

# INSPECTION REPORT

**Long Buckby Junior School**

Long Buckby

LEA area: Northamptonshire

Unique reference number: 121843

Headteacher: Mr S. Watkins

Lead inspector: Mrs P. M. White

Dates of inspection: 23<sup>rd</sup> to 26th February 2004

Inspection number: 256767

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: 178

School address: South Close,  
Long Buckby,  
Northamptonshire  
Postcode: NN6 7PX

Telephone number: 01327 842445  
Fax number: 01327 843856

Appropriate authority: Governing body  
Name of chair of governors: Mr S. Shardlow

Date of previous inspection: March 30 1998

## **CHARACTERISTICS OF THE SCHOOL**

A smaller than average junior school serving the villages of Long Buckby and Watford, it also takes pupils from the surrounding villages as well as from the outskirts of Daventry. The school is in a 1970s building that has undergone recent refurbishment in order to upgrade the facilities and to provide a computer suite. There are 178 pupils on roll who all speak English as their first language and who are mostly of white, British heritage. No pupils are learning English as an additional language. The pupils' attainment on entry varies from year to year but is broadly average. The proportions of pupils with special educational needs and those with a Statement of Special Educational Needs are higher than the national average. Immediately after the last inspection in 1998, the school experienced a turbulent and unsettled time when standards fell dramatically and the pupils' behaviour deteriorated. With the appointment of the present headteacher in 2001, the situation became more stable, but the number of pupils on roll has fallen and this has led to staff redundancies. The school is currently part of the Primary Leadership Strategy, a national initiative to help schools raise standards in literacy and numeracy.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23686	Pam White	Lead inspector	English, art and design, design and technology (DT), music, religious education, special educational needs (SEN)
13526	Richard Barnard	Lay inspector	
18331	Jonathan Sutcliffe	Team inspector	Mathematics, science, information and communication technology (ICT), geography, history, physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school provides a **satisfactory education**. The teaching is satisfactory overall with some good and very good teaching observed. The pupils achieve satisfactorily overall with some good achievement in aspects of English, history, music and swimming. The headteacher and governors lead and manage the school well. The school provides satisfactory value for money.

#### The school's main strengths and weaknesses are:

- The headteacher and the governors provide good, committed leadership and management
- There is some underachievement by a minority of pupils in Year 6 in English, mathematics and science because work is not always matched closely enough to their abilities
- The pupils' very good attitudes and behaviour together with very good personal development have a positive impact on their learning
- The quality of marking is variable and in one or two classes, there are too low expectations of the quality of the presentation of the pupils' written work
- There is a rich and varied curriculum and a very good range of out of school activities
- There is very good involvement by parents in the life of the school and it enjoys strong support from the local community
- In information and communication technology (ICT) the pupils do not have sufficient opportunities to use computers to help their work in other subjects
- The school has good and thorough assessment and tracking procedures in English, mathematics and science but these do not extend to other subjects

Although standards are not as high as they were at the time of the last inspection in 1998, the school has made satisfactory improvement after a dramatic fall in standards and achievement in 2001. The overall quality of teaching has improved, with more that is very good. The higher attaining pupils are generally better challenged, except in one of the Year 6 mathematics groups. The school has made good improvement in its provision for the pupils' cultural development and it is now good.

### STANDARDS ACHIEVED

For the pupils in Year 6, the findings of the inspection are that in English, mathematics, science, ICT and religious education **standards of attainment are average and achievement is satisfactory**. In history, music and swimming standards are above average and achievement is good. This is due to the good teaching that the pupils receive and the good knowledge and expertise of the specialist teachers. In all other subjects standards are average and achievement is satisfactory. In Year 6 there is some underachievement by small groups of pupils because the expectations of the quantity, quality and the presentation of their work are too low and marking does not always give them a clear picture of what they have to do to improve.

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

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

*Similar schools are those with a similar proportion of pupils eligible for free school meals.*

The table above shows that when compared with similar schools, standards could be higher in all three subjects. However, the school has a higher than average number of pupils with special educational needs and this affects overall standards because some of the pupils who have special educational needs do not reach the nationally expected levels. Current standards reflect considerable effort and hard work by the school to raise standards after a dramatic fall in 2001 and there are clear signs that they are continuing to improve.

Most pupils have very good attitudes to school. They are enthusiastic and keen to learn. Attendance rates are above average. Standards of behaviour are very good. **The spiritual, moral, social and cultural development of the pupils is also good.** These aspects have a positive impact on the pupils' learning.

## **QUALITY OF EDUCATION**

The school provides a **satisfactory quality of education. The quality of teaching varies between the classes but is satisfactory overall.** In one of the Year 3/4 classes the teaching is consistently very good. The teachers use questions well to move the pupils' learning forward but not all the teachers provide work that is challenging enough. The quality and use of assessment are good in English, mathematics and science. Not enough use is made of computers as a resource for learning.

There is a good curriculum that is readily accessible to all pupils and where literacy and numeracy are used effectively in other subjects. A very good range of out of school activities enriches the curriculum. The school enjoys very good support from parents and this has a significant impact on the pupils' learning. Links with other schools and the community are good. The quality and range of information for parents is very good. There is sound provision for the pupils with special educational needs who receive appropriate help and support.

## **LEADERSHIP AND MANAGEMENT**

**The leadership, management and governance of the school are good.** The headteacher has led the drive to improve the quality of teaching and learning in order to raise standards. The governors are fully aware of the challenges facing the school. They provide good support and fulfil their responsibilities well. The headteacher and the governors plan and manage the school's finances well. There is a good programme for monitoring and evaluating standards in English, mathematics and science but the monitoring of standards in the other curriculum subjects is limited.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

The large majority of parents hold the school in high regard. They recognise the hard work that has been done to restore good standards of behaviour and to raise standards and achievement. They appreciate the very good range of extra-curricular activities. A minority of the parents would like more information about what their children are learning and a few parents have concerns about bullying. Inspectors found that the quality of information for parents is very good and that there is little bullying. Most pupils like school and enjoy their learning. They agree that standards of behaviour have improved and that the school is a happy supportive place.

## **IMPROVEMENTS NEEDED**

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

- Address the underachievement of some of the pupils, particularly in Year 6
- Ensure that work is sufficiently challenging and well matched to the pupils' abilities in all classes
- Extend the good assessment and tracking procedures to all curriculum subjects
- Ensure consistency in the quality of the teachers' marking
- Develop the wider use of computers to support learning in other subjects
- Improve the quality of the presentation of the pupils' work

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Standards in English mathematics and science are average and overall achievement is satisfactory. There is some good achievement in aspects of English, music and history.

#### **Main strengths and weaknesses**

- Throughout the school the pupils achieve well in speaking and listening and there is some good achievement in reading
- The pupils achieve above average standards in music, history and swimming
- The most recent national test results show an improvement in the number of Year 6 pupils reaching the higher level (Level 5) in English and science
- Work is not always matched to the pupils' abilities and this results in some underachievement for small groups of the more able pupils in mathematics in Year 6 and for some of the lower ability pupils in English
- In some classes the marking does not always give the pupils a clear picture of how well they are doing or what they have to do to improve.
- There are inconsistencies in the presentation of the pupils' written work
- In information and communication technology (ICT) the pupils do not have sufficient opportunities to use computers to help their work in other subjects

#### **Commentary**

1. From a very low point in 2001, national test results show that standards are rising again. The most recent results in 2003 show that, when compared with all schools nationally, boys and girls attain average standards in English and science and below average standards in mathematics. In English and science an above average percentage of the pupils achieved the higher level (Level 5). In mathematics, the percentage of pupils achieving the higher level was below average. The school has a high number of pupils with special educational and this adversely affects the school's overall results because several of them do not reach the nationally expected level for their age. Although the school has more girls than boys there is little significant variation in the achievement of boys and girls over time.

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

Standards in:	School results	National results
English	26.6 (27.0)	26.8 (27.0)
mathematics	26.2 (25.9)	26.8 (26.7)
science	28.9 (27.8)	28.6 (28.3)

*There were 47 pupils in the year group. Figures in brackets are for the previous year*

2. At the time of the last inspection, standards in English, mathematics and science were judged to be above average. Current standards, although not as high, reflect considerable effort and hard work to raise standards after a dramatic fall in 2001 during a very unsettled period for the school. For the pupils currently in Years 3 to 6, the findings of the inspection are that standards and achievement are above average in history, music and swimming. In English, mathematics, science, ICT, religious education and all other subjects standards are average and achievement is satisfactory. The above average standards and good achievement in music and history are due to the good and very good teaching that the pupils receive and the good knowledge and expertise of the specialist music teacher. In swimming, the pupils' standards and achievement



benefit from the skill and expertise of the specialist teacher and also from regular swimming lessons in the school's own pool.

3. The school has focused strongly on improving the quality of teaching and learning in order to improve standards and this has been largely successful. Assessment for learning, higher teacher expectations and the use of information and communication technology (ICT) are the school's continuing priorities as part of the Primary Leadership Strategy and the signs are that standards are already improving. For example, a greater proportion of the pupils currently in Year 6 are expected to attain at the higher level (Level 5) in mathematics and English.
4. While overall achievement is satisfactory, there is some good achievement across the school in aspects of English such as reading, speaking and listening. In class discussions the pupils show they are able to understand and draw inferences from what they have read; for example, when the Year 4 pupils explain their interpretation of nonsense words and expressions from the poem 'The Jumblies'. In all the classes, the pupils are constantly encouraged to speak out, to share their views and to listen to others so that by the end of Year 6 they are achieving well as speakers and listeners. Writing has been a whole-school focus and strong emphasis is placed on the pupils' writing at length and for a range of purposes. In several of the classes the pupils' writing is improving but high expectations of accuracy in grammar, spelling and punctuation are not evident in all the classes and more could be expected of some pupils. Raising standards in mathematics is the school's main subject focus for its work as part of the Primary Leadership Strategy and although at an early stage, improvements are already underway and standards appear to be rising at a faster rate than previously. By Year 6 there is some good achievement in the way the pupils use their number skills to solve problems. In science, the pupils achieve well in the practical, investigative aspects of the subject.
5. All the pupils are grouped by age and ability in English and mathematics and overall this has had a positive effect on raising standards. However, standards could be even higher and lesson observations and the analysis of work show that there is some underachievement in mathematics and English for a minority of pupils in Year 6. Achievement is adversely affected by low teacher expectations of the quality and the quantity of finished work. Additionally, the quality and frequency of marking are inconsistent and this means that some pupils are not clear about what they should do to improve their work. These factors have an adverse impact on the standards and achievement of a minority of the higher attaining pupils in Year 6 in mathematics and for some of the lower attaining Year 6 pupils in writing. In science, the pupils achieve well in the investigative and practical aspects of the subject but teachers do not always plan work at levels to suit the range of ability within the class.
6. The achievement of the pupils with special educational needs is generally satisfactory. They receive sound levels of support as they work towards the targets of their individual education plans. The pupils have a simplified copy of their plan so that they can use it to check their progress against their targets and this provides good motivation for further achievement. Across the school all the pupils have individual targets in English and mathematics and these help them to understand their progress and to know what they need to do to improve further.
7. The school has installed a new computer suite recently and the greatly improved resources together with training for teachers have resulted in improvements in standards and achievement in ICT. Currently there are limited opportunities for the pupils to use computers in their work in other subjects.

### **Pupils' attitudes, values and other personal qualities**

The pupils have very good attitudes to their work and behave very well. Their personal development is good owing to their own motivation and confidence and the good provision by the school for their spiritual, moral, social and cultural development. Attendance is good.

## Main strengths and weaknesses

- The pupils like to come to school and are very keen to participate in activities and lessons
- The school makes very good provision for the pupils' social and moral development and good provision for their spiritual and cultural development
- Relationships are very good
- Standards of behaviour are very good
- Attendance levels are above average and improving

## Commentary

8. Since 2001, when the pupils' attitudes and behaviour deteriorated, high standards of behaviour have been restored and provision for the pupils' cultural development has improved significantly. In most lessons they concentrate well, are interested in their work and try hard. Parents and the pupils themselves say they enjoy school and this is evident in the enthusiasm they show both for school life and to the very good range of activities provided outside lessons. Attendance levels are above the national average and have improved this year from a previously average level.

### Attendance

#### *Attendance in the latest complete reporting year (%)*

Authorised absence	
School data	5.3
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.5

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

9. Behaviour in lessons, and around the school is very good. The pupils have helped to form a set of Golden Rules that they feel are fair and which have had a very positive impact on improving behaviour. A small minority of the pupils can display challenging behaviour and this is dealt with sensitively, yet firmly and consistently by all staff. There is little bullying or racist behaviour and any minor incidents are addressed quickly and effectively. This is confirmed by there being no exclusions over the last two years. Relationships throughout the school are very good and this has a positive impact on the pupils' learning.
10. The school builds well on the pupils' positive attitudes and makes good provision for their spiritual, moral, social and cultural development. In assemblies the pupils' spiritual awareness is raised during time for reflection about their own and other people's lives and they gain further spiritual awareness through their work in art, music and in performing to others. The school has improved its provision for the pupils' cultural development through the use of a wider range of texts for reading, a greater emphasis on listening to music from different cultures and the study of other cultures and religions in subjects such as history, geography and religious education. The pupils are able to express their views and feelings clearly and they listen very well to each other. They are very willing to accept responsibility and take their jobs as House Captains or members of the school council very seriously. The school council gives the pupils a strong sense of citizenship, especially in relation to representing the views of others. In Years 4 and 6, personal and social development are further enhanced by the opportunity to take part in residential visits. Their confidence, enjoyment and enthusiasm for performing was seen in lessons and in assemblies as well as in the recent, high quality production of Jack and the Beanstalk.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education. Teaching is satisfactory overall. The pupils learn effectively and benefit from a good, well-planned curriculum that includes very good provision for their personal, social and health education (PSHE).

### Teaching and learning

The quality of teaching and learning varies between the classes but is satisfactory overall. The school's assessment procedures are good in English, mathematics and science and the information is used effectively by teachers to set targets for groups and individuals.

### Main strengths and weaknesses

- The pupils are attentive, hard-working and responsive
- Test results and assessment information are used well to group the pupils and to set targets for improvement in English and mathematics
- In one of the Year 3/4 classes the teaching is consistently very good.
- In some of the lessons the teachers do not always plan sufficient tasks for the range of ability within the class
- Marking is inconsistent and does not always tell the pupils how they can improve their work
- Some teachers' expectations of what the pupils can achieve are too low
- Basic skills are generally taught well, particularly speaking and listening
- The teachers work hard to ensure good levels of inclusion in the learning activities for all pupils

### Commentary

#### *Summary of teaching observed during the inspection in 30 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	7 (23%)	11 (37%)	11 (37%)	1 (3%)	0 (0%)	0 (0%)

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

### Commentary

11. Although the quality of the teaching remains satisfactory overall it has improved since the last inspection with a higher proportion of good and very good teaching observed. The best teaching was seen in one of the Year 3/4 classes where it was consistently very good. Some good and very good teaching was also observed in the Year 5 classes, in a Year 6 class and in mathematics across the school. The improvement in the quality of teaching, together with the restoration of the pupils' very good attitudes has resulted in better levels of learning and is an important factor in the improvement in standards since 2001.
12. The quality and use of assessment are good in English, mathematics and science and teachers use test and assessment data very effectively to set targets for the pupils and to track their progress. The information is also used to form broad ability groups for English and mathematics. Where the teaching is at its best, there are high expectations of both work and behaviour and there is a good pace to the lessons. The teachers ask open-ended questions in order to move the pupils' learning forward and there is sufficient challenge in the work. In a very good Year 4 English lesson the pupils' learning about rhythm and rhymes was extended and the higher attaining pupils were stretched by the teacher's high expectations and non-acceptance of the explanation of 'rhymes are on one line then miss a line'. She questioned and pushed the pupils to use the word 'alternate' and their learning and achievement increased as a result. In all lessons, the learning objectives are shared with the pupils so that they know what they are expected to

learn and the very good relationships between staff and pupils make a significant contribution to the pace and quality of the learning.

13. Where the teaching is less successful, expectations of what the pupils can achieve could be higher. The frequency and the quality of the marking is variable and does not show the pupils how they can improve. On some occasions, the teachers' expectations of the quality of finished work are also too low. This is the case in one of the Year 6 classes and it leads to some underachievement by some of the higher attaining pupils in mathematics and some of the lower attaining pupils in English. In the unsatisfactory lesson, the teacher did not take accurate account of the pupils' existing knowledge and the learning was at too low a level for many of the pupils. In the past, a significant barrier to teaching and learning in ICT has been a lack of training for staff and a limited number of computers. With the building of the computer suite and increased staff training and expertise, there are strong indications that teaching and learning in the subject are now much improved although the teachers' use of computers as an aid to teaching and learning is limited in other curriculum subjects.
14. The pupils comment favourably about the teaching and agree that they are taught well and have to work hard. Most say that homework contributes to their understanding of their learning in school. Inspectors found that although there are slight variations in the amount and frequency of homework given it is generally satisfactory across the school.

### **The curriculum**

The curriculum provided by the school is good. It is varied and enriched by visits and visitors who help to extend the pupils' learning. There is very good provision for extra-curricular activities. The school's accommodation is very good and resources for learning are satisfactory overall.

### **Main strengths and weaknesses**

- The provision for the pupils personal, social and health education is very good
- The curriculum provided for music and history promotes good standards and achievement
- Pupils with special educational needs are identified promptly
- There is limited provision to support the more able and gifted and talented pupils
- There are insufficient opportunities for pupils to use ICT to support their learning across the curriculum

### **Commentary**

15. The organisation and planning of the curriculum throughout the school are effective in supporting an improvement in standards in the core subjects of English, mathematics and science since 2001. The good organisation of the timetable means that time is well used and all the teachers cover the subjects of the National Curriculum very well. Standards and achievement are particularly good in music and the performing arts and history. Over 70 pupils receive music tuition from visiting specialists and the school orchestra adds richness to the music provision. In history the work of many of the pupils is exciting and is enhanced by visits to support their work on topics such as the Romans and Tudors. The provision of ICT equipment has improved significantly since the last inspection but its effective use to support work in all curriculum areas remains underdeveloped.
16. The school provides satisfactorily for those pupils with special educational needs. They are identified promptly and have appropriate individual education plans. The pupils themselves are involved in the setting of suitable targets for improvement and almost all of them know what they are working towards. However, in some lessons, specific tasks and support for the special educational needs pupils are not always clearly identified in teachers' planning and more could be done to ensure greater consistency and rigour in this aspect.

17. The needs of individuals are met through the very good programme of personal, social and health education. Issues concerning relationships, drug misuse and sex education are all addressed appropriately and sensitively. The provision for extra curricular activities is very good; the pupils have opportunities to play a variety of sport and other after school clubs include gardening, art, sewing, keyboard skills, drama and French. Good use is made of visits to enhance learning with Year 4 and Year 6 pupils undertaking residential visits to Norfolk and to the Isle of Wight. Class visits are frequently made to Northampton museum, as well as a centre to study rivers and to Coventry cathedral. There are good links with the local infant and secondary schools, which ensure that the pupils are prepared well as they start both their junior and secondary education.
18. There are sufficient members of staff to meet the needs of the curriculum. Specialist teachers for music and swimming lead to good achievement in these areas. The school's accommodation is spacious and contributes well to the quality of education. The recently built ICT suite provides good opportunities for learning and it is well used by class groups and by the pupils on an informal basis at lunch and break times. Resources for learning are satisfactory overall with some good resources for physical education and music. This is a slightly improved picture from that found at the time of the previous inspection.

### **Care, guidance and support**

The school takes good steps to ensure the pupils' care, welfare, health and safety. The very good relationships in the school ensure that pupils have access to personal support and guidance. The school involves pupils very well in its work and development.

### **Main strengths and weaknesses**

- Very good levels of care and the promotion of the pupils' personal development
- The pupils are valued and helped to feel very involved in school life
- There are good induction and transfer arrangements
- Child protection procedures are good and there is a good awareness of them by all staff
- The school provides a secure, safe school environment
- Assessment and monitoring procedures are not fully developed for all subjects
- Standards in this aspect have improved since the previous inspection.

### **Commentary**

19. All members of staff know the pupils very well and the strong caring ethos in the school ensures that every pupil feels valued and cared for. This has a very positive impact on the pupils' attitudes to learning and on their high levels of maturity and confidence. Educational support and guidance for the pupils are good and are based on good teacher knowledge of the pupils and their educational and personal achievements. All members of staff listen to and respect the pupils' opinions and in turn, the pupils have confidence in the fact that they are valued, listened to and supported if they have any problems. The school is constantly seeking ways to improve the quality of care and support and makes good use of questionnaires and the very effective school council to seek the pupils' views and to listen to their opinions. The members of the school council feel that they are 'in charge', and quote the introduction of a buddy system, school discos and the setting up of a Blue Peter sale as examples of their influence.
20. There are good induction arrangements for pupils as they join the school from the infants and for those who join the school at other times. This enables the pupils to settle quickly and to form very positive relationships. The procedures for child protection are known and used well by all staff. Good attention to Health and Safety, fire and first aid procedures ensures that the pupils work in a safe and healthy environment. Parents and pupils agree that the school provides a very safe and caring environment.

## **Partnership with parents, other schools and the community**

The school's partnership with parents is very good. The very good support from the parents has a significant impact on the pupils' learning. Links with other schools and the community are good. Provision in this aspect of the school's work has improved since the time of the previous inspection.

### **Main strengths and weaknesses**

- The school provides very good quality information to parents
- There is very strong involvement by parents and the wider community in the life of the school and in their children's education
- School is an integral part of the local community and enjoys very good levels of support
- There are good partnerships with the local schools, especially the infants

### **Commentary**

21. The very good support for and the value the parents place on their children's education are key factors in the pupils' very positive attitudes to school and their improved levels of achievement. Parents ensure their children attend school regularly and promptly and their considerable financial contribution through the School Association has been crucial in providing the school with resources, for example in ICT. Parents and the local community have also provided invaluable help in improving the school's outdoor facilities such as the memorial courtyard, a quiet paved area with a seat.
22. The school appreciates the parents' interest and enthusiasm and builds on this very well by providing them with very good information about their children's progress. They also offer encouragement and numerous opportunities for them to be involved in their children's education; for example, by attending workshops and sharing their skills and talents in after school clubs. Annual reports are of good quality and very informative about the pupils' progress and the standards they have reached. They include an indication of effort, areas for improvement and how parents may help their children at home. Parental comments on the reports show how they appreciate the inclusion of the effort grade. Regular newsletters are very informative. Especially helpful are the "what are we learning this term" entries which give an outline of the work to be covered. The accessibility of the headteacher and members of staff, together with the very good relationships with parents, further enhances the community feel of the school.
23. The school plays a full part in the life of the village. The pupils are involved in a range of village and church events and the school uses the local area well to support learning. In turn, local businesses and sports clubs provide good support for the school. The good partnerships with the local infant and secondary schools ensure that pupils are well prepared for their transfers. The local cluster of schools is effective, for example, in providing some of the subject leaders with a forum for discussion.

## **LEADERSHIP AND MANAGEMENT**

The leadership, management and governance of the school are good. All the leaders of the school are committed to raising standards. Clear priorities for improvement, together with membership of the Primary Leadership Strategy, are helping the school in its efforts to raise the achievement of all pupils.

### **Main strengths and weaknesses**

- The headteacher provides good, committed leadership and management
- The governors' involvement in the work of the school is considerable. They provide good support and fulfil their responsibilities well

- There is a good programme for monitoring and evaluating standards in English, mathematics and science and the co-ordinators lead these subjects well
- There has been limited monitoring of standards and achievement in other subjects because the pupils' progress is not assessed or tracked
- The school improvement plan clearly outlines the way forward for the school
- The headteacher and the governors plan and manage the school's finances well

## Commentary

24. The headteacher is strongly committed to the school and its community and there is a clear determination to drive up standards, which have improved steadily since 2001.
25. The headteacher is well supported by the deputy headteacher, all the staff and the governing body. The governors are knowledgeable and fulfil their statutory duties well. They are aware of the challenges facing the school and are very active and determined to meet them. This was evident during the inspection when they met to discuss the future organisation of the school. Despite uneasiness and anxiety about the future, all members of the school community work well as a team and a good community spirit is evident in their work. The school believes strongly in equal opportunities and this is reflected in the way that all the pupils, including those with special educational needs, have access to a wide and varied curriculum.
26. A well-focused school improvement plan clearly identifies the school's priorities. These are rightly concerned with raising standards and levels of achievement. The headteacher, the deputy headteacher and some of the co-ordinators have analysed test and assessment data and the work in the pupils' books. They have also observed some lessons in English, mathematics and science in order to monitor the pupils' progress and their performance. Useful feedback has been given to teachers and this has generally resulted in better practice and an improved quality of teaching. However, more needs to be done to improve the teaching for the minority of pupils who are underachieving, most notably in Year 6.
27. The leadership has responded well to the key issues of the last report. The school's provision for the pupils' cultural development is now good. The quality of the teaching has improved overall and the school's success in addressing the performance of the higher attaining pupils is reflected in the increased number of pupils attaining the higher level (level 5) in English and science. However, particularly in Year 6, there is still a minority of pupils who could achieve more.
28. The school benefits from secure and prudent financial management. Good account has been taken to identify the longer-term implications of the continuing fall in pupil numbers, necessary cuts in the budget and the high costs of teaching staff. Finances are well targeted, so that the school achieves the best value it can for its expenditure. Day to day financial administration is good and allows accurate monitoring of the budget to take place. The recommendations of the latest audit report have been fully implemented.

## Financial information

### Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	641296
Total expenditure	622402
Expenditure per pupil	2908

Balances (£)	
Balance from previous year	80420
Balance carried forward to the next	18893

*The figure shown as a balance from the financial year 2001/2002 is money that was already committed for the school's new ICT suite.*

29. There is an effective programme of performance management and staff training. Staff targets are closely linked to the priorities of the school improvement plan and the school's chosen focus

as part of the Primary Leadership Strategy. Membership of the Primary Leadership Strategy has the potential to move the school forward at a faster pace, through improved assessment for learning, higher teacher expectations and the increased use of ICT across all curriculum subjects.



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

### **SUBJECTS IN KEY STAGE 2**

#### **ENGLISH**

Provision in English is **satisfactory**.

#### **Main strengths and weaknesses**

- The pupils achieve well in speaking and listening and there is some good achievement in reading
- Standards of writing are improving but there is some underachievement by the lower ability pupils in Year 6
- There are inconsistencies in the quality of the pupils' handwriting and in the presentation of their work
- In some classes the marking does not always give the pupils a clear picture of how well they are doing or what they have to do to improve.
- The subject is well led by the co-ordinator who monitors standards carefully and ensures that all staff are aware of what needs to be done to raise standards further.
- Teachers do not make sufficient use of ICT to support the work done in English

#### **Commentary**

30. After a significant fall in 2001 standards in English are now rising again and they are judged to be average by the end of Year 6. English has been a main focus for improvement with particular emphasis on raising standards in writing. This is evident in national test results where the number of pupils attaining the higher level (Level 5) has increased over the past three years.
31. The inspection found that most pupils, including those with special educational needs and the higher attaining pupils, achieve satisfactorily overall. There is some good achievement in standards in speaking and listening and in reading. Achievement in writing is satisfactory. However, lesson observations and the scrutiny of the pupils' previous work show that the lower attaining pupils in Year 6 could achieve more. Although the school has more girls than boys, the test results show that over time, there is no significant difference in the attainment of either group.
32. In Year 6, standards in speaking and listening are above those expected of pupils nationally. This is largely because the teachers take every opportunity to encourage the pupils to speak out and to share their views in lessons, in assemblies and in performing to their peers. The pupils generally listen well and know how to wait their turn to speak. Some of the pupils in Years 3 and 4 have the confidence to challenge ideas they do not agree with and put forward alternative opinions. The higher attaining pupils have a good knowledge of words and deliver their ideas using well thought out sentences. For example, in a good English lesson, the Year 5 pupils were clear in their explanations and understanding of the difference between formal and informal styles of speech and writing and could support their views using their previous learning.
33. Most of the pupils enjoy reading. They have favourite authors that they can talk about and give reasons for their preferences. Jacqueline Wilson is a popular author with both girls and boys and the work of J.K. Rowling and Roald Dahl also features prominently. Most parents are highly supportive in helping to develop the pupils' reading skills and this helps them to improve at a faster rate. However, there is also a minority of lower attaining pupils who achieve less well because they do not have a secure knowledge of sounds to help them read unfamiliar words. The school library is being updated and restocked and the pupils do not currently have free and regular access to it. This has an adverse impact on the pupils' library skills. However, several

pupils use the local library and some can use the Internet to research their work and extend their learning.

34. The school has worked hard to drive up standards in writing. Further training for teachers, grouping the pupils by age and ability and regular opportunities for the pupils to write at length and in a variety of styles have had a positive impact on both teaching and learning. Standards are average across the school with some good achievement and some high quality examples of written work by the pupils of average and higher ability in Years 4, 5 and 6.
35. In lessons, the teaching ranged from very good to satisfactory and, taken together with the scrutiny of the pupils' work, it is judged to be satisfactory overall. Almost all of the pupils concentrate well in lessons and work hard. In the good and very good lessons, good questioning by the class teacher and good examples on which to base their work, help the pupils to achieve well. For example, in a good lesson with the Year 5 pupils, the teacher used the computer very effectively to jointly edit text and ensure that it was written in Standard English and in a formal style. She involved all the pupils in the task, welcoming their ideas and suggestions and asking pertinent questions to extend their understanding about writing in a style that matches both the purpose and the audience. Although no unsatisfactory teaching was seen in English, it was less successful when not enough was expected of the lower attaining pupils and the tasks planned for them were not matched sufficiently closely to their ability level. This was the case in Year 6 and, to a lesser extent in the lower attaining Year 3/4 group. In some classes, expectations of the quality of spelling, handwriting and presentation are not high enough and some of the marking does not show the pupils what they must do to improve.
36. The subject leader leads and manages the subject well. She has a clear view of what still needs to be done to improve standards and provides a model of good practice. She works closely with staff and has had the opportunity to monitor planning and the quality of teaching as well as evaluating the work in the pupils' books and providing feedback to teachers on the outcomes. All the pupils have individual targets that are shared with parents and reviewed at regular intervals.

### **Language and literacy across the curriculum**

37. The pupils use their language and literacy skills well in other subjects such as in history when they write diary entries as Victorian servants or when they label diagrams and annotate drawings in geography, science and design and technology. In a good music lesson the teacher used poetry effectively to enhance the pupils' learning of tempo. At the moment there are insufficient opportunities for the pupils to use computers to support their work in literacy.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Teachers plan and teach a good balance of all the elements of mathematics including investigational work.
- The quality of the teaching is good overall
- Good systems track the pupils' progress in mathematics.
- The subject is well led and managed.
- Inconsistencies of presentation and marking affect the progress of some of the more able pupils in Y6
- The use of ICT to support learning in mathematics is not developed across all year groups.

## Commentary

38. Although the results of the national tests show that standards are below average by the end of Year 6, the inspection evidence and school data indicate that standards are rising more quickly and moving closer to those expected nationally. The work seen in the Year 6 classes is of a satisfactory standard and the pupils are targeted to achieve much higher standards than during the last three years. These standards are, however, not as high as they were judged to be at the time of the last inspection when they were above average. Most pupils, including those with special educational needs, are supported appropriately. However, the achievement of the more able Year 6 pupils is adversely affected by the low expectations of the quality of their work and inconsistent marking which does not tell them how they can improve.
39. By the time the pupils leave the school most of them can use effective written methods to multiply 2 and 3 digit numbers such as 567 by 45 and the above average pupils can extend this work to involve decimals. Most of them can also check their calculations by using approximate estimations and inverse operations. Almost all of the pupils can draw and extract information from a variety of tables and graphs. Throughout the school there is a good balance of mathematical work based on the National Numeracy Strategy including problem solving and investigational work. In Years 3 and 4 the pupils show how they are beginning to understand and use pattern in numbers as they complete an open ended number task. The pupils are given opportunities to study two and three-dimensional shapes and the Year 5 pupils can accurately calculate angular measurement. Year 6 pupils use data handling skills effectively in their work on probability. Although most of the pupils have a sound knowledge of number facts and tables, their recall of them is not always sufficiently swift and accurate.
40. The quality of teaching in mathematics is good overall. In the lessons seen during the inspection most of the teaching was good or very good and this resulted in some good achievement for many of the pupils. Where the teaching is good or very good, the teachers have a good knowledge of the subject. They plan the lessons well and carefully match the tasks to the abilities of the pupils. In these lessons they also encourage the development of the pupils' mental skills. For example in a very good Year 5 lesson the teacher used a number of effective ways to enable the pupils to learn the 9x table successfully. Similarly, in a good Year 6 lesson, the prior knowledge of the pupils' attainment was used well to plan for group work on graph interpretation. In a minority of lessons and in some of the work seen in the pupils' books, this match of work to pupils' abilities is not always so effective. Not enough is expected of the higher attaining pupils and this adversely affects their rate of progress and their achievement.
41. The subject is well led and managed. The co-ordinator is knowledgeable and she leads well through the example of her own good teaching. She analyses the information from test and assessments in order to identify areas for improvement. As part of the school's membership of the Primary Leadership Strategy, she has worked with a local education authority adviser to monitor the quality of teaching and learning in mathematics more closely. Good systems are used to track the pupils' progress as they move through the school; the pupils have individual targets, which are reviewed each half term.

## Mathematics across the curriculum

42. The pupils use their mathematical knowledge and skills as they work in other subjects. In science the pupils read Newton force meters and thermometers and use graphs to support science investigations. In geography, the older pupils use data gathered from their river studies to produce graphs and charts. ICT is used well by some classes to support mathematics but its general use in investigational work across the school is underdeveloped.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- Standards in science are improving across the school
- The pupils have good opportunities for independent investigation, exploration and setting up test situations
- The pupils are enthusiastic and collaborate well
- A minority of pupils are insufficiently challenged and supported
- Insecure teacher knowledge and low standards of presentation and marking affect the pupils' progress in one or two classes

### Commentary

43. Standards at the end of Year 6 have risen over the last three years and most pupils now achieve the nationally expected level. This is not such a strong picture as at the time of the last inspection but standards are improving again after a sharp decline in 2001. For example, in the national tests in 2003 almost half of the pupils achieved the higher level (Level 5). Most pupils achieve satisfactorily although in some classes there is a minority of underachievement when some of the pupils are not given work that appropriately matches their ability level. Analysis of the pupils' work shows some good understanding in most areas of science with particularly strong emphasis on teaching the skills of scientific investigation and ensuring that the pupils understand the concept of a fair test. The older pupils have special books for recording this area of work. They collaborate well in this type of activity and many achieve pleasing results. The presentation and marking of the pupil's work are variable across the school and where this is lacking then the pupils' progress and achievements are adversely affected and they do not know what they have to do to improve.
44. The quality of teaching in science is satisfactory. Almost all of the teachers emphasise the correct scientific vocabulary. They constantly reinforce new words and extend the pupils' language and understanding by providing plenty of opportunities for the pupils to discuss their findings scientifically. In a very good Year 5 lesson on the topic of space, the teacher's knowledge was good and all groups of pupils were challenged appropriately. There was a good balance between the teacher's input and the pupils' activity and this led to good levels of learning. In the unsuccessful lesson, the task did not match the pupils' ability level and there was an inappropriate balance in the lesson with too little time allowed for the pupils to complete the task. The teachers plan according to a two-year cycle of scientific topics in order to ensure progression in teaching and learning in the mixed age classes. However, not all of the topics are covered in sufficient depth and consequently the pupils' overall knowledge and understanding is less strong in some areas.
45. The subject manager leads the subject satisfactorily. She has analysed the pupils' work in order to evaluate standards and achievement. Information from assessment is being used to track the pupils' progress and set targets for further improvement. This is having a positive effect on raising standards. The use of ICT to support the subject is developing and, for example, the Year 5 pupils are able to use sensors to measure temperature. However, opportunities such as these are not yet firmly embedded in planning across the school.

## Information and communication technology

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

### Main strengths and weaknesses

- A good number of computers in the suite and in classrooms ensures that pupils have regular opportunities to use them in order to learn new skills
- In-service training has improved the expertise and confidence of the teachers
- There are no assessment systems to track the pupil's progress
- Insufficient use is made of computers to develop learning across the whole curriculum

### Commentary

46. Standards in ICT are generally average and, as they move through the school, most pupils achieve satisfactorily. This includes pupils of all ability levels and particularly those with special educational needs. Whilst this is a broadly similar picture of standards and achievement to that found at the time of the last inspection, the school has significantly improved its ICT provision over the last three years and the pupils now have more opportunities to develop their skills and knowledge. Their skills are developed consistently and there is a good emphasis on encouraging the pupils to draft and refine their work on screen rather than just copy text. This has a positive impact on their achievement. They achieve well and become increasingly competent in cutting, pasting, editing and formatting their work using a variety of the computer's tools. The teachers encourage the pupils to experiment with different forms of presentation and this contributes well to their literary and artistic skills. For example in a Year 3/4 lesson many pupils were able to create repeated wrapping paper designs on the computer using an art program. The pupils in Year 6 achieve well and make good progress in creating multi-media presentations on the life of the school. They pay particular attention to making their work interesting and eye catching to the audience. The pupils' skills in data handling and using spreadsheets are average and achievement and progress in using control technology is not well advanced although the school has plans to remedy this situation.
47. The quality of teaching in the lessons during the inspection was good although the impact of teaching on the pupils' standards over time is satisfactory. Almost all of the teachers have a good knowledge of word processing and teach the basic skills well. They have benefited from training and are now more confident in using computers than at the time of the last inspection. Some teachers make good use of ICT when introducing lessons. For example in a Year 6 mathematics lesson the pupils were motivated to learn new work on co-ordinates through a computer program on their laptops. The pupils enjoy working in the computer suite and they cooperate well. Older pupils are allowed to work with computers in the lunch hour and at break times and this makes a positive contribution to their rate of progress and acquisition of skills. The teachers work well alongside the pupils and are quick to intervene with advice. They also make good use of the interactive whiteboard for whole group teaching or to share good examples of work.
48. The subject leader has a clear picture of what needs to be done to raise achievement and the school is committed to improving its hardware and software resources to support better teaching and learning in all aspects of the subject. The school plans using the national guidelines and this provides some continuity in developing the pupils' skills, knowledge and understanding. However there is no assessment of the pupils' achievements and therefore it is difficult for the school to make accurate judgements about standards. It also means that the progress of groups and individuals is not tracked or targeted in order to raise standards further. There is no current monitoring of teaching and learning standards in ICT.

## Information and communication technology across the curriculum

49. The use of ICT in other curriculum subjects is developing only very slowly. Although the teachers recognise the potential and value of ICT they do not all include sufficient worthwhile links in their planning. Some use is made of computers to practise literacy and numeracy skills. For example the Year 5 pupils produce computer based graph work on how popular deadly animals are compared to cats! The Year 6 pupils use spreadsheets to calculate complex food and drink costs for a meal. In an effective Year 5 science lesson, some use is made of the computer as a sensing device to plot temperature changes. Overall, however, work of this kind is limited and computers are not used enough to support learning across the curriculum.

## HUMANITIES

No geography lessons were seen during the inspection. Two lessons were seen in history and two in religious education. The evidence from talking to pupils and from a scrutiny of previous work indicates that by the end of Year 6 standards in **geography** are average. The main elements of the geography curriculum are covered and good links are frequently made between learning in geography and history. Most pupils achieve satisfactorily.

### History

Provision in history is **good**.

### Main strengths and weaknesses

- Standards are higher than those expected of pupils of a similar age nationally
- The quality of teaching in history is good overall with some very good teaching observed during the inspection
- The subject leader is knowledgeable and enthusiastic
- Learning in history is enriched through visits and visitors to the school
- There are no formal written recording systems to track the pupils' progress
- The monitoring and evaluation of teaching and learning could be more rigorous

### Commentary

50. In Year 6 standards are above average. This is an improved picture to that found at the time of the last inspection. Most pupils, including those with special educational needs, achieve well. As they move through the school, the pupils show an increasing depth of factual knowledge and an understanding of the history of Britain and the wider world. In the two lessons seen, the quality of the teaching was good in one and very good in the other. In the very good lesson with the Year 3/4 pupils, the teacher inspired the pupils to be archaeologists and make logical deductions about the Anglo Saxons from their collection of artefacts. In a good Year 6 lesson, the teacher made good links to social issues when the pupils became involved in discussions about Victorian school days compared with their own. In these lessons, the teaching and learning were good and very good because the teachers' enthusiasm, knowledge and good quality questioning were effective. Across the school, the teachers are highly successful at bringing the subject to life for pupils. This is achieved through a good range of visits and visitors to support the pupils' learning. The older pupils have visited Coventry Cathedral to link with their work on World War II and members of a local historical society have talked to pupils about their war experiences. Other visitors to the school have supported the pupils in their studies of the Tudor, Aztec and Roman periods. They provided the pupils with opportunities to dress in the costumes of the time, examine artefacts and engage in role-play.

51. Planning in history is based on the national guidelines and this ensures a good level of consistency across the school. Pupils and teachers use computers to gain information from the Internet but there is a lack of software to support other learning in the subject. There are no

formal assessment systems to track the pupil's progress in history and this makes it more difficult for teachers to plan lessons firmly on what the pupils already know.

52. Leadership and management of the subject are satisfactory. The co-ordinator is enthusiastic and has successfully built up resources both within the school and from outside organisations such as loans from museums. The effective use of these resources in lessons has a positive impact on the good progress the pupils make across the school.

## Religious education

The provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- The quality of the teaching observed in Year 5 was very good
- The pupils have good recall of their learning about other faiths such as Hinduism and Sikhism
- There is little monitoring of the teaching, learning and standards.

### Commentary

53. Standards have been maintained since the time of the last inspection. Across the school, pupils of all abilities achieve satisfactory levels of learning as they gain a range of knowledge based on stories from the Old and New Testaments of the Bible. They also visit the local church and learn about the rituals of the main Christian festivals. By the time they leave the school, the Year 6 pupils understand some of the similarities and differences between Sikhism, Islam, Hinduism and Christianity and the ways in which various people worship.

54. The quality of the teaching in religious education is satisfactory overall. In one of the lessons observed in Year 5 the quality of the teaching was very good. Using a story of Guru Nanak as a stimulus the teacher's skilled questioning and good use of small group discussion enabled all the pupils to understand the value of qualities such as loyalty, trust and kindness. The pupils' learning was extended as they used drama and their own experiences to act out scenes portraying those qualities. This was very successful and showed how well they understood the need for trust, loyalty and kindness in their everyday lives. In both lessons the relationships with the pupils were very good and the teachers showed a sound knowledge of the subject under discussion. The planning for religious education is based firmly on the County Guidelines with the topics allocated to different year groups on a two-year plan so that the required skills and knowledge are built up progressively in the mixed age classes.

55. The leadership and management of the subject are generally satisfactory, but as yet, there is no monitoring of teaching and learning or any assessment of standards in religious education. The school's own resources are sparse but a range of artefacts is borrowed regularly from the local teachers' centre and these provide support for teaching and learning in the subject.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

During the inspection only one lesson was seen in design and technology, and no lessons were seen in art and design. It is not, therefore, possible to make firm judgements about the quality of provision. In addition to observing lessons, inspectors spoke to co-ordinators about their work and to the pupils about what they had learnt in art and design and design and technology. They looked at the pupils' previous work. Two lessons were seen in music and two in physical education.

Work planned in **art and design** is varied and is well linked to the pupils' work in other subjects such as English, history, geography and religious education. This is a similar picture to that at the time of the last inspection. A selection of still life drawings in one of the Year 5 classes was of good quality and showed the use of a range of media including, paint, pastels and pencils. The school runs a thriving art club whose members not only benefit from the input and experience of teachers but also

from talented parents. The club has produced a striking, large project in the style of Monet using collage and paint. The pupils attending the sewing club have used embroidery and appliqué techniques to create a panel for the back of the piano.

In **design and technology** the pupils are gaining experience of a range of materials and techniques and developing the expected subject skills through designing and making a variety of products. This is a similar picture to that found at the time of the previous inspection. The teaching in the one lesson seen was good and most pupils were beginning to show a sound understanding of how to evaluate and improve their work. Although the school's work in design and technology involves some use of ICT at the planning and designing stage there are insufficient resources for the pupils' learning to be extended through the use of ICT for modelling and control work.

## **Music**

The provision for music is **good**.

### **Main strengths and weaknesses**

- The subject is well taught and this results in some good achievement
- The pupils are given every encouragement to perform
- There are opportunities for the pupils to learn a wide range of instruments
- There is limited assessment of standards in the subject

## **Commentary**

56. Standards in music exceed the national expectations and most of the pupils achieve well. This is largely due to the good subject expertise of the music specialist teacher, who is also the co-ordinator and who teaches music across the school. These standards are similar to those found at the time of the previous inspection. The pupils were observed in Years 5 and 6, and the whole school was heard singing in assemblies. All the pupils enjoy singing and the quality of their singing is good. They sing tunefully with a good awareness of breathing, diction and dynamics and they respond very well to the accompaniment of the teacher who is an accomplished pianist. In the two lessons seen the quality of the teaching was good in one lesson and satisfactory in the other. In the good lesson, the teacher's expectations were high and, as a result, there was some good achievement. The pupils performed confidently and were able to improvise, refine and improve their work. In the satisfactory lesson, the rehearsing of different tempi went on for too long and this resulted in a lack of concentration by a small minority of pupils who did not always show sufficient care and respect for the instruments.

57. The subject is generally well managed although at the moment no assessment of standards in music takes place. The pupils' achievement benefits from regular opportunities to perform for each other, their parents and the wider community. Additionally, almost half of the pupils receive instrumental tuition and show their skills in the school orchestra and in small group performances in assemblies. Visits and visitors enhance the pupils' learning in music and the subject makes a considerable contribution to their spiritual and cultural development.

## **Physical education**

The provision for physical education (PE) is **satisfactory**.

### **Main strengths and weaknesses**

- Swimming skills are well taught and this results in some good achievement in this aspect
- The pupils enjoy a wide range of sporting opportunities including extra curricular activities.
- Resources for physical education are good



- The curriculum co-ordinator has little opportunity to monitor standards and the quality of teaching and learning

## **Commentary**

58. Standards are satisfactory overall and in swimming they are good. All the pupils attend swimming lessons in the school's own pool. Expert swimming instruction ensures that all pupils have individual attention and achieve well. As a result, all the pupils are usually able to swim at least 25 metres by the time they leave the school.
59. Very good opportunities are provided for the pupils to take part in sports both during and outside of the school day. The pupils can join in football, netball, cricket, rounders and athletics clubs and inter school competitive games and tournaments are held regularly. The pupils gain good experience of orienteering activities during the residential visits. Learning in PE makes a very good contribution to the pupil's personal, social and emotional development.
60. In the two lessons observed during the inspection, the quality of teaching was satisfactory. In a Year 5 games lesson based on soccer skills there was constant pupil involvement and a variety of group, paired and individual activities. In a Year 3/4 dance lesson the pupils had opportunities to evaluate their own performance and that of others. There was a good focus on extending the pupils' spoken language as they talked about their work. In both lessons the teaching of certain skills and movements lacked some awareness of the range of ability within the class.
61. Leadership is satisfactory. The co-ordinator manages resources well and provides suitable encouragement to staff. The introduction of a commercial scheme of work has ensured that skills are taught and learned progressively as the pupils move through the school and this is particularly effective in the area of dance. The co-ordinator has observed teaching in one class, but has not monitored standards and the quality of teaching and learning throughout the school. This means that her overview of achievement across the school is limited.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

62. The school places a high priority on raising self-esteem, nurturing confidence and encouraging an awareness of the need to act responsibly. This is very successful and a recently adopted scheme of work is having an even more positive effect on the school's work in this aspect. Only one lesson of PSHE was observed during the inspection, so a judgement on the quality of provision cannot be made. However, from discussions with pupils, teachers, support staff and parents it appears that the schools' programme in this area is having a very positive effect on pupils' personal development. There is a good programme of health education and the pupils are taught sensitively about sex and relationships and the positive and harmful effects of drugs. There are good opportunities for the pupils to share their concerns during group sessions and these provide good opportunities for the pupils to resolve conflicts.
63. All planned PSHE lessons contain an element of citizenship and this is a valuable aspect of the school's work that enables staff to nurture the pupils' moral attitude and sense of responsibility as well as to respond to their personal and emotional needs. The teachers develop the pupils' confidence and responsibility by providing good opportunities for them to think about their own actions and to learn from their own and others' experiences. Paired or very small group discussions are a good strategy used by teachers that encourage the pupils to listen to the views of others and to appreciate that these may be different from their own.
64. Pupils are encouraged to become mature and self-confident and almost all pupils have a good awareness of how their behaviour affects others. Adults in school encourage the pupils to resolve differences by looking at alternatives, making decisions and explaining choices. This is underpinned by the very good relationships between staff and pupils that inspire confidence and self-assurance. Residential visits help the pupils to understand how different rules apply when

they live as well as work together. Voting and serving as members of the school council show the pupils how their views can be represented and acted upon and further develops their awareness and ideas of citizenship. The impact of the school council on social issues relating to school life is very positive and productive. For example the school playground has now been “zoned” at lunchtimes to allow different activities to be engaged in safely.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
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	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
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	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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

*poor (6); very poor (7).*