

INSPECTION REPORT

**NORTHFIELD JUNIOR, INFANT AND NURSERY
SCHOOL WITH AUTISM RESOURCE**

Pontefract, West Yorkshire

LEA area: Wakefield

Unique reference number: 130859

Headteacher: Mrs Kathryn Jarvis

Lead inspector: Mr Chris Green

Dates of inspection: 17th – 20th May 2004

Inspection number: 257052

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	225 (201 full-time equivalents)
School address:	Northfield Lane South Kirby Pontefract West Yorkshire
Postcode:	WF9 3LY
Telephone number:	01977 723820
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Appropriate authority:	Governing body
Name of chair of governors:	Barbara Mawtus
Date of previous inspection:	18 th May 1998

CHARACTERISTICS OF THE SCHOOL

Northfield Junior, Infant and Nursery School with Autism Resource is an average sized primary school. There are 225 children altogether (132 boys and 93 girls), including 48 who attend the Nursery on a part-time basis. Less than two per cent of pupils have ethnic minority backgrounds and very few have particular needs in learning English as an additional language. There are very few pupils in public care. There is a significant level of pupil mobility with 33 per cent joining or leaving the school other than at the usual times of admission or transfer. As they enter the Nursery, children's social skills and levels of language and mathematical development are well below the levels usually shown by most three year olds. There is a greater than average number of pupils with special educational needs. There are 13 children with statements of special educational need, 10 of whom are on the autism spectrum and are provided for through the autism resource base. There are a further 39 pupils on the special educational needs register. About one in three pupils has free school meals which, with other census information, indicates that the area served by the school is one of well below average social and economic conditions. The school was last inspected in 1998, received a School Achievement Award in 2000 and the Investors in People Award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2771	Christopher Green	Lead inspector	Mathematics Geography History Music Physical education Religious education English as an additional language Personal, social and health education
13448	Dawn Lloyd	Lay inspector	
20655	Beryl Rimmer	Team inspector	Foundation Stage English Art Design and technology
17368	Geoffrey Lewis	Team inspector	Special educational needs Science Information and communication technology

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REPORT CONTENTS	Page
PART A: SUMMARY OF THE REPORT	7
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	10
STANDARDS ACHIEVED BY PUPILS	
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Northfield Junior, Infant and Nursery School with Autism Resource is providing a **satisfactory** standard of education. High levels of care and genuine concern for the welfare of pupils are paramount. It has many **good** features, particularly the headteacher's commitment to inclusion. There are **very good** relationships between pupils and adults. Pupils are well behaved and have positive attitudes to school life and learning. The provision for pupils with autism is **good**. The school is trying to improve **below average** standards in English and mathematics and there are indications that efforts are being effective. Nevertheless, the school has **serious weaknesses** in achievement and leadership. The low achievement of pupils stems from the **unsatisfactory** assessment of what pupils have and have not learned. Leadership by the headteacher, the deputy headteacher and the English, mathematics and special education needs co-ordinators has not been effective in dealing with the causes of low achievement in English and mathematics throughout the school. The school gives **less than satisfactory** value for money.

The school's main strengths and weaknesses are:

- Standards of achievement are too low in English, mathematics, history and geography.
- Very good relationships between pupils and adults result in pupils having positive attitudes to learning.
- Unauthorised absence by pupils is too high.
- Teaching in the Nursery, in Year 2 and for those pupils with autism is good.
- Marking, assessment and the tracking of pupils' progress are unsatisfactory.
- Teaching does not challenge the pupils appropriately for enough of the time.
- There are too few opportunities for pupils to work independently and apply the skills they learn.
- The headteacher's commitment to promoting inclusion and equality is good.
- Key aspects of leadership and teamwork are unsatisfactory.

Improvement since the last inspection has not been sustained. Since 1998, there has been a rise and then a decline in standards. Aspects of the two key issues reported have received attention. However, there are still outstanding issues pertaining to the effectiveness of strategies for managing the school's curriculum, particularly in relation to assessment. This contributes to the school's serious weaknesses.

STANDARDS ACHIEVED

As a result of good teaching in the Nursery, children achieve **well**. Despite this, few reach expected levels in English and mathematics as they enter Year 1 because they have so much ground to make up. Achievement is **unsatisfactory** both in Years 1 and 2 and 3 to 6. Although there are indications of improving standards by the end of Years 2 and 6, standards are still **below average** in English, mathematics and information and communication technology (ICT). Standards in history and geography are also **below average**. In science, art, and religious education, standards are **average** and generally in line with expectations. Achievement in personal, social and health education (PSHE) is **good**. Standards were not judged in music, physical education and design and technology due to timetabling constraints.

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

*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.*

In addition to the good progress of the pupils in the autism resource base, pupils with special educational needs make satisfactory progress. Pupils make unsatisfactory progress in English and mathematics. Most pupils have satisfactory achievement levels in science, ICT, art and religious education.

Language, literacy and numeracy skills are used in a range of subjects and help contribute to the pupils' achievement, especially in reading. Writing skills are often not well developed and so pupils do not apply them well. Too few opportunities are planned to support pupils to use and extend their writing in other subjects independently. Similarly, the pupils' skills in numeracy and measurement are not used enough in other subjects. Pupils' ICT competencies are satisfactory by Years 2 and 6.

Provision for pupils' personal development is **good**. The pupils have positive attitudes towards school, and they behave well. Their attendance is average although unauthorised absence is high despite sustained efforts by the school to improve this. Punctuality is satisfactory.

QUALITY OF EDUCATION

The quality of education is **satisfactory**. Overall the teaching is **satisfactory** but there are some **unsatisfactory** lessons and too little of the teaching is good. Most of the good teaching is in the Nursery, Year 2 and the autism resource base. Throughout the school teachers and their assistants have very good relationships with the pupils. They ensure that the pupils are well supported and behave well in lessons and around the school. Planning of lessons against the requirements of the National Curriculum is good. However, marking and the assessment of pupils' prior learning are not carried out thoroughly enough and so cannot be used effectively in planning for their next steps. Teachers and assistants are good at giving appropriate encouragement but expectations and the levels of challenge are too often below what they should be. Pupils are not helped to work independently enough. The curriculum is broad and balanced. Opportunities for enrichment through extra-curricular activities are **unsatisfactory**. Pupils are cared for **very well**. A wide range of **good** quality information is available for parents. Arrangements for pupils transfer to secondary school are **good**.

LEADERSHIP AND MANAGEMENT

Leadership and management are **unsatisfactory**. The headteacher's commitment to promoting inclusion and equality of opportunity is good. However, key aspects of leadership are not effective. There is a lack of clarity over how the school is to achieve the aspirations set out in its aims. Although there are signs that achievement is improving by Year 6, teamwork by the senior staff has not secured sufficient improvement in important areas, particularly in English and mathematics. Governance is satisfactory. The governing body ensures that the school fulfils its statutory duties and well understands most of the school's strengths and weaknesses. Evaluation is satisfactory overall but taking effective action to improve provision is too slow.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are pleased with the school and with many of the things that it does. A significant number express some concerns. Inspection findings are that some of these concerns are justified and some are not. Children's views are very positive. They like the headteacher, teachers and staff, and feel they are treated fairly and that they are helped in their work and life at school.

IMPROVEMENTS NEEDED

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

- Raise standards of achievement in English and mathematics and in history and geography.
- Improve the impact of leadership by improving teamwork across the senior staff.

- Improve teaching and learning so that all lessons are planned to meet the different needs of all groups of pupils.
- Improve marking and assessment and their use in planning appropriately challenging work for all groups of pupils for more of the time.
- Increase and improve opportunities for pupils to work independently and to apply their skills.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is **unsatisfactory** both in Years 1 and 2 and Years 3 to 6.

Main strengths and weaknesses

- Children in Nursery and pupils with autism achieve well.
- Standards achieved in English, mathematics, history and geography are too low.

Commentary

1. As children enter the Nursery their social skills and their levels of language and mathematical development are well below average. As a result of good teaching, the children achieve well and make good progress, although the majority enter Year 1 still achieving standards below those expected for their age because they have so much ground to make up. Pupils with autism also make good progress because their needs are carefully assessed and their performances are tracked through to their next stages of learning.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	13.1 (12.3)	15.7 (15.8)
Writing	12.0 (12.3)	14.6 (14.4)
Mathematics	14.6 (13.6)	16.3 (16.5)

There were 27 pupils in the year group. Figures in brackets are for the previous year

2. The table above shows that results in 2003 at the end of Year 2 were well below average in reading, writing and mathematics. Pupils' standards are still judged to be below average.
3. Although pupils are able to explain their work with confidence and thoughtfulness, achievement in Years 1 and 2 is unsatisfactory. This stems from the unsatisfactory assessment of what pupils have and have not learned. Therefore, planning for the next steps in their learning does not take sufficient account of what they already know, understand and can do.
4. Since the last inspection, the trends in the standards achieved by Year 6 in test results showed significant improvement up to 2000. Since then results have declined and are below those of other schools.
5. The table below shows that in 2003 the performance of pupils at the end of Year 6 in English was low, and in mathematics and science well below national averages. It shows a decline in results compared with the previous year. Standards across Years 3 to 6 are below average in English, mathematics, history, geography and ICT, although achievement in ICT is satisfactory. In science standards are currently average by Year 6.

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

Standards in:	School results	National results
English	22.8 (25.1)	26.8 (27.0)
Mathematics	23.5 (25.1)	26.8 (26.7)
Science	26.2 (26.6)	28.6 (28.3)

There were 39 pupils in the Year group. Figures in brackets are for the previous Year

- Achievement from Years 3 to 6 is unsatisfactory. Teaching, whilst planned appropriately against National Curriculum requirements, does not take sufficient account of what the pupils have already learned. This results in pupils making less than satisfactory progress. Pupils find difficulty in tackling the more demanding aspects of subjects when analysis and interpretation are required, for example in English, mathematics, history and geography. Close support from teachers and teaching assistants in helping pupils with their speaking, listening and reading skills is bringing signs of improvement. However, pupils do not show enough independence in taking responsibility for their own achievement as they move through the school. They achieve better in science, ICT, art and religious education where higher skills in reading, writing and mathematics are less central to success.
- Pupils with autism achieve well. Their achievement is good because the targets for their development and learning are based on a careful assessment of their needs, set out clearly and reviewed carefully. Achievement is not so good for those other pupils who have special educational needs because the target setting and review process is not well managed for them across the school. Their achievement and progress are satisfactory. This is because the support provided by teachers and teaching assistants towards them reaching those targets that are set in their individual education plans is good and pupils are keen to do well.
- Pupils with the potential for average and above average performance do not achieve well enough overall. This is caused by weaknesses in the assessment and tracking of their progress which result in them not being challenged appropriately for enough of the time.

Pupils' attitudes, values and other personal qualities

Pupils behave **well** and have **positive** attitudes to learning. Attendance is **satisfactory**, but there is too much unauthorised absence. Provision for pupils' social and moral development is **good**, provision for their spiritual and cultural development is **satisfactory**.

Main strengths and weaknesses

- Behaviour is good due to well-established expectations and routines.
- Very good relationships between pupils and adults result in positive attitudes to learning.
- Unauthorised absence is too high.

Commentary

- Because teachers make clear what kind of behaviour they expect, both in the classroom and around the school, pupils know what they are supposed to do and respond accordingly. Teachers adopt a consistent approach to behaviour, giving rewards appropriately in line with the school's agreed policy, and, if necessary, imposing the agreed sanctions. Consequently, pupils are developing a good understanding of the principles of right and wrong. Younger pupils know that being good is right and being naughty is wrong. By Year 6, they understand the few simple, straightforward rules that they are asked to observe and find them sensible and reasonable. Most pupils are motivated by the possibility of earning rewards. Older pupils are

more proud of earning their teacher’s approval, which shows their growing maturity and developing moral sense. Last year, one boy with severe behavioural problems was excluded from school on four occasions, but he has now left the school and there have been no exclusions since.

- Relationships throughout the school are invariably very good. Being with their friends is one of the things that pupils like best about school. They get on well together, taking turns and sharing equipment in classrooms and playing happily together outside lesson times. Pupils are polite, friendly and considerate, both with one another and with adults. Those with special educational needs are well integrated into the daily life of the school including pupils from the autism resource base. The very good relationships that teachers have established in class result in a relaxed, happy atmosphere which encourages high levels of interaction in lessons. Pupils are eager to answer questions and are confident to offer suggestions and opinions. They listen respectfully to the views of others and enjoy celebrating success, for example, when awards are given out in assembly. Younger pupils inevitably experience occasional ‘fallings out’, which some perceive as bullying, but during the inspection there was no evidence of unkind behaviour and the older pupils were adamant that bullying is not an issue in the school. The caring and inclusive ethos of the school, together with an emphasis on the importance of good relationships, which is an intrinsic part of assemblies and class discussions, contribute positively to pupils’ social development.

Attendance

Attendance is similar to that found in most primary schools and the punctuality of pupils is **good**.

Attendance in the latest complete reporting Year (%)

Authorised absence		Unauthorised absence	
School data	4.6	School data	1.3
National data	5.4	National data	0.4

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

- Although most pupils have good records of attendance and overall figures are similar to those found in most primary schools, unauthorised absence is too high. The school works hard to impress upon pupils and parents the importance of regular attendance, but too many parents still insist on taking pupils on holiday during term time, which adversely affects their learning. In addition, figures for unauthorised absence are inflated because some parents fail to comply with requests for information about why their children are not in school. Pupils report overwhelmingly that they like attending school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory**.

Teaching and learning

Teaching and learning are **satisfactory**.

Main strengths and weaknesses

- Teaching and learning in the Nursery, Year 2 and for those pupils with autism is good.
- Teachers and assistants encourage pupils to be attentive and to behave well in lessons.
- The marking, assessment and tracking of pupils’ progress are unsatisfactory.
- Teaching does not challenge pupils appropriately for enough of the time.
- There are too few opportunities for pupils to work independently and to apply the skills they learn.

Commentary

12. The quality of teaching and learning has declined since the last inspection. As the table below shows, one lesson in ten has unsatisfactory features and one in three has teaching which is good or better. Therefore, not enough of the teaching is good. More effective teaching is seen most often in Nursery, Year 2 and with pupils with autism. However, good lessons are taught in all year groups. These better lessons are well planned to meet the different learning needs of most groups of pupils and engage the pupils' interests well.
13. Other satisfactory lessons are well planned against National Curriculum requirements and are presented in a variety of ways which are encouraging to the pupils. The teaching in these lessons ensures that the pupils are attentive, behave well and concentrate appropriately on their tasks. Teaching assistants support learning well and they are particularly successful in helping pupils with their reading and those who have special educational needs.
14. The reasons that more lessons are satisfactory rather than good are that the marking and assessment of pupils' work and progress are not carried out with sufficient thoroughness and rigour. Consequently, the planning for these lessons, and particularly for those which are unsatisfactory, does not take sufficient account of what different groups of pupils have already learned, and so the teaching lacks appropriate levels of challenge. What the pupils know, understand and can do is not tracked well enough over time. Therefore the achievement for many is not as good as it should be, especially in English, mathematics, history and geography.
15. Speaking, listening and basic reading are generally taught well through encouraging children to describe, explain and share personal experiences. Handwriting is also taught well. It is the more advanced skills of reading and writing, and the application of literacy and numeracy in more demanding contexts, which are not taught well due to the weaknesses described. Individual lessons in English and mathematics have good features and teaching in science, ICT, art, history, geography and religious education is usually satisfactory.
16. Relationships between pupils and between pupils and adults are invariably good. These produce a good atmosphere of openness and security which is good for teaching and helps pupils to learn. However, in some cases, pupils retain a high level of dependence on teachers and their assistants. Pupils are presented with too few opportunities to become increasingly independent and able to use the skills they learn. They are not used to selecting from a range of resources to help them with ideas and to improve the accuracy of their work.

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	1 (3%)	12 (32%)	21 (55%)	4 (11%)	0	0

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

The curriculum

The quality and range of learning opportunities meet statutory requirements and are **satisfactory**. Opportunities for enrichment are **unsatisfactory**. Accommodation and resources for learning are **good**.

Main strengths and weaknesses

- The curriculum is broad and balanced with equality of opportunity for all pupils.
- The range of visits, visitors and extra-curricular clubs and activities is unsatisfactory.
- Spacious, very well maintained accommodation creates a good learning environment.

Commentary

17. The school has successfully maintained the generally broad and balanced curriculum that was seen at the time of the last inspection and provides equality of opportunity for all pupils. Children in the Nursery and Reception classes enjoy a good range of interesting activities. The school acknowledges the need to develop more continuity between what is taught in these classes and what is taught in the first year of main school. Planning throughout the school is matched well to the requirements of the National Curriculum.
18. The curriculum is sometimes enriched by visits to places of educational interest, and by visitors to school. For example, an Indian dancer provided a stimulating experience for pupils and helped them to appreciate a different culture and set of different customs. However, while some pupils have visited the local church and shops as part of their religious education and geography work, other visits to enhance their classroom learning, such as the annual residential visit, have been curtailed. Extra-curricular activities such as the homework and reading clubs are good. However, the availability and uptake of other opportunities are too limited when compared with those offered by most schools. Opportunities for pupils to develop skills and interests to support and extend their formal learning are therefore unsatisfactory.
19. The school benefits from a spacious, airy building and extensive grounds. Attractive displays of pupils' work enhance the learning environment. In spite of its age, the building is very well maintained and standards of caretaking are high. The newly built ICT suite is a useful addition and is used well. Spare classrooms and shared areas enable small groups to work undisturbed. There is a large, multi-purpose area that is used for a range of activities and for special events, such as the INSPIRE morning, when parents of Year 5 pupils took part in a variety of mathematics-based activities with their children. This area also houses the library, but the collection of books is inadequate and most pupils seem unaware of them.
20. There are sufficient staff to meet the demands of the curriculum, although the high turnover of teachers in recent times has had a detrimental effect on the way parents see the school's effectiveness. This is not justified. Support staff are well trained and make a useful contribution to pupils' learning.

Care, guidance and support

The school looks after pupils well and has **very good** care arrangements to ensure their health and safety. Support and guidance for pupils, based on monitoring of their academic performance, are **satisfactory**. Systematic ways of taking pupils' views into account are **still to be developed**.

Main strengths and weaknesses

- The school takes great care to provide a safe, healthy environment for all pupils.
- Staff know pupils very well and have genuine concern for their personal welfare.
- Carefully planned induction arrangements make it easy for pupils to settle into school.

Commentary

21. Staff and governors are very conscious of the need to ensure the well-being and safety of the pupils and of everyone who works in or visits the school. Consequently, meticulous attention is paid to creating a secure environment. There are regular checks in accordance with the health

and safety and risk assessment policies. Pupils are taught about road safety and fire prevention and are encouraged to adopt a healthy lifestyle, for example, in choosing healthy options at mealtimes, in buying fruit snacks at playtime and through the constant availability of water to drink throughout the school day. There are good arrangements for first aid and routine medical care, and appropriate procedures for child protection are in place. Pupils are very well supervised at all times and teachers are careful to follow and to emphasise safe practices in lessons, such as in physical education, science and design technology.

22. Relationships between children and adults throughout the school are very good. Pupils feel confident that, if they have a problem of any kind, there is an adult to whom they can turn for help. The genuine concern that staff show for the well-being of pupils makes them feel secure and comfortable. Consequently, the pupils can concentrate well on their lessons.
23. Parents are particularly pleased with the way staff help pupils to settle quickly and easily into school life when they first start school. Home visits enable teachers to collect basic information about children, which is then used to plan suitable experiences for them. Parents and carers are encouraged to stay with their children at the start of the school day, helping them in the cloakroom and sharing initial activities with them. As pupils become more familiar with daily routines, they gradually develop more self-reliance. When pupils join the school at other times, there are good arrangements to introduce them to their teachers and to make them feel at home. Pupils who came into the school recently were very pleased that they had easily made friends and become part of the school community.

Partnership with parents, other schools and the community

Links with parents and with the local community are **satisfactory**. Links with other schools and colleges are **good**.

Main strengths and weaknesses

- The school provides a wide range of good quality information for parents.
- Concerns are expressed by a significant number of parents about aspects of the school's provision.
- There are good arrangements to ensure a smooth transition to secondary school.

Commentary

24. The school has several methods of helping parents to understand what their children are learning and how well they are succeeding. Written information includes a helpful prospectus, set out in a straightforward, welcoming style, which encourages new parents to support their children's learning and to become involved in the life of the school. The 'Parents' Information Point', an attractive display of information relevant to parents, is a thoughtful addition. Many parents take advantage of daily opportunities for informal discussion with class teachers, while formal consultation evenings are well attended. Specially arranged meetings to explain the national tests (SATs), or to show how subjects such as numeracy or topics such as drugs awareness are taught, have been appreciated by those parents who attended. The school has been disappointed at the limited response to these initiatives. The use of the INSPIRE programme, which allows parents to participate in classroom activities alongside their children, has been particularly successful.
25. Although most parents are supportive of the school and are pleased with many of the things it does, a significant number have concerns. Many parents who completed the pre-inspection questionnaire, or attended the pre-inspection meeting, were unhappy with the way the school is led and managed, and did not feel that parents' views were taken into account. They felt that they did not receive sufficient information about pupils' progress and did not always feel comfortable about approaching the school. They also criticised the narrow range of activities outside lessons.

26. The inspection team finds that there is a degree of justification for some, but not all, of these concerns.
27. The school improvement plan already acknowledges the need to work more closely with parents and has identified some specific ways of doing this. There are no formal ways of seeking parents' views at present, although the school takes heed of informal comments made to class teachers and hopes to expand the role of parent governors in identifying and representing the opinions of all parents.
28. Information about pupils' progress is provided through consultation meetings, informal daily contacts with teachers and the annual written report. Annual reports are detailed and informative. They clearly describe pupils' strengths and weaknesses and what they need to do to improve. Class teachers, support staff and office staff adopt a friendly and welcoming approach to queries and concerns and make a point of contacting parents directly to discuss both academic and personal issues. Those who have been at the school for some time know pupils and their families well, and use their knowledge and understanding to provide support where it is needed. There is a need to ensure that informal communications do not confuse or undermine the school's agreed practices and procedures.
29. The range of extra-curricular activities offered to pupils is unsatisfactory. The school is exploring ways of increasing the number of clubs and activities open to pupils.
30. Links with the main receiving high school are good and there are good arrangements to make the transition from primary to secondary easy for pupils. Year 6 pupils take part in the standard day's visit, to become familiar with the new environment and routines, while visits to Northfield by staff from the secondary school ensure that relevant information is passed on to enable pupils to settle easily into their new classes. A series of special work topics, led by secondary teachers after Year 6 pupils have completed national tests, helps to provide curriculum continuity, so that work is not repeated and pupils can begin their new studies at an appropriate point.

LEADERSHIP AND MANAGEMENT

Leadership and management by the headteacher and key staff are **unsatisfactory**. The governance of the school is **satisfactory**. The effectiveness of management is **satisfactory**.

Main strengths and weaknesses

- The headteacher's commitment to inclusion and equality of opportunity is good.
- The leadership and management of the autism resource are good.
- Key leaders lack a sense of shared strategy to secure improvements.
- The effectiveness of leadership in raising achievement is unsatisfactory.
- The school gives less than satisfactory value for money.

Commentary

31. The headteacher's commitment to ensuring that the school has an inclusive ethos and provides equality of opportunity for pupils is good. This commitment has brought about many of the good features of the school, particularly the very good relationships which exist between pupils and staff and the work of the autism resource as an integral feature of the school. During the inspection the school was inducting a pupil who had been excluded from another school. The positive attitudes shown and the understanding manner in which this pupil was received demonstrate the effectiveness of this commitment in action. Similarly, the school shows proper commitment to the professional development of its teachers and to teachers in training.

32. The leadership and management of the autism resource are another example of how the school is facing its commitment to inclusion and equality with success. The leadership by the teacher in charge is good, within the overall direction set by the headteacher.
33. The headteacher and those staff with key responsibilities are not working well together to secure the improvements in standards that are required. The senior team does not have a consistent and coherent strategy to take action to deal with weaknesses in those aspects of the school's provision which need the most improvement. The team of headteacher, deputy headteacher, and the English, mathematics and special education needs co-ordinators have not been effective in dealing with the causes of low achievement in English and mathematics throughout the school.
34. Whilst some management systems for monitoring and evaluating provision are satisfactory, the ability of the senior team to take effective action based on the information gained has been too limited. For example, too little has been done to improve the assessment and tracking of pupils' progress across the school. Those co-ordinators leading English, mathematics and special educational needs have not used the information available to help teachers plan for the specific needs of different groups of pupils. Aspirations set out in the school's aims have not been achieved.
35. The governors support the school rather better than they challenge it. Their commitment to the school and their relationships with pupils, parents, staff and the community are good. Overall their contribution is satisfactory. They have taken action to ensure that the school meets its statutory duties but their involvement in the oversight and management of special educational needs, and the sparse information they receive from the special educational needs co-ordinator in the mainstream of the school, is unsatisfactory.
36. The school operates efficiently on a day-to-day basis. Pupils benefit from the well-established routines. Office practices are well established with clear routines. However, resources of staff and facilities are not identified, deployed or monitored in such a way as to address weaknesses effectively and so do not ensure best value. The school therefore gives less than satisfactory value for money.

Financial information for the Year April 2003 to March 2004

Income and expenditure (£)	
Total income	593102
Total expenditure	548854
Expenditure per pupil	2730

Balances (£)	
Balance from previous Year	21653
Balance carried forward to the next	65901

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **satisfactory** overall.

Main strengths and weaknesses

- Provision for children's personal, social and emotional development is a strength.
- Teaching in the Nursery is good.

Commentary

37. There have been significant staff changes in the Foundation Stage. The new co-ordinator of a few weeks has inherited a well-established curriculum with good planning and organisation. She is managing well and provides good leadership, although there have, as yet, been few opportunities to contribute to whole-school developments. The provision for personal, social and emotional development is good and is a strong feature of the school.
38. The youngest children in the Nursery, known as Early Foundation Stage, receive a good start to their school life because of consistently good teaching. In the Reception class, known as the Late Foundation Stage, there are fewer adults with experience in the needs of the age group. There is, however, very good teamwork, and teaching is satisfactory overall.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Routines and high expectations of behaviour are quickly established.
- Good opportunities are given to develop children's independence.

Commentary

39. Children enter the Nursery at the age of three with their levels of personal, social and emotional development generally well below those usually found. They settle happily in the Nursery because of the good relationships established through home visits and good levels of information for parents. Children soon become familiar with the pattern of the day and know what is expected of them. They are reminded to put up their hands and to say 'please' and 'thank you' at appropriate times. Teaching is good overall and at times, in the Nursery, very good. The teacher and nursery nurse deal calmly and respectfully with inappropriate behaviour.
40. Children in Reception follow directions well because teaching makes frequent use of praise and encouragement and continues to emphasise the importance of listening and taking turns. There are good systems for children to care for themselves and their belongings. They develop early independence well. They are given real responsibilities, such as giving out the milk in the Nursery and taking the register to the office in Reception. Many, however, find sharing resources difficult and rarely use their initiative. There is a suitable balance between adult direction and opportunities for children to initiate activities. Achievement is good, although the majority do not reach the expected early learning goals in this area by the time they reach Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- Speaking and listening is developed well.
- Basic skills of reading are taught well.
- Writing tasks not always matched closely enough to children's abilities in Reception.

Commentary

41. Children start school with poor speaking skills. Their vocabulary is limited and their speech often unclear. They achieve well but by the end of Reception, standards remain below the expected early learning goals. In the Nursery, adults make skilful interventions during activities. They involve themselves in children's play and make very good use of questioning to extend children's replies. As a result, children make good gains in their speaking skills.
42. Children enjoy books and are keen to share their stories with one another and adults. In the Reception, enthusiastic and imaginative introductions further the enjoyment of stories. Children soon learn to recognise their names and the sounds of letters because of the systematic teaching of phonics. This helps them to make a good start on a formal reading scheme. The most able begin to recognise rhyming words. There are good opportunities for children to enjoy a variety of mark-making activities, including writing on a blackboard and making their own postcards in the Nursery.
43. In the Reception class children write their own names as part of registration and try very hard to make sentences and form their letters correctly. Although some reach a good standard, for many children these formal tasks are tackled too soon. They would benefit from more regular access to a wider range of pre-writing activities. Teaching is satisfactory overall.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- A good variety of practical mathematical activities aids progress.
- There is good use of mathematical vocabulary.

Commentary

44. When children enter the Nursery, they demonstrate a broad range of mathematical ability. Initial assessments show the majority have standards well below those expected. Children join in number games and rhymes, such as 'Five Speckled Frogs', with enthusiasm, gaining a sense of the principles of subtraction. Adults involve children effectively in practical tasks of counting and ordering during daily activities. For example, children accurately count the numbers present to help fill in the register and inform the school office. They achieve well and in the Reception class, they confidently count forwards to and backwards from 20. Teaching is good and prepares children well for Year 1, by using the format of the National Numeracy Strategy. Adults make good use of mathematical vocabulary, reinforcing number names, and comparative and positional language, such as 'shortest' and 'longest' and 'higher' and 'lower'. By the end of Reception, in spite of good levels of achievement, the majority of children reach standards still below those expected of most children nationally.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- There are interesting and stimulating activities and resources for independent exploration.
- Good use of resources challenge children's thinking.
- There is a lack of challenge for higher attaining children.

Commentary

45. Children in the Nursery come to school with mostly low levels of knowledge and understanding of the world. Teachers provide good opportunities for children to investigate, experiment and explore objects and materials and the environment close by. There is an interesting range of worthwhile practical activities and visits. Outdoors, for example, children carefully water the plants in their garden and absorb themselves in washing cloths in different kinds of soap solutions and hanging them out to dry. Older children learn about the past when they compare washdays today and in Victorian times. In response to challenging questioning, one able child recognised the significance of electricity; another commented about a replica of a mangle, "it squashes all the water out", showing high levels of knowledge and understanding. Occasionally, there is a lack of relevance in the work and it is insufficiently matched to children's interests and aptitudes. Teaching and learning are satisfactory overall, and children achieve appropriately. By the end of Reception, the majority of children achieve standards below those expected.

PHYSICAL DEVELOPMENT

Provision is **satisfactory** overall.

Main strengths and weaknesses

- The comprehensively planned programme develops co-ordination and control.
- Outdoor space offers good opportunities for development of skills.

Commentary

46. Attainment on entry to the Nursery is below average. There is a programme of physical activities in the hall and planning shows that children build on previous work, gaining in skill. The recently developed outdoor space provides a safe surface for a range of activities, including the use of wheeled toys and climbing equipment. Children learn to handle and manipulate small construction equipment, scissors, brushes and writing tools with increasing control. They enjoy constructing with large blocks, showing imagination and developing spatial awareness well. There is a wide range of ability, with the majority of children showing an appropriate sense of space. Teaching is satisfactory and children achieve appropriately. By the end of Reception, the majority of children reach standards below those expected.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Children show an increasing ability to use their imaginations through role-play.
- Children experience a wide range of materials and media.

Commentary

47. Attainment on entry to the Nursery is well below average. Imaginative displays in the Nursery and the good use of resources in Reception encourage children to be creative and to confidently participate in role-play activities. Children are keen to involve adults in their play as they act out familiar situations, such as being by the seaside. There are good opportunities in the Nursery for children to experiment with colour, texture and shape. They have regular and frequent access to painting easels where they express their ideas with confidence and imagination through a wide range of media and materials. They produce lively drawings, illustrations, models and paintings. The youngest children achieve well in the Nursery because of consistently good teaching. Resources and opportunities are more limited in the Reception class and there is a slowing of progress. Teaching and learning are satisfactory overall and children achieve appropriately. By the end of Reception, children reach below the expected standards of the age group.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **unsatisfactory**.

Main strengths and weaknesses

- Standards are below average and achievement is unsatisfactory.
- There has been an improvement in reading standards.
- Subject leadership and management lack rigour.
- Assessment is not used sufficiently to match pupils' work to the next steps in their learning.
- Higher attaining pupils do not achieve as highly as they should.
- Teaching assistants provide good support for lower attaining pupils.

Commentary

48. Results in the national tests in 2003 for Years 2 and 6 showed standards well below average. Very few pupils reached the higher levels. This represents a significant decline in standards reported at the time of the last inspection. Current standards are still below average but show signs of improvement. Achievement by Year 2 and by Year 6 is unsatisfactory.
49. Pupils enter Year 1 with below average language skills. By the end of Year 2, they listen and follow instructions well because of teachers' insistence on good behaviour. They have a limited vocabulary and their responses are often restricted to one-word or short answers. By the time they reach the end of Year 6, pupils respond to questions appropriately and express themselves with confidence, but only a minority offer extended ideas, use correct forms of speech or articulate their thoughts well.
50. Standards of writing are below average and achievement is unsatisfactory by Years 2 and 6. By Year 2 pupils are confident to write about their experiences or re-write stories because of high levels of praise and encouragement from teachers. They have, however, a limited understanding of sentence construction. Only a small minority of pupils punctuate their work accurately. Basic errors, including spelling mistakes, are not corrected enough, although pupils' work is positively marked. Handwriting is good by the end of Year 2 where the teacher has high expectations. By the end of Year 6, pupils express themselves freely and the most able often write lengthy stories and accounts. They enhance their writing by skills such as developing interactions between characters, varying their sentence openings and searching for synonyms. However, the pupils do not achieve work which is sufficiently extended or analytical.

51. In reading, standards are below average but are improving. Achievement in the basic skills of reading is satisfactory. Pupils in Years 1 and 2 benefit from a carefully structured reading scheme and support from additional initiatives linked to the National Literacy Strategy. By the end of Year 2, most pupils read simple texts accurately with appropriate grammatical awareness. They enjoy reading and take pride in their progress. Pupils have frequent opportunities to read to adults and in allocated times in lessons and achieve satisfactorily overall. By Year 6, pupils read aloud with confidence, fluency and accuracy and discuss motives and feelings. They do not readily recall the names of authors or poets. The introduction of boxes of storybooks for the homework reading club has enhanced provision and led to an increased enthusiasm for reading. Reading records, whilst positive and encouraging, contain too few pointers for improvement and pupils have little awareness of what they need to do to improve their skills.
52. The subject leader works hard to collect a wide range of data about pupils' attainment in reading and writing but analysis has not provided a clear enough focus for action. Not enough time has been allocated for the effective monitoring of teaching and learning to ensure that there is a cohesive approach as pupils progress from one year group to the next. There has been a lack of rigour in implementing strategies to bring about a drive for higher standards. For example, a new marking policy has only recently been implemented. The school has made literacy a high priority. It has a well-organised and established curriculum based on the National Literacy Strategy which provides a sound framework.
53. Assessment information is not used sufficiently in planning so this is not based on what pupils know, understand and can do. Apart from this major weakness, teaching during the inspection was consistently secure in many other aspects. The quality of teaching and learning is satisfactory overall. Lessons are well structured with clear objectives and tasks.
54. Higher attaining pupils do not reach the higher levels of which they are capable because there is a lack of suitable challenge in many classes. Pupils with special educational needs and those with lower attainment are supported well by teaching assistants. This has led to good progress in reading throughout the school. Pupils supported through the autism resource make good progress in English.
55. The good use of teaching assistants to support individuals has led to good progress in reading. Teaching assistants make a significant contribution, particularly for pupils with special educational needs and those of lower ability. They have contributed well to the good progress in reading. Initiatives such as reading clubs are a positive feature, encouraging an interest and enjoyment of reading between the youngest and eldest.

Language and literacy across the curriculum

56. Pupils have suitable opportunities for speaking and listening across the curriculum, such as in science and history. Booklets on projects the pupils have completed and their work on display show high standards of handwriting and presentation. There are few exciting opportunities for writing which involve the use of analysis and interpretation for genuine and relevant purposes.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Standards are well below average.
- Pupils' achievement is mostly unsatisfactory.
- The teaching of mathematics is mostly satisfactory although there are serious weaknesses in the assessment of work and the tracking of pupils' progress.
- Leadership of mathematics is unsatisfactory.

Commentary

57. Inspection evidence and results in national tests show standards in mathematics are well below average. This represents a decline in standards reported in the last inspection when they were average. Compared to other schools, fewer pupils attain the higher levels in national tests, this was the situation reported at the last inspection.
58. Pupils' achievement is unsatisfactory. Lower attaining pupils and those who have special educational needs, including those with autism, have satisfactory achievement because they benefit from individual help from teaching assistants. For these pupils the spread of attainment is much narrower than normal and teachers and assistants are able to match work to pupils' level of understanding during the teaching sessions. The help provided by teaching assistants is responsive and flexible. However, higher attaining pupils cannot be catered for so readily. For these groups of pupils the spread of attainment is much wider and therefore planning needs to take more account of this. Weaknesses in the assessment of their previous work and in tracking their progress lead to achievement below what it should be.
59. Teaching is mostly satisfactory but too little attention is paid to what the pupils have already learned. Good use is made of the national guidance in planning and teachers ensure lesson objectives are clearly stated at the start of lessons. Pupils in Year 6 responded well to a good lesson which was designed to take account of their differing levels of understanding. One pupil carefully revised some previous work that had been closely marked by the teacher, whilst others prepared a range of costing options for different families to go on holiday. Very good support was provided by the teaching assistant across the groups of pupils which helped the teacher focus closely on helping particular pupils. In Year 1 pupils benefited from a well-organised practical measuring activity. Whilst this lesson achieved its objectives successfully, it did not extend the achievement of those pupils who already knew quite a lot about measuring length using standard units.
60. Subject leadership is unsatisfactory. There has been little consideration of arrangements that might dramatically improve the performance of pupils. The present co-ordinator has done too little to raise the profile of mathematics across the curriculum through the mathematics action plan within the priorities in the school improvement plan. Resources are often taken directly from sections of the national strategies with little to support the progress of pupils with different levels of achievement.

Numeracy across the curriculum

61. Pupils are provided with limited opportunities to improve their numeracy skills through work in other subjects. In geography numeracy skills are used in the collection of data and pupils learn to measure carefully in a range of activities. Teachers, now well trained, are confident in use of the ICT facilities. Classes now have at least one session each week based in the well-equipped ICT suite and this often involves the use of numeracy skills. This helps pupils to extend their mathematical understanding through access to ICT software.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils in Year 2 are attaining standards lower than those that are expected for pupils of a similar age.
- Pupils in Year 6 are attaining standards that are appropriate for pupils of their age and they make good progress, although not enough pupils attain higher standards.
- The attitude and application of the pupils to their science work are good and they behave well.

- Pupils with special learning needs are well supported.
- Assessment and its use to focus work for different groups of pupils are not established well enough to have a strong impact on learning.
- Resources are insufficient to support the curriculum effectively and there is not enough use of ICT.

Commentary

62. Pupils attain below national standards at the end of Year 2. Because they enter with levels below the national average this still represents satisfactory progress. By the end of Year 6 they are working at levels which are at the national level and many have therefore made good progress overall. However, the progress is not quick enough to ensure that the pupils with higher ability reach the levels that they should. This is because whole classes are spending time on activities which do not stretch those who are able to attain more. There is time spent on copying notes about scientific knowledge and experiments which does not take the more able pupils forward. Also, particularly for the older pupils, this does not encourage their independence in manipulating and using the language and ideas introduced through the teaching.
63. The pupils enjoy their science work and when asked to talk about what they are now doing or have done, do so with interest and enthusiasm. Their knowledge spans aspects of the living and material world and, as appropriate to different ages, they know about the way the body works and processes such as dissolving and the refraction of light. They respond well to practical investigations by paying attention to instructions and safety, observing carefully and recording what they see in an organised way. The older pupils confidently make and test predictions. The foundations for this confidence are laid in the knowledge and understanding introduced in the years up to Year 2. Pupils who have special learning needs also contribute well and respond positively to the support they are given. Those who have autism and spend time between the main school and the special provision are included in following similar curricular aims at an appropriate level.
64. The teaching is now well founded on a scheme that supports both progress and a good range of learning experiences. The value of this development was evident during the inspection as a new teacher had been able to take on the leadership of the subject with the help of the headteacher and without significant disruption. Teachers use this school scheme in their teaching effectively and this is a good level of improvement since the last inspection when no consistent plan was in use. The planning provides an opportunity for recording the work that pupils have covered and completed and helps to ensure continuity. These changes are beginning to have an impact on the way that work is reviewed and the feedback teachers give to groups of pupils with different learning needs. The improved planning is not yet linked effectively to the individual learning and progress of pupils. For example, when science books are marked, the marking usually refers to completion or presentation and does not set goals for improvement.
65. Resources are not good enough to promote good teaching and learning. For example, in two lessons seen, the ability of pupils to work in small groups was restricted because there were not sufficient stop-clocks or watches. The materials and equipment available do not match the ambition or scope of the planning. Pupils do not have sufficient opportunity, for example, to use digital instruments to record and analyse data or to see and record the world through a computer-linked microscope. There have been recent purchases of software to improve the contribution that ICT can make to the delivery of the science curriculum, and the school is beginning to develop a suitable bank of equipment.
66. The school has improved science provision since the last inspection by introducing a scheme which adds a structure to the teaching in individual year groups and classes and so improves continuity. The levels of performance have improved and the consistency of science teaching for the older pupils has been established, building on a sound foundation in Year 2.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Leadership is good.
- Pupils have good attitudes to learning about and using ICT.
- Staff have made good progress in incorporating ICT into areas of the curriculum.
- There are good foundations for assessing, recording and tracking pupils' achievement.
- The resources are not exploited fully to improve teaching and learning across the curriculum.

Commentary

67. The standards attained by pupils in Years 2 and 6 are below those expected for pupils of their age but they achieve satisfactorily. The attainment is limited because access to a wide range of ICT experience is not yet available in school. The ICT co-ordinator and staff have worked hard to improve the performance in this area of the curriculum both by developing their own skill and understanding and by improving the access of pupils to the facilities now provided. As a result, pupils make satisfactory progress in their learning.
68. The rate of progress in raising standards has been limited by persistent difficulty with the new computers and software in the school. Although substantial improvements have been made in accommodation and the computer stock of the school since 2002, it was January 2004 before the available machines were working properly and pupils could make consistent use of them. There is now a well-equipped and functional suite available for teachers and pupils to use. The use of computers in classrooms is still limited because they are not able to connect with the networks supplied by contract for the computer suite.
69. Teaching and learning are satisfactory with teachers making increasing use of ICT in their work as their own confidence improves. The use of digital technology is promoted well by the development of portfolios of pupils' work that, although not yet advanced enough to make a full contribution to monitoring, are already helping teachers to make judgements about standards and progress. Foundations for the assessment, recording and tracking of pupils' achievement are established. The installation of interactive whiteboards is planned throughout the school and teachers are making good use of the board already installed in the computer suite, now that it is working properly. Examples of the use of ICT to support learning are evident in teachers' planning across the curriculum and all age groups, but the breadth of its application is still narrow with respect to science, music and in the use of control technology.
70. There has been good improvement since the last inspection. Teachers have improved their own skill and confidence by participating in further training and have applied their knowledge and skills to teaching. The resources have improved and, despite interruptions, represent a significant change over time. The use of control technology is still limited but, overall, the use of ICT to support teaching and learning across the curriculum is now secured and set to improve.

Information and communication technology across the curriculum

71. Pupils are keen to make use of the ICT available to them and are enthusiastic about the success they are having in gaining new skills and understanding. For example, in Year 6, pupils are proud to show how effectively they have used clip-art, in layers on a graphics application, to enhance the presentation of poems they have written. In Year 2 the pupils are confident about finding their way through the icons on screen to edit the work they are doing. For example in a Year 2 class, each pupil developed a poster by drafting and re-drafting, using different scales of text, colour and composition to improve impact and clarity. Pupils are able to talk about and

demonstrate how they have used different styles of program, such as word processors and simple databases, and are attentive and careful as they learn about saving and retrieving work in different subjects.

HUMANITIES

History and Geography

Provision in history and geography is **unsatisfactory**.

Main strengths and weaknesses

- Pupils' low level of skills in interpreting ideas and in writing hinders achievement.
- Teaching uses interesting topics to help pupils' learning but resources are limited.

Commentary

72. Two lessons in geography and one in history were observed with teaching and learning being mostly satisfactory. Pupils' standards of achievement, however, are judged to be unsatisfactory. Analysis of pupils' past written work sharply reveals the impact of low standards in literacy. Also very little of the pupils' recorded work demonstrates that they have a sufficiently good command of the necessary skills of enquiry and interpretation which much of the programmes of study in the National Curriculum in history and geography requires.
73. Teachers ensure that these subjects are planned in the curriculum and encourage pupils in handling resources and sources of evidence. This leads to discussions that allow pupils to express opinions and make judgements about why things are as they are. Although pupils in Year 5 have learned about the Greeks, much of the pupils' writing reflects little independent thinking. Too much is merely descriptive. The work set for pupils in Year 5 in geography is interesting and appropriate and a lesson seen involved pupils in gathering data about recreation and leisure activities. This was done well and pupils used ICT to make files and graphs to organise their findings so that they might analyse the results. Although the teaching was satisfactory, the interpretation by the pupils demonstrated a lack of experience in this kind of analysis.
74. In Year 6, the level of interest and challenge was appropriate in a history lesson about the Egyptians and the finding of the tomb of Tutankhamun. Pupils learned from an account which gave an interpretation of the tomb's contents and discussed the 'whys' and 'wherefores' with good understanding. By contrast, a Year 3 geography lesson had little content and only used the page of an atlas to stimulate discussion and work about weather and climate in Britain and Europe.
75. Leadership of these subjects is unsatisfactory and the resources available do not include a wide enough range of sources of evidence for interpretation, maps and plans of various scales, and photographs of local and distant places and aerial views.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The locally agreed syllabus is used to plan interesting projects which are taught well.
- Pupils' skills in speaking and listening help them to achieve satisfactory standards.

Commentary

76. The curriculum is well planned due to the teachers' awareness of the work in the locally agreed syllabus. It is a new programme of work introduced in September 2003 and is based on two achievement strands: learning about religions, and learning from religions. Interesting work is planned which helps pupils to learn factual knowledge about world religions and to gain ideas and principles on which to base their personal behaviours, attitudes and values.
77. As a result, lessons in religious education and personal, social and health education (PSHE) encourage pupils to think about contemporary issues, how these affect their everyday lives and the deeper meanings of religious ideas for those people who belong to faith communities. The factual knowledge of the pupils is satisfactory because of the teachers' accurate preparation of their lessons and the way in which religious stories are brought to life. Invariably, ideas are brought to the immediate lives of the pupils and made relevant to life in multi-faith Britain and the world.
78. For example, Year 4 pupils used traditional stories from the Hindu faith as the basis for dance, music and work in clay, whilst learning about the behaviour and patterns of worship of those within that faith. A debate in Year 6 about special objects and special buildings effectively focused discussion on the possible contents of a personal 'memory box'. The discussion used ideas drawn from art history, for example the Wilton Diptych and the gathering and preservation of holy relics in churches. Other writing by Year 6 pupils, and discussion with them, about Chad Varah and his work with the Samaritans showed good range in their understanding. In Year 3, pupils closely followed the practices and saw the symbols used in the Jewish festival meal of Shabbat and learned effectively through observation and discussion.
79. Teaching, learning, achievement and leadership in religious education are satisfactory. Displays around school support the learning of religious education effectively.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

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

Main strengths and weaknesses

- Pupils have good opportunities to develop observational skills.
- Pupils with special educational needs achieve well.

Commentary

80. Only one lesson was seen, in a Year 2 class. Evidence from this lesson and from sketchbooks and observations of pupils' work, displayed to good effect around the school, shows that standards are in line with expectations both at the end of Year 2 and Year 6 and that achievement is satisfactory. By the time pupils leave the school they have experienced a suitable variety of materials, tools and techniques and have regular but infrequent opportunities to express their ideas through drawing, painting, printing, collage and two and three-dimensional materials. By Year 2, pupils use paint boldly and imaginatively. They show confidence and good use of line, shape and shading techniques following close observations of artists' work. There are individual examples of outstanding work, showing a well-developed sense of design and colour. Following a visit to a sculpture park, pupils create their own strong forms from clay.
81. The quality of teaching is good overall. The only lesson seen was well organised and prepared and the teacher developed skills and techniques effectively. She encouraged close and careful

observation and pupils distinguished well between artists' styles. They had difficulty recalling any names, however. Pupils in the school's autism unit focus on an artist a week and produce work based on a famous piece of art, such as *Sunflowers*. They paint in the style of Seurat. Their very well displayed work is imaginative and vibrant and shows pride in their efforts and high achievements.

82. No lessons were observed in **design and technology** although a wide range of children's work was seen, along with teachers' planning. The pupils' commentaries indicate that there is breadth of study in line with the requirements of the National Curriculum and that they are gaining experience of a range of materials and techniques. By the end of Year 6, pupils have experienced a limited range of focused, practical tasks. They have produced imaginative designs, and assembled and joined materials to develop their knowledge of making techniques to at least a satisfactory level. Year 6 pupils made musical instruments and designed a car to carry an egg. They used their knowledge of structures, propulsion and energy sources to move the vehicle, which they built themselves, from a suitable range of wood, paper and card.
83. Displayed work shows a high standard of finish. The most able pupils evaluate their designs well and make appropriate changes to improve the design. A pupil described the problems she encountered, comparing the slipping rubber band as being like "riding a bike in the wrong gear".
84. No **music** lessons were seen but evidence suggests that National Curriculum requirements are covered. Children sing in assemblies to good piano accompaniment and were observed learning the violin in small groups. Other pupils have lessons in brass and woodwind. Discussions were held with the co-ordinator and with children. It is evident that children have a good range of musical experiences which they enjoy.
85. In **physical education**, it was not possible to observe any lessons, although lessons in games, gymnastics, swimming and dance were seen occurring across the school. Pupils clearly respond well to this subject. Swimming is taught in Year 5 so that nearly all pupils can swim at least 25 metres before leaving.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHE)

86. There is a high emphasis given to this subject in all parts of the school and pupils achieve well. Many displays of work point to the benefits of healthy eating and activity to avoid being overweight. Pupils are aware of the dangers of smoking and substance abuse. Sex education is taught in the context of responsible relationships and is guided by a good policy. In practice, this is something the school promotes well and it is successful in helping the pupils to understand on the basis of responsibility.
87. The school stresses the need for taking personal responsibility. It does this as a part of its general ethos and specifically through PSHE lessons, assemblies, circle time and the 'partnering system'. The impact of these is effective, particularly the examples of care shown by the older pupils to the younger ones. PSHE lessons are focused on giving pupils the opportunity to develop and express their own views. Through these lessons and through the general conduct of the school, PSHE makes a very good contribution to the pupils' understanding of citizenship. It was not possible to judge overall provision. Scrutiny of planning and discussion with teachers and children indicate that the school works hard to provide a comprehensive programme. Time is set aside each week for children to discuss issues that concern them and teachers regularly include aspects of PSHE in day-to-day lessons.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	5
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
Overall standards achieved	5
Pupils' achievement	5
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	5
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
The leadership and management of the school	5
The governance of the school	4
The leadership of the headteacher	5
The leadership of other key staff	5
The effectiveness of management	4

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