

INSPECTION REPORT

WILBURY JUNIOR SCHOOL

Bedford Road, Letchworth Garden City

LEA area: Hertfordshire

Unique reference number: 117121

Headteacher: Jim Kerr

Lead inspector: Chrissie Pittman

Dates of inspection: 26th - 28th April 2004

Inspection number: 258424

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
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
Number on roll:	293
School address:	Bedford Road Letchworth Garden City Hertfordshire
Postcode:	SG6 4DU
Telephone number:	(01462) 620 410
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Ian Marsh
Date of previous inspection:	18 th May 1998

CHARACTERISTICS OF THE SCHOOL

Wilbury Junior is a community school situated in the town of Letchworth. It draws most of its pupils from the immediate catchment area, which is a mixture of owner-occupied homes and social housing although a significant number of pupils also come from further afield because of the school's good reputation. Pupils come from a wide range of socio-economic backgrounds. The school is bigger than most other primary schools. There are 293 boys and girls, with slightly more boys than girls. The population is mixed and although most pupils are white British the percentage of pupils who do not speak English as their first language is high. Most are Indian but there are also some children of Caribbean, African and Chinese origin. In recent years children's attainment on entry to the school has been below average but this is improving. The percentage of pupils thought to be eligible for free school meals is above average. The number of pupils with special educational needs is average but the number of pupils identified as needing extra help and for whom additional money is provided is below the national average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18275	Chrissie Pittman	Lead inspector	Science Art Religious education
9942	Susanna Stevens	Lay inspector	
22657	Mark Madeley	Team inspector	Mathematics Information and communication technology Citizenship Design and technology Physical education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a fairly effective school. Achievement is good in most subjects. The school has effective strategies for ensuring that every pupil can gain from what it offers. Pupils are well cared for, supported and guided. They relate very well to each other, respect staff, are keen to learn and behave very well. Teaching and learning are at least satisfactory and often they are good. Any minor weaknesses in teaching are recognised and dealt with effectively. The headteacher's leadership is strong and management ensures that the school runs smoothly. The school has a very good partnership with parents and provides sound value for money.

The school's main strengths and weaknesses are:

- Standards in English and mathematics have risen since the last inspection.
- The headteacher provides clear and purposeful direction to the school.
- Pupils are cared for very well.
- Parents have very good links with the school.
- The school works very well with the community.
- Writing is not effectively promoted in most subjects.
- Assessment is not used well in most subjects to plan the curriculum.
- There is insufficient monitoring of teaching and learning by subject co-ordinators.

(The weaknesses identified have been recognised by the school and are in the school's improvement plan.)

The school has made satisfactory improvement since the previous inspection in 1998. Pupils' standards have improved in English and mathematics. The school's response to its key issues from the previous inspection has been positive. Leadership and management are more effective in that the governing body is more aware of the school's strengths and weaknesses. Co-ordinators have a better-defined role. Consequently systems are now tighter and there is more of a focus on raising standards by assessing, targeting and monitoring both teaching and learning. These measures have been implemented particularly well in English, but are insufficiently developed in other subjects.

STANDARDS ACHIEVED

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

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

Pupils achieve well. For the past few years the standards of the children entering the school have been below average, but they are rising. When they leave aged 11 pupils' attainment, overall, is usually in line with the national average. Standards declined last year because the overall ability profile was lower. This year group included a high number of pupils with special educational needs (SEN). Consequently, the very challenging targets set for the average and lower attaining pupils were not met but the higher targets set for more able pupils were met in English and surpassed in mathematics. These results were in line with those of similar schools at the higher levels but were below average overall. The trend in the school's results has been broadly in line with the national picture over a number of years but has declined recently. However, because pupils' attainment on entry is rising and this has been built upon with good teaching and learning, the standards now seen in lessons are in line with the national average. Overall, there is little difference in the achievement of boys and girls, although girls achieve slightly better results in English.

Pupils' personal qualities are developed very well. Their spiritual, moral, social and cultural development is very good. Pupils' attitudes to school are good. Their behaviour in and out of the classroom is very good. Attendance is satisfactory and lessons start on time.

QUALITY OF EDUCATION

The school provides a good education. Teaching is predominantly good throughout the school with some examples of very good teaching. A significant minority of the teaching is satisfactory. There is no unsatisfactory teaching. The best teaching is in Year 6, where it is particularly effective in meeting the needs of all pupils regardless of the subject taught and there is a positive ethos for learning in most classrooms. Good planning produces interesting lessons where pupils' learning is good. Teaching of pupils with SEN and those whose first language is not English (English as an additional language - EAL) is particularly effective. Teaching is less effective in some lessons throughout the school where basic literacy skills such as writing are not well taught and assessment is not used effectively to plan what is taught next. The curriculum is broad and balanced with an appropriate range of learning opportunities which meets the interests, aptitudes and special needs of all pupils. There is an excellent range of activities outside the school day to enrich the curriculum. The school provides very well for the health, safety, care and welfare of its pupils. Support, advice and guidance for pupils are good. They feel valued and are involved well in their learning. The school works very effectively in partnership with parents, other schools and the community.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are sound with some strong features. The headteacher's leadership is good. He knows what the school does well, where its weaknesses are and how to improve them. Senior managers are appropriately focused on improving standards and supporting all pupils. The governance of the school is sound. Governors know the school's strengths and weaknesses, monitor the school's performance appropriately and ensure that statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are happy with almost all aspects of the school. A few parents were unhappy about the level of bullying or harassment. A significant minority of pupils feel that other children do not always behave well. Inspectors saw no occurrences of bullying during the inspection. All the parents and children interviewed thought that the school deals with rare incidences of oppressive behaviour very effectively.

IMPROVEMENTS NEEDED

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

- Improve how writing is taught and developed within other subjects.
- Improve how teachers use assessment to plan what is taught next.
- Improve the monitoring of teaching and learning by subject co-ordinators.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Pupils achieve **well** throughout the school, particularly the higher attainers. Standards are **in line with the national average in English and science**. They are **above average in mathematics**. Standards range from below to above average in different year groups.

Main strengths and weaknesses

- All pupils achieve well.
- Standards in English and mathematics have risen since the previous inspection.
- Standards obtained in the national tests in science last year were below average when compared to those of similar schools.

Commentary

1. The standards of the children entering the school have been below average. When they leave aged 11 pupils' attainment, overall, is usually in line with the national average. Standards declined last year because the overall ability profile was lower and included a high number of pupils with special educational needs. Consequently, the very challenging targets set for the average and lower attaining pupils were not met but the higher targets set for more able pupils were met in English and surpassed in mathematics. These results are in line with those of similar schools at the higher levels but are below average overall. Standards in science were not as high as they should be. The trend in the school's results has been broadly in line with the national picture over a number of years but has declined recently. However, because pupils' attainment on entry is rising, this is impacting positively on the standards now seen in lessons.

School results in national tests

2. The table below shows that in 2003, standards in Year 6 national tests were below average in English and mathematics and well below in science. What the table does not indicate is the sound progress made by these pupils, since their tests in Year 2, despite there being a high percentage with special educational needs in the group. This year in 2004, there is every indication that pupils have improved and standards are above average in mathematics and average in English and science.

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

Standards in:	School results	National results
English	69 (76)	75 (75)
mathematics	70 (79)	73 (73)
science	75 (91)	87 (86)

There were 77 pupils in the year group. Figures in brackets are for the previous year.

3. The table does not indicate the difference in the performance of boys and girls in English, with girls doing better, overall. It was evident in many classes that higher attaining boys and girls both do well but more boys than girls have difficulties with writing.

Standards seen in lessons

4. Pupils achieve well in most year groups. Currently standards in speaking and listening, reading and writing are average for 11-year-olds. Standards in mathematics are above average. In science, standards are average. Pupils' attainment at the higher Level 5 is above average in English and mathematics and average in science. Standards are also broadly average in the few lessons seen in other subjects.
5. Teachers give good emphasis to the teaching of vocabulary needed in other subjects and, many opportunities for pupils to develop their speaking and listening skills. The emphasis the school places on reading is reflected in the pupils' enthusiasm for books. Pupils have opportunities to record events and information in history and geography, however, opportunities for improving writing skills when planning other subjects are often missed and they are not used well enough to promote higher standards in writing. The use of pupils' mathematics skills in other subjects is satisfactory. Incidental use happens all the time, for instance, the use of measuring skills in a purse making project or understanding of graphs in a science experiment on the rate of melting of an ice cube. The use of information and communications technology across the curriculum is also satisfactory. Pupils steadily make satisfactory gains in the development of their information and communication technology (ICT) skills but there are too few planned opportunities to practise and develop these skills in other areas of the curriculum. However, some good examples were seen and links within some subjects are good. For instance, digital photography is used well in physical education to give pupils feedback on their performance.
6. The achievement of pupils with special educational needs is good and parallels the achievement of all pupils. They are supported effectively in their learning by both teachers and teaching assistants. The school's strong, shared commitment to inclusion is realised in the very good provision for pupils from minority ethnic backgrounds where English is not the main language. As a result, they achieve well in relation to their prior attainment. They make good progress overall as they move through the school, because the curriculum for these pupils is matched well to their needs. There are no significant differences between the attainment of the different ethnic groups.

Pupils' attitudes, values and other personal qualities

Following unsatisfactory attendance over the past two years, pupils' attendance is now **satisfactory**. Pupils have **good** attitudes towards their school work. Behaviour is **very good**, as is pupils' moral and social development. Pupils' spiritual and cultural development is **good**.

Main strengths and weaknesses

- Pupils like school; they attend regularly and arrive at school on time.
- Pupils are enthusiastic about the range of activities provided.
- Mature and sensible conduct of older pupils; adults have high expectations of the pupils in terms of their personal skills.
- Pupils clearly understand the difference between right and wrong and are consistently praised and encouraged for making the right choices.

Commentary

7. Attendance is now satisfactory, showing an improvement from the previous year. Figures are distorted by the poor attendance of a small number of pupils, some of whom have now left the school. The educational welfare officer works closely with the school to improve attendance and has made good progress in promoting positive attitudes amongst parents and pupils towards the need for regular attendance. Consequently, both attendance and punctuality have risen to satisfactory levels during the current year.

8. Although some pupils feel that a few of their classmates do not always behave as well as they should, behaviour in and around the school is usually very good. Pupils play and work together in a friendly and calm atmosphere. Adults expect high standards of behaviour and pupils generally respond positively. However, when activities are dull or uninspiring, some pupils lose interest and drift off task. Pupils say that any bullying tendencies are dealt with swiftly by the headteacher. The school does not tolerate any form of racial or other harassment and such occurrences are rare. None occurred during the inspection. Pupils are confident they will be listened to and helped if they have any problems or concerns.
9. Pupils generally listen well to their teachers, tackling tasks enthusiastically and methodically. They are eager to contribute their ideas or respond to questions, valuing their teachers' praise and encouragement. In a Year 5 science lesson, pupils sustained high levels of interest and concentration working in groups to analyse the passage of sound waves through different substances. Most are thoughtful of others and know right from wrong. They are keen to take part in extra-curricular activities. Pupils generally work well together and often show good independence. There have been four fixed period exclusions in the year prior to the inspection. These concerned three boys exhibiting aggressive behaviour.
10. Pupils' personal development is very good and parents feel the school does a good job of helping their children to become mature and responsible. Because the school promotes strong principles and values of fairness and respect for all, pupils develop good levels of spiritual awareness, which are enhanced through areas of the curriculum. Pupils from ethnic minority groups are fully involved in lessons and in friendship groups, as are those pupils with special educational needs. Pupils clearly understand what is expected of them in lessons and at play and most comply willingly.
11. Cultural development is promoted strongly through history, geography, religious education, listening to music and participating by playing instruments and by looking at the artwork of other cultures including that of their own Western European culture. These activities encourage pupils to be sensitive towards the different values and beliefs of people from other countries. They are closely involved with their own and wider community through sports fixtures, musical concerts, participation in the harvest festival at the local church and visits to the nearby Sikh Temple. Community involvement is a strong feature of the school's provision. The work of the school's Eco Club develops a sense of responsibility for the wider community and enables pupils to empathise with global change and its implications.
12. Arrangements for the care and personal and social development of pupils with special educational needs are very good. They progress very well in terms of their personal and social development. The strategies for managing pupils with behavioural difficulties are very effective.

Attendance

Attendance in the latest complete reporting year (93.9%)

Authorised absence		Unauthorised absence	
School data	5.1	School data	1.0
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.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	219	4	1
White – any other White background	9	0	0
Mixed – White and Black Caribbean	7	1	1
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	26	2	1
Asian or Asian British – Pakistani	3	0	0
Asian or Asian British – any other Asian background	4	0	0
Black or Black British – Caribbean	2	1	1
Black or Black British – African	2	0	0
Black or Black British – any other Black background	3	0	0
Chinese	3	0	0
No ethnic group recorded	6	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is **good**. Pupils achieve well because they are taught **well**. The curriculum is **sound**; opportunities to enrich the curriculum outside of the classroom are **excellent**. Pupils are **very well** cared for and the school's links with parents and the community are **very good**.

Teaching and learning

Teaching and learning are **good overall**. Assessment is used well to respond to pupils' individual needs in English. However, it is insufficiently developed in other subjects because whole school procedures have not yet been fully established.

Main strengths and weaknesses

- Teaching in Year 6 is of a consistently high quality, characterised by high expectations and a thorough understanding of how children learn.
- Most teachers insist on high standards of behaviour and positively reinforce good learning.
- Teachers use time and resources well to develop pupils' learning.
- Pupils with SEN and EAL are very well taught; teaching assistants support them effectively.
- Work is not well matched to pupils' capability in a few lessons.
- There is an inconsistent use of assessment to guide teaching and learning in some subjects.

Commentary

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0 %)	5 (15.2 %)	15 (45.5 %)	13 (39.4%)	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 percentages where 30 or more lessons are seen.

13. The teaching is good overall and has been maintained since the previous inspection. The best teaching is in Year 6 where teachers are particularly effective in meeting the needs of all pupils, regardless of what is being taught. Teaching is also very good in English, science and art in Years 4 and 5.
14. There is good teaching and a positive ethos for learning in most classrooms. There are certain features that are common to many of the very good lessons and they provide clues to ways in which the satisfactory lessons could be improved. The start of the most successful lessons is particularly significant. The beginning of the lesson is usually brisk, lively and challenging; it immediately makes pupils think. There are high expectations of pupils' behaviour, which mean that pupils concentrate well on the task. Good relationships exist between pupils and teachers and this helps pupils to tackle the work with confidence. In mathematics, where many of these lessons are found, the teacher's infectious interest and good subject knowledge are used to set the scene and engage pupils in thinking about the objectives of the lesson. The teacher is indicating from the outset that he or she expects pupils to work hard, but also that there is enjoyment and satisfaction to be gained from such learning. Teaching is less effective in some lessons in Years 3, 4 and 5 where work is sometimes not assessed rigorously enough to tell them what they should do to improve.
15. Teachers' high expectations, obvious from the start, are maintained as lessons continue and good questioning enables pupils to think carefully and develop their understanding. In a very good English lesson in Year 5, the pupils whose first language is not English were obviously confident when challenged to think by the high quality questioning of the teacher. A sense of fun was inspired by the teacher and the lesson encapsulated a love of learning among the pupils. All achieved the objective.
16. Once teachers have gained pupils' full attention they keep up the momentum, often with a series of short, focused tasks, so that there is no opportunity for concentration to flag. This was demonstrated in a very good science lesson in Year 4 where the teacher encouraged pupils to take their learning one step further by challenging them to investigate different ways of conducting a fair test on dissolving solids. The pupils' contributions were valued and good opportunities provided for all pupils to take responsibility for their work. Usually there is little need for obvious management of pupils; behaviour is very good and there are very good relationships based on mutual respect between pupils and teachers. When necessary, however, teachers are quick to notice and deal with any straying of attention or lack of effort. Parents are pleased with the progress their children make and say that the teachers do well to help them become mature and responsible.
17. Lessons usually provide a good atmosphere for learning. Pupils have the confidence to try things out, attempting an ambitious answer or putting forward an opinion, secure in the knowledge that the reactions of both the teacher and fellow pupils will be supportive. Most teachers use resources well in their lessons. In Year 6 resources are used inventively to make pupils' learning more meaningful, particularly in the group activities. However, this is not always the case. For example, in a religious education lesson in Year 3 valuable time was lost cutting and sticking worksheets into the exercise books rather than writing independently. The more able pupils were not sufficiently challenged and soon lost interest in the task.

Assessment

18. The procedures for monitoring and supporting pupils' academic performance have improved since the last inspection, when they were judged not good enough. The statutory test results are very thoroughly analysed and targets set so staff have a clear picture of different groups of pupils' attainment. However, although there is a clear understanding of the purpose and use of assessment and teachers' plans show that they will assess learning in the light of the objectives they have set, this data is not used rigorously enough to plan subsequent work. The procedures in place for English are good. Assessment procedures in all other subjects are insufficiently developed. In the best lessons, staff give pupils good verbal feedback on their work and they are told how they can improve, but the marking of work by some teachers is not always as helpful. There is an appropriate marking policy and most teachers mark pupils' work regularly and to a high standard. However, a few do so infrequently and their marking is cursory. Most teaching assistants make useful notes on what pupils can do.
19. Pupils with SEN and EAL are fully involved in lessons and make progress equally as well as their peers. Pupils' individual education plans are of good quality and provide effective guidance on dealing with pupils who have emotional and behavioural difficulties. Teachers throughout the school know these pupils well and use this knowledge to effectively provide for their needs. There is also effective support within the class from well-briefed teaching assistants. Teaching assistants work well with small groups or individuals and focus on developing their basic literacy and numeracy skills. However, in a small minority of whole class lessons teachers do not match work accurately enough to pupils' individual learning needs when there is no targeted support. This slows pupils' access to the task. The teaching in the set groups is well planned, sensitively delivered and effective. The visiting specialist teacher with responsibility for minority ethnic achievement makes a very good contribution to enable pupils whose first language is not English to learn well. These pupils are given individual or group education plans so that their learning in the targeted withdrawal groups is very well focused and sensitively delivered to ensure they achieve their full potential. The progress of all these pupils is closely monitored and support deployed appropriately.

The curriculum

The school provides a broad and balanced curriculum with learning opportunities that meet the interests, aptitudes and special needs of all pupils. Opportunities for further learning in activities outside lessons are **very good**. Staffing, accommodation and learning resources are **good**.

Main strengths and weaknesses

- Provision for pupils who have special educational needs is very good.
- There are very good opportunities to enrich learning outside the school day and to extend pupils' interests.
- Participation in sport is excellent.
- The school is committed to ensuring all pupils have an equal opportunity to succeed.
- The school provides well for pupils' personal development.
- The school is well staffed to support the range of pupils.
- Accommodation and resources support the curriculum well.

Commentary

20. The curriculum meets statutory requirements and provides a sound basis for pupils' learning. Plans for literacy and numeracy are based on the national strategies and those for other subjects follow the National Curriculum guidelines and the locally agreed syllabus for religious education. This ensures skills are taught progressively and all teachers in the year group plan their work to cover the curriculum well.
21. There is an excellent range of activities before and after school and during lunchtimes. Sporting activities are extensive and pupils have the chance to represent the school in many

of these. There is very good participation in the arts and excellent participation in sport. Pupils visit galleries.

22. Pupils' social skills are well developed and this results in very good behaviour and good attitudes. The school has received the Eco Bronze Award and the Active Mark Gold Award. The school council gives opportunities for real consultation and 'circle times' give opportunities for pupils to talk about things that affect them.
23. The headteacher is committed to running a school where every individual matters and has an equal opportunity to succeed. This is achieved by active intervention through catch-up programmes, setting in mathematics and the good support provided by teachers and teaching assistants in lessons. Pupils with special educational needs and those who have English as a second language have full access to the curriculum. This supports their progress well. Group work is sensitively matched to pupils' abilities and teaching assistants support them effectively. The provision for SEN has continued to improve since the previous report and is now very good. It complies with the requirements of the SEN Code of Practice. All pupils on the special needs register have well written individual action plans highlighting their individual needs. The provision for pupils learning English as an additional language is also very good and this is reflected in their progress and attainment. Teachers are aware of the cultural background of pupils and plan carefully to meet their needs. The attention to detail by the school reflects well on its desire to do its best for these pupils. Arrangements are flexible and responsive, enabling the emergent and changing needs of each pupil to be satisfactorily met.
24. Overall the school provides well for its range of pupils. There is a good learning and caring ethos where pupils feel safe and valued. Pupils' personal development is well provided for.
25. There are ample well-trained and experienced teachers. They know how to use the National Literacy and Numeracy Strategies well to raise standards and have also kept abreast of developments in other subjects, including the use of ICT. The work of teaching assistants is a strength of the school. They are adequate in number, well trained and appropriately deployed for the pupils to gain maximum benefit from their contribution.
26. Accommodation is good. It is spacious, well cared for and enhanced by bright and cheerful displays of pupils' work. There is ample space outside for games and outdoor play.
27. Resources for the curriculum are good. New reading books help maintain interest and the computer suite is used well by all classes.

Care, guidance and support

The school provides for the health, safety, care and welfare of its pupils **very well**. Support, advice and guidance for pupils, based on the monitoring of their achievements and personal development, are generally **good**. There is **good** involvement of pupils through the regular seeking of their views.

Main strengths and weaknesses

- The school provides a safe, secure and friendly environment where the well-being of pupils is a prime concern.
- Pupils in Year 3 settle well when they start school.
- Support and guidance for pupils' personal and academic development are good.
- The majority of pupils have good, trusting relationships with staff and feel confident in approaching them if they have problems.

Commentary

28. Effective procedures ensure pupils' care, welfare, health and safety are high priorities. Staff are vigilant about pupils in their care, understand the health and safety and child protection procedures well and know what to do if they have any concerns. The school is committed to

the national Healthy School Standard. Staff are aware and trained in the support of pupils with specific medical problems and there are few accidents in the school. There are clear risk assessment procedures which are implemented well. First aid procedures and fire drill practices are followed consistently.

29. There are very good and trusting relationships between the pupils and their teachers. The understanding of pupils' personal skills ensures that older pupils are prepared well by their teachers for taking on responsibility. In Year 6, pupils carry out their peer mentoring responsibilities very well. Staff have high expectations that all pupils, including those with special educational needs, will behave maturely and sensibly. These expectations are reflected in the generally calm and orderly atmosphere in the school. In a few lessons when teaching is insufficiently demanding pupils sometimes drift off task.
30. When pupils begin in Year 3, virtually all settle in happily. A number of parents spoke of the 'warm, family feeling' in the school and how quickly their children integrate into class routines and are eager to attend. In discussions with pupils, they expressed their pleasure at how easily they are able to make friends and how much they enjoyed being at the school. They particularly appreciate the many clubs and sporting activities.
31. Although regular records are maintained to track how well pupils are doing, there is some inconsistency in the use of this data. However, pupils generally receive a good level of personal support and guidance to enable them to learn and progress as they move through the school. Pupils' personal well-being is important to the school. Specialist outside support is sought when necessary. Teachers value pupils' views and they are involved in the setting of classroom rules. Parents of pupils with special educational needs are kept fully informed of their targets and progress, which is regularly monitored and adjusted accordingly.

Partnership with parents, other schools and the community

The school has a **very successful** and effective partnership with parents, **very good** links with the local community and productive links with other schools and educational institutions.

Main strengths and weaknesses

- Parents are very satisfied with the work of the school and value the contribution it makes to their children's development.
- Newsletters, the prospectus and annual reports provide very good information for parents.
- The active and hardworking Friends' Association, linked to the neighbouring infant school, raises considerable funds for additional resources.
- The school participates well in community events.
- Strong collaborative working partnerships with other schools and educational institutions.

Commentary

32. The parents who responded to the questionnaire and those who attended the pre-inspection meeting, have a very good opinion of the school. They feel the school is open, welcoming and promotes equality between different pupils and groups very well. Individual pupils' needs are met well and there is a good rapport between parents and school to aid pupils' learning. The quality of annual reports is very good, giving parents a clear understanding of their child's strengths and weaknesses, areas for greater endeavour and the setting targets for achievement. Newsletters are well produced, informative and regular and, amongst its other contents, the school prospectus gives relevant information on areas of the curriculum covered. Information on the expectations and timing of homework creates an effective framework for parents to assist with home learning.
33. The views of parents are appropriately sought through an annual questionnaire. Any complaints are dealt with effectively by the headteacher. Parents are kept informed of any

action the school takes. Those who have children with special educational needs are kept fully informed and are included in all reviews. Parents welcome the open relationship and express confidence in the headteacher and the staff generally.

34. There are highly productive links with the community and fundraising events for local, national and international charities and, particularly, with a local hospice. The local community uses the facilities for a dance school, Karate and computer club. Members of the Asian community often use the hall for pre-wedding parties. The school is very active in local sports events to which parents and community members are invited.
35. The school has very well developed links with local feeder schools and good curricular links with the secondary schools. Particular care is given to pupils with special educational needs to support their move to the secondary schools. There is very good development of shared events and initiatives between the school and its feeder school through the Friends' Association, which raises considerable funds for additional resources shared between the infant and junior schools. Transition arrangements to the secondary schools are very good. There is a 'transitional curriculum' and good staff liaison which enables pupils to settle into their new school well.

LEADERSHIP AND MANAGEMENT

Overall the leadership and management of the school are **good**. The leadership of the school by the headteacher is **good**. The leadership by other key staff is **satisfactory**. Governance is **satisfactory**. The school is **effectively** managed.

Main strengths and weaknesses

- The headteacher has a very clear vision for the school.
- The school promotes inclusion very well.
- High quality induction procedures help staff settle in quickly.
- Subject co-ordinators need more time to fulfil their roles.

Commentary

36. The leadership of the headteacher is good. He knows what the school does well, where its weaknesses are and how to improve them and has established an ethos of striving to improve. He is open and honest with everyone, which helps draw the best out of all staff. He has carried staff with him in developing a school that has high expectations of pupils' achievement, behaviour and their personal development. The staff work well together to raise standards. The leadership and management have been successful in establishing a productive climate for learning and promoting inclusion. The school values its pupils as individuals and expects teachers to help them fulfil their potential. It accepts pupils who have found it difficult to learn in other schools. These pupils settle quickly and achieve well because all the staff are committed to helping them. Continuing professional development for staff is good. Monitoring reports show that the school is self-critical and evaluative of its practices. The school's self-evaluation and its use in improving standards are good. This has given clear educational direction to the work of the school.
37. The school improvement plan is good. Its priorities are clear and well thought out. A very careful analysis of the current position, including reports on all subjects, guides the plan. There are clear indications of what constitutes a successful outcome and who is accountable for it. The headteacher has instigated an analysis of performance data, including National Curriculum and other non-statutory tests where co-ordinators are held accountable for test results in their areas. Where there have been relatively less successful results, the school is quick to take action.

38. Curriculum co-ordinators evaluate their subjects satisfactorily and areas for development are included in the school's improvement plan, so that priorities can be established over the long and short term. However, although co-ordinators monitor planning and analyse test scores effectively they rarely have time to support colleagues or monitor teaching and learning. This is having a negative impact on the teaching of skills and is particularly relevant at present because the school has a high proportion of temporary teachers. Monitoring has not picked up the lack of assessment in most subjects.
39. All teaching staff have been trained in the use of the current Code of Practice and keep careful track of the progress of pupils with SEN and EAL. Records are regularly updated by the special needs co-ordinator and are readily accessible and used by support staff. Teaching assistants are suitably trained and deployed. Leadership and management of SEN and EAL are good. Performance management is fully in place and is used very well to improve staff competencies. New teachers are very happy with their induction into the school. They receive good support in all aspects of school life.
40. Governance is satisfactory. The governing body is well organised, knowledgeable and committed to the needs of the school and its pupils. With the help of regular reports from the headteacher, governors monitor the school's strengths and weaknesses satisfactorily. They have a committee structure which runs smoothly. Each governor is appropriately linked with a subject co-ordinator. They ensure that statutory requirements are met and appropriately challenge senior managers to account for weaknesses and plan for success.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	748,630	Balance from previous year	21,369
Total expenditure	746,985	Balance carried forward to the next	36,446
Expenditure per pupil	2,493		

41. Financial planning is good and the budget is used well. The strategic use of resources is good. Spending is carefully matched to the school's priorities, for instance sums are set aside to train and retain staff. The governing body's consideration of best value is good. The school had a very good recent audit and has consulted widely and responded promptly to the few recommendations. Office staff are well organised. They check all information from the local authority against their own records thoroughly and provide the headteacher and governors with the most up-to-date information available so that they can make informed decisions. The underspend is roughly five per cent. The majority of it consists of monies for capital projects.

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

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils' attitudes to learning are good and they respond well to their teachers.
- The new system for teaching guided reading is having a positive effect on pupils' progress.
- Pupils with special educational needs and those with English as an additional language are included effectively.
- The targets set for individual pupils are not consistently well informed and do not do enough to raise achievement.

Commentary

42. Standards are average in speaking and listening, reading and writing by the time pupils leave the school. This represents good achievement. Pupils' positive attitudes to learning and their sustained concentration contribute to the good progress they make in lessons.
43. Teaching and learning are good overall. This usually occurs when the pace of lessons is lively and teachers challenge and involve all pupils through their effective use of questions. In discussion, most pupils speak confidently and express themselves clearly, using apt vocabulary. Teachers plan effectively so that lessons are clearly focused with a strong emphasis on the development of pupils' writing skills, which reflects priorities in the school improvement plan. They have sound knowledge and explain work clearly. Teaching makes use of an interesting range of texts which arouse pupils' interest in books and develop their understanding of how writing is structured. This and pupils' willingness to work hard is leading to improvement in their knowledge and the use of different writing styles. More able pupils write with energy and versatility using a well-chosen vocabulary and range of expression, which brings their writing to life. They write sentences such as, "As the last dying rays of the sun faded away she cried out in pure exhaustion". Pupils continue to make too many punctuation and spelling mistakes. Errors with spelling indicate gaps in pupils' understanding of word structure and spelling rules.
44. Pupils enjoy reading both at school and at home. Most read fluently and accurately and have a satisfactory grasp of the main events of the book. More able pupils read with good expression and intonation demonstrating their good understanding. The reorganisation of reading books ensures that pupils read a range of styles. In Year 5, the recent initiative to improve reading skills is having a positive effect on developing pupils' understanding of the texts and enjoyment of reading.
45. Teachers track pupils' progress effectively and make good use of the information to identify pupils who need extra help and guidance. For example, an additional teaching group has been organised in Year 6 so that work can be better tailored to pupils' needs and a variety of strategies are in place to booster pupils' confidence and raise standards. Teaching assistants provide good support for pupils with special educational needs; this helps them to achieve well. The visiting specialist teacher for pupils who have English as an additional language, provides very good support for these pupils.
46. The leadership and management of the subject are satisfactory. The subject leader is well informed and strongly committed to raising standards and appropriate plans for improvement are in place. Teachers work well as a team, agreeing standards and checking levels of

attainment. However, insufficient analysis of test results has taken place in order to identify strengths and weaknesses in pupils' attainment so that teachers can plan lessons that will help pupils to make the best progress. Teachers' marking is satisfactory and often supports pupils but does not consistently provide them with information about how to improve their work.

Language and literacy across the curriculum

47. Teachers give good emphasis to the teaching of vocabulary needed in other subjects and many opportunities for pupils to develop their speaking and listening skills through discussion. Pupils have opportunities to record events and information in history and geography, both by hand and using the computer. However, other subjects are not used well enough to promote higher standards in writing.

MATHEMATICS

The quality of provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils' positive attitudes are nurtured by good teaching.
- Pupils with special needs are well supported.
- National guidance is used well to plan challenging lessons.

Commentary

48. Standards in Year 6 are above national expectations. This judgement differs from last year's national test scores, which were below average. This is because in 2003 there was a high proportion of pupils with special educational needs. They achieved well against their individual targets but were not able to reach the average grade (Level 4). The school did not reach its targets for Level 4 last year but easily beat its target for the higher grade (Level 5). This year higher attaining pupils are doing well again because the 'setting' arrangement allows them to be taught at a faster than average pace.
49. Achievement is good. Pupils' skills and knowledge from their previous school, which have been variable over the years but appear to be improving recently, are built on well. The school uses the national guidance soundly to aid teachers' planning and to ensure that pupils meet the full curriculum. Samples of pupils' work show that they are expected to work hard. Most pupils have completed two exercise books of mathematics already this year. There is little variation between the achievement of boys and girls or by different ethnic groups.
50. Pupils with special educational needs make good progress. They are well supported by both teachers and learning support assistants who have a good understanding of their needs. Separate tasks are set in most lessons, which challenge their understanding. Specialist classes in Year 6 with very low numbers of pupils are helping these pupils to make maximum progress. The school's Wilbury Improving Numeracy (WIN) project also allows them to succeed at their own level and be rewarded just like other pupils.
51. Teaching and learning are good. Initial sessions of mental mathematics often require pupils to have quick recall of number facts, like multiplication tables. Lessons in Year 6 and Year 3 were very good at this. Pupils are challenged to explain their method of solving questions and respond very positively by telling the class or working out the sum on the board. Pupils are keen on mathematics and lively lessons keep them interested and stimulated. Behaviour in lessons is very good. Pupils in lower sets are taught very well. Patient explanations using the correct terminology coupled with lots of praise and encouragement help them learn to use the language of mathematics. Assessment is satisfactory. Pupils' work is marked and supportive comments made by teachers. Pupils' progress is monitored and data is used to decide sets in

Year 6. But no evaluation of the individual questions from the annual tests has yet been undertaken. Such analysis would help identify those aspects that pupils understand well and not so well and would guide the school's review of its teaching and curriculum.

52. Leadership and management are satisfactory. The coordinator has done well with very little non-contact time to maintain a sound understanding of what is happening in the subject. She is knowledgeable and prepares clear and useful annual reports about the subject for the headteacher, which inform strategic planning. The well-planned WIN programme is very effective in motivating and challenging pupils to learn basic skills. Improvement since the last inspection has been satisfactory. Standards have improved but assessment and the use of target setting need further work to be totally effective.

Mathematics across the curriculum

53. The use of pupils' mathematics skills in other subjects is satisfactory. Pupils use measuring skills in a purse making project or use graphs in a science experiment to judge the rate of a melting ice cube. As the school's curriculum develops links between subjects, greater emphasis is being placed on ensuring that mathematical skills are appropriately developed in other subjects.

SCIENCE

Provision in science is **satisfactory**.

During the inspection there was no opportunity to see lessons in Year 3 although the school's timetable confirms that sufficient time is given to this year group. Provision was discussed with the subject leader, pupils' work was looked at and pupils were spoken to about their work.

Main strengths and weaknesses

- Teaching is good overall.
- Pupils achieve well in Year 6.
- There is good emphasis on the use of specific technical language.
- Good opportunities are now provided for pupils to develop investigative methods and skills.
- Standards in 2003 were below average when compared to similar schools.
- Assessment is not used well to change what is taught next.
- There is insufficient monitoring of teaching and learning.

Commentary

54. Standards in Year 6 are higher this year and in line, overall, with the national average. This is because there was a high percentage of pupils with special educational needs in the group taking the tests last year when pupils attained standards that were well below average. However pupils made the expected progress in relation to their prior attainment. There is every indication that results will improve this year.
55. Achievement is good in Year 6 and satisfactory overall. Pupils' standards on entry to the school have been below average over recent years. These standards have been improving recently and pupils are now making good progress. Higher attaining pupils are reaching above average standards. There has been satisfactory improvement since the last inspection.
56. In scientific enquiry Year 6 pupils correctly describe the principles that make scientific testing fair and can clearly explain the need for repeating measurements to ensure the accuracy of their results. This builds well on work in Year 4, where pupils who were studying the sound-insulating properties of materials could explain how to carry out a fair scientific test. Pupils have a secure understanding of life processes, materials and physical forces. Year 6 pupils'

written work shows they are given good opportunities to plan, carry out and make sense of their own investigations.

57. Teaching and learning are satisfactory. They were good overall in the lessons seen in Years 4 and 6; teachers have a secure knowledge of the subject and they give precise explanations. As a result, pupils understand exactly what is required of them. Teachers manage pupils' behaviour very well and good support is provided for those pupils with special educational needs and those whose first language is not English. Lessons proceed at a good pace and, consequently, pupils concentrate well making good use of the experiences offered. Pupils use equipment safely and co-operate well when working in a group. In a very good Year 4 lesson, the teacher provided pupils of all abilities with good opportunities to take responsibility for their own work. Some higher attaining pupils were able to explain how, when some solids dissolve they form a solution and how some changes are reversible and some are not. The objectives of the lesson were shared with all the pupils at the start so that they understood what they were meant to learn.
58. Teachers give good emphasis to scientific vocabulary and terminology although pupils' responses are sometimes too readily accepted and they are insufficiently challenged to remember the 'right' vocabulary. Whilst pupils' written work is marked regularly and supportive comments sometimes added, feedback sometimes does not indicate where pupils have been successful or where further improvements can be made.
59. Pupils with SEN receive good support from skilled and committed support staff who know them well. The support staff are briefed before lessons and this enables them to help these pupils to play a full part in the lesson and make good progress.
60. Leadership and management of the subject are sound. The subject leader is both knowledgeable and enthusiastic and provides appropriate support for other teachers. However, she has too few planned opportunities to check the quality of teaching and learning in the subject and, consequently, her capacity to secure further improvement in science is limited. Assessment is not consistently used to change what is taught next.

INFORMATION AND COMMUNICATION TECHNOLOGY

The quality of provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Pupils enjoy their computer work and cooperate well with each other.
- Classroom computers are not used enough to support pupils' learning.

Commentary

61. Few lessons were seen during the inspection. A thorough scrutiny of pupils' work in most year groups and a discussion with the co-ordinator were undertaken. Displays around the school were reviewed.
62. Standards in Year 6 are in line with national expectations. Pupils are comfortable when using the computers, for example accessing an Internet revision site unaided. They create a good presentation, which links pages of information together. Pupils are very keen on using computers. They behave well in the suite and work cooperatively. For instance, in a Year 5 lesson pupils amicably discussed the placement of furniture in a classroom.
63. Achievement is satisfactory. Through the school pupils have regular lessons and learn skills from a sound range of topics taken from the national guidance. Pupils in all age groups do some word processing work that builds up their skills year on year. Year 3 pupils use different fonts and colours to make 'calligrams' whilst Year 5 produce an informative leaflet using a

publishing program. Some Year 4 pupils found the topic on giving instructions to a 'robot' difficult judging from their work files.

64. Teaching and learning are satisfactory. The school uses the expertise of its staff well with some teachers taking lessons for both classes in the age group. Pupils behave well in the suite because teachers trust them and share the equipment fairly. Teachers provide challenging topics, which allow pupils to follow their own interests. A good example of this is the Year 6 PowerPoint presentations where pupils chose a subject to research, like cars or horses.
65. Leadership and management of the subject are satisfactory. The coordinator has very little non-contact time to support colleagues and monitor learning. She has reviewed teachers' planning and looked at pupils' work, which has given her some idea of standards of teaching and learning. End of topic assessment is used but is not yet firmly established. The low specification and reported unreliability of classroom computers are preventing teachers from making full use of them in lessons. Improvement since the last inspection has been satisfactory. Resources and teachers' expertise has improved. These are gradually raising standards.

Information and communication technology across the curriculum

66. The use of information and communication technology across the curriculum is satisfactory. The integration of computers into subjects is not yet fully planned but good examples were seen and some links with other subjects are explored well. For instance, digital photography is used well in physical education to give pupils feedback on their performance. Literacy skills are used purposefully to develop leaflets and newspapers often linked to studies in history. Pupils use graphing packages confidently in Year 5 to record changes in temperature as an ice cube melts. Staff also make good use of word processing packages for labelling and signs on displays. Little use of the 'whiteboard' was seen to teach any subject other than computing.

HUMANITIES

67. No lessons were observed in geography or history and so there is insufficient evidence to make overall judgements on provision. Analysis of the work sampled in pupils' folders indicates that they receive an appropriate curriculum and attain the expected standard. Achievement is satisfactory.
68. Pupils' work in **geography** shows that there is sound development of map work, with pupils in Year 4 identifying and drawing features of different countries and places on maps. By Year 6 pupils have developed an understanding of scale and use this knowledge to calculate distances between major towns in Great Britain. In their work on motorway systems, they make statistical comparisons between car ownership in different parts of the United Kingdom, America and Asia. However, their analysis of the advantages and disadvantages is not as comprehensive as it might be, because too little consideration is given to environmental issues.
69. In **history** pupils' work on events during the Second World War indicates some effective cross-curricular links with literacy, including opportunities to use ICT for research. For instance, through the story "Goodnight Mr Tom" pupils learn what it was to be an evacuee. Their writing on the theme of peace demonstrates an understanding of the effects of war; for example, "War is hell" and "Peace is like a flower blossoming in the sunshine." Presentation of work is good, although in some classes there is little evidence of teachers' marking to give pupils an idea of how well they are achieving. Opportunities for pupils to visit places of historical interest and for pupils to talk to members of the local community about life in the past make an effective contribution to pupils' learning.

Religious education

Provision for religious education is **good**.

Main strengths and weaknesses

- Pupils make good progress throughout the school.
- There are too few opportunities in some classes for pupils to record their thinking and understanding.
- Assessment does not inform what is taught next.
- Teaching and learning are monitored insufficiently.

Commentary

70. By the end of Year 6 pupils' attainment is in line with the expectations set out in the locally agreed syllabus. Standards have been maintained since the last inspection. Only three lessons were observed and a lot of the work covered centres around discussion, so there was limited work to examine in some classes. However a scrutiny of the available work and discussions with staff and pupils suggest that pupils' achievement is good throughout the school.
71. In the lessons seen in Years 3 and 5 teaching was satisfactory. It was good in the Year 6 lesson. In Year 3 pupils demonstrate a basic understanding of the Ten Commandments and why rules are necessary. They know that the followers of Islam are called Muslims and the 'Five pillars of Islam' are the Islamic equivalent of the Ten Commandments. However, most pupils are not yet linking religious teaching with everyday life, such as knowing that the Ten Commandments give us rules for living. By the end of Year 6, pupils' understanding of the major faiths in the world, such as Christianity, Judaism, Hinduism and Islam, has deepened and they are aware of some of the religious similarities and differences between these major faiths. Higher attaining pupils are able to articulate some reasons why people hold religious beliefs. They can also understand that people who do and do not hold religious beliefs may behave differently. In a good Year 6 lesson the teacher's high expectations challenged and inspired many pupils to a deeper understanding and knowledge of their own and other's beliefs.
72. Teachers' have a secure knowledge of the subject and, where the teaching was effective a good range of appropriate activities helped to maintain pupils' interest and concentration on the tasks set. In the less successful lessons the religious or spiritual aspect was not sufficiently emphasised and the chance to develop pupils' understanding of religious symbolism was missed. Pupils with special educational needs and those with English as an additional language are well provided for. This contributes to the good progress they make. However there are too few opportunities provided for pupils to record their thinking and understanding particularly in Years 5 and 6.
73. Management of the subject is satisfactory. However, the co-ordinator does not have time to check the quality of teaching and learning across the school. Assessment is not used effectively to change what is taught next so that work is better matched to the pupils' capabilities. Consequently, the opportunity to raise standards is restricted.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

74. Only three lessons were seen in the following subjects: art and design, design and technology and music. It is therefore not possible to make firm judgements about provision, although limited evidence indicates that it is satisfactory in all three areas. In addition inspectors spoke to teachers and pupils about what had been learned and looked at pupils' work from this last year.

75. It is evident from a review of teachers' planning, discussions with the subject co-ordinator, the parents' evening and the displays around the school that work planned in **art and design** is varied and interesting. The good standards reported at the last inspection have been maintained. Pupils achieve well.
76. From the time pupils start school, they are encouraged to experiment with paint and colour, to explore pattern, to work from observation and imagination and to respond to examples of art in the world around them. Colourful displays of pupils' work are hung throughout the school. This lively approach to art was evident in the work in Year 3 on silhouettes and shadows in the style of Matisse through to the colourful detail shown by pupils in Year 6 in their interactive rainforest collage. There was good development of practical skills in a Year 4 class who were preparing to produce their own sculpture. All pupils achieved well because of the good subject expertise of the teacher and her high expectations of what each of them could do. The subject co-ordinator plans the art curriculum well. However, there is no whole-school overview to monitor pupils' progress and assessment is informal and not used effectively to inform teachers what to teach next.
77. From the work that was sampled and the discussions held with pupils and the co-ordinator, it is clear that pupils are gaining experience of a range of materials and techniques in **design and technology** and developing the expected subject skills through designing and making a variety of products. Achievement is satisfactory. The topics are carefully chosen to develop pupils' skills and their understanding of the use of different types of materials. Some topics, like the 'biscuits project' in Year 4, are adapted well to enable pupils to use their knowledge of other subjects. Pupils know how to design, make and evaluate. They write instructions well, for instance; Year 4 pupils describe 'how to make a torch'. Pupils' evaluations of their work are good. Year 6 pupils write in detail about the strengths and weaknesses of their chair design and construction. The finish of some projects on display is good, for example the aerodynamic models in Year 6.
78. The co-ordinator leads the subject well. She has enthused colleagues and supported them by providing guidance, training opportunities and materials. An assessment system has been developed and is starting to be used to improve the curriculum
79. Teachers ensure that pupils have opportunities in **music** to develop their skills across the expected range of musical activities. Pupils can extend their skills by learning a musical instrument and joining the choir, recorder or guitar clubs. There are regular opportunities for pupils to take part in performances in school and in local community events. For example, the choir performs at the local residential home and has taken part in exciting events organised by the music service, such as concerts at the Royal Albert Hall. Opportunities to see and work with professional performers, for instance, an African drumming group, provide pupils with rich experiences, enhancing the curriculum and contributing effectively to pupils' personal development.
80. In the lessons observed teaching was satisfactory. Year 5 pupils made good progress in their ability to sing in two parts. Pupils in Year 6 made sound progress in their understanding of note values, although their performance in small groups, of rhythmically simple parts, was a little insecure.

Physical education

The quality of provision in physical education is **good**.

Main strengths and weaknesses

- Pupils' skills improve because teachers give them good coaching points.
- The school has achieved 'Active Mark Gold' because it encourages everybody's participation in sport so well.

- Good resources allow everyone to have the right equipment.
- Pupils' enthusiasm for school is improved because they are proud of their sporting achievements.

Commentary

81. Only a few lessons of summer sports were observed and so no overall judgement about pupils' standards in all six aspects of physical education is possible. However, physical education is a strength of the school because everybody is encouraged to take part, the programme is varied and teaching is good. Consequently the school has been awarded the prestigious 'Active Mark Gold' by Sport England.
82. Standards in Year 6 are above national expectations in games skills. Pupils throw, catch and field small balls with uniformly good accuracy. Bowling skills are a little weaker for some, especially amongst the girls, mainly because they find the bowling action unnatural and need to practise it. Standards are in line with national expectations in swimming. School records show about 70 per cent of pupils being able to swim 25 metres or more.
83. Pupils' achievement is good. They work hard in lessons because they enjoy them and they are challenged. They experience a varied programme of well-taught activities and develop their skills and knowledge as they progress through the school.
84. Teaching and learning are good. Teachers improved pupils' ability to throw and catch by giving good coaching points. Pupils were highly motivated to learn and worked well in their pairs or groups trying hard to improve their skills. Lessons ran smoothly because equipment was taken out before the lesson and practices were quickly organised. Good digital photographs of Year 6 pupils performing an innovative range of balances on small and large body parts give an indication that gymnastics is taught well. This is also a useful way of assessing performance, which can be used by both teacher and pupil to give the gymnast rapid feedback.
85. Leadership and management are good. The co-ordinator has encouraged most staff to go on courses for different sports. He consults them and the pupils regularly and uses the information to inform curriculum change. The school covers all six aspects, rather than the five required. In addition, swimming provision at the local baths is good. Teachers formally assess pupils' skills and knowledge against what should be learned and this is used to inform the following year's lessons. Older pupils are encouraged to assess each other and offer constructive coaching points. Resources are plentiful and used well, for instance, when all three Year 3 classes are learning about 'striking' games at the same time there are sufficient bats and balls for everyone. High standards have been maintained and so improvement since the last inspection is satisfactory.
86. The school's range of clubs, from tag rugby to Sri Lankan dance, is excellent. The school also competes with other schools at every opportunity. Enthusiastic teachers give freely of their time to allow pupils to play sport after school and to compete against other schools. Pupils take full advantage of this and attendance is very high because everyone is welcome. Positive attitudes are encouraged and expected with 'taking part fairly' being the most important tenant of all. The school's teams and individuals have succeeded in local and countywide competition on a regular basis, most recently in soccer (both boys and girls), netball and cross-country running.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

87. The provision is good. Every class has a weekly timetabled lesson and a published scheme is used to support teachers' lesson planning. Pupils in Year 5 offer well-reasoned responses to questions about substance abuse and healthy lifestyles. Worksheets support their learning

and still leave space for them to develop their own thoughts and views. Pupils' achievement is good.

88. Year 6 pupils carefully consider people's reactions to a fight between two sets of 'football fans' from different viewpoints. The written comments are brief but show that they do understand how many people might be frightened by such incidents. A good unit on 'is it okay to steal?' considers many moral dilemmas. Pupils have a clearer understanding of right and wrong from talking about this unit.
89. Lessons are often lively and resources, such as books, are used well to help pupils learn. A Year 3 lesson on hazards gave pupils good opportunities to develop their speaking and listening skills when they discussed their own experiences. Pupils are attentive, keen to learn and behave very well in these lessons.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

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	3

Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
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	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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