

INSPECTION REPORT

THE EDWARD FRANCIS COMMUNITY JUNIOR SCHOOL

Rayleigh, Essex

LEA area: Essex

Unique reference number: 115012

Headteacher: Mrs Margaret Partridge

Lead inspector: Mrs Mary Ward

Dates of inspection: 3rd – 5th November 2003

Inspection number: 258118

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
Number on roll:	252
School address:	The Edward Francis Community Junior School Uplands Park Road Rayleigh Essex
Postcode:	HU13 9NL
Telephone number:	(01268) 776 501
Fax number:	(01268) 745 992
Appropriate authority:	The governing body
Name of chair of governors:	Mr S Rae
Date of previous inspection:	16 th March 1998

CHARACTERISTICS OF THE SCHOOL

The Edward Francis Community Junior School is average in size and caters for pupils aged seven to 11 years. It is situated in the Trinity ward of Rayleigh. Most houses in the area are owner-occupied. The proportion of pupils from an ethnic minority background is low and all speak English with reasonable confidence and understanding. The proportion of pupils on the special needs register, at 12 per cent, is below the national average and, at 0.4 per cent, the proportion of pupils with a statement of special educational needs is also below average. The proportion entitled to a free school meal, at 4.9 per cent, is below the national average. The proportion of pupils entering and leaving the school during the course of each year is below average. There are 243 pupils, 57 per cent of whom are boys, and in Year 6 there are almost twice as many boys as girls. The attainment of pupils coming into the school is above average. The school has gained the 'Active Mark' in 2001, the Healthy Schools Award in 2002 and Investors in People in 2003. From September 2003, it has been involved in the National Leadership Development Strategy for Primary Schools.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21118	Mrs Mary Ward	Lead inspector	Mathematics, information and communication technology
9079	Mrs Ann Moss	Lay inspector	
20708	Mr Kenneth Sainty	Team inspector	English, history, physical education, religious education, special educational needs
20288	Mrs Sarah Morton	Team inspector	Science, art and design, design and technology, geography

The inspection contractor was:

Tribal PPI
Barley House
Oakfield Grove
Bristol
BS8 2BN

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The Edward Francis Junior School provides a satisfactory level of education for the pupils it serves. Standards are better than the national test scores suggest and are now above average in English, mathematics and science. This represents a satisfactory level of achievement for most pupils. Although significant staff changes in the recent past did, for a time, reduce the pace of learning for some pupils, the good quality of teaching now offered by most permanent staff means that pupils generally make good progress in lessons. The school has a strong ethos in which all pupils are valued. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Attendance is very good and pupils are punctual; they have positive attitudes to learning, want to do well and like coming to school;
- Pupils feel secure and well cared for. They have trusting relationships with staff which are enhanced by the good programme of personal, social and health education (PSHE);
- After a period of instability, teaching is now good overall, but the best practice is not shared and implemented consistently;
- Provision for pupils with special educational needs is good and they achieve well;
- Pupils are provided with a good range of extra-curricular activities;
- Communication with parents is developing, but not all of them feel welcome in school, are aware of policies or are fully informed about how well their children achieve; and
- Teaching time is slightly below average and at times it is reduced further when lessons start late.

The school has made satisfactory progress since the last inspection. Key issues have been addressed satisfactorily, although the role of some subject leaders is still under-developed. Governors have a clearer view of the school's strengths and weaknesses, and are aware of the need to hold it to account more rigorously. All teaching is now at least satisfactory, and a similar proportion to that seen during the last inspection is good or very good. Acts of worship now comply with requirements.

STANDARDS ACHIEVED

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

Key: A- well above average; B – above average; C – average; D – below average; E – well below average, E in the lowest 5% nationally. Similar schools are those whose pupils attained similarly at the end of Year 2.*

Overall, pupils' **achievement is satisfactory**. Compared to those in similar schools, results in 2003 were very low. This year group had a high proportion of pupils with special educational needs, but the results were also adversely affected by turbulence in the school, caused by a high turnover of teachers. Viewed over three years, results are broadly in line with the national average, and the dip in 2003 is in contrast to the slight upward trend seen in previous years.

Attainment on entry to the school is above that normally found. Inspection evidence indicates that standards in English, mathematics and science differ between year groups, with Year 4 pupils producing work that is well above average, and Year 5 work showing a standard more in line with the average, but standards in English, mathematics and science are generally above average across

the school. Standards are in line with national expectations in most other subjects, but in music and physical education, they are above. Pupils with special educational needs are well catered for, often receiving effective support from learning support assistants and being given work that is well matched to their individual needs, and as a consequence they achieve well.

Pupils' personal qualities, including their **spiritual, moral, social and cultural development, are good overall**. Their attitudes are positive and they behave well in class and around the school. The school makes good provision for their personal, social and health education, which contributes well to the strongly valuing ethos. **Attendance and punctuality are very good**.

QUALITY OF EDUCATION

The school provides a **satisfactory quality of education**. The **quality of teaching and learning is good overall** and is particularly strong in Years 4 and 6. Teachers plan effectively for all pupils and ensure that learning support assistants are deployed appropriately to support pupils' learning. They challenge pupils well and expect high standards of work and behaviour. As a result, pupils of all abilities work productively and make good progress.

The curriculum is satisfactory overall and good in music and PSHE, providing a broad range of worthwhile curricular opportunities that cater for the interests, aptitudes and particular needs of all pupils. Good extra-curricular provision enriches the curriculum. Good support and guidance for pupils effectively promote their learning. Parents are mostly supportive of the school, but some have been concerned by the many changes of staff. During the period of staff turbulence, strong links have been maintained with the local secondary school, but induction arrangements have suffered from the many changes.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory** overall. The headteacher and governors have a clear understanding of the school's strengths and weaknesses and have worked hard to establish a stable staffing situation. This now needs time to show full impact. The headteacher has a clear sense of how to bring about further improvement and the school is now well placed to achieve this. Key co-ordinators are beginning to lead their subjects decisively, but the role of some new and inexperienced subject leaders remains to be developed.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents: The majority of parents hold the school in high regard, but a few do not feel welcomed and some feel that they are not given sufficient information about the progress their children make.

Pupils: Pupils are very happy at the school. They feel they are well cared for by staff and are clear about how they can improve. A few older pupils feel that their views could be taken more seriously.

IMPROVEMENTS NEEDED

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

- Further increase the amount of good teaching by sharing best practice, improving the use of assessment and increasing the teaching time available;
- Develop the role of new and inexperienced subject leaders to include opportunities to monitor and evaluate provision and standards in their subject;
- Moderate teachers' judgements about the standards in the school and between themselves and the infant school; and
- Improve communication with parents.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Pupils' achievement is **satisfactory overall**. Standards in the core subjects of English, mathematics and science are **above average**, but results in the National Curriculum tests in 2003 were below average. Standards are above average in Years 3 and 6; they are well above average in Year 4 and in line with the national average in Year 5. These differences are largely due to differences in pupils' abilities but, to some extent, reflect a contrast in their experiences, resulting from staff changes.

Main strengths and weaknesses

- Standards in English, mathematics and science are above average, but the achievement of some pupils faltered when they had a number of different teachers;
- Standards and achievement in music and physical education are above the expected level;
- Pupils with special education needs achieve well;
- As a result of good teaching and some additional work to help pupils to catch up, all pupils are now making good progress in lessons;
- Results in National Curriculum tests dipped in 2003 and were poor in comparison with those in similar schools; and
- Staff turbulence over the last two years has caused some classes to have several teachers and this has resulted in uneven progress across the school.

Commentary

Standards in National Curriculum tests at the end of Year 6 in 2003

Standards in:	School Results	National Results
English	25.2 (28.6)	26.8 (27.0)
mathematics	27.1 (26.9)	26.8 (26.7)
science	27.7 (28.8)	28.6 (28.3)

There were 64 pupils in the year group.

1. Results in the national tests for 11-year-olds in 2003 were well below average in English, average in mathematics and below average in science. Compared to those in similar schools, these results were very low. This year group had a large proportion of pupils with special educational needs, but the results were also adversely affected by turbulence in the school caused by a high turnover of teachers. Also pupils did not perform in the tests as well as they might have been expected to, given the quality of work seen in school, which was at least average and sometimes better than this. Viewed over three years, results are broadly in line with the national picture, and the dip in 2003 is in contrast to the slight upward trend seen in previous years.
2. Attainment on entry to the school is above that normally found. Standards differ between year groups, with Year 4 pupils producing work that is well above average, and Year 5 work showing a standard more in line with the average, but standards are generally above average across the school. Pupils across the school have literacy, numeracy and information and communication technology (ICT) skills sufficient to support their learning in other subjects. In English, pupils are given a good range of writing opportunities and write well for a variety of purposes; they read widely with a good degree of accuracy and articulate their thoughts confidently. In mathematics, skilful teaching of number has secured a good understanding of place value, and pupils can use a range of strategies to solve problems and can suggest the reasonableness of their answers by estimating. The National Literacy and National

Numeracy Strategies have been introduced successfully and have had a positive impact on pupils' basic skills. Pupils have regular access to computers both in the recently refurbished ICT suite and in classrooms. Teachers provide appropriate opportunities for them to develop their ICT skills and to use them to support learning across the curriculum. Standards in science are above average, but not all pupils are able to use and apply independently the knowledge they gain. In the core subjects of English, mathematics and science, pupils achieve well in lessons as a result of teachers carefully planning worthwhile experiences and building incrementally upon their previous learning. However, the disruption caused by the significant turnover of staff has, in the short term, taken its toll and the previously good achievement enjoyed by the pupils is now less marked. Some classes have experienced several changes of teacher, a few of whom were unfamiliar with the English education system, and for a time the progress of some pupils was adversely affected. The school worked hard to compensate for these shortcomings by providing additional work for pupils identified as not making the desired progress or falling short of expected standards and, since the beginning of this academic year, has had a full complement of suitably qualified teachers who are providing a good quality of teaching; as a result pupils are making better progress.

3. Pupils with special educational needs are well catered for, often receiving effective support from learning support assistants and being given work that is well matched to their individual needs; as a consequence, they achieve well.
4. Standards are in line with national expectations in most other subjects, but in music and physical education they are above.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school are **good**. Behaviour in and around school is also **good**, with some **very good** behaviour noted. Attendance rates are **very good** and the vast majority of pupils arrive on time. The provision for spiritual, moral, social and cultural development of pupils is **good** overall.

Main strengths and weaknesses

- The school successfully nurtures and develops pupils' self-esteem and confidence;
- The school lets pupils take responsibility for themselves and others;
- Good adult relationships within the school are mirrored in the relationships between pupils, and between them and adults;
- The school stimulates in pupils a desire to learn by providing interesting lessons and praising their achievements;
- Attendance and punctuality have improved and are now very good;
- There is good provision for social and moral development; and
- Cultural and spiritual development is fostered appropriately but insufficiently developed within assemblies and in some lessons.

Commentary

Attitudes and behaviour

5. Pupils have positive attitudes towards their work and these are reflected in the high level of commitment and concentration shown by most pupils in lessons. Pupils enjoy school, are eager to learn and respond well to the praise they receive from staff. Pupils feel valued and consequently are confident to contribute their ideas in lessons and willingly 'have a go', even when work is challenging. The development of pupils' self-esteem is central to the school's good ethos and is evident in the teaching. Behaviour is good and pupils show respect for each other and form good relationships with fellow pupils and adults. All pupils are included.

Attendance

6. Attendance is **very good** and has improved since the previous report. The attendance rates are well above the national average, and the vast majority of pupils arrive on time, ensuring that they are able to benefit fully from their lessons. This contributes positively to the standards they achieve. Parents appreciate the importance of good attendance and support the school very well by avoiding unnecessary disruptions to their children's schooling. There has been one exclusion during the past year and the inspection team found that the exclusion process was used as a necessary strategy for the sake of the whole school community.

Attendance in the latest complete reporting year 2002/3 (%)

Authorised absence		Unauthorised absence	
School data	4.9	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.

Ethnic backgrounds of pupils

Categories used in the Annual School Census
White - British
White - any other White background
Mixed – White and Black Caribbean
Chinese
Parent/pupil preferred not to say
Information not obtained

Number of pupils on roll
228
7
6
1
4
6

Exclusions in the last school year

Number of fixed period exclusions	Number of permanent exclusions
1	0
0	0
0	0
0	0
0	0
0	0

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

Spiritual, moral, social and cultural development

7. Provision for pupils' moral and social development is **good**. All adults in and around the school are very good role models. All pupils are taught the difference between right and wrong, and behave well in lessons and around the school. There are good structures for behaviour management, and pupils are aware of how their behaviour affects others. They play together well, with older children showing consideration and care for younger ones. The residential visit organised for older pupils is a significant feature in the school calendar and parents and pupils look forward to this, recognising its value as an opportunity to develop self-reliance and independence.
8. Pupils readily accept responsibility around the school and are enthusiastic about their school council meetings. They think the play leader scheme through which they help each other at playtimes is a very good idea, and a very large number of them actively participate. This gives them a good understanding of the responsibilities of living in a community. There were no instances of bullying or inappropriate behaviour seen during the inspection period, and pupils are confident that a member of staff would deal with any issues arising. The vast majority of parents report that their children enjoy school.
9. Provision for pupils' spiritual and cultural development is **satisfactory**. In religious education, they are provided with suitable opportunities to learn about and have respect for the celebrations and beliefs of other faiths. They are encouraged to be proud of their religious beliefs and feel confident in expressing their views. Through the study of art and design, music and history, pupils develop an awareness of their heritage, for example, when studying the Tudor period. Collective worship now meets statutory requirements. However, the

spiritual and cultural dimensions of assemblies are limited and opportunities to develop these aspects were missed in some lessons.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education. After a period of instability, a good quality of teaching has been secured once again. The school has followed national guidance appropriately to create a suitable curriculum within a supportive and caring environment. Partnerships with parents and the community, including neighbouring schools, are generally positive, but the recent staff turbulence has resulted in some parents losing confidence.

Teaching and learning

Overall, the quality of teaching is **good** and the needs of pupils are well catered for, ensuring that they learn **well**. All lessons observed were satisfactory or better, with more than two-thirds good or better. Almost one in five lessons were judged to be very good. This picture is a slight improvement on the situation seen at the time of the last inspection and an improvement on the situation reported by the LEA, when it reviewed provision in the year before the inspection. Assessment procedures are **satisfactory**.

Main strengths and weaknesses

- Teachers have a good command of the subjects they teach;
 - Teachers plan lessons well and usually pitch work accurately but occasionally, the challenge presented to more able pupils is not demanding enough;
 - Most teachers employ a good range of teaching strategies, but some opportunities to extend pupils' learning through questioning and discussion are missed;
 - Most pupils are able to work independently or collaboratively;
 - Teachers maintain good standards of behaviour and most pupils work productively;
 - Learning support assistants provide well for pupils and in particular for those with special educational needs;
 - Most lessons are interesting, but too few provide pupils with the opportunity to think more deeply about their own experiences or foster a sense of curiosity; and
 - Opportunities for teachers to compare their views on standards within the school and between the infant and junior schools are limited.
10. There has been a substantial change of staff since the last inspection and for a time, the quality of teaching dipped, but it has been restored and is now similar or slightly better than at the time of the previous inspection, with no unsatisfactory teaching and slightly more that is very good than was observed last time. All teachers, including those relatively new to the school, know their pupils well and relationships in all classes are good. Learning support assistants play an active part in lessons and contribute well to pupils' learning.
11. The supportive ethos that is a feature of the school creates a positive environment for learning and helps pupils of all abilities to achieve well. In most lessons, pupils have the confidence to ask questions and to learn from their mistakes. In a very good mathematics lesson on three-dimensional shape, the teacher's skilful questioning and good use of prior learning consolidated pupils' understanding and reinforced the importance of the accurate use of technical vocabulary. As a result, all ability groups worked productively with high levels of interest and made good gains in learning.
12. Most lessons are well paced and, in many, pupils have opportunities to work collaboratively and demonstrate the ability to share ideas and resources well, increasing their understanding and showing concern and respect for others. Individual needs are well catered for and all pupils are treated equally. The teaching of pupils with special educational needs is particularly effective. However, very occasionally, such as when a new topic is introduced,

teachers do not plan work to provide challenge for more able pupils. Provision for the multicultural dimension of subjects has improved since the previous inspection because of a range of visits, visitors and improved lesson planning. In subjects such as English, science, art and design, music and religious education, where opportunities to develop pupils' inquisitiveness exist, this is not developed sufficiently.

13. In literacy and numeracy lessons, teachers call upon their good subject knowledge to plan according to the National Strategy frameworks. However, at times, they adhere too rigidly to the suggested lesson structure, rather than using the elements flexibly to ensure that activities flow logically from one to another. Teachers have clear outcomes in mind for each lesson and organise suitable tasks to support the intended learning. Systematic teaching of basic skills underpins work in other subjects well and there are good opportunities for the development of speaking and listening in most lessons. Homework is used appropriately to support learning, and pupils understand what is expected of them and how well they are doing.
14. Most teachers use the pupils' prior knowledge as an appropriate starting point and expect high standards of work and behaviour. As a result, most pupils work productively and make good progress. Teachers prepare interesting lessons that engage pupils, but sometimes opportunities are missed to encourage them to reflect on what they have learned and how this relates to their own experiences or to a wider context.
15. A part-time specialist teacher employed by the school provides very good support for music. She teaches units of work to different classes in rotation, acting as both teacher to the pupils and coach to the teachers. This ensures that pupils' musical skills are developed very effectively in her lessons and teachers gain confidence in delivering class music lessons in which they are able to further develop the children's learning, using the good resources available for this purpose. Many pupils also benefit from the expert tuition of peripatetic teachers as they learn instruments. In addition, the good extra-curricular opportunities for pupils to participate in musical activities enhance their enjoyment of the subject and their musical skills. In physical education, a wide range of sporting activities and expert coaching also enhance provision.
16. Assessment procedures are satisfactory. Staff understand the next steps pupils need to take in their learning and use this information appropriately when planning lessons. Work is marked regularly and constructively, helping pupils to understand what they need to do to improve. Individual pupils' targets are shared with parents, and a whole-school tracking system is being established to enable teachers to analyse individual rates of progress. However, as some teachers are new and there have been few opportunities for teachers to compare their views on standards, assessment judgements are not always consistent across the school or between the junior staff and colleagues in the neighbouring infant school.

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	7 (16%)	22 (51%)	14 (33%)	0 (0%)	0 (0%)	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 the number of lessons seen.

The curriculum

The curriculum is **satisfactory** overall and good in music and PSHE, providing a suitable range of worthwhile curricular opportunities that caters appropriately for the interests, aptitudes and particular needs of all pupils and fulfils statutory requirements. **Good** extra-curricular provision enriches the curriculum. The accommodation is **good** and the quality and range of learning resources are

satisfactory. The curriculum supports pupils' personal development **well** and prepares them **effectively** for the next stage of education but links with the infant school are under developed.

Main strengths and weaknesses

- The establishment of a permanent, well qualified staff, supported by specialists with specific expertise in subjects such as music, supports curriculum delivery well;
 - The school has successfully implemented the National Literacy and Numeracy Strategies;
 - The school provides well for pupils with special educational needs;
 - The school provides well for the pupils' personal, social and health education (PSHE);
 - Partnership with the neighbouring secondary school is well developed;
 - Arrangements for pupils' transfer from the neighbouring infant school are inadequate;
 - The school provides a good range of extra-curricular opportunities; and
 - Teaching time is slightly below average and at times is reduced further when lessons start late.
17. At the time of the last inspection the curriculum was broad and balanced, and met statutory requirements, apart from the necessity for a daily act of collective worship. The curriculum offered continues to be broad and balanced, and collective worship now meets requirements.
18. The curriculum is reviewed regularly and has been updated to include the National Literacy and Numeracy Strategies; these have been successfully implemented and are improving standards. National guidance is used appropriately to direct what will be taught in other subjects. Teachers have made suitable links between subjects to increase the relevance of learning opportunities. PSHE is a strength of the school and makes an important contribution to the supportive ethos. Homework is provided for all pupils, although parents are sometimes unsure about what exactly is expected. However, the school is developing its partnership with parents through activities such as the successful mathematics workshop.
19. The time available for lessons is slightly below the recommended minimum. In addition, some lessons begin late owing to the time taken for pupils to move around the school or to return to class after time in the playground. This results in some lessons being cut short and therefore reducing the time for learning and the overall effectiveness of some lessons.
20. The curriculum is inclusive, enabling all pupils to achieve and to develop their capabilities. The provision for pupils from ethnic minority groups is satisfactory. The provision for pupils with special educational needs is good and they make good progress. Individual Educational Plans contain specific targets and have specific review procedures, and appropriate learning strategies allow many pupils to meet their targets. Each class now has a trained learning support assistant who effectively supports the learning of lower-attaining pupils.
21. The school now has a full complement of qualified permanent teaching staff and a generous number of support staff. In addition, it benefits from some specialist music provision, which is appreciated by pupils and parents. A significant minority of pupils receive individual music tuition and all classes have regular lessons with a specialist teacher of music. The school provides a good range of extra-curricular activities to which all pupils have access that includes sport, modern foreign languages and nutrition. Visits out of school enrich the curriculum, as do the visitors to the school, including artists and sports coaches, as well as teachers from the nearby Language College. The residential visit to Norfolk in Year 6 enhances pupils' social, cultural and personal development as well as their academic understanding.
22. The school has a good relationship with the local secondary school which contributes to good arrangements for transition into Key Stage 3. However, significant changes in staff in the lower school have resulted in previously established links with the infant school becoming less effective. Too few opportunities have been created to discuss the curriculum and pupils' achievements to ensure continuity.

23. The school's accommodation is spacious and well cared for, indoors and outside, and it is well used by teachers to support learning. The school has sufficient resources that are mostly of good quality and managed effectively.

Care, guidance and support

The care and welfare of pupils are a priority for staff and are a **good** feature of the school. Health and safety procedures are **good**. The provision for pupils of guidance and support is **good** and enhances their learning. Through the School Council, the school provides **appropriate** opportunities for pupils to be involved in its work.

Main strengths and weaknesses

- Pupils feel secure and well cared for in school and have good and trusting relationships with staff;
- Despite staff changes, the school has made suitable arrangements for teachers to get to know children before they start in the junior school;
- The well established programme of visits to, and by staff from, the secondary school ensures a smooth transfer between schools;
- The school seeks pupils' views through regular school council meetings;
- The school provides suitable opportunities for pupils to take responsibility; and
- There are effective procedures for the protection of pupils in line with locally-agreed child protection arrangements.

Commentary

24. The headteacher gives appropriate emphasis to the wellbeing of pupils. Pupils are well cared for by the staff. They are all valued and the school's good ethos promotes very good racial harmony. There are good procedures for monitoring and promoting good behaviour, and all staff make a significant contribution to providing a caring atmosphere and a safe and calm environment for all pupils, both in and out of lessons, allowing pupils to work purposefully and achieve appropriately. Staff are fully up to date in the training for child protection procedures and there are staff appropriately qualified in aspects of first aid.
25. The school makes suitable arrangements for pupils entering the school from the neighbouring infant school to ensure that they settle quickly into routines and feel confident in their new environment. All staff quickly get to know the pupils well and use this information effectively to support their personal development and to record their progress. Suitable arrangements for tracking pupils' attainment and progress are in place and are becoming more widely used by all staff to identify individual needs and check that sufficient progress is being made. The school uses information gathered to provide well-targeted support, advice and guidance for all pupils but in particular, for those with special educational needs. Individual Educational Plans have clear measurable targets against which progress is monitored and recorded.
26. The school has long-established and effective links with the nearby secondary school and these ensure that parents receive relevant information to inform their selection about a secondary school for their child. Parents speak confidently about these arrangements and older pupils look forward to their change of school.
27. The school seeks pupils' views at regular school council meetings and, wherever possible, acts upon their suggestions. When it is not possible or appropriate to do so, the reasons are not always made sufficiently clear to pupils and consequently, a small number of the older pupils feel that the school does not always listen to them. Pupils have helped to devise

arrangements for lunchtimes and appreciate the opportunity to become 'Play Leaders' or lunchtime monitors and carry out these duties with pride and a sense of responsibility.

Partnership with parents, other schools and the community

Overall, the partnership with parents, other schools and the community is **satisfactory**.

Main strengths and weaknesses

- The majority of parents hold the school in high regard;
 - There are good links with the Language College which make a good contribution to the pupils' personal and academic development;
 - Parents feel that any complaints or concerns are dealt with promptly;
 - There are good mechanisms for the transfer of pupils to secondary school;
 - A minority of parents feel that they are not well informed about the progress of their children; and
 - Some parents feel that the school does not seek their views.
28. Parents warmly praise what the school achieves. They value its caring attitudes and most are satisfied that their children make good progress. They feel that the school deals effectively with any concerns or complaints and that their children are treated fairly. The majority say that they feel confident in approaching the school and find staff very helpful, but a minority say that they would like to feel more welcomed to actively participate in school life. The relatively new headteacher is developing communication with parents through regular letters and through her active involvement in the Parents' Association but for those not actively involved in the Parents' Association, there is too little direct contact. Although the headteacher has attempted to clarify policies and expectations for parents, these important messages have sometimes been lost or misunderstood. The headteacher has organised a 'pop-in' club which enables parents to call in for a chat with teachers, if they have any particular worries or concerns and she makes herself available at any time, but this has not been made sufficiently clear to all parents and too little opportunity is made to reach out to parents at the beginning and end of the school day or through events in school. The school has sought parents' views on some issues but this is not done in a systematic way that allows all parents to express their views.
29. Although the vast majority of parents are happy with the provision of information about the school and about the pupils' standards and progress, many parents do not fully understand how well their children are performing. They are given regular appointments to discuss their child's work with the teacher and they receive an annual report indicating their child's achievements, but opportunities are missed to explain to parents how well their child is progressing and information about how he or she is achieving in relation to national expectations is not made sufficiently explicit. Annual reports advise parents of what their child needs to do to improve but not all parents are made aware of their targets for improvement.
30. There were some individual concerns about the children with special educational needs, but the inspection team found that the provision for them is good. Generally, the school has good links with parents of these pupils. They are kept well informed of their progress and given guidance on how to support them. There were also some concerns raised about the instability of the staffing of the school. However, the inspection team found that a much more permanent staffing structure has been established and the staff are now beginning to develop into an effective team.
31. There is a very active Parents' Association and some parents help in the classrooms with, for example, reading and art and design. As well as providing useful additional resources for the school, this involvement is beneficial in developing home-school relationships, in helping parents to understand what is being taught and in providing support for pupils' learning.

32. Links with other schools are generally good. For example, the links with the Language College provide pupils with a positive experience of foreign languages through lessons and after-school clubs in French and Spanish.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are **satisfactory**. The leadership of the headteacher and other key staff is **satisfactory**. The work of the governing body is **satisfactory**. The school is **effectively** managed to ensure the day-to-day running of the school is smooth and efficient.

Main strengths and weaknesses

- Governors are very supportive of the school and have a clear overview of its strengths and weaknesses;
- The school improvement plan clearly identifies appropriate priorities, actions to be taken, resource costs and how it will be monitored;
- The leadership of English, mathematics, science, information and communication technology, religious education, special educational needs and personal, social and health education is good;
- The leadership team does not fully evaluate the impact of agreed actions on the quality of teaching and learning and on the achievement of pupils; and
- The role of the foundation subject leaders is not fully developed.

Commentary

33. The previous inspection highlighted some significant areas for improvement in the leadership and management of the school. There have been two headteachers since the last inspection. Under the direction of the present headteacher, ably supported by the deputy headteacher, the school has made improvements in some key areas:
- a permanent staffing structure has been established and all subject areas have a co-ordinator responsible for monitoring and sharing good practice;
 - the governing body monitors and manages the work of the school effectively; and
 - the statutory requirement for an act of collective worship every day has been met.
34. However, the high staff turnover since the last inspection has disrupted the work of the school and the achievement of pupils. The headteacher and governors have worked hard to establish a stable staffing situation and this now needs time to show full impact, but the school is well placed to achieve this.
35. The chair of governors has a very good overview of the school and a thorough working knowledge of it. The governing body continues to be very supportive of the school, and many of the governors are very involved in the life of the school:
- the governors make sure that the school meets all its statutory responsibilities and ensure that this is an inclusive school;
 - the governors are fully involved in the development and monitoring of the School Improvement Plan so that they have a clear overview of the strengths and weaknesses of the school; and
 - the governors monitor closely the financial management of the school and receive monthly budget reports.
36. There are good links between governors, subject leaders and those who have responsibility for areas of work such as special educational needs. The co-ordinators for English, mathematics and science have reported to the governors, some of whom have observed lessons. The governors question decisions taken by the headteacher. However, they do not receive enough detailed information to evaluate the impact of agreed actions on the quality of teaching and learning and the progress pupils make as a result.

37. When she was first in post, the headteacher faced significant challenges as a number of experienced staff left within her first term, leaving little time to recruit permanent replacements. This situation initially demanded much of her time and energies. However, supported by the governors, she has managed to resolve these issues and has successfully created a new and effective team. She has clear priorities and a determination to raise standards, and is involving all staff and governors in the development and monitoring of the school improvement plan. She is aware of the school's strengths, has identified appropriately the most pressing areas in need of development and is now putting into place more rigorous and systematic procedures for involving others in evaluating the school. Relationships at all levels are good, but some parents are of the view that communications could be improved so that they have a better understanding of standards in the school and have more opportunities to become involved.
38. Overall, the leadership of other key staff is satisfactory. There are inconsistencies in the way the work of the school is monitored and evaluated by subject leaders. This is partly due to the fact that many teachers are relatively new to the school and some are inexperienced subject co-ordinators. Subject leadership is good in English, mathematics, science, information and communication technology, religious education and personal, social and health education, and co-ordinators in these subjects act as good role models for their colleagues. However, the progress and achievement of pupils who take part in intervention programmes for literacy and numeracy are not sufficiently evaluated to enable staff and governors to judge their effectiveness. Subject leadership in other areas of the curriculum is less well developed and the co-ordinators do not fully monitor and evaluate teaching and learning in their subject. The co-ordinator for special educational needs ensures that procedures and provision are good, and she provides thorough information for the governor responsible for this area.
39. Performance management procedures are good and linked to school improvement. The school has a clear commitment to staff training and development, including the induction of staff, and was able to renew its 'Investors in People' status in 2003. The school has begun to address the issue of workload, but not all staff are achieving an appropriate work-life balance. Financial management is good and the school has effective procedures to ensure that it gets value for money in its purchasing of supplies and services.

Financial information for the year April 2002 to March 2003

Income and expenditure	(£)	
Total income	627,206	
Total expenditure	554,860	
Expenditure per pupil	2,202	

Balances	(£)
Balance from previous year	44,182
Balance carried forward to the next	72,346

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in reading and writing are above expectations;
- Pupils engage in a good range of writing for different purposes across the curriculum;
- Throughout the school pupils speak and listen well;
- Pupils' behaviour and attitudes are good in lessons;
- Teaching and learning is good and there is some very good teaching in Year 6;
- Leadership and management of the subject is good;
- The quality of marking and target setting is inconsistent; and
- There is a lack of appropriate flexibility in some literacy hour lessons that is needed to ensure the lesson flows smoothly.

Commentary

40. Standards of attainment have been maintained since the last inspection and are above the national average. Pupils entering in Year 3 work at a level that is above average and evidence from the inspection indicates that this standard is maintained through the school. Overall, pupils, including those from ethnic minority groups, achieve appropriately and this represents satisfactory progress. Owing to carefully targeted work and the good support provided by learning support assistants, pupils with special educational needs achieve well. The school experienced a dip in the national test results in 2003, in contrast to performance in previous years. This was due, in part, to the staff changes but also was a consequence of pupils not being adequately prepared for the changing demands of the tests and there being a higher than usual number of pupils with special educational needs in the group. The present teaching staff are successfully increasing the pace of learning in lessons and the school is well placed to secure higher standards in the future.
41. In general, pupils are accurate fluent readers who show a good understanding of the challenging texts they read and their writing skills are well developed. They have good opportunities to use their writing skills for a range of different purposes across all subjects of the curriculum. Throughout the school, pupils speak well, make good contributions to discussion on a wide range of topics and can justify their opinions effectively. Library skills are good. Pupils locate and use information from a variety of sources, including the Internet, independently and with confidence.
42. The quality of teaching and learning is good overall and pupils' positive attitudes and good behaviour contribute well to the progress they make. In the lessons seen, teaching ranged from satisfactory to very good. In the best lessons, particularly in one Year 6 class:
 - Planning is thorough and takes full account of pupils' prior knowledge and understanding as a starting point;
 - Teachers provide texts and plan tasks that appeal to the pupils and motivate them to use their knowledge and skills to best effect; and
 - Very good relationships and management ensure that pupils enjoy their lessons, have opportunities to work in different ways, maintain a good pace and produce sufficient work of good quality.
43. There were no unsatisfactory lessons. However, in some lessons, teachers follow the suggested pattern for literacy sessions too rigidly, with insufficient regard to what is

appropriate for the particular lesson. This results in some lessons being disjointed and work seeming to be less relevant to pupils. There is also an inconsistency in the quality of marking and feedback, with the result that some pupils are not as clear as others about their targets for improvement.

44. Overall, the quality of leadership and management is good. The co-ordinator has observed lessons and has undertaken a scrutiny of pupils' work. Reports to governors have enabled them to have a clear overview of strengths and areas for development in the subject.

The use of literacy skills in other subjects

45. Pupils have good opportunities to use literacy skills in a range of other subjects, particularly in history, and for different purposes. Religious education and personal, social and health education make good contributions to the development of the pupils' speaking and listening skills.

MATHEMATICS

Provision in mathematics is **good** overall.

Main strengths and weaknesses

- The daily mathematics lesson has been successfully implemented;
- Pupils have good attitudes and behave well;
- There is much good and very good teaching;
- The subject leader for mathematics acts as a good role model and has a clear vision for the future direction of the subject;
- Effective support from adults provides good help for the less able pupils;
- Good use is made of ICT to support learning in mathematics, but teachers do not systematically plan for the development or application of mathematical skills in other subjects; and
- In some lessons, opportunities for pupils to investigate and solve problems are missed and this limits the learning, particularly of the more able pupils in the group.

Commentary

46. Standards of attainment have been maintained since the last inspection. The introduction of the National Numeracy Strategy and the use of published materials have brought continuity to both teaching and learning. Standards are above average throughout the school and in Year 4, many pupils operate at standards that are well above those found nationally. Pupils enter the school with above average performance and generally achieve satisfactorily. However, in the last two years there has been a significant turnover of staff and for some pupils this has adversely affected their progress. All staff are now permanent and progress in lessons is often good. This increased pace of learning, along with some additional lessons using the 'Springboard' mathematics programmes recommended by the National Numeracy Strategy, has allowed pupils to make up for lost time and achieve appropriately.
47. All lessons follow the three-part lesson structure, with mental skills being practised successfully at the start. Teachers provide suitable practical apparatus to reinforce pupils' understanding and in some classrooms, useful learning prompts are displayed to support them as they work independently. Additional adult support is carefully targeted to ensure all pupils can participate fully. This ensures that pupils with special educational needs make good progress. Pupils have a good understanding of number work and by Year 6, they are able to use addition, subtraction, multiplication and division confidently and apply this knowledge. For example, pupils in a Year 6 lesson were able to calculate the mode, median and mean of a data set created from the recent 'welly-throwing' contest. These pupils were then able to apply their knowledge as they transferred their information onto a spreadsheet on

the computer and were able to explain how this made the task easier. However, in some lessons, opportunities for pupils to investigate and solve problems are missed. When this happens, the level of challenge, particularly for the more able pupils, is diminished. Pupils use correct mathematical vocabulary and eagerly talk about their work, giving good explanations for their reasoning. Teacher use good questioning techniques to develop pupils' thinking and responses are often articulated well.

48. Teaching is good overall and most pupils achieve well in lessons. Very good teaching was seen in Year 4 and Year 6. In the most successful lessons, teachers gave clear explanations and used a variety of techniques to engage pupils, including paired and collaborative work. Teachers built well on what pupils already knew and understood and set challenging targets for their improvement. A brisk pace was maintained in these lessons and this secured high levels of interest and an appropriate sense of urgency as the pupils worked independently. All teachers plan their lessons well, taking account of the different needs of the pupils in their class, but where teaching was less successful, pupils were not as clear of the purpose of the lesson and too little opportunity was provided for them to discuss what had been learned and what they needed to learn next.
49. Leadership and management of the subject are good. The subject leader is well aware of the requirements of the subject and her own very good teaching enables her to act effectively as a model for others. She has observed lessons in other classes, reviewed pupils' work and teachers' planning and analysed test results and assessment data to gain a good knowledge of standards across the school. She has reported her findings to the headteacher and the governing body and made suitable plans for how to further improve work in mathematics.

Mathematics across the curriculum

50. Mathematical skills are used to support learning in other subjects, but as this is not planned systematically, these opportunities are not fully exploited to increase the pace of learning. There is some good use of ICT to support the teaching of mathematics, especially with the older pupils. Pupils sometimes use their mathematical skills in other subjects such as in design and technology and in science when they measure materials or time activities, but there is little recorded evidence of mathematical work in other subjects.

SCIENCE

Provision in science is **good** overall.

Main strengths and weaknesses

- Experienced leadership of the subject is supporting improved teaching;
- Effective support for lower-attaining pupils enables all groups to access learning successfully;
- Teaching is good overall;
- The introduction of whole school marking procedures that are shared with pupils, pupil targets and tracking of pupils' attainment is improving assessment procedures;
- Opportunities for teachers to compare their assessment judgements with colleagues in school and between Key Stages 1 and 2 are too limited; and
- There are limited opportunities for pupils to use ICT to support their learning.

Commentary

51. Standards of attainment have been maintained since the last inspection. Discussions with pupils and their teachers and a review of work showed that pupils across the school work at a standard that is above average and most pupils achieve appropriately. Pupils with special educational needs achieve well as a result of being provided with work tailored to their needs and the benefit of additional adult support. The more settled staffing arrangement this term is

helping pupils to make better progress in lessons. The proportion of pupils reaching the expected levels in the national tests in 2003 was below the national average and was well below average at the higher levels. The subject leader has evaluated the recent results and it is clear that most pupils reached their potential, although a few pupils were unsuccessful because of difficulties in reading the content of the test papers.

52. In the lessons seen during the inspection, teaching and learning were good overall. Teaching was strongest in Years 4 and 6. In the best lessons, teachers had a good command of the subject, they planned challenging activities that were pitched well to meet the various needs of their pupils and they used a variety of teaching strategies within a stimulating and secure learning environment. This produced high levels of engagement and enjoyment, with shared laughter being a key feature of a particularly effective lesson on solutions that featured a 'mystery' liquid to be investigated. Led well by the able subject leader, teachers have established an effective approach to developing investigative work. Teachers understand the importance of using accurate technical vocabulary and have a common format for recording investigations. Pupils' learning becomes only satisfactory when the pace of the lesson slows, the challenge for more able pupils is insufficient and opportunities to promote understanding through focussed paired and group discussion are missed. In the work seen, there was little evidence of ICT being used to support learning, although the subject leader reports effective work taking place with the new electronic microscope. In all lessons, pupils felt well supported by teachers and learning support assistants and behaved well, so that learning opportunities were maximised.
53. Teachers are developing a clearer understanding of effective assessment procedures and are able to track pupil attainment appropriately, although problems with the assessment tracking software are frustrating progress. Teachers are using assessment information to inform planning, although the quality of marking of pupils' work is sometimes inconsistent. Pupils in all classes have targets for improvement and can describe what they need to do to improve their work, although sometimes, their understanding lacks the precision needed to ensure step-by-step learning. Opportunities for teachers to compare their assessments within school and between Key Stages 1 and 2 are insufficient to ensure judgements are consistent.
54. The subject leader has a good understanding of the strengths and weaknesses of science provision and has planned appropriate strategies to address these. She monitors lessons on a few occasions during the year and provides clear and effective support for colleagues, both through written guidance and through personal response to queries. The subject leader ensures that the subject is well resourced and has arranged training in response to identified staff development needs. She employs a theatre group and a mobile planetarium to enhance pupils' understanding and works closely with the secondary school to support continuity as pupils transfer to the high school and to access more specialist resources. The subject leader plans well to make the most of the learning opportunities provided by the school grounds, including the wild area shared with the infant school. The link governor for science is well informed about the strengths and weaknesses of the subject and provides good support for the subject leader.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The quality of work across the school is consistently of a satisfactory standard;
- Pupils have very positive attitudes towards ICT;
- Teachers are confident and well prepared for their lessons but some learning support staff have not received sufficient training;
- Pupils learning in discrete ICT lessons is consistently good;

- Pupils with special educational needs make better than expected progress in this subject; and
- The use of ICT to support learning in some subjects is underdeveloped.

Commentary

55. Standards have been maintained since the last inspection and by Year 6, they are typical of those found nationally. Teachers are more confident in the subject following nationally-funded training and the resources have been improved to keep up to date with technological advancements. Learning support assistants are eager to support pupils as they work on the computer, but some have not had sufficient training and are therefore sometimes unsure of how to help when something unpredictable happens. Historically, problems with equipment have restricted the use of ICT but the redesigning of the computer network and the engagement of a part-time technician have resolved many of these issues. Teaching is good overall. Teachers in the lessons seen had a secure knowledge of the subject, they used the available resources well and gave pupils challenging activities that were interesting and relevant. For example, pupils learned to use a spreadsheet to record the results of a recent 'welly-throwing' contest, appreciating the convenience of totalling columns of figures and rearranging the order of entries to help them to manipulate data. Pupils were seen to achieve well in lessons but over time, progress has been less remarkable owing to the technical problems experienced in the past. Pupils with special educational needs are supported effectively by adults and by working alongside other pupils and they achieve well.
56. Pupils have very positive attitudes towards ICT and are proud of the new resource area that incorporates the library and ICT suite. Younger pupils join the school with limited recollection of their previous ICT experiences, but they are able to refine text when word-processing and retrieve, save and print their work unaided. Conversations with older pupils and examples of their work show that they are confident accessing the Internet for research, presenting text and recording data. They can justify the actions they take and explain clearly the choices they make. They can present their ideas using a graphics package and using a range of techniques for a variety of purposes.
57. Leadership and management of the subject are good. The previous and new co-ordinators have worked closely together to ensure a smooth transition from one to the other. Both co-ordinators have a good knowledge of the subject and are confident in the use of ICT. Resources have been thoroughly overhauled and other teachers have been given training and guidance on the available software and on aspects of the curriculum to ensure pupils are given access to appropriate materials and a suitable range of activities. The co-ordinators have a good collective understanding of the current position of the subject and have a clear vision for the future. Plans address the most pressing issues and seek to increase the momentum of improvement in the subject.

Information and communication technology across the curriculum

58. With the support of national guidance on planning, teachers are increasingly using ICT as a tool for learning in other subjects but there is scope to extend this in subjects such as music and art and design. The development of skills in literacy and numeracy is supported as pupils have to read and follow instructions to access the Internet, edit their work on screen and use spreadsheets to handle data. Not enough use is made of computers within other subjects, and for pupils to amend and improve their work.

HUMANITIES

Religious education is reported in full, but as only one lesson was seen in **history** and none in **geography**, it is not possible to form an overall judgement about provision in these subjects. There is every indication from pupils' work and discussion with pupils that standards are broadly average.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils have good attitudes to the subject and show respect for their own faith and those of others;
- The range of artefacts and other resources has been improved recently and the reorganisation of them has improved their use;
- The co-ordinator has few opportunities to monitor and evaluate the quality of teaching and learning and the standards reached by the pupils; and
- There is little formal recording of the assessment of the progress pupils are making.

Commentary

59. Standards are in line with the requirements of the locally-agreed syllabus for religious education. Only two lessons were seen and, as much of the work in religious education centres around discussion, there was limited work to examine. However, analysis of the available work and discussions with pupils indicate that pupils' achievement is satisfactory.
60. In the two lessons seen, teaching was satisfactory and pupils are gaining a sound understanding of Hinduism and Christianity. Discussions with pupils in Year 6 show they are using Bible stories to interpret issues relating to everyday life such as the difference between knowledge and wisdom. Pupils are given opportunities to discover the meaning behind stories from different faiths and good use is made of questioning by the teachers to develop the pupils' understanding. Pupils have positive attitudes towards the subject and in discussion, show respect for their own faith and those of others.
61. The co-ordinator has developed the range of resources and has reorganised them to improve their use in all classes. However, a lack of recorded assessments and limited opportunity to monitor teaching and learning in the subject have restricted her ability to develop a clear view of standards throughout the school.

Geography and History

62. On the small amount of evidence available, standards in geography and history are in line with national expectations and achievement for most pupils is satisfactory. Older pupils have a sound understanding of how people can change the environment where they live, they can identify sources of evidence they may call upon when conducting a geographical investigation and they confidently use appropriate terminology. By the end of Year 6, pupils demonstrate factual knowledge and understanding of history in Britain and other countries through studies on topics such as The Tudors, The Victorians and Ancient Egypt. Through their work and in discussion, pupils show their enjoyment and knowledge gained from visits to places such as the Colne Valley to experience the Victorian way of life.
63. Teachers plan good opportunities for the pupils to use their literacy skills to write biographies and reports and to use their skills of locating and using information from a variety of sources, including the Internet. The curriculum is enriched by a series of visits and visitors. Teachers

make good use of the local environment when studying both geography and history and supplement these with visits to places further afield.

64. Leadership of the subjects has only recently been allocated, therefore there has been little opportunity to observe teaching and learning in the subjects in order to obtain a clear view of standards throughout the school. However, curriculum plans follow the national guidance and ensure that the basic curriculum is covered.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

65. A small number of lessons were sampled in each of the following subjects: art and design, design and technology, music and physical education. In addition to observing lessons, inspectors spoke to co-ordinators and to pupils and looked at pupils' work displayed around the school and in books and portfolios from the previous year and the current term.
66. In all these subjects, pupils reported enjoying their work and talked enthusiastically about what they had achieved and about the support and guidance provided by their teachers and support staff. Teaching in the lessons seen was good overall, with particular strengths in the teaching of music, where a specialist took the lead. As a result of good teaching, pupils of all abilities made good progress in the lessons seen.
67. Overall, standards are above national expectations in music and physical education and pupils achieve well. Standards in art and design and in design and technology are in line with national expectations and achievement is satisfactory. Differences in the quality of provision since the last inspection are attributable to the extensive changes in teaching staff over the last two years and the developing expertise of some newly-appointed subject leaders. Assessment is satisfactory in all subjects.
68. In **art and design**, teachers plan effectively and develop well cross-curricular links with other subjects. In Year 6, group discussions on the role of the artist in the present day and in Ancient Egypt preceded research into Egyptian artefacts and the exploration of designs for artefacts. Pupils were able to make appropriate choices from a good range of materials and showed that they understand how to use sketchbooks to form a record of their exploration of colour, texture, reflective qualities and purpose. Pupils enjoyed the opportunities to work with adult artists during the Art Week and other events; however, there is limited evidence of this enhancing their understanding of art and design. Pupils' work from the previous year showed a good range of two-dimensional work in painting, drawing and collage and some good quality three-dimensional work but limited examples of work reflecting other cultures. This represents a similar picture to that at the time of the previous inspection.
69. In **design and technology**, the experienced co-ordinator provides good guidance to colleagues, ensures that the subject is well resourced and provides an example of good practice in her own teaching. Planning for the subject is appropriate and parents provide good support in the classrooms. Pupils of all abilities can plan a project satisfactorily, can select suitable tools and equipment and can use a variety of materials and tools sensibly and safely. At the time of the last inspection, attainment in design and technology was slightly better than that currently in evidence.
70. Provision for **music** is good and pupils achieve well. Class music is very well supplemented by lessons provided by a specialist part-time teacher. In addition, a significant number of pupils benefit from the provision of instrumental lessons in which they can choose from a variety of instruments, including the violin, guitar and keyboard. Extra-curricular activities, including recorder, choir and orchestra, have also enhanced the opportunities for pupils to develop their musical talents. In a Year 4 lesson with the specialist teacher, pupils demonstrated well their ability to perform a medley of Tudor music on tuned percussion instruments, maintaining their own part and learning to appreciate more fully court life in sixteenth-century Britain. Staff joined in and pupils were attentive, appreciative and enthusiastic. In assemblies and hymn practice, pupils sing harmoniously. Their diction,

phrasing and control of pitch and rhythm create a pleasing performance. At the time of the last inspection, music in the school was judged to be satisfactory. Since then, provision has improved and pupils' achievement has been further enhanced.

71. In **physical education**, teachers plan thoroughly and the subject is appropriately resourced. In the small number of lessons observed, pupils were aware of how to work safely and used apparatus with confidence and imagination. Some opportunities to engage pupils in the evaluation of their own and others' work were lost. The school enhances the curriculum with a good range of extra-curricular activities which are open to all pupils. Good use is made of the school grounds within lessons and beyond and pupils of all abilities report enthusiastically on the enjoyment they derive from the adventure playground and the equipment provided for playtime games. The school has plans to work closely with the local sports college to further develop provision for physical education. At the time of the last inspection, provision for physical education was good and this has been maintained.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

72. PSHE and citizenship are beginning to have a high profile in the curriculum and are an important part of the school's ethos. The programme includes work on diet, health, sex, drugs and personal safety, and it helps the pupils to develop a safe and healthy lifestyle, gain confidence and interact with others. Time is allocated for talking together to promote all aspects of PSHE, including any issues of bullying. Pupils are taught to respect each other and to respect property. The school council makes a valuable contribution.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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