

INSPECTION REPORT

FOLVILLE JUNIOR SCHOOL

Braunstone, Leicester

LEA area: Leicester

Unique reference number: 120034

Headteacher: Mrs J Bertram

Lead inspector: Ian Knight

Dates of inspection: 6th – 8th December 2004

Inspection number: 266836

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 to 11 years
Gender of pupils: Mixed
Number on roll: 355

School address: Folville Rise
Leicester
Leicestershire
Postcode: LE3 1EE

Telephone number: 0116 2824368
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Appropriate authority: The governing body
Name of chair of governors: Mr D Berry

Date of previous inspection: 14th June 1999

CHARACTERISTICS OF THE SCHOOL

Folville Junior School is a large junior school, situated in the Braunstone area of Leicester. It serves an area of significant socio-economic disadvantage. The school is mindful of this, and governors have made a pledge, 'The Governors' Pledge', that seeks to ensure that the curriculum on offer is enriched by guaranteed access to the arts, especially music. The school received the 'Investors in People' award in 2002, the Schools Achievement Award in 2003 and the 'Eco School Green Flag' in 2004. The school is part of a mini-Education Action Zone and Network Learning Community. Most pupils are white European, although there are small numbers from Asian and Caribbean backgrounds or of mixed heritage. Fifteen pupils are supported in their learning through the Ethnic Minorities Achievement Grant. Only three pupils are at the early stages of learning English. Forty-one pupils are on the register of special educational needs, with needs including dyslexia, moderate learning difficulties, social, emotional and behavioural difficulties, speech and communication difficulties, physical difficulties and dyspraxia. The numbers entering or leaving the school other than at the usual times is about average. The full range of attainment is evident on entry; however, overall, standards are below those normally seen.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2303 1	Ian Knight	<i>Lead inspector</i>	
1311	Barry Wood	<i>Lay inspector</i>	
1330 7	Ian Hancock	<i>Team inspector</i>	English Art and design Design and technology English as an additional language.
2326 2	Philip Martin	<i>Team inspector</i>	Science Music
2747 7	Josephine Mitchell	<i>Team inspector</i>	Information and communication technology History Religious education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Folville Junior School is a good school. Although standards are below those expected nationally, pupils achieve well because of good teaching, based on a good curriculum. The headteacher provides very good leadership, supported well by others in positions of responsibility. The school provides very well in the areas of art and design and music. These factors, weighed against the cost per pupil, indicate that the school gives good value for money.

The school's main strengths and weaknesses are:

- This is a very caring school: pupils are nurtured.
- The headteacher provides very good leadership.
- The school fulfils the Governors' Pledge regarding the provision of high quality art and musical experiences.
- Pupils achieve well overall: achievement in art and music is very good, although achievement in science is only satisfactory.
- Pupils show very good attitudes, behave well and demonstrate very good personal development.
- Good teaching, based on the very good relationships in school, promotes good learning.
- The data available to the school is not always used well enough to plan pupils' future learning.
- Too many pupils do not attend regularly, which adversely affects their learning.

The school has made satisfactory progress since its last inspection. Standards in National Curriculum tests in English and mathematics have risen, but test results in science have fallen slightly. Other standards have been maintained. Teaching has been maintained at a good level, although there is now more very good teaching and no unsatisfactory teaching was observed. The provision for information and communication technology (ICT) is much improved. However, assessment is still not used consistently well in all classrooms.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	D	E	D	D
mathematics	C	D	D	D
science	C	D	E	E

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

Achievement in the school is good. Inspection evidence indicates that standards are below national expectations in English, mathematics, science and ICT. Standards are in line with expectations in religious education, above expectations in art and design and well above expectations in music. Test results in English are improving because of a renewed

focus on the subject. Pupils achieve well in English, mathematics, ICT and religious education. Pupils achieve very well in art and design, and music. Achievement in science, however, is only satisfactory because the curriculum is not designed well enough to inspire pupils. The other subjects were not a focus for the inspection and no secure judgements can be made about them.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are progressing very well. Pupils show very good attitudes to school and behave well. However, attendance and punctuality are unsatisfactory.

QUALITY OF EDUCATION

The school provides a good quality of education. Teaching is good. Teachers understand their subjects and the needs of young learners well. They also know their pupils well, and relationships in classrooms are very good. As a result, lessons proceed at a good pace and pupils make good progress in their knowledge, skills and understanding. Although short-term assessment is used well in lesson planning, tracking data is not yet used well enough to plan the curriculum. Independent learning is promoted well, for example through the home learning logs, and pupils are very good at working independently or with their peers.

The school provides a good curriculum, which is enhanced by an outstanding range of enrichment activities. Pupils are cared for very well, and are provided with good advice and support. They are involved well in the school's work. Good links are maintained with parents and the community, and the school has very good links with other schools.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good. The headteacher provides very good leadership, well supported by other staff. The school is managed well. The governing body is effective in its work. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the school. They say their children enjoy school and make good progress because teaching is good. There were no areas that parents were concerned about. Pupils are satisfied with the school. They were positive about all its aspects, though some felt that behaviour was not always of the highest standard.

IMPROVEMENTS NEEDED

Whilst there are no areas of significant weakness, in order to improve further the school should:

- Improve achievement in science.
- Make better use of assessment data in future planning.
- Seek to improve attendance and punctuality.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Pupils attain standards that are below average in English, mathematics, science and ICT in Year 6. Standards in religious education are in line with expectations. Pupils' achievement across the school is good.

Main strengths and weaknesses

- Pupils achieve well in English, mathematics, ICT and religious education.
- Pupils with special educational needs (SEN) and those with English as an additional language achieve well throughout the school.
- Achievement in science, whilst satisfactory, is not as high as in other subjects.
- Pupils achieve very well in music and in art and design.

Commentary

1. When compared to those of all schools, test standards in 2004 were below average in English and mathematics and well below average in science. The same picture is found when results are compared only to those of similar schools, on the basis of attainment four years ago in Year 2. In mathematics, the number of pupils reaching the higher Level 5 was broadly in line with the national average, indicating that the school provides well for its most capable mathematicians, but too many pupils failed to reach the expected Level 4. In English and science, too few pupils gained the higher Level 5 when compared both to similar schools and to schools nationally. Standards in English have improved in 2004 over those gained in 2003; one factor in this improvement is the school's recent emphasis on the subject and the acquisition of a commercial scheme to develop the skills of word building. However, standards in mathematics and science fell in 2004 compared to those in 2003. In English, girls have outperformed boys since 2002, but by less than the national picture. In mathematics, boys have outperformed girls, and in science there were no significant differences. Standards in National Curriculum tests for pupils in Year 6 were slightly higher in 2004 than those gained at the time of the last inspection for English and mathematics. In science, standards are slightly lower. The trend in the school's results for pupils in Year 6 is broadly in line with the national pattern.

2. In the table, one 'point' represents approximately the progress expected in a term. The expected Level 4 is represented by 27 points, the higher Level 5 by 33 points.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	26.2 (25.3)	26.9 (26.8)
Mathematics	26.1 (26.2)	27.0 (26.8)
Science	27.3 (28.2)	28.6 (28.6)

There were 85 pupils in the year group. Figures in brackets are for the previous year.

3. However, test results do not give the whole picture. They relate to a few subjects for only one year group that has since left the school. In addition, they give no indication of

achievement, that is: do pupils do as well as they should? Inspection evidence can fill some of these gaps.

4. Inspection evidence shows that pupils are achieving well in English and mathematics as a result of the high focus the school applies to these subjects. Although the standard of reading on entry has been consistently below average, pupils are making good progress. This has been accelerated by the introduction of a literacy programme that is having a good impact on pupils' learning. In mathematics, the teaching of pupils in ability groups in Year 6 is helping to raise standards. In science, pupils' achievement is only satisfactory. This is because the subject does not receive a close enough focus, and some lessons are not interesting enough to inspire pupils and to make learning meaningful to them. Pupils achieve satisfactorily in religious education and reach standards in line with the locally agreed syllabus. Although standards in ICT are below the expected levels, the school has invested heavily in new computers and software. The very good support of the technician, and teachers' growing knowledge of the subject, is helping current pupils to achieve well.

5. Pupils achieve very well in music and in art and design because of a wide range of exciting teaching methods and high levels of staff expertise,. Standards in art and design are above national expectations; standards in music are well above expectations. The other subjects were not a focus for this inspection and no secure judgements about standards and achievement can be made.

6. Pupils with SEN, those with a particular gift or talent, and those with English as an additional language achieve well as a result of the good support they receive from classroom assistants and small group activities. Any significant differences in the achievement of boys and girls, such as those found last year, are carefully identified by the school and appropriate groupings are set up to help them overcome difficulties.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes and behave well. Their personal qualities, including their spiritual, moral, social and cultural development, are progressing very well. Pupils' attendance and their punctuality are unsatisfactory.

Main strengths and weaknesses

- Pupils' very good attitudes help them to enjoy their learning and make good progress.
- Pupil's behaviour is usually good, with the result that the school is calm and purposeful.
- Pupils' very good relationships with the staff ensure that they gain confidence in participating in the school's exceptional range of activities.
- Despite the school's good efforts, the attendance and punctuality of too many pupils is unsatisfactory.
- The very good provision for spiritual, moral, social and cultural development has a positive effect on pupils' attitudes and behaviour in the school.

Commentary

7. Pupils look happy at the start of the day and are proud to belong to the school. They feel safe and secure. They enjoy the school's very rich activities and extend their learning

and experiences with increasing confidence. The use of the home learning logs successfully develops pupils' enthusiastic attitudes after school, and pupils show off their efforts to all who will listen. Outside the classroom, large numbers of pupils engage in the many clubs and activities, and passionately help in the development of ideas for improving the school.

8. The school is calm and purposeful, because of the good behaviour of pupils. They quickly gain a very good understanding of the behaviour boundaries. In the classroom, behaviour is usually good; when teaching is especially stimulating, it is very good. Lessons flow with only minor interruptions, even when classes have a high proportion of pupils with challenging behaviour or emotional problems. Pupils with SEN are included well in all lessons. The teachers' very good knowledge of techniques to secure good behaviour and motivation are successful in gaining pupils' involvement and concentration, so that they achieve well. Around the school, pupils behave well as they learn how to play and interact with adults, and acquire tolerance for each other.

9. There is occasional poor behaviour from individuals. However, bullying, racism and other aspects of anti-social behaviour are very well controlled by the school and never spoil the harmony and integration of the pupils whatever their backgrounds. One in ten pupils has emotional and behavioural difficulties requiring the support of the learning mentors. These mentors are skilled in calming the emotional upheavals, anger and frustration of these pupils, through sensitive interventions both inside and outside the classroom. The school has not needed to use exclusions in the last three years to gain control of pupils' behaviour.

10. Pupils build very good relationships with each other and with the empathetic staff. Pupils and staff like each other and there is a high level of mutual trust, which builds the pupils' confidence. Vulnerable pupils know they will always receive a sympathetic hearing from a friendly adult. Pupils work together well. They learn to value each other, as well as to accept the responsibility of building friendships and helping pupils younger than themselves.

11. Since the last inspection, the school's attendance has improved, but it remains stubbornly below the national average. Despite having good attendance procedures, the school finds it difficult to motivate some parents to carry out their legal obligations for their children's attendance. In eight of the twelve classes, attendance is below the national average; one pupil in five has poor attendance. Unauthorised absence is high. Holidays taken during term time are a major reason for absence. The education welfare officer gives good support to the school. They are united in trying to change some parents' poor expectations for their children's attendance and to give them an awareness of its impact on the child's progress. Lessons begin punctually, but many pupils find it difficult to come to school on time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.8
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.

12. Pupils' spiritual development is very good. Assemblies, religious education lessons and the strong links with the community make for a very positive ethos that helps pupils develop their values and beliefs and to become more aware of the needs of others. Time is often given for reflection when pupils are encouraged to review their own ideas, feelings and beliefs. Pupils experience a sense of spirituality in many curricular areas, especially in the performing arts, including numerous music opportunities. Pupils' moral development is very good. High priority is given to equipping pupils with a clear set of moral values. This high expectation is effectively reinforced by classroom practices, the consistent application of the behaviour policy, and explicit moral teaching in lessons, such as the regular timetabled philosophy sessions. As a result, pupils have a clear understanding that helps them distinguish right from wrong.

13. Pupils' social development is very good. Pupils understand and fulfil very well the responsibilities of living in the school community. The school is organised so that older pupils in Year 6 have their classrooms next to the youngest pupils in Year 3 to give them a positive example. Pupils are encouraged to take a full and active part in all aspects of school life, including the very extensive range of extra-curricular activities, which are very well supported. Older pupils in Years 5 and 6 have good opportunities to participate in the two residential trips, which have a positive impact on their social development.

14. Provision for cultural development is very good. Pupils celebrate their multicultural backgrounds at every opportunity. Regular visits take place to local temples and churches, besides

numerous excursions to local places of interest related to topics being studied. Visitors include representatives from different religions and cultural backgrounds such as Asian musicians, African Djembe drummers, Zulu, Spanish and Indian dancers, and numerous visitors who come to talk about their experiences in Africa, India and China. Such opportunities very effectively help pupils develop a real understanding of cultures found in the global community.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Teaching and learning are good, based on a good curriculum and sound assessment. The school takes very good care of its pupils, gives good support, advice and guidance, and involves pupils well in its work. Links with other schools are very good: links with parents and the wider community are good.

Teaching and learning

Teaching and learning throughout the school are good. The results of short-term assessments are used effectively by teachers in planning, but long-term tracking of pupils' progress is not yet fully embedded in the school.

Main strengths and weaknesses

- Very good relationships in the majority of classrooms result in pupils wanting to do well, and learning is enhanced.
- Teachers have very good knowledge of the curriculum, and this enables them to set challenging work.
- Independent learning is promoted very well in lessons and through the use of 'Home Learning Logs'.
- There is some inconsistency of approach between classes.
- Short-term assessments are used effectively by teachers to set work that closely matches pupils' needs.
- Long-term tracking of pupils' progress is still to be fully embedded in the school.

Commentary

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactor y	Unsatisfactory	Poor	Very poor
2 (6%)	11 (31%)	12 (34%)	10 (29%)	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.

15. The most striking feature of most classrooms in the school is how harmonious they are. There is a real sense that teachers and pupils enjoy being in one another's company. This results in pupils who really want to please their teacher, and in teachers whose behaviour management can be 'invisible'. The outcome of this is that lessons can proceed at a brisk pace and learning is enhanced. One example here occurred in a mathematics lesson for pupils in Year 5. In this very good lesson, the teacher used praise very well to maintain pupils' motivation. This high level of motivation meant that pupils worked solidly to please their teacher. All pupils were very supportive of one another; one pupil struggled to give an example of a shape with a given area, but when he returned to his seat having been unsuccessful the rest of the class were supportive, and his determination to find such a shape was reinvigorated. The positive atmosphere here enabled all pupils to learn very well, and all had mastered the formula for the area of a rectangle by the end of the lesson.

16. Throughout the school, teachers know their subjects well. The school also makes effective use of specialist teaching to enhance pupils' experiences. An example of this is the 'Governors' Pledge', in which the governing body clearly states its support for the performing arts, and music in particular. This was seen in practice in an excellent music

lesson for pupils in Year 5. In this lesson, a highly knowledgeable and confident teacher led the class through a lesson on drumming. The tasks set were very challenging, but pupils enthusiastically rose to the challenge. The teacher's own performance inspired pupils further so that they were empowered to improvise on the rhythms the teacher 'called'.

17. The school also sets high store on developing independent learning. One way of doing this involves the very good 'Home Learning Logs'. These encourage independence very well because the home tasks set in them simply involve pupils demonstrating, in any way they wish, that they understand and have achieved one of the objectives for learning in that week. Each week, three objectives are given, which include ones based on English and mathematics, as well as one other, drawn from the other subjects. Pupils take these very seriously, inserting imaginative presentation into the log to confirm their understanding. Parents also felt that the logs were useful both in engaging their children and in ensuring that they, as parents, had a clear understanding of how their children were doing. Lessons also include opportunities for independence. One example was seen in an excellent mathematics lesson for pupils in Year 3. A feature of this lesson took place in the whole class segments, with pupils sitting on the floor facing the teacher. When he asked questions of the class, they sensibly discussed the question with a talk partner, and then shared their findings. In this way, every member of the class was involved at a high level and all made very good progress. This continued as they returned to their places to work on tasks based on their capabilities. Even those who were not directly supervised worked very hard, discussing the work in hand and deepening their understanding considerably.

18. However, not all teaching is this exciting. Whilst none of the teaching observed was unsatisfactory, there were lessons in which the same excitement in learning was lacking, relationships were formal, and pupils became restless. In these lessons, pupils were not sufficiently involved throughout the lesson, and questioning was not used effectively enough.

19. In many lessons, especially in English and mathematics, teachers' very good knowledge of their pupils enables them to set tasks that challenge everyone in the class beyond their comfort zone. This happened, for example, in a very good English lesson for pupils in Year 4. This lesson, on identifying imperative verbs, was very well planned so that all, including the most capable, were really challenged and inspired to work. This engendered in pupils a sense of pride in their own work and heightened their self-esteem as a result. Teaching for pupils with SEN is good. Class teachers and the co-ordinator regularly review the pupils' individual education plans (IEPs) and assess the progress made against them. The outcomes of such assessment are used successfully to plan the next stage of learning. Similarly, the close matching of tasks to needs ensures that the most gifted and talented pupils also achieve well. However, although the school has good levels of data on pupils' longer term progress, this is not translated into meaningful targets for individuals consistently, nor is it used consistently to identify areas of strength and weakness for individuals or groups.

The curriculum

The school provides a good curriculum for its pupils. It is enriched outstandingly well, especially in music and the arts. Accommodation and resources are good.

Main strengths and weaknesses

- The range of opportunities for enhancement of the curriculum is excellent.
- The curriculum is well planned to meet the needs of the school's pupils.
- Information and communication technology (ICT) is not used effectively enough to support learning in other subjects.
- The science curriculum, whilst satisfactory, is unexciting.
- The school is very well staffed.

Commentary

20. The school community sets high store on maintaining the breadth of the curriculum, and the Governors' Pledge forms part of that commitment. In it, governors pledge to maintain the position of the performing arts, especially music, within the school, and this pledge is fulfilled. Some of this provision takes place through the extensive extra-curricular and enhancement provision that the school makes, including the very good overall provision for art and design and music. Pupils enjoy a wide variety of after-school clubs, including Djembe drumming, art, French, singing and chess, as well as a range of sporting activities. There are also residential trips and visitors to the school, for example theatre groups, jazz dance, story telling, dance drama, traditional tales and a media artist working on multi-media presentations.

21. The main school curriculum is well planned and includes a variety of good features. The school is a leading school for the use of a commercial phonics scheme that is helping to raise standards in English, and booster classes are available in mathematics. The school identified certain problems for girls when analysing the National Curriculum tests in mathematics, and is using the data to try to support girls' learning and increase their confidence. The forming of classes in Year 6 for mathematics based on prior attainment is one such initiative. The curriculum, as noted above, includes particularly good provision for art and design and music. There is also a high value placed on independent learning, and this is supported through personal, health and social education, 'thinking skills' and philosophy. The curriculum for pupils with SEN is good. The school is meeting all the legal requirements. Pupils' individual educational plans identify their needs accurately, but they do not always include specific targets which set out clearly how the small steps in learning are to be made. The focus given to English, mathematics and the arts recently has resulted in less development of the science curriculum, and this is ripe for improvement because it is not stimulating enough at present.

22. The provision for ICT was a key issue at the time of the last inspection, and the school has addressed it effectively. There are now dedicated ICT lessons and the use of a modern suite of computers to teach the discrete skills of ICT. However, the school agrees that the use of ICT as a tool for general classroom learning is at an early stage of development. Not all classrooms have functioning, up-to-date machines available, but this area is a priority in the school development plan.

23. One of the factors behind the school's successful provision is the high quality of its staff, both teaching and support staff. Teachers are well qualified. Support staff are plentiful and effective in lessons. The school is well resourced. The good accommodation is well maintained by the site manager and his staff. However, the outdoor accommodation restricts slightly the range of physical education opportunities.

Care, guidance and support

The provision for ensuring pupils' care, welfare and health and safety is very good. The school provides pupils with good support, advice and guidance, and pupils are effectively involved in the school's work and development.

Main strengths and weaknesses

- The headteacher and staff have very good knowledge of their pupils and relationships with them, and this ensures that they care for pupils very well.
- The school receives effective support from outside agencies in putting into practice its good quality care policies and procedures.
- The school ensures that vulnerable pupils are well monitored, involved in lessons, and make good progress.
- Pupils settle quickly into the school and are happily integrated into the school family.
- The school's involvement of pupils in its work and development gives them pride in their work and the school.

Commentary

24. Since the last inspection, the care of pupils has been strengthened. The headteacher and staff know the disadvantaged community that they serve well, and give a high priority to the care of their pupils. They have gained the trust of parents, who are very appreciative of the school's efforts to produce an oasis of calmness, safety and stability for their children. The care of pupils makes a fundamental contribution to their gaining benefit and enjoyment from the school's provision. Many staff live in the community, and all the school's adults form very positive relationships with pupils, supported by very good knowledge of pupils' backgrounds. This very good care and support often extends to parents, who feel very comfortable in approaching the headteacher and staff with their anxieties on a whole range of issues.

25. Child protection procedures conform to local guidelines. All staff and governors have been trained in child protection procedures and have a very thorough understanding of the need for vigilance to the potential risks to pupils. Health and safety procedures are very thorough through regular and well-recorded site reviews, which involve the local authority. Risk assessments are in place for activities, and teachers are careful to inform pupils about the need to take care at the start of lessons. The school is safe, but there is an above average rate of minor bumps, mostly through playground activities. There are enough first aiders, and accident and medicine procedures are good, helped by a dedicated medical room.

26. Staff realise that many pupils are vulnerable. Teachers are skilled in techniques to gain good behaviour, whilst the use of learning mentors, both inside and outside the classroom, ensures that lessons flow without interruption. Pupils with potentially challenging behaviour make good progress and are included in the school's many activities. Incidents of poor behaviour are well tracked, and are very often turned into opportunities to raise the self-esteem of the pupil. The school tries hard to ensure that parents fulfil their statutory obligations for their children's attendance, but progress is slow in gaining the co-operation of a hard core of parents, and the attendance level remains stubbornly below national averages.

27. The assessment of pupils' academic attainment and progress is satisfactory. The school's support for pupils with SEN is good. The design of individual educational plans is satisfactory, and they are discussed with pupils and parents. The support given to pupils with limited reading and speaking ability, or for whom English is an additional language, is effective in developing their confidence. The tracking of pupils' personal development is satisfactory, but it is mostly informal and relies on teachers' accumulated, but mostly unrecorded, knowledge of pupils. There is good feedback and discussion of issues between all staff and agencies at internal staff meetings, which enables the school to develop individual tailored strategies appropriate to the pupil.

28. The induction of pupils new to the school is good. Parents and pupils from the infant school are given a tour by older pupils and are soon engaged in working together in the classroom. This disarming introduction to the school family ensures that parents see the school as supportive and unthreatening. Pupils in Years 3 and 6 share adjacent classrooms that develop older pupils' mentoring role with younger pupils. Pupils joining the school later in the year are sensitively introduced to their new class friends and are well monitored by the learning mentors. Parents appreciate the school's efforts in giving their child a successful start in the school.

29. The staff treat pupils with respect. Most pupils feel that teachers want to listen to them and trust them to use their initiative. Staff encourage pupils' ideas and speaking abilities, for example, in classroom philosophy sessions. The School Council and Eco Warriors play an essential role in raising the self-esteem of pupils as well as stimulating ideas for saving energy, recycling, and improving the school environment. Pupils are enthusiastic when independently running the school's tuck shop. They have a very good view of how they can shape their own learning and performance through home learning logs, and are increasingly aware of their personal targets for academic subjects and personal development.

Partnership with parents, other schools and the community

Parents are highly satisfied with the school and the education it provides. The school has developed a good partnership with parents. The school's links with the community are good and links with other schools are very good.

Main strengths and weaknesses

- Parents are highly satisfied with all aspects of the school and totally trust it to deliver good quality education and care for their children.
- The partnership with parents is effective in motivating pupils to work hard and to enjoy their school and have pride in it.
- Some parents do not make enough effort to have their children consistently attend school.
- The partnership with parents is promoted well through good communications with parents.
- All pupils benefit greatly from the school's good links with the community.
- The school has very good relationships with other schools, which enables pupils to transfer without undue anxiety.

Commentary

30. Maintaining good relationships with parents and involving them is a very high priority for the school. All staff are very aware of the disadvantaged community that they serve, and that some parents have had poor personal experiences in their school lives. The headteacher and staff have gained the trust of most parents through their unstinting efforts in building a haven of stability and calm for pupils, where they make good progress in their learning. Parents feel valued and most have confidence in engaging with the headteacher and staff. They are highly satisfied with all aspects of the school. Satisfaction levels have improved since the last inspection.

31. The partnership with parents makes an important contribution to children's learning. The aims of the school give an open invitation to parents to join the school family: the school has developed successful initiatives for their involvement, and parents increasingly come in to work or help there. The school is skilled in attracting many parents to curriculum and progress evenings, and these are well attended because the school is sensitive to parents' domestic needs. The home learning logs have inspired many parents to participate in their children's enthusiastic learning. All parent-governor positions are filled, but there is no parent-teacher association. Although parents have signed the home-school agreement, a significant minority do not support the school well enough through their children's attendance and punctuality.

32. Written communications are in clear language that is accessible to all parents, and their layout always produces interest. The combined school's prospectus and governors' annual report to parents is very good. It contains all the statutory information for parents, and represents the essential character of the school. Monthly newsletters and termly curricular information are examples of very good practice, but annual reports to parents are only adequate. They give informative statements of what pupils achieve in all National Curriculum subjects but do not review achievement against past academic targets. They do, however, suggest future targets in mathematics and English. Parents are not asked to give written feedback, whilst pupils are not used to writing an appreciation of their own year at school.

33. As a result of very good communication strategies, complaints from parents are minimal and parents' concerns are quickly defused before they can escalate. Positive conversations are the normal way for the school and parents to approach each other.

34. The school has successfully developed good links with the local community and these support the pupils well. It has a close involvement with the local community association, which gives parents and pupils an opportunity to proudly take part in the carnival. The school is improving relationships with the local church and the vicar is a regular visitor. It uses the multicultural diversity of the local community well when arranging visits to local places of worship. The school's environmental work is well promoted by donations from local traders and a project with the university botanical gardens. The school has a steady stream of visitors who help in the community,

including the local policeman. As part of the school's interest in music and dance, pupils attend local festivals and entertain senior citizens.

35. The school has very good links with other schools through its involvement in a Network Learning Community with local primary schools and the secondary college; it is a major participant in the mini Education Action Zone and the Fullhurst improvement zone project. Both involvements make substantial contributions to pupil's learning, especially through literacy work and behaviour improvement programmes for vulnerable pupils. Staff from the participating schools undertake joint training and support each other well. Relationships with the infant school are effective in allowing pupils and parents to transfer with reduced levels of anxiety. There are effective communications between the schools, and subject co-ordinators meet regularly to aid the transfer of pupils. The relationship with the secondary school is very good and there is a very good focus on transferring pupils with SEN and those with emotional and behaviour problems.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good. The headteacher provides very good leadership, well supported by other staff and the governing body. Management of the school is good.

Main strengths and weaknesses

- The governing body is enthusiastic, supportive, and knows the school well.
- The headteacher has a very good vision for the school, which is realised in its day-to-day work.
- The school values all members of the community and works hard to ensure that all are included in its activities.
- The leadership and management of curricular areas and year groups are good overall.
- Some data analysis is good and is leading to improvements; however, teaching is not consistently checked and this is a factor in the inconsistencies between some classes.
- The headteacher, staff and governors have a very good understanding of the school's financial position and educational priorities.
- The school is very successful in gaining additional sources of funding for the benefit of pupils.

Commentary

36. In discussion, governors show a great enthusiasm for the school and all it does. They enthusiastically discuss the Governors' Pledge for the provision for the arts and know the school's strengths and weaknesses well, although they are not able to see the school at work as often as they would wish. As a result of their involvement, they are able to challenge senior managers and hold the school to account effectively, as well as giving it a strategic lead.

37. However, the real driving force behind the school's very positive ethos is the headteacher's vision of a school in which all are valued and in which all have the opportunity to excel. This has resulted in a school in which relationships are of a high quality and the whole curriculum, including the arts, is well promoted. This vision is shared by all members of the school family and colours

everything that happens in the school, both in lessons and outside, forming a cohesive, harmonious and supportive community.

38. The headteacher is supported well by others with management responsibilities. The co-ordination of most curricular areas that were focused on in the inspection is good. The exceptions are art and design, religious education and music, which benefit from very good leadership, and science, in which leadership and management are satisfactory. The management of SEN is good. The leader supports pupils, teachers and parents well and liaises regularly with the governor for SEN. Pupil reviews take place regularly and good efforts are made to keep parents fully informed. This system of subject co-ordination is complemented by a system of heads of year, who co-ordinate teaching in their year groups. They form good role models by their own teaching for others to emulate, and ensure that planning is consistent across the year group.

39. The school has a good supply of data about pupils, and some of this is used effectively in amending the curriculum. For example, a close analysis of the mathematics test papers from 2004 revealed that some girls lacked confidence, in comparison with boys, and the school is working to improve this. However, data is not yet used consistently in target setting for individuals. In addition, neither curricular co-ordinators nor heads of year carry out formal monitoring and evaluation of teaching. This means that the very good and excellent practice in the school is not shared and that some dull and uninspiring teaching has not been eliminated.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	791,651.00	Balance from previous year	15,868.00
Total expenditure	799,052.00	Balance carried forward to the next	8,467.00
Expenditure per pupil	2,264.00		

40. The financial management of the school is assured and competent. The headteacher is very well supported by the governors and staff in developing and implementing the school's financial strategy. She is very skilled in developing many sources of additional income and personnel resources, which enable all pupils to be effectively supported. The school has been surprised by recent claw back charges from the local education authority, which have reduced its balances, but the headteacher and governors are very aware of setting budgets that will allow balances to be rebuilt in the future. The school applies the principles of best value satisfactorily, but the input of the governors has been limited in this area. The overall costs of educating each pupil, and specific cost areas, are below national averages for schools.

41. When account is taken of the low cost of educating each pupil, against the very good school ethos that all pupils enjoy, their good achievement, the good quality of education, the good leadership and management, and the community served, the school gives good value for money.

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

- Standards are rising in English and pupils achieve well.
- The use of a commercial literacy project effectively helps less confident pupils achieve well.
- The school has successfully increased the focus for pupils to improve their speaking and listening and writing skills.
- Numerous opportunities are provided to develop reading skills.
- The co-ordinators provide strong leadership.
- Literacy skills are used well across the curriculum.

Commentary

42. Standards in National Curriculum tests have improved since the last inspection but remain below the national average. The school has worked hard during the last few years to raise pupils' attainment, particularly in oracy and writing. As a result, many pupils are achieving well. The school has successfully introduced a new commercial literacy project particularly to target those pupils identified as not making enough progress because of poor skills of word building. The intensive programme is highly structured and is delivered at a rigorous pace to pupils who are regularly withdrawn from literacy lessons. Inspection evidence indicates that during these lessons pupils work very hard, are well motivated and find learning a rewarding experience, which effectively raises their self-esteem. As a result, less confident pupils, including those with SEN or English as an additional language, make good progress and achieve well. Small group support in the form of extended writing opportunities for higher attaining pupils and booster groups effectively raises achievement in English.

43. Standards in speaking and listening are below average. The school has targeted speaking and listening as an area for development by providing more opportunities for pupils to practise and extend their skills, such as through philosophy lessons. Many teachers use question and answer sessions effectively to develop oracy skills, but this is not consistent enough throughout the school to improve pupils' confidence and extend vocabulary. Many teachers are satisfied with answers of a few words to their questions and do not always encourage longer answers, which has a negative impact on pupils' achievements. However, pupils make good progress when given opportunities to practise their skills such as in 'hot seating', drama, assemblies, school productions, choral speaking, class debates and philosophy lessons.

44. Pupils' attainment in reading is average by the time they leave the school. Most pupils, including those withdrawn for additional support, make good progress. They receive numerous opportunities to read at school, including guided reading sessions, and

these are further reinforced by regular reading at home. As a result, most pupils enjoy reading. Their progress is monitored by their teachers, who encourage them to develop and practise their skills. The school has invested heavily in improving the range and quality of books and intends to relocate the library in a spare classroom to improve research opportunities and further develop pupils' reading skills.

45. Writing standards are well below average but the school is attempting to bring about an improvement by more focused literacy lessons. An analysis of pupils' completed work indicates that more opportunities have been identified across the curriculum to improve pupils' writing, including drafting and editing their work. However, many pupils produce untidy presentation. Work is not completed and shows poor spelling and handwriting that lacks fluency and good joins. In the best instances, punctuation and grammar skills are in line with national expectations but many fail to reach these standards.

46. The quality of teaching is good overall. Learning is most effective in lessons where planning is clear, tasks are purposeful with plenty of challenge, and the pace of lessons is brisk. Where this is linked to confident class management, good subject knowledge and warm relationships, learning is at its best and all pupils achieve very well. Where teaching and learning are less successful, expectations are too low, the pace is slow and there is little or no ongoing assessment to match work to the needs of different abilities. In such lessons, pupils begin to lose interest and they do not achieve as well as they could. The home learning logs are used very well and effectively support pupils' achievements as part of homework.

47. The co-ordinators are experienced and give good support, leading by example. They have identified key areas for improvement and encouraged staff to participate in further professional development to increase their skills and confidence. The school has a wealth of assessment information and is beginning to use this to identify group targets. However, assessment is not yet used effectively to identify individual targets for pupils or to ensure that work is always closely matched to their needs. Although the co-ordinators have some opportunities to monitor teaching and learning, this area of responsibility could be developed further to raise standards of teaching.

Language and literacy across the curriculum

48. The development of literacy skills in other areas of the curriculum is good. Effective cross-curricular links have been established in history, such as writing a report on the discovery of Tutankhamun's tomb. The detailed study of various artists' work often inspires imaginative creative writing. However, ICT skills are currently not well used to promote pupils' learning, and not enough use is made of literacy skills in science.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well in mathematics.
- Teaching is good overall, and often better.
- Teaching Year 6 pupils in classes based on capability is raising achievement.
- On occasions, pupils are not stimulated enough.
- Very good relationships make learning enjoyable.
- Assessment and tracking systems lack clear focus.

Commentary

49. Standards at the end of Year 6 are below the expected levels. However, the number of pupils gaining the higher level in National Curriculum tests has increased and is an

improvement on the findings of the last inspection. Over time, all pupils achieve well in relation to their attainment on entry.

50. The quality of teaching overall is good, and often it is better. In an excellent lesson for pupils in Year 3, all were very effectively included through the use of talking partners, so that every pupil discussed every question or point the teacher made. This was so successful because the teacher had very good relationships with the class and had instilled clear procedures. Later, all pupils were challenged beyond their comfort zone because of the way the teacher amended the tasks to suit different pupils. Even those not directly supervised worked very hard, and huge gains were made.

51. Teaching in groups based on capability in Year 6 enables teachers to pitch the pace of lessons to match the pupils' levels of ability well. The arrangement whereby less capable pupils are taught in smaller classes is having a positive impact on their learning. In a lesson seen for the most capable Year 6 pupils, teaching and learning were very good, the pace of learning was brisk and the level of challenge was high. As a result, pupils responded confidently as they used informal pencil and paper methods to support, record and explain their strategies for addition and subtraction of numbers.

52. In the lessons where teaching and learning were only satisfactory, pupils were not given enough opportunities to handle practical apparatus or to be involved in answering questions in depth, so their concentration span was short and achievement was only satisfactory.

53. In all classrooms, very good relationships exist between adults and pupils, and these contribute to good achievement. Good use of praise in lessons and pupils' very good attitudes to learning help to raise achievement. An improvement since the previous inspection is the very good contribution made to pupils' achievement by the use of home learning logs that keep parents well informed and involved in pupils' learning.

54. The subject is well led and managed. A thorough analysis is made of test results, and this enables staff to provide further assistance where areas of weakness have been identified. However, current systems for the assessment and tracking of pupils' progress are not sufficiently rigorous. They are not applied consistently to provide teachers and pupils with enough information on a regular basis to help them have a clear idea as to how they might improve their work. In all classes very little use is made of ICT to promote the development of mathematical skills.

Mathematics across the curriculum

55. The use of mathematics as part of work in other subjects is satisfactory. For example, pupils use graphs and tables to record data in geography and science, and develop an appreciation of the practical uses of these skills.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The curriculum is uninteresting. Pupils are not motivated to achieve at a high enough level to improve standards.
- Pupils have too few chances to ask and answer their own questions.
- Older pupils have a good understanding of how to make a test fair.
- Information and communication technology (ICT) is underused in promoting learning.

Commentary

56. In the National Curriculum tests at the end of Year 6 in 2004, pupils' performance was well below average when compared with all schools nationally and with schools of similar prior attainment. Inspection findings are that standards are below average. Pupils start school with below average standards in science, and although achievement is satisfactory it is not good enough

to raise overall standards. Not enough pupils reach the expected or higher levels. Boys and girls, including pupils from different ethnic minority groups, achieve as well as each other. Pupils with SEN and those with other barriers to learning achieve as well as their classmates.

57. The quality of teaching is satisfactory, with some good elements in Year 6. This leads to a satisfactory quality of learning that helps pupils to maintain individual standards but does not raise overall attainment levels. An examination of pupils' work completed this year shows that teachers plan and teach the requirements of the National Curriculum, but often in a pedestrian way. There has been a useful concentration on helping pupils to learn skills of scientific enquiry, but there is little variation in the way this is done and the curriculum lacks stimulation. For example, teachers often ask pupils to report on their investigations in the same format time after time. However, there are some examples where teachers ask for more creativity and this encourages pupils to be more enterprising, thus enhancing their learning. For example, pupils in Year 3 wrote about the conditions that seeds need to germinate. by designing a seed packet with instructions on how to grow the contents. Generally, teachers do not give pupils enough chances to ask their own questions about scientific ideas or to devise and carry out their own investigations. This limits pupils' learning of scientific enquiry skills. However, teachers are successful in helping pupils to understand the idea of a fair test. In a good Year 6 lesson, the teacher made the concept of electrical resistance readily understandable through a good question and answer session. His comparison of the flow of electricity through wires with the movement of pupils along narrow or wide corridors made the idea more easily accessible to pupils, thus aiding their learning. Pupils recognised that because they were testing the effect of increasing the length of wires in a circuit, the only thing they should change was that length. Pupils showed good understanding by remarking that using different batteries would mean the test was not fair, even if the batteries were new and of the same rating. However, all pupils followed the teacher's instructions, using the method and equipment that the teacher provided. This restricted pupils' opportunities for learning how to design and carry out investigations. In a very good Year 3 lesson, however, the most capable pupils were provided with just such opportunities when they were asked to devise a way of finding out which was the strongest magnet.

58. Leadership and management are satisfactory. The subject co-ordinator has identified weaknesses in pupils' scientific enquiry skills and offers informal support to teachers based on their planning. He has looked at the work that pupils in each year group have completed, but has not worked formally with other teachers to evaluate teaching with a view to sharing good practice or identifying shortcomings. The results of assessment are satisfactorily used to gauge what pupils have learned but not yet to identify what individuals or groups need to do to improve. A potentially

useful recent development is the school's trial use of computer-assisted assessment, but it is too early to judge the impact of this on learning. Marking is satisfactory. Teachers often ask useful written questions that might take pupils' learning further but the pupils seldom answer these questions. Pupils write reports of their investigations and other accounts but have too few opportunities to use literacy skills for a wide-enough range of purposes that might add interest to the curriculum. However, pupils have satisfactory opportunities to use mathematics. For example, they measure and record the weights of objects in air and water. They draw graphs of data they collect, for example of how much a strip of plastic stretches when loaded with weights. There is not enough use of ICT in teaching and learning. Younger pupils have measured light levels, using sensors, but there is very little use of the technology in recording and displaying results, simulations, or research.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well.
- The resources in terms of both hardware and software have improved.
- Leadership of the subject is strong.
- Teachers' knowledge has improved.
- Information and communication technology (ICT) is not sufficiently used to support subjects across the curriculum.

Commentary

59. Standards by the end of Year 6 remain below national expectations, but provision is improving, and this represents good achievement for these pupils. The improvement in provision is clear when the standards throughout the school are considered, as pupils lower down the school are working at similar levels to their older peers. The school has improved its hardware in the form of a computer suite that enables effective class teaching of skills to take place. Although not in effect at the time of the inspection, further improvements are to be implemented in the very near future that will improve the resources available in the classroom. At the present time, the lack of sufficient computers in the classrooms limits the opportunities available for ICT to be used across the curriculum.

60. The leadership of the subject is strong. The co-ordinator has clear plans for the development of the subject and is successful in keeping up with ever-changing advances. Staff are well supported and the co-ordinator is careful to ensure that teachers' confidence is built up so that they look forward to new equipment. Staff are enthusiastically waiting for the arrival of the first computer-linked white boards. Technical support is very good in terms of maintaining the hardware, developing software and giving support in lessons.

61. Since the last inspection, teachers have received good training and their subject knowledge is now secure. Class teaching in the computer suite is good. Skills are taught carefully. For example in a Year 5 lesson, the teacher reinforced the work done the previous week on searching databases before going on to the next stage this week. By using a pupil who had experienced difficulties the week before to demonstrate, the teacher was able to involve other pupils in supporting and giving praise when the task was completed successfully. In a Year 3 lesson, pupils were motivated to explore the school web site through imaginative questions that were fun. A very good presentation created by the technician was well used by the teacher, so that pupils understood the difference between internal school sites that were safe and Internet sites that may not be. The 'don't talk to strangers' slogan was effectively applied to the Internet.

Information and communication technology across the curriculum

62. The use of ICT to support learning in other subjects is underdeveloped. Its use has yet to be integrated fully into the planning of lessons so that pupils can reach the stage of evaluating the use of computers against other tools that support their learning. An example might be when a hand written letter might be more suitable than a word processed one, or whether books can be better than websites to obtain information

HUMANITIES

63. Geography and history were not a focus for the inspection, and provision was sampled. One geography lesson was seen, but none in history. In the one lesson seen in geography, teaching and learning were satisfactory, as was achievement. Good relationships enabled all pupils to develop a growing awareness of localities beyond their own as they considered which clothing would be most appropriate for three contrasting localities. The lack of word banks to help those children who have poor writing skills impeded them in the recording of their knowledge. Throughout the school, visits are used well to promote learning in geography, and during the inspection pupils talked enthusiastically about their trips, evidence of which is displayed well for all to recall.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils achieve well in religious education.
- The subject makes a good contribution to pupils' spiritual, moral and cultural development.
- Staff value the contribution that religious education makes to the life of the school and pupils' personal development.
- Leadership of the subject is very strong.

Commentary

64. Since the previous inspection, the local education authority has developed a new agreed syllabus and standards are in line with the expectations of this. However, the strand of the syllabus that looks at 'learning from religion', is strong and makes a major contribution to pupils' spiritual, moral, social and cultural development. Staff recognise the different nature of religious education in comparison with other subjects, and lessons are approached with sensitivity. Teachers are skilful at comparing different religions, emphasising the similarities between them and showing respect for all pupils' feelings and beliefs. As a result, pupils' achievement is good.

65. This good achievement comes about because of good teaching. Teachers plan lessons carefully to include periods of reflection and private thought. In a lesson in Year 5, lights were turned off and a candle lit to help pupils think about books that were special to them. In a Year 4 lesson, a lighted candle was used to help pupils to think about the gifts that God had given to the world. Following a period of quiet, pupils shared their thoughts with each other. The values that are developed in religious education lessons permeate the rest of the curriculum, so that spiritual development across the school is good.

66. The leadership of the subject is very good. The co-ordinator has a flair and passion for the subject, and this is passed on to staff. It is her belief in the value of the subject and the contribution that it can make to the personal development of pupils that puts it at the centre of the curriculum. During assemblies and religious education lessons pupils respond very well to the spirituality that surrounds them.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

67. Design and technology and physical education were not a focus for this inspection, and provision was sampled. No lessons were observed in design and technology, so no secure judgements can be made. In both the lessons seen in physical education, teaching and learning were good and pupils achieved well. They were well behaved and keen to take part in the activities that teachers had carefully planned. In a Year 3 lesson, pupils followed the teacher's clear directions well as they made good progress in their ability to travel, jump and hold balanced positions with poise and co-ordination. In a Year 6 lesson, where the teaching assistant was very well deployed, the pace of learning was brisk and pupils practised netball skills of passing, pivoting and moving at speed as they sought to attack and defend while making the best use of the available space.

Art and design

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

Main strengths and weaknesses

- High priority is given to help pupils develop a wide range of skills; as a result, pupils attain standards above expectations and achieve very well.
- Teachers are confident and inspire pupils to produce high quality work.
- The co-ordinator uses her specialism very well and provides very strong leadership.

Commentary

68. Standards of attainment in art and design exceed national expectations by the end of Year 6 because the school has given the subject a high status and profile. It was possible to see only one lesson during inspection, but a wide range of pupils' work was examined, including sketchbooks and displays around the school. All pupils, including those with SEN and English as an additional language, make good progress and develop a wide range of skills. High quality interactive displays of artwork in classrooms and corridors create for the school an attractive and lively environment.

69. The quality of teaching is good. Teachers are confident and inspire pupils to produce good quality work, which is valued and celebrated. Lessons are well prepared, with good quality resources organised and ready in advance. Teachers have high expectations of the standards pupils are capable of attaining and show effective expertise in supporting pupils' learning. Teachers' good knowledge of many famous artists supports pupils' developing understanding in this aspect of the art and design curriculum well. It also helps to promote pupils' multicultural awareness effectively. Teachers have good relationships with their pupils and this creates the right climate for learning.

70. The co-ordinator is well qualified and very enthusiastic. She promotes the subject well and has produced a new scheme of work to help teachers plan more effectively. She uses her specialism well, teaching many classes, organising very popular regular after-school art clubs, and arranging creative afternoons. Pupils benefit from the many opportunities to visit the local art gallery at New Walk Museum and to invite visitors, including artists, to support their learning. The co-ordinator has identified the need to increase the use of ICT to give wider experiences to pupils. Art and design occupies a very strong position in the school curriculum and contributes greatly to pupils' personal development.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Pupils reach high standards and achieve very well in music.
- All pupils benefit from the very high level of musical expertise of a number of teachers.
- Pupils have very good opportunities to perform in a wide range of situations.
- The 'Governors' Pledge' is fully translated into action.

Commentary

71. Pupils achieve very well in music, and by the time they leave school at the age of eleven, attainment is well above expectations. This stems from a very good quality of teaching which leads to very good learning. A significant number of teachers have degree-level qualifications in music. They use their knowledge very well to promote very good learning experiences and to design a rich musical curriculum that is further enriched by chances to learn to play an instrument, sing and perform. Although class teachers teach some aspects of the curriculum, the contribution of the specialist teachers, who teach music to all classes for part of the year, is instrumental in raising standards and achievement to a high level. In an excellent lesson, pupils in Year 5 put their heart and soul into learning and performing on African drums because of the teacher's high level of knowledge and exemplary performance. Pupils had learned set patterns of drumming and used these in the lesson, with the teachers' guidance, to create a highly effective, extended and visceral performance that filled the room with a powerful rhythm. The teacher was very well supported by a learning assistant who also had a good knowledge of the style and helped a group of pupils to keep in time with the others. They very effectively extended their skills in the lesson as they learned to create dialogues between drums, learning also that this was a characteristic of this style of drumming. The teacher offered useful and constructive criticism, offering praise where it was due and giving points for improvement to which the pupils responded readily. In a very good recorder lesson Year 3 pupils practised the notes they had learned, as a result of the teacher's encouragement and focus on technique. She offered a high level of challenge to which the pupils responded very well. For example, by the end of the lesson, most pupils followed the conventional notation displayed on a screen while the teacher played and were able to say accurately which note she stopped at. Singing in assemblies is very good, and well augmented by the support of the singing group. In a satisfactory music appreciation lesson, Year 4 pupils listened to and identified the style of three different types of music, but had few opportunities to discuss these or their reactions to them.

72. The subject is led and managed very well. The co-ordinators have established a clear and sequential plan for learning music that covers the requirements of the National Curriculum and, as well as teaching elements themselves, offer support for other teachers. The leadership of the school, including the governors, has a strong commitment to promoting music, enshrined in the 'Governors' Pledge' that helps to create a musical ethos. The school gives pupils very good opportunities to learn musical instruments, and a good number learn woodwind, string, brass and percussion instruments. The school subsidises payments for music lessons and has bought all the instruments so that all who wish to take part can do so. All pupils learn the recorder at some stage. There are two Djembe drumming clubs weekly, one for beginners and one for improvers. These run for a few weeks at a time so that all who want to do so have a chance to participate. There are choirs for all, as well as a singing group for which pupils have to audition. The subject encourages a very good level of inclusion. Boys, girls and pupils from different ethnic groups all avail themselves of these opportunities. Pupils have very good opportunities to perform. The school puts on a wide range of concerts and performances and takes part in 'showcase' events with other schools from the immediate and wider areas. Music in the school makes a very good contribution to pupils' personal development. It has a major impact on their understanding of their own and other cultural traditions as they listen to visiting musicians, for example those who accompanied an Indian dancing group. Pupils listen to a range of music from different countries during music appreciation lessons, for example salsa, western classical and Chinese music. The subject makes a very good contribution to pupils' social development when they learn to play and sing together. There is also a strong spiritual element that is particularly evident as pupils sing in

assembly, paying careful attention to dynamics and their own part. Their performance at this level raises the hairs on the back of one's neck!

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

73. Provision was sampled. The school makes good provision for personal, social and health education (PSHE) and citizenship, through well-planned specific lessons. This is well supplemented by the school's commitment to 'philosophy for children', and the teaching of thinking skills. Some of the ideas of citizenship are promoted through the school council, and the very good relationships evident throughout the school help pupils to understand their responsibilities as members of the school community. In the lessons seen, teaching was typically good, so that pupils had good opportunities to think about the elements of the subject. Pupils are able to discuss and understand why rules are necessary, and they take part in the making of rules. They are able to listen to a philosophical argument and discuss with their teacher their independent learning, which they have expressed in their home learning logs. The school's emphasis on the whole child is particularly evident in its provision for this subject.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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