expected level, and have a positive attitude to reading. They usually cope well when reading instructions, on worksheets for example, and very good support is provided when pupils experience difficulty. The short daily slot for reading practice is used effectively in all classes, and is having a positive impact on standards in reading. Pupils throughout the school speak with confidence in a range of situations, although some have only a limited vocabulary. Pupils' writing is at a satisfactory level overall, and pupils benefit from the good strategies that teachers put in place to help them to plan and develop their stories and accounts. In science, pupils have a satisfactory knowledge of the main areas of the curriculum, but are less confident in setting up their own investigations and pursuing their own lines of enquiry. In mathematics, although most pupils have a very secure understanding of the different processes, their mental recall of number facts is sometimes hesitant, and this slows down their written work, and leads to errors in computations which could be avoided. As in science, a weaker area of the pupils' learning is their ability to carry out open-ended investigative work and, as a result, pupils do not always see patterns, or use information to make generalisations.
4. Pupils' attainment in information and communication technology is above national expectations, and pupils make good progress. The computer suite is a very good facility that comfortably accommodates class groups of pupils. Although there are some opportunities for pupils to use classroom computers to support their learning in other subjects, there could be more flexibility in terms of enabling older pupils to independently access the computer suite throughout the day so that they could make further use of the available technology. The school has placed a good amount of emphasis on religious education since the last inspection, and pupils now achieve well and reach the expected level in their work. In physical education and design and technology, pupils achieve well, and attain the nationally expected standards in their work. In music, standards and achievement are broadly satisfactory. No firm judgements were made about standards in history, geography and art and design, although discussions with pupils, and samples of their work, indicate that there are no areas for concern.
5. The school provides very good support for pupils with special educational needs, enabling these pupils to make very good progress, and often to attain the same standards as their classmates. In line with the school's very strong policy on inclusion, pupils with special educational needs are taught alongside their classmates, and the support they are given, often by experienced and very competent support staff, is sensitive, purposeful and very closely linked to their individual needs. Teachers are increasingly aware of the need to match work to the different needs of groups of pupils, and in the main are successful in this. However, there is some more fine-tuning to be done to ensure that higher attainers are fully stretched in all subjects.
6. There has been good improvement overall since the last inspection in terms of the standards pupils attain, especially in English and information and communication technology. Throughout the school, pupils make better progress than they did at the time of the last inspection because of improvements in teaching and better curriculum

planning. The school has an excellent ethos, and both teaching and non-teaching staff have very high expectations of what the pupils can and should achieve. The pupils themselves can explain the school's expectations, and know that the headteacher expects them to aim as high as they can, and to do their best.

Pupils' attitudes, values and other personal qualities

Attendance is satisfactory. Pupils of all ages and abilities have **very good attitudes to learning** and enjoy coming to school. **Behaviour is very good** and has a very positive impact on the pupils' achievements and the standards they attain. **Pupils' spiritual, moral, social and cultural development is very good.**

Main strengths and weaknesses

- Pupils have very positive attitudes to work and to play. They approach tasks with high levels of enthusiasm, interest and concentration.
- Pupils' behaviour is very good and at times it is excellent. Pupils have a very good understanding of the impact of their actions on others.
- Because of the excellent way in which the school solicits and acts upon their views, pupils have a very clear understanding of their individual and corporate roles within the school community.
- Pupils respond very well to the school's very high expectations of behaviour, and understand the consequences of their actions.
- Pupils respond very well to the many very good opportunities that promote their spiritual, moral, social and cultural development.
- There are no significant weaknesses in this aspect of the school's work.

Commentary

7. Since the last inspection, the school has further improved the standard of behaviour, and it is now very good throughout the school. Pupils respond very well to their teachers' very high expectations, and to the consistently applied systems of reward. Pupils are very proud of their school, and have an excellent understanding of how they can make it a better place for the whole school community. The School Council, which is made up of representatives from all year groups, has a very strong 'voice', and suggestions from this group, such as the placement of large murals in the playground, are often acted upon by the headteacher, staff and Governing Body. Members of the School Council take their roles very seriously, and some of the older members are becoming very proficient at presenting well considered 'arguments' on behalf of the members of their classes. Of note is the fact that pupils choose the range of extra-curricular activities that staff provide and, because of this input, activities are popular and very well attended. There are very good levels of racial harmony within the school, and pupils understand the need to respect one another and the different views and beliefs of others. One pupil was permanently excluded from the school in the last academic year. The exclusion of pupils is unusual, and is used only as a last resort.

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	177		1
White – any other White background	6		
Mixed – White and Black Caribbean	2		
Mixed – White and Black African	1		
Mixed – White and Asian	1		
Asian or Asian British – Pakistani	1		
Asian or Asian British – any other Asian background	5		
Black or Black British – African	2		
No ethnic group recorded	14		

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

8. Pupils of all ages have very positive attitudes to school. They like their lessons and approach tasks with very high levels of enthusiasm and interest. Where lessons are particularly well paced, pupils maintain very good levels of concentration, and there are occasions in the most effective lessons where pupils are spellbound and totally absorbed in their learning. Teachers recognise that some pupils lack self-confidence because they have low levels of self-esteem, and there are many very good opportunities for pupils to work in pairs, helping one another, and taking the pressure off individuals. Pupils demonstrate a very good capacity for working collaboratively, and share tasks out fairly and take turns with equipment. Equally, they work well independently, and settle down to their work quickly after listening to instructions from their teachers. The headteacher and staff provide many very good opportunities for pupils to take on responsibility for jobs around the school, and trust them implicitly to do what they have been asked. For example, a small group of Year 6 pupils welcomed the inspectors in the car-park of the school, took them into the 'base', showed them where the facilities were, and gave instructions about how to get an outside telephone line. The way in which the pupils performed this task was excellent, and provided a very good opportunity for them to talk with pride about their school, their work and their likes and dislikes.

9. The school places high emphasis on the pupils' spiritual, moral, social and cultural development, and the very good provision underpins much of the life and work of the school, and permeates the curriculum. Central to the success of the provision are the exceptionally high levels of mutual respect between and amongst staff and pupils. As a result, pupils confidently share their innermost feelings, and are not afraid to show their emotions. For example, when pupils saw a picture of an unborn baby in a whole-school assembly, they recognised the momentum of the occasion, and many responded with genuine wonder. Pupils of all ages have a very good sense of right and wrong, and understand the need for society to have rules. Pupils show a very good awareness of different cultures, and the regular 'multi-cultural week' that is held in the summer term provides a very good formal opportunity for pupils to focus on cultural differences and similarities.

10. Attendance is satisfactory, and is close to the national average.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.3	School data:	0.3
National data:	5.4	National data:	0.5

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good quality of education** for pupils of all ages and abilities. **Teaching is good overall**, and has some very good and excellent features. The school provides a **good curriculum** that is enriched by a very good range of additional activities. **Very good levels of care and guidance** are provided, and the school has established **very strong links with parents and the local community**.

Teaching and learning

The quality of teaching and learning is good overall, and has some very good and excellent features. **Procedures for assessing pupils' progress and attainment are very good in English, mathematics, science and information and communication technology, and good in all other subjects.**

Main strengths and weaknesses

- Teachers are very successful and consistent in the way in which they manage pupils' behaviour, and engage them in lessons.
- Pupils have a very good knowledge and understanding of their own learning in English and mathematics.
- Very good use is made of the team of very experienced and competent support staff to help different groups of pupils.
- Teachers make very good provision for pupils with special educational needs, and are starting to match tasks more closely to the needs of higher attaining pupils.
- Teachers have a secure subject knowledge, with the exception of music, where some teachers lack confidence and expertise.
- Lessons are very well paced, have very clear learning objectives which are shared with the pupils, and are often presented in an imaginative manner that captures the pupils' attention.
- The school's procedures for assessing pupils' progress and attainment are very good in English and mathematics, and good in science, and co-ordinators have made a good start in setting up systems to track pupils' progress in other subjects.

Commentary

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (6%)	6 (18%)	15 (44%)	9 (26%)	2 (6%)		

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.

11. Teaching is good throughout the school and has improved at a good rate since the last inspection. The improvement has been effected as a result of very good leadership within the school that has enabled the accurate identification of strengths and weaknesses in teaching and learning.
12. The teaching of English is of a consistently high standard throughout the school reflecting the fact that this subject has had a high priority in terms of staff training and development in the past year. Teachers provide good opportunities for pupils to use literacy skills in their work in other subjects, and have an enthusiastic approach to the subject. The teaching of mathematics and science is good, although pupils would benefit from even more opportunities to develop their investigative skills. There are occasions in mathematics lessons when introductory mental mathematics sessions are not sufficiently sharp, although where teaching is at its best, these sessions are rigorous and very well paced so that pupils of all abilities are fully challenged. Some good opportunities are provided for pupils to use their numeracy skills in subjects such as design and technology and science. In most other subjects, teaching is good, although in music, non-specialist teachers sometimes lack confidence. The teaching of information and communication technology in the computer suite is often good and has very good features, but there is still more work to be done in ensuring that pupils use computers more readily to support their work across the curriculum.
13. A strong and notable feature of teaching is the way in which teachers promote very high standards of behaviour through a consistent and very positive approach to behaviour management. Encouragement and praise are used very well in most classes to motivate the pupils and to increase their self-esteem, although occasionally, the overuse of praise for unexceptional effort or achievement reduces its impact and value. Teachers are very effective in the way in which they develop the confidence of lower attaining pupils and those with special educational needs. Some very good teaching of lower attaining pupils was seen during the inspection, and this was characterised by a very measured pace, very clear instructions and explanations, and a great deal of patience and encouragement. Support staff are used very well to work with small groups of pupils, and their work with pupils with special educational needs is crucial in enabling these pupils to make very good progress towards their individual targets. Teachers often provide different tasks for pupils of different abilities, and whilst this practice is often successful, there is more work to be done to ensure that higher attainers are always fully challenged in all subjects and lessons.
14. The quality of pupils' learning is good. Pupils respond very well to their teachers, following instructions carefully, and taking a full and active part in lessons. They take pride in their work, and derive great pleasure from the achievement awards they receive for special effort. Pupils of all abilities work hard in lessons and produce a good amount of work. They tackle new learning with confidence, and are often very responsive and enthusiastic in practical lessons. Pupils are encouraged to take responsibility for their own learning, and show very high levels of independence as they make choices about their work, or select resources. Because teachers share learning objectives at the start of each lesson, pupils are almost always very clear about what is expected of them and what they are going to learn. Where teaching is at its best, learning objectives are revisited part way through a lesson so that pupils gain a clear impression of their ongoing progress. In some lessons, there are very good opportunities for pupils to share their work with their classmates and to evaluate their own work and that of others.
15. A notable feature of learning is the knowledge pupils have of their ongoing progress and attainment in reading, writing and numeracy. The school has introduced an excellent system of 'Target Cards' which enables the pupils to measure their own

progress towards either individual or group targets. As a result, pupils talk knowledgeably about what they can do and have achieved, and know exactly what the next steps of their learning should be. Because of the success of the 'Target Cards' in English and mathematics, the school is looking to develop a similar system for other subjects. Pupils with special educational needs have the same cards as their classmates and, in addition, they have 'Target Cards' which link into their special educational needs targets on their individual education plans. This additional level of support for special educational needs demonstrates the school's commitment to inclusion and sensitivity to the needs of pupils who have difficulties with their learning.

16. Very good use is made of assessment information when planning the next stage of pupils' learning in English, mathematics and science. Test data is used well to highlight possible strengths and weaknesses in teaching and learning, and the information is used very well to place pupils in ability groups for English and mathematics. In the other subjects of the National Curriculum and religious education, the school has set up good systems for assessing pupils' progress and attainment

The curriculum

The curriculum is **good**, with very good provision for extra-curricular activities.

Main strengths and weaknesses

- The curriculum meets statutory requirements and is broad and well balanced.
- The provision for pupils with special educational needs is very good and enables them to make very good progress towards their individual targets.
- The provision for citizenship, personal, social and health education is very good.
- The school provides a very good range of additional learning experiences which enhance and extend the pupils' learning.
- The accommodation is good overall, and the computer suite is a very good facility.
- The school has a very strong policy for inclusion, and is very successful in the way in which it promotes equality of opportunity.

Commentary

17. The school has worked hard to develop and successfully improve the curriculum over recent years, and this aspect of the school's work is very well led and managed. All subjects of the National Curriculum and religious education are taught regularly and for an appropriate amount of time. The practice of dividing the morning session into three lessons is proving to be very effective in enhancing the pupils' concentration, and ensures very efficient use of the available teaching time. Pupils are taught in ability groups for English and mathematics, and the school's monitoring of this initiative indicates that it is successful in raising standards and in enhancing teaching and learning. The National Literacy Strategy and National Numeracy Strategy are taught well in all classes, and teachers provide good opportunities for pupils to use their literacy and numeracy skills in other subjects. Information and communication technology lessons take place in the computer suite on a regular basis, but there is scope for pupils to use information and communication technology more on a daily basis to support their learning across the curriculum.
18. The school very effectively promotes equality of opportunity, and has a very strong policy for inclusion which is fully reflected in practice. Pupils with special educational needs receive very good levels of support, and targets in their individual education plans are sharp, measurable and effective in addressing their difficulties and needs.

19. The programme for citizenship, personal, social and health education is very good. This aspect of the curriculum has high status in the school and is taught regularly in all classes. In addition, there are many very good incidental opportunities for pupils to gain an understanding of the nature of the community of the school and their role within that community. The School Council is an excellent forum through which pupils can communicate their ideas to the Senior Management Team and Governing Body, and pupils know that their views are valued and are often acted upon.
20. The school provides a very good range of extra-curricular activities, and pupils are consulted about the range of activities that is provided. As a result, all extra-curricular activities are very well attended and pupils understand that once they have joined a club, they must demonstrate their commitment through regular attendance.
21. The school has enough resources to support the curriculum, and benefits from a very well equipped and spacious computer suite.

Care, guidance and support

The school provides **very good levels of care, guidance and support for all pupils.**

Main strengths and weaknesses

- The school provides a warm, caring and purposeful learning environment where all pupils are highly and equally valued.
- The school is exceptionally effective in the way in which it seeks and acts upon the views of the pupils.
- Excellent arrangements with the main feeder infant school ensure the smooth transition of pupils.
- The school has good systems for monitoring pupils' personal development.
- There are no significant weaknesses in this aspect of the school's work.

Commentary

22. Relationships between pupils and staff are very good overall, and ensure that pupils are comfortable about approaching individual teachers or support staff for help or guidance, or to share happy moments and events in their lives. Teachers have very high expectations of the pupils, and set very clear parameters in terms of how they expect pupils to behave and what they expect them to achieve. The very good programme of personal, social and health education, together with a good system for monitoring pupils' progress, enables staff to provide well targeted support for individual pupils and groups of pupils, and to provide sensitive guidance and direction.
23. The school very much values the views of pupils, and seeks them in a variety of ways, including meetings with the School Council, informal discussions at playtimes and in lessons, and through more formal systems such as pupil questionnaires. Discussions with pupils indicate that they are confident that, where appropriate, their views will be acted upon, and pupils of all abilities know that their views are always valued. Because of the exceptionally high levels of consultation between staff and pupils, pupils have a strong sense of belonging to the school, and a real sense of shared ownership.
24. The school has an excellent relationship with its main feeder infant school and, as a result, excellent transition arrangements are in place that significantly reduce the pupils' anxieties about the transfer. The very effective systems for transferring important information about the pupils' progress and attainment, and their personal

development, enable the junior school staff to respond well to the individual needs of pupils and to ensure that their first experience of junior school is a happy one.

Partnership with parents, other schools and the community

The school has a **very good partnership** with parents, other schools and the local community.

Main strengths and weaknesses

- The school has a very good partnership with parents that is based on high levels of mutual trust and respect.
- The school has very good links with other schools in the area.
- The school's links with the local community are very good and are continuing to develop.
- The school's pioneering work within a local consortium is excellent and has a very positive impact on the pupils' learning and well-being.
- There are no significant weaknesses in this aspect of the school's work.

Commentary

25. Parents have very high levels of satisfaction with the work of the school and note the many improvements that have taken place since the last inspection. They appreciate the way in which the school consults them about important matters, such as the recent decision to teach the Year 3 and Year 4 pupils in mixed age classes, and are confident that the school takes on boards their suggestions, comments and criticisms. The school provides very good levels of written information for parents, and the staff and headteacher regularly mingle with parents at the start and end of the school day so that minor concerns can be quickly resolved. A good number of parents support their children at home and, through the 'Home/School Agreement', have a clear idea of what the school expects from them.
26. The school has excellent links with the main feeder infant school and very good links with other local schools. The partnership with a local High School that has specialist status for Performing Arts is very beneficial. Year 6 pupils enjoy taking part in weekly drama activities that are led by the secondary staff, and from taking part in joint productions with other schools in the area. Currently the school is involved in a very exciting project with three other local primary schools which together form the Kingsford Park Consortium. The main thrust of the work of the consortium is to enhance pupils' learning and to raise standards. The school's input into this Consortium is excellent and has resulted in real benefits to its families and pupils. Through its involvement, the school has access to a social worker and a trained counsellor, and the links these specialists have forged with parents and pupils are proving to be most beneficial to all parties.

LEADERSHIP AND MANAGEMENT

The leadership of the school is excellent and very good procedures and systems are in place to ensure that the school is **very well managed**. **The governors' input into the life and work of the school is very good.**

Main strengths and weaknesses

- The headteacher and deputy headteacher provide the school with a very clear vision and a sense of purpose.
- The school's very high expectations are very effectively communicated to the pupils.
- The Governing Body is very well informed, very supportive, and very effective.
- The school is very well managed.
- The role of curriculum co-ordinators is well defined and they provide good leadership for their areas.
- The school monitors its work carefully and thoroughly, and planning for school improvement is very well focused, carefully planned, and change is well paced.
- The school's finances are very effectively managed.

Financial Information for the Year April 2002 to March 2003.

Income and expenditure (£)		Balances (£)	
Total income	529,531	Balance from previous year	31,190
Total expenditure	542,699	Balance carried forward to the next	18,022
Expenditure per pupil	2,597		

27. The headteacher's influence pervades the whole school, and her agenda for improvement and her very high aspirations for all pupils are clearly evident in all aspects of school life. Pupils know and understand the expectations of the headteacher and staff, and clearly articulate the headteacher's constant reminder for them to 'achieve their best and to aim high'. The headteacher's very clear vision for the development of the school is based on an accurate and astute perception of its strengths and weaknesses. A thorough programme for monitoring and evaluating the school's work enables strengths and successes to be shared and celebrated, and weaknesses to be addressed. Changes are introduced in a measured and effective way, and there is an excellent team spirit amongst staff and a shared commitment to improvement.
28. The headteacher is very well supported by the deputy headteacher who leads by example through his own very high standard of classroom practice, and who complements the headteacher's leadership style. Curriculum co-ordinators are enthusiastic and well motivated, and in the main lead their subjects well, although, because of recent staff changes, some are very new to their roles. The practice of co-ordinators drawing up action plans for their subjects which influence the shape of the School Development Plan is very effective in maintaining the profile of individual subjects which are not the specific focus for the current year, and helps to ensure that standards are maintained. Co-ordinators have some time to fulfil their monitoring roles, and many have carried out lesson observations so that they can evaluate classroom practice.
29. The Governing Body is very well informed about the strengths and weaknesses of the school and is aware of how much it has improved in recent years. Governors are fully involved in strategic planning and in formulating policies and have a very good input into the School Development Plan. They support staff through regular monitoring visits

and have a very good relationship with pupils, parents and staff. Governors are very knowledgeable about their role and responsibilities, and some have taken part in extensive and extended training programmes to increase their effectiveness.

30. The school makes very good use of its available finances, and prudent housekeeping over the last few years has enabled the school to turn the budget around from the deficit situation it was in when the new headteacher took over, to its present comfortable position. The Governing Body has very good procedures in place to measure the cost-effectiveness of major spending decisions, and is committed to maintaining high levels of support staff so that the needs of different groups of pupils can be fully met. Financial management is very good and the school seeks to ensure that the services it receives are provided at best value. Additional funding is very well used to support a range of educational priorities.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

The provision for English is **good** overall.

Main strengths and weaknesses

- Pupils of all abilities achieve well from their different starting points.
- Standards at the end of Key Stage 2 have improved significantly over the past year and are now broadly in line with the national average.
- Literacy skills are well promoted in other subjects.
- The quality of teaching seen during the inspection was good overall.
- Assessment is used very effectively to track pupils' progress and attainment and to plan the next stage of their learning.
- Homework is used well to extend and reinforce pupils' learning.
- Support staff are used very effectively to work with pupils who have special educational needs.
- 'Target Cards' help pupils to have a very good understanding of the strengths and weaknesses of their learning.
- The management of English is very good.

Commentary

31. The school has made very good progress in developing its provision for English since the previous inspection. Standards are average for the current group of Year 6 pupils, and this represents very good improvement over the past few years. Pupils achieve well overall, and the achievement of pupils with special educational needs is often very good because of the very good support they receive in class from their teachers and classroom assistants.
32. English has been a whole-school focus for development over the past year, and the strategies that have been put into place have had a direct and very positive impact on pupils' progress and attainment. The emphasis on teaching pupils how to structure their writing is ongoing, and has resulted in very good progress in this aspect of the English curriculum. Standards of handwriting, presentation and spelling are consistently reinforced and promoted well by all teachers. Regular daily slots for pupils to practise their reading skills help to improve pupils' progress, and lower attainers benefit from additional support provided by members of the local community who come into school on a regular basis.
33. By the end of Year 6 the pupils' listening skills are very well developed. Nearly all of the pupils listen very carefully to instructions and to the contributions of their classmates. This is particularly the case in literacy lessons, where the pupils listen to and discuss a range of texts. The pupils make steady progress in developing their speaking skills, and are encouraged to express their views and opinions in a wide range of contexts including lessons and assemblies. Many pupils have good levels of confidence when speaking to large groups, but some have only a limited vocabulary with which to express their ideas.
34. Teaching is good and is characterised by a secure subject knowledge, high levels of enthusiasm and very good preparation and planning. Lessons are well paced, and teachers are effective in ensuring that pupils of different levels of ability are fully

involved in all activities. The sharing of learning objectives at the start of lessons is very effective, and enables pupils to know what is expected of them. End of lesson discussions provide pupils with good opportunities for evaluating their progress and achievement within the lesson. The use of 'Target Cards' for writing and reading is excellent, and pupils know exactly what they know and can do, and have a very good appreciation of the next stage of their learning. Pupils respond well in English lessons, and produce good amounts of work in the allotted time. Whilst they work well independently, they also have very good skills of collaboration and work well in small groups and pairs on joint projects.

35. The subject co-ordinator has a very good understanding of how English is taught across the school and has monitored some teaching. Formal lesson observations have been used well to support and improve the teaching of literacy.

Language and literacy across the curriculum

36. Teachers are effective in the way in which they promote pupils' literacy skills in other subjects. Pupils write for a variety of purposes and for different audiences using other areas of the curriculum such as history and religious education. They are confident about using books for research and for finding information.

MATHEMATICS

The overall provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils of all abilities achieve well from their different starting points, although there are times in investigative work when higher attainers are not sufficiently challenged.
- Although standards are below national expectations at the end of the key stage, they are improving steadily.
- Pupils have a secure grasp of a good range of mathematical processes, but their recall of number facts and their investigative skills are weaker areas of their learning.
- The quality of teaching is good overall and some excellent practice was seen during the inspection.
- Pupils have very positive attitudes to learning and respond well in lessons.
- Ongoing assessment is very good.
- Some use is made of information and communication technology in mathematics but this could be improved.
- The subject is well led and managed.

Commentary

37. Although standards in mathematics are below national expectations at the end of Key Stage 2, they are steadily improving. Pupils' attainment when they start school is often well below the national average, and as they move through the key stage, pupils of all abilities make good progress and achieve well in relation to their prior attainment. There has been good improvement since the last inspection.
38. Pupils of all ages often have a secure grasp of mathematical processes, and explain them well in lessons. For example, in a Year 5 lesson seen during the inspection, pupils explained clearly and confidently how to carry out a multiplication sum by partitioning numbers. However, their answers were incorrect because they did not have enough recall of multiplication facts, and they had insufficient strategies for

checking the reasonableness of their answers. By Year 6, pupils name a satisfactory range of two- and three-dimensional shapes, but average and lower attaining pupils are not always clear about the properties of regular shapes, or the relationship between the number of sides, edges and faces. Few pupils are confident about drawing on their previous knowledge and understanding to make generalisations about new regular shapes. Pupils measure angles accurately, and understand how to calculate the area and perimeter of shapes. Although most pupils undertake and solve basic mathematical problems, their investigative skills are under-developed and pupils do not have enough opportunities to carry out open-ended problem solving activities. Pupils have some opportunities to use information and communication technology to support their learning, for example when Year 6 pupils recently produced spreadsheets, but even more use could be made of computers on a daily basis to enhance pupils' learning in mathematics

39. The quality of teaching is good overall and some excellent teaching was seen during the inspection. Lessons are well planned around the National Numeracy Strategy and, where the best teaching occurs, very good use is made of introductory mental mathematics sessions to reinforce number facts, and to check the pupils' mathematical understanding. However, there are times when the pace of these lessons is too leisurely, and the mental mathematics activities are insufficiently challenging or rigorous, especially for the higher attaining pupils. Teachers regularly share lesson objectives with the pupils, and this practice is very effective in helping pupils to have a good understanding of their progress and achievement within individual lessons. In addition, teachers make very good use of 'Target Cards' which are an excellent way of motivating the pupils and helping them to know the strengths and weaknesses of their learning. Relationships between pupils and adults are excellent, and support staff are used very well to promote the learning of different groups of pupils. Most pupils have very positive attitudes towards mathematics, and of note during the inspection was the positive response of lower attaining pupils, who, although they found the tasks difficult, approached them with very high levels of enthusiasm and interest.
40. Mathematics is well managed and led by the co-ordinator, and the school is committed to raising standards further. Very good use is made of assessment information to identify weaknesses in pupils' knowledge and understanding so that the teaching programme can be adjusted accordingly. Monitoring procedures are planned and time has been allocated for the co-ordinator to observe lessons taught by colleagues and to sample pupils' work. The school has accurately addressed the next stage of development within the subject, and recognises the need to improve pupils' mental mathematics skills, their recall of number facts and their investigative skills.

Mathematics across the curriculum

The promotion of mathematics across the curriculum is good. Teachers are effective in the way in which they promote numeracy skills across the curriculum, but the opportunities are not always clearly identified in teachers' planning and, as a result, some incidental opportunities are missed. Pupils use their mathematical skills well in their work in other subjects, for example, when they take measurements in science experiments or make symmetrical and asymmetrical balances in gymnastics.

SCIENCE

The provision for science is **good** overall.

Main strengths and weaknesses

- Pupils of all ages and abilities achieve well, and are well motivated and keen to learn, but there are times when higher attaining pupils could be challenged even further.
- Although standards are below national expectations at the end of Key Stage 2, they are improving steadily.
- Pupils have a secure scientific knowledge, but their ability to set up and carry out their own investigations is limited.
- The quality of teaching is good, and teachers make good use of ongoing assessment when planning the next stage of pupils' learning.
- Not enough use is made of information and communication technology in science to support pupils' learning.
- The subject is well co-ordinated and suitably resourced.

Commentary

41. Standards in science are below national expectations at the end of Key Stage 2 but are improving steadily. Pupils achieve well in relation to their ability and their prior attainment, and make good progress as they move through the key stage. Pupils with special educational needs benefit from very good classroom support but, although teachers plan different activities for pupils of different abilities, there is not always enough challenge for higher attaining pupils, especially in terms of developing their investigative skills.
42. The curriculum for science is well planned, and a good amount of time is given to the subject. As a result, pupils generally have a secure subject knowledge. They often achieve the expected level in their work relating to living things, materials and their properties and physical processes. However, a weaker area of their learning is their ability to set up and carry out their own investigations. Younger pupils have a very secure grasp of what constitutes a fair test, and, in discussion, explain the difference between the results of an experiment they carried out and their initial predictions. Older pupils, who have not benefited as much as younger pupils from whole-school developments within the subject, are less secure when undertaking investigative work, and sometimes lack the necessary vocabulary to explain their work clearly.
43. The quality of teaching is generally good across the whole age range. Lessons are well planned, and the practice of sharing lesson objectives with the pupils enables them to have a good appreciation of the progress they make in lessons. Questions are suitably challenging and teachers make good use of pupils' ideas. Teachers place good emphasis on the development of and the use of scientific vocabulary, and in most lessons there is a lively, purposeful atmosphere. Where teaching is at its best, tasks are carefully matched to the pupils' levels of ability but in some lessons there is not enough challenge for higher attaining pupils. Pupils throughout the school work enthusiastically and show very good levels of concentration. Pupils with special educational needs benefit from the very good support of classroom assistants who show great sensitivity to pupils' individual difficulties, and enable them to take a full and active part in all lessons.
44. Science has been well co-ordinated in recent years, and although the present co-ordinator has only very recently assumed her role, she has a clear view of what needs

to be done to raise standards further. Monitoring arrangements are well established and incorporate classroom observations and the analysis of pupils' work.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision in information and communication technology is **good**.

Main strengths and weaknesses

- Standards are above national expectations by the end of Key Stage 2.
- Pupils of all abilities make very good progress and achieve very well as they move through the school.
- Teaching is good.
- The computer suite is a very good facility that comfortably accommodates whole class groups.
- Pupils have a good knowledge and understanding of all aspects of the information and communication technology curriculum.
- More general use could be made of information and communication technology on a day-to-day basis.
- The leadership and management of the subject are good, and there has been very good improvement since the last inspection.

Commentary

45. The achievement of pupils throughout the school is very good and standards by the end of Year 6 are above those expected nationally. At the time of the last inspection, standards were below national expectations and there has been very good improvement and development in the subject since that time. The school has a very good computer suite which comfortably accommodates whole class groups. This makes it possible for teachers to teach class lessons, and to give all pupils the opportunity to practise and use newly acquired skills. However, even more use could be made of class computers and the computer suite throughout the day by individual pupils and small groups of pupils to support their learning in other subjects.
46. Pupils have a good understanding of the capacity of computers and their use in the modern world. They often have a good understanding of the strengths and weaknesses of their learning, and have some good opportunities to evaluate their work to consider how it might be improved. By Year 6, pupils use computers well to produce multimedia presentations which incorporate both text and sound. Pupils' understanding of control technology is secure, and they know how sensors can be used to alter a sequence of movements. Pupils collect and store information using databases and use spreadsheets. Good use is made of word processing programs, and pupils understand the value of computers for editing and drafting their writing.
47. The quality of teaching is good. Teachers are very effective in the way in which they teach new skills that build on the pupils' previous learning. Most teachers have taken part in extensive training over the last few years, and this has enhanced their expertise and has given them good levels of confidence which are evident in their teaching. Support staff have also benefited from training, enabling them to make a very good contribution to pupils' learning. Pupils have very positive attitudes to their work in the computer suite, and understand that they need to respect the facility and treat the computers with care. Pupils of all ages and abilities show good levels of confidence, and are keen to tackle new learning. In discussion pupils spoke enthusiastically of the computer activities they undertook on a recent residential course, and this intense

experience makes a further and positive contribution to the development of pupils' knowledge, skills and understanding.

48. The subject is well led and managed, and effective procedures are in place to monitor pupils' achievement and attainment.

Information and communication technology across the curriculum

49. In addition to specific information and communication technology lessons, the computer suite is used regularly by classes to support their learning in other subject areas. For example, Year 6 pupils have recently used computers to produce spreadsheets, linked to their work in mathematics. However, not enough use is made of classroom computers throughout the day, and this means that pupils do not always have a sufficiently clear perception of computers as 'tools for learning'.

HUMANITIES

The inspection focused on **religious education**. Insufficient work was seen in **history** and **geography** to make judgements about standards, or the quality of teaching and leadership. However, displays of pupils' work, the work in their books, and teachers' planning indicate that the provision for these areas is satisfactory.

Religious Education.

Provision in religious education is **satisfactory**.

Main strengths and weaknesses.

- Standards by the end of Year 6 are in line with the Agreed Syllabus.
- Pupils make good progress and achieve well.
- The teaching is good.
- The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.
- The quality of leadership is satisfactory and the subject is well managed.
- The subject makes a very good contribution to pupils' personal development.

Commentary.

50. By the end of Year 6 standards are in line with the expectations of the Locally Agreed Syllabus. Pupils' achievement is good and they make good and steady progress as they move through the school. Improvement since the last inspection has been satisfactory, and standards have been maintained.
51. By the end of Year 6 pupils have a satisfactory knowledge and understanding of the major religions of the world. They are aware of specific religious buildings, books and artefacts, and their importance. They have a reasonable understanding of the similarities and differences between Christianity and other world faiths, and know the importance and relevance of worship. Pupils show high levels of respect for the beliefs of others, and a real interest in the different traditions and customs of faiths other than their own.
52. The quality of teaching is good. Teachers provide some good opportunities for discussion, which enable pupils to clarify their thinking and to develop their own beliefs, and which successfully promote the pupils' spiritual development. They expect

pupils to behave well and to work hard, and pupils respond well to these high expectations. Teaching assistants are very well deployed to help individuals and groups of pupils with their work. All staff work well with pupils to evaluate their gains in knowledge and understanding and, as a result, subsequent work builds well on existing knowledge. There are occasions when lessons are not as imaginative as they might be, and when pupils are not given enough opportunity to find information for themselves. Pupils have good attitudes to the subject and demonstrate a mature approach when engaging in sensitive discussions.

53. The leadership of the subject is satisfactory and the subject is well managed. Monitoring has been effective in providing information about the standards pupils achieve and the progress they make. Effective assessment procedures are used well to track pupils' progress.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The inspection focused on **physical education, music and design and technology**. Not enough evidence was secured to make a judgement about standards in **art and design**, although displays around the school indicate that pupils cover a satisfactory range of art activities.

Physical education

The provision for physical education is **good**.

Main strengths and weaknesses

- The subject has a high status in the school and is taught regularly in all classes.
- Pupils can take part in a very good range of extra-curricular activities that very successfully promote their personal and social development.
- Teaching is good overall.
- By the end of Key Stage 2, pupils attain the expected level in their work. Their achievement is satisfactory.
- Pupils have very positive attitudes to physical education.
- Good use is made of ongoing assessment so that teachers can effectively build on pupils' previous learning.

Commentary

54. By the end of Key Stage 2, standards are at the expected level. Although some pupils in each year group attain high standards in their work, a similar number of pupils are working at a lower level than expected, and do not have the expected levels of co-ordination and control. Pupils of all abilities achieve satisfactorily and make steady progress as they move through the school. The school provides a broad and well-balanced curriculum, and during the course of a year, all elements of the National Curriculum programmes of study are fully covered. The statutory curriculum is significantly enhanced by a very good range of extra-curricular activities. Inter-school tournaments are especially valuable in terms of promoting the pupils' social development.
55. By the end of the key stage, pupils have a secure awareness of space, and use it well when moving around the hall in dance and gymnastics sessions. Pupils are confident performers who enjoy giving demonstrations of their work to their classmates. Where teaching is most effective, pupils are encouraged to evaluate their own work and that

of others, and the process of appraisal helps them to improve their own performance. Pupils generally put a good amount of effort into their work, and when given pointers for improvement by their teachers, try hard to incorporate them. A significant feature of pupils' learning is the originality they bring to their work. In both gymnastics and dance, average and higher attaining pupils show good levels of individuality as they work out sequences and movements.

56. The quality of teaching and learning is good overall. A strength is the way in which pupils of all abilities are involved in lessons, and given the necessary self-confidence to enable them to work to the best of their ability. Good use of support staff ensures that all pupils are fully included in lessons, and that they understand what is being asked of them. Teachers provide good opportunities for pupils to use their imagination, and celebrate individuality and creativity. Good opportunities are provided in most classes for pupils to demonstrate their ideas to their classmates, but the practice of encouraging pupils to critically appraise their own work and that of others is not consistent throughout the school. Pupils of all ages have positive attitudes to their work and most work well, trying hard to improve their work through practice. Pupils work very well together in pairs and small groups, and respond well and quickly to their teachers' high expectations of behaviour.
57. The leadership and management of the subject are good. The curriculum has been well developed over recent years and the subject has a high status in the school. Good assessment systems are in place for monitoring pupils' progress and attainment. There has been good improvement since the last inspection.

Music

The provision for music is **satisfactory** overall.

Main strengths and weaknesses

- The school provides an appropriate curriculum although the scheme of work does not give enough support for non-specialist teachers.
- Pupils achieve satisfactorily and standards are at the expected level at the end of Key Stage 2.
- Assessment is good.

Commentary

58. Standards are at the expected level at the end of Key Stage 2. Pupils make satisfactory progress and achieve satisfactorily in relation to their ability. The subject is taught for an appropriate amount of time in all classes but, because the scheme of work does not provide enough support for non-specialist teachers, not all lessons are as effective as they might be in promoting all elements of the music curriculum. For example, although there are some very good opportunities for pupils to listen to music, including those provided in assemblies and dance lessons, pupils do not generally have enough opportunities to compose, as this is an area where some teachers lack confidence. Throughout the key stage, pupils enjoy singing, and do so with high levels of enthusiasm. In collective worship, older pupils set a good standard for younger pupils.
59. Teaching and learning are satisfactory overall, and some good teaching was seen during the inspection. However, there is some inconsistency in the quality of teaching depending on the individual expertise of teachers. Pupils enjoy music lessons and

respond well. The subject is satisfactorily led and managed, but the current co-ordinator has only been in post for a short time, and has yet to make a clear audit of provision, and to monitor the quality of teaching and learning. Good assessment procedures are in place enabling the accurate transfer of information when pupils move onto their next class. As a result, teachers are able to plan lessons that build on what the pupils already know and can do. The subject has not been a focus for whole-school development in recent years, and standards have been maintained since the last inspection.

Design and Technology

The provision for design and technology is **good** overall.

Main strengths and weaknesses

- Pupils of all abilities achieve well and attain the expected level in their work by the end of the key stage.
- Teaching is good, and resources are used well to enliven teaching and to enhance pupils' learning.
- Pupils have very positive attitudes to the subject and work well on their set tasks.
- The subject is well led and managed.
- Good assessment procedures are used effectively to ensure that pupils make good progress.
- The school provides a very good range of additional learning opportunities.

Commentary

60. By the end of Key Stage 2, pupils' attainment is in line with national expectations. Pupils make good progress as they move through the key stage, and achieve well in relation to their ability. Very good classroom support enables pupils with special educational needs to make similar progress to their classmates.
61. Pupils' designing and making skills are well developed, and most have a secure understanding of the purpose of an initial plan or design. However, the pupils' ability to evaluate their work is not as well developed, and there are times when pupils are too easily satisfied with their first attempts. As they move through the school, pupils are involved in a good range of projects, and their work is valued and celebrated. Currently 'totem poles' made during a multi-cultural week held at the end of the summer term are dramatically displayed in the grounds. Likewise, pupils were involved in designing and making the ceramic murals that are on permanent display in the playground. Pupils work with a good variety of materials and tools, but opportunities for them to use non-resistant materials such as wood and plastic are limited.
62. The teaching of design and technology is good and some very good teaching was seen during the inspection. Teachers prepare lessons very thoroughly, and give clear instructions to the pupils so that they can get on with their tasks independently. Learning objectives are shared with pupils at the start of lessons so that they can evaluate the extent of their progress in end of lesson discussions. Good advice from teachers and support staff helps the pupils to improve their work, and to consider their options. Pupils respond very well in lessons and work well together in pairs and small groups. They share resources and equipment well, and listen attentively to their views of others.

63. The subject is well led and managed and the co-ordinator gives good advice and support to colleagues. Good assessment systems are in place which provide good information about what the pupils know, understand and can do. There has been good improvement since the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The provision for pupils' personal, social and health education and citizenship is **very good**.

Main strengths and weaknesses

- The school's programme for personal, social and health education and citizenship is very well established and of good quality.
- Standards are good and are better than expected.
- Pupils of all ages and abilities achieve well.
- The quality of teaching is good and pupils make good progress.
- The leadership and management of this area of the curriculum are good.
- Literacy skills are well promoted.
- Pupils have good attitudes.

Commentary

64. Pupils make good progress in all aspects of their personal development and achieve well. Consequently, by the end of Year 6 pupils achieve standards which exceed those normally expected for eleven year olds. Pupils with special educational needs make similar progress to their classmates.
65. Pupils are provided with very good opportunities to learn, express their opinions, and to make choices and decisions. They are able to see the relevance of the work to their own lives, and teachers are skilled in the way in which they draw on the pupils' own experiences to illustrate important teaching points. Pupils of all ages have a clear knowledge and understanding of themselves as individuals and their collective role as members of a wider community. They have a very good knowledge and understanding about health and safety, including bullying, substance misuse and 'stranger danger'.
66. The quality of teaching is good, and some very good teaching was seen during the inspection. Teachers use discussions very well to help the pupils to develop their thinking and to consider issues that affect their own lives. Teachers very effectively help pupils to develop self-esteem and confidence, and use praise well to encourage the pupils in their learning. Teachers insist on very high standards of behaviour and pupils respond well to these high expectations. Lessons are well planned and well paced. Learning support staff are used very effectively to work with groups and individuals so that all pupils can fully participate in activities. Pupils have positive attitudes and are keen to complete the set tasks. They take an active role in discussions, and put their views forward in a mature way.
67. The subject is well led and managed. Personal, social and health education is taught regularly in all classes, and pupils' progress is carefully monitored and tracked. Additional activities, such as the School Council, provide further opportunities for the pupils to develop an awareness of their role within a community, and incidental opportunities that arise during the course of the day are used very well to extend the pupils' personal development. As a result of the formal and informal provision for this aspect of the school's work, the pupils develop good levels of maturity which prepare them well for the next stage of their education.

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	2
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
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	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2
<i>Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).</i>	

EXAMPLES OF OUTSTANDING PRACTICE

The school has an excellent system which enables pupils to understand the extent of their learning in English and mathematics.

The school has introduced an excellent system of 'Target Cards' for English and mathematics. The system has been so successful in helping pupils to gain an understanding of their learning, and in enabling an easy and practical approach to tracking pupils' attainment and progress, that the school intends to develop the system across all subjects.

Each pupil has a set of 'Target Cards' which contain targets for English and mathematics at different levels. Pupils work towards an individual target, or a group target, and when the target has been reliably and consistently achieved over a period of time, pupils receive a sticker on their 'Target Card'.

Pupils throughout the school have a real sense of ownership of the 'Target Cards', which they carry around with them throughout the day, and personalise with key rings to hold the cards, which are laminated to make them sturdy. Pupils animatedly discuss the targets they have achieved, and those they are currently working towards, and have an excellent knowledge of what they have achieved, and what they need to do to achieve the next target.

The school has been very successful in the way in which it has adapted the cards for pupils with special educational needs so that the targets from their individual education plans can be included. The system gives pupils of all abilities a real sense of achievement and is very popular amongst all age groups.

The school's involvement in the Kingsford Park Consortium provides an excellent and additional resource for pupils and their families.

In order to respond to the needs of the pupils, and to remove some of the barriers to their learning, a group of schools within the area has set up the Kingsford Park Consortium. Lawford Mead Junior School has been involved from the outset, and is committed to continuing its work within this group. As a result of the school's involvement, pupils and their families are able to benefit from the regular support of a Family Social Worker and Counsellor, both of whom help the families when they suffer difficulties. The group has secured funding for the project from national charities, and it is likely that the principles of the consortium will be extended across the county into other schools. The ability of the headteacher to seek out additional sources of support for the pupils so that all can be fully included in the school's life and work is a feature of her excellent leadership.