

INSPECTION REPORT

PARK JUNIOR SCHOOL

Wellingborough

LEA area: Northamptonshire

Unique reference number: 121870

Headteacher: Lyn Mura

Lead inspector: David Marshall

Dates of inspection: 27th – 29th April 2004

Inspection number: 257144

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 to 11
Gender of pupils:	Mixed
Number on roll:	240
School address:	Great Park Street Wellingborough Northamptonshire
Postcode:	NN8 4PH
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Appropriate authority:	The Governing Body
Name of chair of governors:	Gillian Creaser
Date of previous inspection:	27 th – 30 th April 1998

CHARACTERISTICS OF THE SCHOOL

Park Junior is an average size, community, junior school with 240 pupils on roll, 121 boys and 119 girls. There are eight classes – two per year group – from Year 3 to Year 6. The school admission limit is 60. Around 20 per cent of the pupils are entitled to claim free school meals, which is above the national average. Pupils' attainment on entry to the school is generally below average levels for their age. Over 50 per cent of pupils (128) are identified as having special educational needs; this is a high figure and well above the national average. Twelve pupils have statements of specific need, well above the national average, mainly due to behaviour problems or poor language skills. There is an above national average number of pupils from a minority ethnic background, around 32 per cent overall. Fourteen per cent of pupils speak English as an additional language, which is also an above average number. There are three refugee/asylum seeker pupils on roll. In most years the school is in the bottom eighth of the social advantage index for Northamptonshire. Pupils' attendance is above average. There is significant pupil mobility. Only two-thirds of the pupils who left last year were at the school from Year 3 to Year 6 without a break.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27681	David Marshall	Lead inspector	English Information and communication technology Art and design Design and technology English as an additional language
1112	Peter Oldfield	Lay inspector	
18935	Christopher Bolton	Team inspector	Science Religious education Physical education Music
14976	Peter Dexter	Team inspector	Mathematics History Geography Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Park Junior is a good school. Pupils achieve well in their work and their personal development is very good. Teaching is good throughout the school and pupils learn well. Standards in most subjects are average by the time pupils leave school. The school is led very well and managed well and the headteacher motivates and influences staff and pupils very effectively. The school provides good value for money.

The school's main strengths and weaknesses are:

- The pupils achieve well due to good teaching. Standards are improving well.
- The headteacher provides very good leadership and is well supported by the governors. Staff lead their subjects well, and are given time to implement assessment procedures effectively, monitor provision and standards and so provide effective targets for pupils to improve.
- There is a high level of commitment to include all pupils in all aspects of the school's provision. Pupils are very well cared for and provided with very good quality support and guidance and so they have good attitudes to work, behave well and contribute well to school life.
- Pupils with special educational needs, or with English as an additional language, are very well supported and make good progress.
- Pupils' achievement in information and communication technology (ICT) is limited by the lack of resources available. The amount of time devoted to non-core¹ subjects limits the progress pupils make.
- The poor state of repair of parts of the building is a barrier to learning.

Since the school was last inspected in April 1998 the rate of improvement has been satisfactory. Due to the very effective work of the headteacher and staff they have not only maintained the many good features noted at the time of the last inspection, but built on them by incorporating the many national initiatives well. The quality of handwriting has improved throughout the school. The curriculum is now broad and the schemes of work identify the progression in skills and understanding well. The ICT development plan was implemented as required by the last report. However, the school has not built on this good start and the provision in ICT is now below that required to meet all aspects of the primary curriculum. Improvement here has been unsatisfactory.

STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Throughout the school pupils achieve well. Results in the National Curriculum tests of 2003 for Year 6 pupils were below average in English, mathematics and science. These results were considerably lower than those achieved in 2002 but met the expectations of the school and represented good achievement as the number of pupils with special educational needs was very high. From below average attainment on entry into school, children achieve consistently well and are

¹ The core subjects of the primary curriculum are English, mathematics and science. The non-core subjects are art and design, design and technology, geography, history, information and communication technology, music, physical education and religious education.

now attaining standards in line with expectations for their age in mathematics and in the speaking and listening and reading aspects of English, and above average standards in science. Although there are pupils attaining above average standards in writing in Year 6, the majority are still below expected levels by the time they leave the school. Pupils are currently achieving above expected standards in art and design. Pupils with special educational needs make very good progress and many achieve standards in line with their peer group by the time they leave school. Pupils with English as an additional language achieve very well. Achievement in ICT is unsatisfactory.

Pupils' personal development, including their spiritual, moral, social and cultural development, is very good. As a result, they have positive attitudes to school. They are enthusiastic and motivated, and enjoy coming to school. Pupils' behaviour is good. They form very good relationships, are keen to help each other and enjoy each other's success. The school's attendance rate is very good and above the national average.

QUALITY OF EDUCATION

The quality of education the school provides is good. The quality of teaching and learning is good. Teachers manage pupils very well, insisting on and securing good standards of behaviour. They have good subject knowledge, have high expectations of pupils' work and take care to make sure all pupils are fully involved in all lessons. As a result, literacy and numeracy skills are well developed. There is some outstanding teaching in the school that is extremely effective in promoting pupils' learning. It is clear from the limited opportunities already taken that more of this excellence should be shared to ensure that all pupils benefit. Teaching assistants work very effectively in all classes, valuably enhancing the quality of teaching and learning. The provision for pupils with special educational needs, and for those with English as an additional language, is very good. The co-ordination is effective and ensures that other teachers and teaching assistants respond to pupils' needs sensitively and effectively. Many parts of the school building are in a poor state of repair, with poor ventilation and acoustics. This is demoralising for both staff and pupils and a barrier to learning that teachers work very hard to overcome. The curriculum throughout the school is satisfactory; it is well planned but unbalanced as the amount of time available for some of the non-core subjects is low and limits pupils' progress. Pupils benefit from the many extra-curricular and additional activities that enrich the curriculum very well. The care of pupils and the support they are given are very good. Partnerships with parents are good. Parents are kept well informed of their children's progress and support the school well. The Friends of the School Association is very active and its fund-raising has enabled some significant purchases of equipment to take place.

LEADERSHIP AND MANAGEMENT

The leadership of the school is very good. The management is good. The headteacher provides very good leadership that promotes a constant drive for improvement through a very supportive ethos that contributes strongly to effective teamwork. The school is well managed. The governors organise their work well, ensure all statutory requirements are met and make a good contribution to school improvement, and, overall, governance is good. The purchase of land adjacent to the school, whilst exciting and offering great potential, has obscured the need for essential equipment and urgent work needed on parts of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a high regard for the school and the place it has in the local community. Pupils enjoy school and the very good support they receive.

IMPROVEMENTS NEEDED

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

- Continue to raise the standards achieved in the core subjects by ensuring that the many very good elements of teaching seen in some classes are shared throughout the school.
- Make sure that all subjects have adequate time available to teach them in sufficient depth.
- Raise the level of pupils' achievement in ICT by providing an adequate level of resources.
- Review spending priorities to ensure that the building and lack of some resources do not continue to be a barrier to learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

From attainment below expectations on entry into school, children achieve consistently well and attain standards in line with expectations for their age in mathematics and in the speaking and listening and reading aspects of English and above average standards in science. Pupils' standards are still below expected levels in writing by the time they leave the school. Pupils from all ethnic groups, those with special educational needs and the gifted and talented all achieve very well. Pupils with English as an additional language achieve very well.

Main strengths and weaknesses

- Pupils progress well throughout the school and achieve as well as could be expected in Year 6.
- Overall achievement is good from Year 3 to Year 6.
- Pupils with English as an additional language achieve particularly well.
- Science and art and design are strengths of the school.

Commentary

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

Standards in:	School results	National results
Reading	25.9(26.8)	26.8(27.0)
Writing	26.3(26.7)	26.8(26.7)
Mathematics	28.2(29.1)	28.6(28.3)

There were 61 pupils in the year group. Figures in brackets are for the previous year.

1. Children's attainment on entry to Year 3 is generally below expectations for their age. Teaching and learning are consistently good, adults manage children very well and relationships are very good. The good ratio of adults to children ensures that the needs of all children, including those with special educational needs, are met. Achievement is good in most subjects and by the end of their time in the school pupils are reaching above expected levels in art and design. Over the last four years the school's results in the national tests for eleven year olds have fluctuated due to changes in the cohort of pupils. Overall standards have moved forward in line with the national trend of improvement.
2. Standards in the current Year 6 are below average overall in writing, but average in mathematics and above average in science. Standards in speaking and listening rise from below average on entry to the school to average by the time they leave. Due to the self-assurance they acquire through the good teaching, pupils begin to speak more clearly and with confidence by the time they leave the school. Standards in reading in Year 6 are average due to the good teaching of basic reading skills. Writing progresses well but standards are currently below average in Year 6.
3. Standards in mathematics also rise well throughout the school from a below average start. By the end of Year 6, they are in line with the national average. This is because of the consistently good teaching. Pupils achieve well as they generally enter the school with below average standards. Achievement by the end of Year 6 is good. Boys and girls do equally well in the various strands of the subject, and using and applying mathematics and numeracy across the curriculum are sound.

4. In science, pupils have made good progress in understanding basic scientific skills and principles by the end of Year 6. They are especially good at knowing how to conduct experiments and record them. This work is carefully built on throughout the school with pupils acquiring a good range of understanding of fair tests, animal and plant habitats, and forces. Standards throughout the school are above expectations by the time pupils leave school and there is a rising trend of improvement as pupils consolidate their skills well.
5. Standards in art and design are above those expected of pupils in Year 6. All pupils make good progress and achieve well. Pupils' work over time demonstrates good progress in their development of skills in drawing, painting, collage, sculpture, textiles and print-making. The consistent approach to planning, designing, and evaluating their work results in finished products that are of a high standard.
6. In ICT pupils achieve well overall in word-processing and the standards they achieve in this aspect are in line with expectations for their age by the time they leave. However, the progress they make in all other aspects is unsatisfactory. Improvement since the last inspection has also been unsatisfactory. The school currently lacks enough resources to enable pupils to improve their skills in data-handling, modelling and control technology. There is also too long a gap between the times pupils can use the equipment or use ICT in other subjects to consolidate their skills.
7. The achievement and progress of pupils with English as an additional language are above those of the school as a whole. These pupils make very good progress when they start at the school and are enabled to achieve standards that are appropriate for their ability. The above average number of pupils who enter the school with poor English skills receive support appropriate to their needs, and with such consistent support make very good progress overall. In particular, these pupils achieve standards in English that are generally in line with their peers. For pupils who are at the initial stages of English language acquisition, progress is very good and they are also on track to achieve standards in line with expectations for their age and ability.
8. The progress of pupils with special educational needs is carefully monitored and appropriate individual education plans are implemented where necessary. The school has focused on early identification and intervention to support and help pupils with specific needs and this means that these pupils are well supported and make equally as good progress as their peers. Much of this good support is through the work of teaching assistants. The identified pupils are achieving well in lessons and over a longer period of time through carefully targeted work. Staff plan very effectively and work with smaller groups where appropriate. As a result, pupils also gain a lot in self-esteem and confidence. Pupils of average attainment who are not making satisfactory progress work on structured programmes with teaching assistants in Years 3, 4 and 5.
9. Targets set by the governors in consultation with the local education authority are challenging and high, but realistic, given the inspection findings. These targets are based on the assessment co-ordinator's thorough analysis of what each pupil's potential is. There has been a general improvement all round in the performance of most pupils so far this year, making the targets realistic and attainable.

Pupils' attitudes, values and other personal qualities

Attendance is **very good**, pupils are keen to come to school and the majority of pupils arrive punctually. Attitudes are **good** overall. Behaviour is **good**. The pupils' personal development, including spiritual, moral, social and cultural development, is **very good**.

Main strengths and weaknesses

- Rates of attendance are well above average.
- Pupils display good attitudes to school.
- Behaviour in lessons and about the school is good.
- Personal development, including spiritual, moral, social and cultural development, is very good.
- A few parents do not regularly bring their children to school on time and this has an impact upon their learning.

Commentary

10. Pupils have good attitudes, are willing to take responsibility and undertake a variety of monitor-type duties. A very active school council has been promoted for some years by the school. Staff encourage pupils' opinions and act very well upon them. This is a very strong contribution to pupils' personal development. Because the school expects pupils to contribute to their community's needs, all pupils willingly accept tasks to promote these wishes. Pupils are very happy at school and take an active part in the large range of clubs provided. Pupils display good attitudes; they are pleased to learn and feel that their voice is heard and acted upon. A very good example of pupils' personal development occurred at the end of whole-school 'singing' assembly. After the teacher had spent a few moments in reflection with the pupils she simply said – "You know how we like to leave assemblies still thinking of those special things we talked about." At this every pupil stood up and walked to their classroom. They did not wait to be told to stand up class by class and file out when instructed. They simply made their way quietly past each other, often with a smile and good wishes. It took no time at all and was very impressive.
11. Behaviour is good overall; some pupils had stated in the questionnaire returned to the inspectors that they did not have an adult contact to share concerns with. A few older pupils believe that verbal bullying did still take place. As expected, the school has responded very well to these concerns; it has sought 'buddies' from older pupils and has been encouraged by the quality of applications which will be effected in a few days. Pupils are happy they can work in an environment free from gender related or racial harassment. Behaviour at lunch and break times is well managed. Good behaviour is always the norm, because the school has introduced a step-by-step behaviour policy, well understood by all in the school and known to parents. Class and school rules are well displayed. The school has an "Issues Box" in the hall, where adults and children who experience any concerns or have an idea, can leave a note and indicate this to the school council which influences the life of the school by its decisions. There have been no exclusions.
12. Pupils' spiritual, moral, social and cultural development is very good overall. The strong provision contained at the time of the last inspection has been well maintained. Break times provide good opportunities for enhancing relationships; personal development is very well monitored. The excellent personal, social and health education programme contributes very well in this regard. Many pupils easily learn to distinguish right from wrong, and respect very well their own and others' cultures. Pupils with special educational needs enjoy good relationships with staff and other pupils so that they respond very positively.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.8	School data	0.1
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.

13. The table shows the attendance figures for the school. The level of attendance has improved since the last inspection and is now well above that of most primary schools. Punctuality is satisfactory. Parents have a clear understanding of the school's expectations and generally respond very well. A few parents do not regularly bring their children to school on time, despite the school having sent letters to them. This impacts upon their children's learning and disrupts a good start to the day for all pupils. Attendance levels have improved from the last inspection because the school has good systems for promoting and monitoring attendance.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Pupils achieve well and make good progress both academically and in their personal development. Teaching is **good** throughout the school. The school curriculum is **satisfactory**. The school is **very well led** and managed **well** by the headteacher. The school provides **good** value for money

Teaching and learning

Teaching is **good** throughout the school and the staff have maintained the **good** standards in learning identified at the last inspection. Assessment is **good** overall, and procedures are **very effective** in the core subjects of English, mathematics and science.

Main strengths and weaknesses

- Lesson planning is detailed and thorough, giving lessons purpose and drive. Teachers motivate pupils effectively and engage them very well through very good questioning techniques, securing commitment to learning. Teachers manage pupils very well, promoting very good relationships and behaviour.
- In literacy, numeracy and science, teachers' expectations are high, enabling all pupils, including the most able, to be challenged well.
- The teaching for pupils with special educational needs, and for those with English as an additional language, is very good and promotes very good achievement.
- There are a few examples of teachers' particular expertise being used effectively across the school. However, this provision is under used and does not therefore provide the greatest possible opportunities for all pupils.
- There are some very good procedures in place for teacher assessments in English, mathematics and science. There are many good examples of informal assessments in lessons whereby teachers assess pupils' understanding and move them on.

Commentary

Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactor y	Poor	Very poor
4(10%)	12(29%)	15(37%)	9(22%)	1(2%)	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.

14. Teachers' carefully targeted questioning, appreciation of pupils' ideas and well-judged use of praise, motivate pupils and carry learning forward very well. This good teaching turns pupils' energy and enthusiasm to very good account, using them skilfully to inspire progress in learning. Teachers plan lessons carefully ensuring that lessons challenge pupils well and take account of the full range of needs. Teaching assistants work very effectively, valuably enhancing the quality of teaching and learning.

15. The most effective teaching was achieved when teachers had sufficient time to carry out all they had planned. This was most often in English, mathematics and science lessons. For instance, it is significant that of the eight English lessons observed, five were very good or excellent. In an excellent art and design lesson the teacher had to decide to change the timetable in order to allow pupils to finish the very good paintings they had started. The fact that this lesson was also very well linked to the modern history they had been studying gave it even greater purpose. This dilemma of how to accommodate all they have planned, and all they know the pupils need, with the current time restrictions is one the teachers should not have to resolve. The present review of how the timetable is arranged is appropriate.
16. The provision for pupils with special educational needs is very good. Teachers throughout the school know the pupils well and use this knowledge to provide very well for all pupils' individual needs. Teachers have very good relationships with their pupils and manage them very effectively, which results in very good behaviour. They use praise well to modify behaviour and reward good work. The targets in the pupils' individual education plans are precise, helpful and easy to assess. As a result teachers and teaching assistants track and respond to pupils' needs sensitively and effectively. They build pupils' confidence and social skills alongside their other learning.
17. Within the lessons seen the quality of teaching and support observed for pupils with English as an additional language, a large group in the school, was very good. Mainstream staff take responsibility for supporting these pupils within classrooms, guided by the co-ordinator for teachers of pupils whose mother tongue is not English. The headteacher, deputy, English as an additional language co-ordinator and the literacy and numeracy co-ordinators all play an active role in planning with the class teachers when giving in-class support for these pupils, and this is very effective.
18. The school has a useful system for identifying pupils' targets and tracking their progress towards them. Good analysis of standardised tests is undertaken in all years and areas of weakness are identified. The careful use of assessment information enables the school to group pupils by ability very well in English and mathematics in Year 6. In many classes use is made of setting individual targets in English based on key skills and identified from National Curriculum objectives. These are used in a variety of appropriate ways in teacher's planning. In all year groups teachers work together to analyse the day's work and to plan accordingly for the following day.

Example of outstanding practice

The literacy co-ordinator has spent some time considering how to make plenary sessions effective. This example of her own teaching in a Year 5 class is outstanding as it turned a simple question and answer session into a time the pupils will never forget.

The teacher had been exploring how characters in a Hindu story reflected different social customs, attitudes and beliefs. The care with which each character was explored was excellent. This meant that for their independent group work she was able to carefully organise the class into four groups – each taking the part of one of the characters. As the plenary approached she took off her glasses, put on an Indian tunic, adopted a different voice and suddenly asked the groups questions in the role of the major character in the story. Her gentle, but firm, insistence, in character, made sure all pupils had to respond –and they all wanted to. The quieter, more timid, pupils were able to say what they thought as they were talking to the person in the story. The time passed very quickly, the enthusiasm never waned and the groups still had things to say when the character disappeared and the class teacher set their homework to complete their responses over night. The excited pupils went out to play still talking in character and discussing the issues raised.

The curriculum

The school provides a **satisfactory** curriculum that is enriched **very well** with a wide range of activities outside normal lessons. The accommodation is **unsatisfactory** and resources are broadly **satisfactory**.

Main strengths and weaknesses

- Pupils with special educational needs are very well supported.
- Good use is made of visits and visitors to the school.
- There is good support for learning outside the school day.
- The buildings are difficult to manage.
- The amount of time devoted to some subjects limits the progress that pupils make.
- There are short-comings in ICT equipment.
- Transfer of pupils to secondary schools is well managed.

Commentary

19. Teachers work tirelessly to make their lessons effective and interesting. Overall, they successfully use the national guidance, carefully adapting it so that pupils of different abilities move forward confidently. Out-dated ICT equipment has led to weaknesses in pupils' understanding of this subject. Pupils with special educational needs are provided for very well. Education plans are very well organised and clear and give very good direction on how to achieve targets. Advice from specialist staff is put to very good use. Individual targets are precise and reviewed regularly on a frequent basis to ensure progress. Pupils for whom English is an additional language are also fully integrated into the life of the school. Teaching assistants make a very good contribution to ensuring that these pupils are fully included in all curriculum opportunities.
20. Literacy and numeracy are the school's main priorities, and this has led to some lack of emphasis being placed on providing a wide and varied curriculum in other subjects. Teachers include opportunities to reinforce aspects of literacy and numeracy into other subject areas, for example in recording the results of their science investigations. Although the rest of the curriculum is planned very well, the school day is not organised into periods of time that allow pupils to explore all the aspects of their work and so raise standards further in the wider curriculum. On the few occasions where teachers' specialisms are used in support of the other subjects in classes other than their own, it is effective. A very good example of this is the work the art and design co-ordinator is able to achieve with the other Year 5 class when she takes them for their weekly art lesson.
21. The school meets statutory requirements for all subjects except for aspects of ICT. All other statutory requirements are met including a daily act of collective worship; this was a weakness at the time of the last inspection.
22. The curriculum is made richer by a good range of extra activities and experiences. The school welcomes and makes effective use of a number of visitors, such as theatre groups and leaders of a variety of faiths, to extend pupils' perceptions of life. Residential visits for Year 4 and 6 as well as visits to places of interest, such as Sutton Hoo and Brixworth Country Park, contribute positively to pupils' learning. Participation in local festivals, such as singing at the switching on of the Christmas lights, and fundraising for charity broaden pupils' experiences.
23. There are good opportunities for pupils to take part in activities outside school hours. These include art, French, chess, homework and football clubs as well as choir and recorders. Very good planning for personal, social and health education and visits to the 'Life Education Bus' help ensure pupils' personal development, and knowledge of health and drugs misuse is

promoted successfully. Good links with local secondary schools, to which pupils transfer at the age of eleven, prepare them well for the next stage of their education.

24. The school's accommodation is unsatisfactory. Although it has been improved the building is in a bad state of repair. Some classrooms are cold because the windows and heating are inefficient. Most classrooms are entered from a large central hall which poses problems of access and noise. Some parts of the building are restricted for pupils with special educational needs. The playground is badly surfaced and too small. However, plans have been drawn up to extend the playground, which should improve this. Staff work round these difficulties very well with displays of pupils' work and attractive garden corners, in what otherwise could be a bleak and demoralising environment. Effective teamwork and warm relationships between staff and pupils help to compensate for deficiencies in the building.
25. Resources are generally satisfactory. However, the ICT suite is too small to teach a whole class lesson, and the range of equipment is limited and urgently requires updating. As a result pupils do not achieve as well as they could in this subject area. ICT resources were insufficient at the time of the last inspection, and although improvements have been made, this still remains a weakness.
26. The school has made satisfactory improvement in curriculum provision since the previous inspection. Planning now shows clearly how pupils' skills build up as they move through the school, which was a weakness before. There has been very good improvement in the provision for pupils with special educational needs which previously was good and is now very good.

Care, guidance and support

The school provides a **very good** standard of care and looks after pupils very well. Staff give **good** support, advice and guidance to pupils through very effective monitoring procedures. Pupils feel well cared for and able to express their views, particularly through the very active and well-supported school council. Pupils' personal development is well understood by all adults in the school, as pupils are at the centre of all their work.

Main strengths and weaknesses

- The school provides a high level of care and has a good regard for health and safety.
- Pupils' views are sought and valued, helping to raise their self-esteem.
- Effective induction arrangements help pupils to settle well.

Commentary

27. The very strong personal, social and health education programme is very effective and supportive to all pupils. The school's procedures for ensuring the safety and well-being of pupils are good. First aiders have been well trained, and minor injuries are carefully recorded. The buildings and fire-fighting equipment are regularly checked and tested, and health and safety concerns dealt with well. The well-respected site manager plays a key role in the day-to-day running of the school. This includes safety management, and the very well maintained grounds are evidence of the close attention he gives. Child protection procedures are well understood and effective. The school has very good systems in place that offer support and guidance to pupils; for those pupils with special educational needs, teachers and teaching assistants work closely as a team to ensure a very good working partnership. A close liaison is maintained with a good range of support services ensuring that pupils with specific needs are supported very well. The school has good procedures for the safe use of the Internet. Attendance is monitored very effectively.

28. Induction arrangements are very effective; close contact is maintained with infant schools so that pupils feel happy and secure when joining the school. Older pupils have a very good introduction to secondary education.
29. The school has a very good system to ensure pupils' views are greatly encouraged. This strongly supports and encourages the work of the school council. The teachers and all adults in the school know the pupils very well; this allows for very high quality relationships and gives access to very good support, as necessary. Staff have a very good knowledge of pupils' academic progress throughout the school to ensure that academic support is of a high consistency and help is provided whenever necessary.
30. The high level of care and support stated in the last inspection has been well maintained in a school where every pupil is much valued. Although a few pupils say that verbal bullying takes place, staff deal with any matter referred to them well.

Partnership with parents, other schools and the community

The school has a good partnership with parents and keeps them well informed. There are very good links with the community and very good links with other schools.

Main strengths and weaknesses

- Good links with parents and very good links with the local community support learning very well
- There are very good links with other schools and very good arrangements for the transfer of pupils

Commentary

31. The school provides good information about the school to parents and provides very good opportunities for parents to discuss their children's attainment and progress. Good quality information about the work of the school is provided in the regular monthly newsletter. The good range of letters and information includes a summary of their children's motivation and effort each term in academic and social achievement, which the parents greatly appreciate. The Friends' Association gives generous support to the school and has supported the views expressed by the school council through the purchase of playground equipment and games. Parents' views are sought through questionnaires, for example when the anti-bullying policy was introduced. Parents support their children at home with reading and regular homework.
32. The school is at the heart of the community and welcomes regular visitors as well as providing overnight parking accommodation for neighbours. Because of the local need, a breakfast club has been a recent introduction that is very well organised and provides an early meal for a large number of pupils. The school has supported annual concerts staged by the local Rotary Club.
33. A very strong link exists with other local schools; this has provided opportunities for pupils to be well settled and for bridging work to be provided. A very strong link with the junior 'Beacon School' has developed a strong awareness of pupils' academic development. Governors of partnership primary and secondary schools have met to fully understand the needs of, and support for, pupils with special educational needs.

LEADERSHIP AND MANAGEMENT

The leadership provided by the headteacher and other key staff with management responsibilities is **very good**. The governing body carries out its duties **well**. The school is managed **well**.

Main strengths and weaknesses

- The headteacher leads the school very well, focusing her energies on continuous school improvement.
- Other key members of staff are very effective in their roles as managers and exemplars of high quality teaching.
- The governors have a shared overview of the school, with a good grasp of its strengths and weaknesses.
- The school places the inclusion of all pupils at the centre of all it does and works very hard to achieve this.
- There are very good procedures for the induction of new staff and for staff development.
- The school manages its finances in general well but the carry-forward figure is too high and the current spending priorities need to be reviewed.

Commentary

34. The headteacher and senior staff share with the governors a commitment to raise the achievement of all pupils. Those who lead the school are always looking for ways to improve and to tackle problems as they arise, but at the same time they make sure they are thoughtful and considerate in their approach so everyone feels respected and included. This approach, guided very skilfully by the headteacher, has ensured good improvements in most areas since the last inspection, apart from ICT which remains an area for further development. Parents and pupils feel part of this inclusive commitment and benefit greatly from it.
35. As successfully motivated adults are seen as vital to the school's continued progress, great care is taken to make sure staff feel valued. They are given every opportunity to remain up to date and new members of staff are given the training, advice and support to settle quickly and develop successfully. The headteacher and senior staff monitor teaching, identify ways to improve it and provide the help necessary to bring this about. This continuous improvement is very important because it is often difficult to recruit staff and sometimes inexperienced staff have to be appointed and trained. Teaching assistants are an important part of the good teams in each year. They are given responsibilities which they welcome and discharge with confidence. A very good example of this is the unqualified teacher who is responsible for special educational needs. The special needs provision is very well organised, extremely well staffed and very successful. In this drive to develop the skills of the adult workforce the headteacher and senior staff provide excellent role models, and as a result they are always able to motivate and inspire the pupils and adults who work at the school.
36. Plans for future development arise from the school's very good self-evaluation processes. There is extensive and detailed analysis of data. Good performance data in English, mathematics and science is looked at in depth. This rigorous approach to data feeds into the school development and improvement plan, the curriculum as a whole and teachers' daily planning. Consequently it is used effectively to raise the achievements of pupils of all abilities and backgrounds. A simple example of this is the effect of the "Beacon" assessment and analysis processes used in mathematics. Although, when combined, over 60 per cent of pupils are on the special needs list, or have English as an additional language, many of these pupils make very good progress and achieve an average level by the time they leave.
37. The governors work effectively with the headteacher and staff of the school and ensure that all statutory requirements are met. They have close links with classes, or particular subjects, and visit the school regularly to see what is happening. There is a good committee structure so individual governors are able to use their expertise. As a result the governing body has a good understanding of the strengths and weaknesses of the school and works very hard to bring about improvements. This knowledge of the everyday work of the school and the characteristics of the surrounding area helps them to plan the strategic development of the school successfully. For example, the policies to make sure everyone is included are very good.

38. The school manages its finances well. Financial expenditure is monitored carefully both by the school's administration and by the governing body. The most recent audit confirmed that controls by the school and the governors are good. Issues arising from this report have been tackled. Best value is looked for in goods and services. The quality of the two office managers' knowledge and financial support is very beneficial to the school. The below average attainment of pupils on entry to the school, as well as the significant proportion of pupils for whom English is not their mother tongue, and the poor quality of the building, present the school with challenges it meets well. It provides good value for money.
39. Although the governing body has made good strategic decisions to meet the needs of the pupils in its care, it has not challenged the school sufficiently about the large carry-forward in its budget. Together with the headteacher the governors have readily agreed with the recommendation to use a large portion of their budget for the development of a recently acquired piece of land adjacent to the school. Whilst it is of great importance for the pupils to have access to grass, land and large equipment, there are other, urgent priorities for the school to consider. As they agreed in discussion with inspectors they feel they are being asked to provide resources from their budget that the vast majority of other schools are provided with as a matter of course. As a result of their understandable decision other requirements are being shelved, to the detriment of teachers' planning and pupils' achievement in ICT.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	754210
Total expenditure	673666
Expenditure per pupil	2806

Balances (£)	
Balance from previous year	86593
Balance carried forward to the next	80544

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good.
- Literacy skills are taught well across the curriculum.
- Targets are set and are reviewed regularly.
- Cross-curricular links are very good.
- There is very good leadership and management of the subject.
- Assessment is thorough and is used well to respond to individual needs.

Commentary

40. The school has maintained good progress since the last report, particularly in assessment and the way this is used. The organisation of pupils into ability groups in Year 6 is particularly effective in ensuring pupils progress at their own rate. Standards at the end of Year 6 are now in line with those normally expected in speaking and listening and reading. They are below those for pupils' age in writing. There is no significant difference between the attainment of boys and that of girls. Achievements have risen since the last report and are now good. Pupils' achievements are good in relation to their below average attainment on entry, and to the linguistic and other barriers to learning that so many pupils must overcome before they can read, write and speak at levels expected nationally. All pupils, especially those with English as an additional language, make good progress because they receive help from teachers and support staff that allows them to improve steadily as they move through the school.
41. Teachers provide good opportunities for pupils to write in a wide variety of contexts. A very good range of classroom materials, such as word banks and displays of points of grammar, supports pupils' writing. The display of a range of compilations of class and individuals' work encourages pupils to write well. Good attention is paid to developing grammatical skills, spelling and handwriting. This supports pupils' written work, particularly in English lessons. Some good cross-curricular links are developing as teachers pay careful attention to all the opportunities to develop pupils' writing skills in geography and history. These opportunities make sure that the more able pupils in each Year 6 class are challenged and make good progress as a result.
42. Pupils throughout the school enjoy reading. Guided reading and opportunities for individual reading are well organised. Reading is well supported by parents and many pupils make use of the school library. Pupils show good library skills and most are familiar with the Internet and with the use of computers for word processing although opportunities to use these are limited due to lack of resources. Pupils of average and above attainment are able to name favourite authors and can talk well about the books they have read.
43. There are good opportunities for speaking and listening in classrooms and assemblies. Pupils produce presentations for other pupils. Pupils play significant roles in assemblies, preparing prayers and poems that they read publicly, or giving announcements. There are good opportunities for role-play in lessons and assemblies and occasionally in celebrations in church and the community. Pupils listen and behave well and generally respond well in question and answer sessions. Many pupils are very articulate. Most pupils speak clearly and with confidence.

44. Teaching is consistently good. The best teaching is inspiring and these elements should be shared across the whole school. A good example of this type of teaching occurs in the different classes in Year 6. Here the pupils are organised into ability groups – sets. The teachers are very careful to make sure that all pupils understand the tasks they have to complete in their independent group work. During the inspection all Year 6 pupils were completing poems based on the witches’ scenes in *Macbeth*. It was inspiring to see how the work was made challenging for all the pupils. In the top ability group, pupils were discussing ‘Phoenix wings’ and how they would be part of their spell. In the middle ability group the pupils were constantly reminded of the ‘5 Ws’ (why, where, when, what and who) as they considered their part of the play. The lower ability group focused on the characters and what they would appear like in the play. Throughout all groups the teachers’ rapport with the pupils was excellent, the pace of the lessons was brisk and the pupils achieved very well.
45. Teachers mark pupils’ writing conscientiously and set useful targets for the next stage. Thanks to the attention of the headteacher and co-ordinator, the use of targets is consistent and there is a very clearly written policy about how they should be used. Good achievement for all pupils is enabled because teachers know and support their pupils well.
46. Pupils with special educational needs are well supported by teaching assistants and by class teachers. They make good progress. A range of supportive schemes helps pupils of lower attainment and those who are making insufficient progress at intermediate levels. Teachers take care to ensure that all pupils are included in learning appropriate skills.
47. The management of English by the co-ordinator is very good, with very systematic and regular procedures for monitoring teaching and learning so that standards have improved. Much good practice takes place on an individual basis. An appropriate whole-school focus has been given to developing reading and writing skills. There is now great consistency in the tracking of individual progress, addressing weaknesses and setting appropriate challenges for different groups of pupils, so that even higher standards are now being achieved.

Language and literacy across the curriculum

48. The use of literacy across the curriculum is satisfactory. Literacy aims are often included in the planning of writing in religious education, history and geography. Pupils develop their literacy skills as they complete their design sheets and written evaluations in design and technology and in discussing their finished products. The use of homework is also particularly effective. However, there are few good opportunities for pupils to use their literacy skills in ICT.

MATHEMATICS

The provision for mathematics is **good**.

Main strengths and weaknesses

- Standards continue to rise because teaching is good.
- The National Numeracy Strategy is planned well and followed closely.
- There is very good leadership and management of the subject.
- Assessments are very thorough and helpful to pupils. They know what they have to do to improve and their progress is tracked carefully.
- Classroom organisation and teaching assistants help pupils of all abilities and backgrounds.
- More could still be done to use mathematics in the wider curriculum and in ICT.
- Further opportunities for all pupils are required by sharing the very good elements of the best teaching throughout the school.

Commentary

49. In the current Year 6 standards are in line with national figures again, as they were in year 2002. The school has maintained good progress since the last report, particularly in assessment and the way this is used. As a result achievements have risen since the last report and are now good. The school has received recognition of this in its achievement awards in recent years.
50. Pupils are taught in class groups in Years 3, 4 and 5 and in ability groups (sets) in Year 6. This is an effective method of organisation, but in some years the work in the parallel classes is not of an equal standard. For example in Year 5 lessons about problem solving, based on the school site, one class achieved more than the other. However in the Year 6 sets the three teachers involved teach to a high standard and as a result pupils' progress accelerates.
51. Pupils in Year 6 are fully challenged at all times in all numeracy lessons. Lessons are extremely well planned; the pupils are involved and enthusiastic, resources are matched to pupils' abilities and the teachers drive the lesson along with great energy. Questions are sharply focused to challenge pupils' thinking and assess their understanding as the lesson progresses. Teachers are knowledgeable, confident and adept at maintaining excellent relationships with all pupils. Teaching assistants know exactly what to do. The underlying strength to this is the 'Beacon assessments' the school now uses. As a result of this detailed analysis pupils know exactly what they have to do to improve. These targets for improvement are precise, achievable, realistic and monitored very carefully. All pupils achieve very well because of this highly structured very effective teaching.
52. The work in Year 6 pupils' books is at different levels reflecting their ability. Thus, in shape for example, the higher attainers tackle surface area and divide 7480 by 26; average attainers attempt to draw shapes in four quadrants but find this difficult and are not as certain with numbers to two decimal places as the higher attainers. Lower attaining pupils work with numbers such as $45 \div 5$ successfully but find long division more difficult. The lower attaining pupils have good 'booster' sessions to help them catch up.
53. In other years, in some class lessons, this same effective teaching is seen. It was seen in one Year 5 class and in a Year 4 class when pupils tackled well-prepared problems on ratios with confidence. But it is not seen in all classes. Although pupils' progress is good, it is not at the same high level as in the best classes. More could be done in behaviour management to make sure all pupils concentrate, particularly in Year 3; sometimes the resource to support learning is not used well enough, such as whiteboards, ready reckoners or number lines. ICT and the use of problem solving across the curriculum need to be improved in all classes.
54. Nevertheless, although there are some improvements to be made, the school is successful in the teaching of numeracy. It serves an area of high need, yet pupils reach an average level compared to all schools nationally, a measure of its success. The subject is led and managed very well by a knowledgeable co-ordinator who is a very skilled teacher. As a result attainments and achievements continue to rise.

Mathematics across the curriculum

55. Satisfactory provision. Teachers give pupils good chances to use their mathematical skills in numeracy lessons to solve realistic everyday problems. There are some opportunities in other subjects such as graphs and charts in science. More could be done to extend this to other subjects. ICT is still underused both in pupils' learning in data handling and in lessons, as, for instance, there are no classroom interactive whiteboards to engage pupils' interest further, in shape or fractions for example.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well throughout the school and many attain above average standards by the time they leave.
- There is a good focus on investigations so that pupils understand the importance of scientific enquiry.
- Teaching is good.
- Pupils with special needs make very good progress because of effective support from teaching assistants.
- On occasions teachers plan too much for the time available and tasks are not completed.

Commentary

56. Standards by Year 6 are above average and most pupils, including those with special educational needs and English as an additional language, achieve well because of the good teaching and the very good support given by teaching assistants. This is an improvement since the last inspection when standards were in line with the national average. Although standards dropped in the 2003 tests, pupils' work seen indicates they are set to rise to the above average levels the school achieved in the previous year.
57. The school provides many experimental and investigative activities in science lessons. Pupils find these stimulating and exciting. This helps all pupils to achieve well in all areas of the science curriculum. In a very good Year 5 lesson, pupils investigated the parts of flowers and as a result most understood the functions of these. They used accurate scientific vocabulary, such as stamen and carpel, without a second thought.
58. Teaching is good, overall. This is similar to the findings of the last inspection. Teachers give very clear instructions and advice at the beginning of lessons and this helps pupils to carry out fair tests and investigations accurately. This was evident in an excellent Year 6 lesson where pupils listened carefully to their teacher's instructions before carrying out a test to find out what happened when acetic acid and bicarbonate of soda were mixed together. Her strong subject knowledge and use of humour ensures pupils are enthused and absorbed in their learning. The resulting chemical reaction took pupils aback and they soon understood the ideas of reversible and irreversible change. She then introduced the chemical symbols for the substances used, providing a good challenge for more able pupils and preparing them well for work in science at the next stage of their education. Where lessons are less successful, particularly with the youngest pupils, teachers plan too much for the short time available. Some time is taken up managing behaviour and as a result work is not completed and pupils do not achieve as well as they could.
59. The acting co-ordinator provides good leadership. She monitors plans, teaching and results. This has enabled the school to maintain the good progress in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **unsatisfactory**.

Main strengths and weaknesses

- The school has a computer suite that is used well by all staff, and each class has time each week there, which helps develop their skills.

- There is a lack of resources to support teaching and learning, both of skills and across the curriculum.

Commentary

60. The standards pupils achieve are below expectations for their age by the time they leave. Pupils make satisfactory progress in word-processing, but less than satisfactory progress in all other elements of the ICT curriculum. The improvement since the last inspection has been insufficient. Although the requirement of the last report six years ago to implement the ICT action plan was carried out, little other progress has been made since then. The school lacks enough resources to enable pupils to improve their skills in modelling and control technology and the standards achieved in these aspects are unsatisfactory. The school recognises this and is taking steps to improve this position.
61. Pupils' confidence and certain ICT skills progress satisfactorily because they are taught well and enjoy using the computers. The confidence of the teachers in using computers has improved through good quality training and support. Teaching was satisfactory overall in the four lessons seen in the computer suite, despite the unreliability of the equipment. It was amazing that a Year 3 teacher overcame the problem that of the 10 computers available only two worked as she was taking pupils through the use of e-mail. Pupils showed great interest in the subject and their enthusiasm was admirable. However, only half the class could begin to complete their tasks at the time due to the size of the suite and lack of other computers. This was very demotivating for the pupils left in the classroom.
62. Pupils are very keen and enthusiastic in their lessons. On occasions the more able pupils help their less confident classmates and this develops a sense of responsibility. The way that the Year 5 classes used a graphics program in conjunction with their art and design plans was effective, but only for half of the class because of the lack of resources. It is a challenge to the headteacher and co-ordinator to extend this use so that all pupils have the same opportunities.
63. Subject leadership and management have been unsatisfactory. The co-ordinator is knowledgeable but has unavoidably been away from school for some considerable time, and this has also had a negative impact on standards in the areas being covered.

Information and communication technology across the curriculum

64. Although the headteacher and subject co-ordinator have identified the use of ICT in other subjects, this provision is unsatisfactory. Planning for the use of ICT is included in many subjects, particularly in English, mathematics and science, to improve the impact the subject has on pupils' learning and as a development for the subject. However, the current use is very limited. Where it is used, for example when designing a painting based on a picture by Matisse, pupils used their understanding and knowledge gained in an art and design lesson and this developed their ICT skills well.

HUMANITIES

Geography

The provision for geography is **satisfactory**.

Main strengths and weaknesses

- Planning has improved; it is now good.
- Visits enhance learning.
- There are good opportunities to use literacy skills.

- Pupils with special educational needs are supported well.
- Lessons are usually too hurried because time is short.

Commentary

65. The standards reached by pupils in Year 6 are average. Pupils with special educational needs are supported effectively by well-trained teaching assistants and make good progress as a result. The medium-term plans have improved since the last report and are based very carefully on national guidance. Everyday lessons are well organised and resourced well. However, all lessons are hurried and consequently standards and achievement are only satisfactory, because the quality of teaching and learning is reduced.
66. The quality of teaching is satisfactory overall because only a small amount of time is given weekly to the subject and there is limited time to explore the prepared lesson content in depth. Teachers plan well together so they know what they are going to teach and why. Resources to help pupils understand are good, prepared well and accessible. For example, in Year 3 lessons there was a plentiful supply of maps of Wellingborough, as pupils learned about grid references. In a very lively Year 6 lesson the collection of newspaper articles to stimulate pupils' research and use of world maps was excellent. However, in both cases time was too short to make best use of either the lesson plan or the resource.
67. There are good examples of work in all classes in drawings and writings, showing pupils are learning about geographical features, often using secondary resources well. Literacy skills are often good in all classes when pupils write in their own words and use their research skills. Year 4 pupils benefit from the well-planned visit to Everdon where they have a chance to use their map reading skills. In lessons extra adult support from teaching assistants and governors is effective. Relationships are good and pupils are always prepared to try, but because teachers are keen to press ahead to complete a lesson some immature pupils are not able to cope with the energetic pace and become restless because they are not sure what to do. This is particularly so in Year 3.
68. The leadership and management of the subject are satisfactory. At present the co-ordinator is reviewing the subject and the way skills are taught. From this a new action plan is to be prepared to feed into the school improvement and development plan. The limited amount of time available and the present timetable arrangements should not be overlooked during this review.

History

69. Only one lesson was seen in history but it is evident from pupils' work and displays that there is a satisfactory curriculum that enables pupils to meet national expectations in the subject by Year 6. This is a similar picture to the last report.
70. There have been improvements. Planning is better so that pupils' understanding is developed more systematically. History is now identified on all class timetables, which was not always the case before.
71. However, although teachers plan together in each year group well, sometimes pupils' subsequent experiences are different. For example there is a marked difference in the displays of pupils' work about the Egyptians in Year 5 and in the written work they produce.

Religious education

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

Main strengths and weaknesses

- Pupils meet the expectations of the locally agreed syllabus by the age of eleven and achieve well.
- The teaching is good, built on well-organised, detailed plans.
- Resources, visits to places of worship and visitors help pupils understand major world faiths.

Commentary

72. Standards of attainment at the age of eleven are at the level expected by the locally agreed syllabus. Pupils' work, including that of pupils with special educational needs and English as an additional language, shows good achievement. Standards remain the same as at the time of the last inspection. Teachers base their planning effectively on national guidance and the locally agreed syllabus. This enables pupils to extend their knowledge of different religions as they move through the school. They learn the traditions and beliefs of major religions including, for example, Christianity, Judaism and Islam. A very good range of planned visits, including visits to local churches, a synagogue, temple and mosque, broadens their understanding of the similarities and differences between major world faiths. Parents and religious leaders are invited into the school to talk to pupils about their own particular religion and as a result pupils talk openly about their own beliefs and are willing to share these in assemblies. By Year 6 pupils produce good pieces of writing based on their visits and their own research.
73. Overall the quality of teaching is good. Teachers have good subject knowledge that is conveyed sensitively to pupils. In a very good Year 6 lesson, pupils compared the different views of the Crucifixion as depicted by several famous painters. This produced a lively discussion of the images created by artists. Pupils were encouraged to put forward their own views. For example, one pupil said that a painting showed "Jesus' soul going to heaven". Skilful questioning by the teacher enabled pupils to understand that there are different interpretations of Bible stories. Good research skills allowed pupils to find Biblical references to the Crucifixion. Teachers manage pupils well. They treat them with respect and value their contributions. As a result, pupils pay good attention to their teachers and listen carefully to one another.
74. The leadership offered by the joint co-ordinators is good. They have a real interest in the subject and monitor teaching. There is a straightforward system of assessment in place that is improving standards in the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

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

Main strengths and weaknesses

- Standards have improved since the last inspection and pupils achieve well.
- Teaching is good.

Commentary

75. Standards in art and design are above those expected of pupils in Year 6. All pupils make good progress and achieve well. The curriculum has been broadened and teaching has improved, representing good improvement, overall, since the last inspection.
76. Teaching is good and leads to good learning. The strengths are teachers' good subject knowledge and teaching of basic skills, the promotion of equality of opportunity, the insistence on high standards of work and behaviour and their ability to engage and retain pupils' interest. These are major factors in pupils' good acquisition of knowledge, skills and understanding. Through opportunities to appraise their own work and the work of others, pupils develop a good knowledge of their own learning.
77. Pupils' work over time demonstrates good progress in their development of skills in drawing, painting, collage, sculpture, textiles and print-making. Pupils use their sketchbooks well. They demonstrate sensitivity as they study the works of great artists, observe their painting techniques and try to emulate their style in paint and oil pastels. There are many examples of high quality work, such as the outstanding 'Pop' art in Year 6. In Year 5 pastels are used well to develop clear, observational drawings of a variety of fruit. Landscape pictures using pencils and wax crayons are particularly effective. There are many opportunities for three-dimensional work.
78. In the very good Year 5 lesson observed, taken by the co-ordinator, the very talented pupils were given the opportunity to use oil-based pastels to extend their opportunities in drawing. This reflects the school's determination to provide appropriately for pupils of all abilities. In an equally successful lesson in Year 6 the class teacher was faced with the predicament of whether to stop the lesson after 45 minutes in order to go to the computer suite, or carry on and allow the inspiration she had created and the excellent results being undertaken by all the pupils, to be completed. Eventually, much to the pupils' delight, she stayed in the classroom and the work, based on Andy Warhol, was a joy to see when it was finished. This lack of time is a dilemma that other teachers face in other non-core subjects and requires a re-examination of the time allowed each week for individual subjects if pupils are to make optimum progress.
79. The quality and range of learning opportunities are very good. The scheme of work provides good guidance to teachers. Pupils' spiritual development is enhanced through opportunities to appreciate great works of art and to express their own feelings through art. Opportunities are taken for pupils to sketch during school visits. A flourishing art club makes a good contribution to the development of pupils' skills.
80. Leadership and management of the subject are good. The subject leader is knowledgeable and enthusiastic. She has a clear sense of educational direction and has detailed plans to build on the school's current successes.

Design and technology

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

Main strengths and weaknesses

- The quality of teaching and learning is good and leads to good achievement.
- There is a good planning framework that ensures skills are developed progressively and results in good quality work.

Commentary

81. Standards in design and technology are in line with those expected of pupils in Year 6. All pupils make good progress and achieve well. The scheme of work provides a clear learning structure that ensures the progression of skills. The consistent approach to planning, designing, making and evaluating products results in finished products that are of a high standard.
82. Teaching and learning are good. The strength of teaching is the strong emphasis on skills and techniques, which leads to the good development of pupils' knowledge, skills and understanding. Very good management of pupils engages their interest and concentration and inspires them to put creative effort into their work. Teachers' knowledge and understanding are good, teaching methods are effective, and time, teaching assistants, parents and resources are used effectively to support pupils' learning. Pupils are trained to evaluate their products and carry out improvements; as a result, they gradually develop a good knowledge of their own learning.
83. The quality and range of learning opportunities are good. The curriculum is enriched through cross-curricular links, and pupils develop their literacy skills well as they complete their design sheets and written evaluations and discuss their finished products. They develop their mathematical skills as they measure and make templates.
84. Leadership and management are good. The subject leader is experienced and demonstrates a clear sense of educational direction. There has been good improvement since the last inspection.

Music

85. Too few lessons were observed in music, and there is insufficient evidence to make secure judgments about standards and teaching. The active participation of pupils is encouraged on many occasions. For instance, in an assembly groups of pupils played a variety of instruments including the drums, violins, flute and clarinet. Pupils played with confidence. In a 'singing together' session with the whole school, the teacher took the pupils through exercises to improve their breathing and phrasing and as a result they sang 'The Bear Necessities' in a tuneful and lively manner. Pupils learn new songs quickly and sing well in parts.
86. This is typical of the good quality and range of learning opportunities. The curriculum is enriched through extra-curricular activities, such as the well-attended choir and recorder groups. Pupils perform in a variety of locations including the local shopping centre, theatre, residential homes and at community events organised by the local council. There is a strong tradition of creating and performing music that is very much a part of school life and worship. Visiting peripatetic teachers come to the school each week to teach a variety of instruments. There is a good range of instruments; however, it is difficult to find space in the building for pupils to work in small groups on compositions without disturbing others.

Physical education

87. Only one lesson was seen during the inspection. Therefore, no judgments are made on provision and standards. No comparisons can be made with the previous inspection. The full range of activities in physical education is well planned for, however, and older pupils benefit from outdoor adventure activities. In the lesson seen in Year 4, the pupils took part in a range of vigorous aerobic activities which they enjoyed. Good use of teacher demonstration helped pupils to improve their skills and to exercise safely. Pupils benefit from a football club after school and links with the local football team provide coaching. Regular 'Huff and Puff' activities take place during playtimes where pupils are taught traditional playground games. Year 5 pupils have weekly swimming lessons that enable the great majority to reach the expectations for their age by the end of the year. The leadership and management of physical education are good and the subject leader promotes the subject well.

88. Resources for physical education are good; however, the playground is too small and this limits the range of outdoor physical education activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- There is a good policy that is consistently well applied throughout the school.

Commentary

89. The positive care within classes and by teaching staff contributes very well to the security and welfare of all pupils and plays a strong part in their positive attitudes to school and staff. All teachers are very aware of the social needs of individual pupils and how they can all be a part of the school. No pupil is left to feel alone or vulnerable throughout the day. There is a good system for ensuring that a pupil's request or wish can be taken through the school council, to the head and on to the governing body for consideration.

90. The class discussions, known as circle time, are carried out regularly and appreciated by pupils. In a Year 5 class seen during the inspection this was typical of the care and thought being applied to this aspect of pupils' learning. The theme was recycling and looking after our environment. After a good warm-up, the teacher said she was going to talk 'Rubbish!' and this certainly grabbed pupils' attention. The way she generated a very supportive atmosphere to enable the more nervous pupils to speak when it came to their turn was impressive.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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