

INSPECTION REPORT

AIRMYN PARK PRIMARY SCHOOL

Airmyn, Goole

LEA area: East Riding of Yorkshire

Unique reference number: 117940

Headteacher: Mr P Denwood

Lead inspector: Mr A Smith

Dates of inspection: 25th - 27th November 2003

Inspection number: 260930

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 5-11
Gender of pupils: Mixed
Number on roll: 107

School address: Percy Drive
Airmyn
Goole

Postcode: DN14 8NZ

Telephone number: 01405 762086

Fax number: 01405 762086

Appropriate authority: The governing body

Name of chair of governors: Mrs J Cooper

Date of previous inspection: June 1998

CHARACTERISTICS OF THE SCHOOL

Airmyn Park Primary School serves the village of Airmyn in the East Riding of Yorkshire, two miles to the west of the port of Goole. It also takes pupils from the surroundings areas as many parents choose this school because of its good reputation. There are 107 five to eleven year olds on roll and of these 13 are identified as having special educational needs, which is below average. Two pupils have statements of special educational needs and the others have a wide range of learning difficulties. All pupils are white and none speak English as an additional language. The percentage of pupils eligible for free school meals is below the average. Pupils' standards of attainment on entry to the school are broadly average. Few pupils join or leave during the school year. The school was awarded 'Investor in People' status in 2001 and was recognised as a 'Creative Context' in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18037	Mr A Smith	Lead inspector	Mathematics
			Science
			Information and communication technology
			Design and technology
			Physical education
			Citizenship
			Special educational needs
			English as an additional language
9511	Mrs A Longfield	Lay inspector	
32133	Mrs J Elton	Team inspector	English
			Art and design
			Geography
			History
			Music
			Religious education
			Foundation stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Airmyn Park is an effective school, which provides a good quality of education for its pupils and gives good value for money. Pupils enjoy school and behave very well and so make the most of the good teaching. Pupils' achievements, overall, are good. Standards are well above average in English, mathematics and music and not less than satisfactory in all other subjects by the time pupils leave the school. The leadership and management are very good. The school has very good links with parents and the community it serves.

The school's main strengths and weaknesses are:

- The headteacher gives excellent leadership to the school and receives very good support from staff, parents and governors. This is having a positive impact in driving the school forward.
- Pupils have very good attitudes to the school, they behave very well and form excellent relationships with staff and with each other.
- Standards in English, mathematics and music are much better than expected.
- The teaching is good throughout the school and, as a result pupils make consistently good progress.
- The school's links with parents and the community are very good.
- Pupils' spiritual, moral, social and cultural development is very good.
- A lack of space prevents the school from making the most of improved resources for information and communication technology (ICT).

The school has made good improvement since the last inspection. Standards continue to improve in most subjects, teaching is now good and because pupils behave very well and are keen to learn their achievement is consistently good. The school has effectively addressed the key issues from the previous inspection.

STANDARDS ACHIEVED

Pupils' achievements overall are good. Most children enter the reception class with levels of attainment that are broadly average. Teaching in reception is good and pupils are presented with a good balance between activities. As a result, by the end of the reception year all children comfortably achieve the levels expected nationally and are above in personal, social and emotional development.

Pupils' achievement in Years 1 and 2 is good. This is because of the good teaching and as a result standards for Year 2 pupils are at least average other than in English, mathematics and religious education where they are above average and in music where they are well above average. Test results at the end of Year 2 in 2003 were significantly lower than in previous years but the school had correctly predicted that this would happen as a result of a high proportion of pupils with special educational needs in that year group.

Pupils make good gains in their learning as they move from Year 3 to Year 6. Pupils achieve well mainly due to the good teaching they receive. As a result, standards for Year 6 pupils are at least average, other than in religious education, history, geography and physical education where they are above average. Standards in English, mathematics and music are well above average. A lack of space prevents the school from further raising pupils' achievement in ICT.

There are no significant differences in the achievement of boys and girls or of pupils of different ability. The achievement of pupils with special educational needs is good.

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

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

Similar schools are those whose pupils attained similarly at the end of Year 2.

In 2003 pupils' attainment in English and mathematics was well above average and in science it was above average. When the school's results are compared to similar schools the outcome is exactly the same. This mirrors results in previous years and standards seen in the current Year 6 class. Pupils have very good attitudes to the school. Their behaviour is very good and they form excellent relationships with staff and with each other. **Pupils' spiritual, moral, social and cultural development is very good.** Attendance is very good and punctuality is excellent.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching and learning is good. Teaching is good in the reception class and as a result the children's learning is good. Teaching is good in Year 1 to Year 6 because pupils are well motivated, their learning is also good. Assessment is good. It is rigorous and the school uses an effective range of materials to track pupils' progress from reception to Year 6.

The curriculum is good with good opportunities for enrichment. The provision for ensuring pupils' care, support and guidance is very good. The school's links with parents and the community are very good. The school works hard to ensure parents can approach the school easily and involves parents continuously in their child's learning.

LEADERSHIP AND MANAGEMENT

The leadership and management are very good. The headteacher gives inspirational leadership to the school. The management of many subjects is good and, as a result co-ordinators have good knowledge of the strengths and weaknesses in their subject. The management of the school is very good. Planning for school improvement is well focussed and helping to raise standards. The governance of the school is very good. Governors ensure that all statutory requirements are met and play a significant role in shaping the vision and direction of the school. Financial management is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are extremely happy with the school. They feel that their children like school and that it expects pupils to work hard and achieve well. The school works hard to ensure parents are kept fully informed. As a result, a trusting and positive relationship is in place, which is clearly beneficial to the education and welfare of all pupils.

Pupils really enjoy school. They feel their lessons are interesting and fun and they have to work hard. They think that teachers are fair, show them how to make their work better and they feel comfortable about going to an adult in the school if they have any worries. They find other children in school friendly and talk to inspectors at length about how happy they are at Airmyn Park.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- pursue rigorously ways to create a room or space in which all computers can be housed in order that it may be used by a whole class of children at one time so as to;
 - a) raise the levels of pupils' achievement in ICT, and
 - b) ensure that effective links are made between ICT and other subjects, where appropriate.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is good overall. Pupils make consistently good progress as they move through the school.

Main strengths and weaknesses

- Standards in English and mathematics are well above average by the time pupils leave the school.
- Pupils make consistently good progress from the Year 1 to Year 6 and achieve well.
- Standards in music are well above average.
- A lack of space prevents the school from raising further pupils' attainment in ICT.

Commentary

1 When children start in reception their attainment is broadly in line with the expected levels of attainment except for personal, social and emotional development, which is slightly above. By the end of the reception year pupils have made sound and often good progress and are comfortably in line with levels expected nationally and above in personal, social and emotional development. Pupils' achieve well in Years 1 and 2 and as a result standards are at least average for the pupils in Year 2. In English, mathematics and religious education they are above and in music well above expectations. Pupils continue to build rapidly upon prior learning as they move through the school. They make good gains in their literacy and numeracy skills and achievement is good from Year 3 to Year 6. As a result, standards for Year 6 pupils are at least average other than in physical education, geography, history and religious education where they are above expectations and in English, mathematics and music where they are well above expectations. A lack of space prevents the school from raising further pupils' achievement in ICT.

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

Standards in:	School results	National results
Reading	15.3 (17.7)	15.7 (15.8)
Writing	13.7 (14.5)	14.6 (14.4)
Mathematics	14.3 (16.8)	16.3 (16.5)

There were 19 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	28.4 (28.6)	26.8 (27.0)
Mathematics	28.4 (30.3)	26.8 (26.7)
Science	29.3 (29.2)	28.6 (28.3)

There were 13 pupils in the year group. Figures in brackets are for the previous year

2 Standards in national tests at the end of Year 2 in 2003 were below average in reading and writing and well below average in mathematics. When compared with results in similar schools the standard is well below average in reading, writing and very low in mathematics. These results represent a significant dip in performance but one that was accurately predicted by the school as a

result of a high proportion of pupils with special educational needs in that year group. Results in 2003 reversed what was otherwise an above average trend.

3 Standards in national tests at the end of Year 6 in 2003 were well above average in English and mathematics and above average in science. When compared with similar schools standards in English and mathematics were well above average and in science above average. These results mirror very closely the standards found in the present Year 6 class during the inspection. The trend of improvement in these tested subjects is broadly in line with the national trend.

4 Standards are rising across the school as a result of good teaching, the very good attitudes of the pupils, very good leadership and a consistent, whole school approach to improvement. There is no significant difference in the achievement of boys and girls and all pupils including those with special educational needs achieve well. The school gives pupils sufficient skills in English and mathematics to enable them to make good progress in all areas of the curriculum.

Pupils’ attitudes, values and other personal qualities

Attendance is very good and punctuality is excellent. Pupils’ attitudes are very good and behaviour is very good. Provision for spiritual, moral, social and cultural development is also very good.

Main strengths and weaknesses

- Attendance is 96.3 per cent. This is well above the national average.
- No pupil has been late this term.
- Pupils are polite, cheerful and confident.

Attendance

Attendance in the latest complete reporting year (96.3%)

Authorised absence	
School data	3.7
National data	5.4

Unauthorised absence	
School data	0.0
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

Categories used in the Annual School Census
White – British

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
107	0	0

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

Commentary

5 The school has very good procedures to maintain such high standards of punctuality and attendance and to promote these further, pupils in classes with 100 per cent attendance are allowed additional time to play in the school’s willow structure. There are also termly and yearly awards.

6 Pupils are polite and cheerful around the school and confident and pleasant with visitors. They are happy to discuss school life formally in a school council meeting and informally when questions or situations arise. In one school council meeting eight items were discussed related to

school improvement, one concerned a Friendship Stop and another space for musical instruments. In lessons there is a strong work ethos, teachers motivate pupils to learn and they strive to achieve. Pupils are keen to make progress and are aware of their individual targets.

7 Pupils are also encouraged to be enterprising and to take responsibility. This is seen in the police projects pupils participate in to improve their local environment and in their ideas to develop and manage the school grounds. They also collect funds for charity and entertain senior citizens with concerts. Pupils assert that there is no bullying in school and that any anti-social behaviour is quickly dealt with by the headteacher and staff. Reception staff also provide very successfully for children’s personal, social and emotional development.

8 Pupils’ spiritual education is developed through religious education lessons and interesting assemblies, where the opportunity to reflect on beliefs, relationships and the joy of living is well used. This is further promoted in the strong creative dimension, which occurs in many lessons and in the emphasis on feelings, which dominates circle time discussions.

9 Socially pupils are very well adjusted. There is no vandalism, litter or graffiti in school because pupils respect people, property and premises. They understand the meaning of community both in and out of school and take responsibility well both in lessons and at lunchtime. Much moral education is acquired by the fairness pupils see around them. Weekly circle time enables pupils to discuss and understand moral values and the multi-faith religious education scheme of work encourages respect for the beliefs of others. The school effectively implements its Racial Equality Policy. Pupils learn much about their own culture from projects, visits and visitors. They learn about other cultures across the curriculum and from special studies such as European Awareness topics, Indian and Mexican days.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good.

Teaching and learning

The quality of teaching and learning is good. This is a strength of the school and is much improved since the last inspection. Teaching is good from the reception class to Year 6 and because pupils are well motivated, pupils’ learning is good. Assessment is good.

Main strengths and weaknesses

- Teachers have high expectations of pupils and generally set work, which seeks to challenge them.
- Teachers insist on high standards of behaviour and pupils respond very well.
- Teachers make the best use of time and lessons have good pace.
- At the start of lessons teachers make it very clear what pupils are going to learn and at the end they discuss the progress that has been made.
- Pupils enjoy their lessons.

Commentary

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	18	3	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.

10 Teaching is a strength of this school and the main reason why standards are continuing to improve. While some lessons were judged to be satisfactory, all teachers taught good lessons. It is this consistency of good teaching which ensures that pupils of all abilities including those with special educational needs, learn and achieve well and make good progress. During the inspection all pupils said that they liked their teachers, enjoyed their lessons and felt that everything was being done to help them to learn. Parents shared these views and spoke very highly of the care and commitment of all staff.

11 Teachers have high expectations of pupils and generally set work which challenges them. They insist on high standards of behaviour and pupils respond very well and are eager to please their teacher. Lessons are well planned to ensure that the needs of all pupils are met. This is particularly important in a school where most pupils are taught in mixed age classes and teachers have to plan for more than one age group. Lessons start on time, have good introductions in which teachers fully explain the lessons' learning intentions and they then move with pace to endings where teacher and pupils discuss the progress that has been made. As a result, pupils gain the maximum benefit from their teaching and learn well. The teaching of pupils with special educational needs is good. Well-constructed individual education plans are used well and the support for these pupils is good.

12 The assessment of pupils' work is good. This is a significant improvement from the last inspection when the school lacked an effective marking policy. Marking helps pupils to improve their work and gives teachers detailed information about their knowledge and understanding. Pupils are regularly involved in the process of helping to assess their own work and they benefit well from this as it helps them to understand the progress they are making and also to be aware of gaps in their learning.

The curriculum

The curriculum is good with good opportunities for enrichment. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- There is effective management of a broad, balanced curriculum.
- Extra-curricular provision is good.
- There is very good provision for personal, social and health education.
- Provision for pupils with special educational needs is good.
- Provision for gifted and talented pupils is good.
- Resources are good but accommodation is less than satisfactory.

Commentary

13 The headteacher and staff co-ordinate well several areas of the curriculum. There is regular dialogue between them; they are aware of recent initiatives and they know the condition, needs and development of their own subjects in school. Staff plan very thoroughly for the children in the reception class so that they have a very secure foundation in basic knowledge and skills and motivated attitudes to learning. They are also more confident than they were and more used to co-operating with others. In the rest of the school this detailed planning continues and, using a range of good resources, ensures a very progressive programme for pupils, which is broad, balanced and relevant to the needs of all the pupils including the gifted and talented and those with special educational needs.

14 Assessment is rigorous and the school uses a range of materials to track pupils' progress from reception to Year 6. On a daily basis teachers evaluate pupils' performance and adapt materials, techniques and use of time accordingly. As a result of this good teaching, pupils' achievement in all subjects including personal, social and health education is good and often very good and pupils transfer to the secondary school having reached a very high standard. Extra-

curricular provision is also good and provides a range of sporting and creative opportunities. Pupils achieve well in the various sporting events they enter and visits and visitors augment the impact of lessons. There is a good match of staff to the needs of the curriculum and the school employs some very good specialist teachers particularly in sport and music. Accommodation is very attractive in a sylvan setting with an inspirational outdoor learning resource but nevertheless because of its popularity the school is also short of space. Although staff and pupils have adapted to this situation exceptionally well and time and the curriculum are not in any way compromised, more space for ICT and another classroom would make for greater comfort and simplified movement within the timetable.

Care, guidance and support

The provision for ensuring pupils' care, guidance and support is very good. Processes for seeking and acting upon pupils' views are very effective.

Main strengths and weaknesses

- There is a well-trained educational visits co-ordinator and the school buys in a specialist advisor for an annual risk assessment.
- Pupils are confident to ask any adult for help and there is an informal school council.
- There are regular meetings with parents and parents give their consent to Internet use and various publications.

Commentary

15 All procedures are in place for the care, health and safety of all pupils and the staff follow very clear guidelines, which are regularly reviewed and undertake relevant training. The school is kept very clean and secure and is most attractive with its displays and plants. For these reasons pupils work in a safe, healthy and stimulating environment.

16 Pupils' personal development is monitored informally through the staff's knowledge of them and their families. Pupils are very confident to approach any adult in school for help and are given specific lessons in sex education, the correct use of drugs and keeping safe generally. The police and school nurse help with these lessons. The induction of new pupils is sensitively handled and there are careful arrangements made as pupils move through the school and transfer to other institutions.

17 The school actively raises self-esteem, encourages self-expression through the curriculum and empowers pupils to express their thoughts and opinions informally, through circle-time and through the school council. The school council is currently for Year 6 pupils but the school has plans to extend membership to all year groups.

Partnership with parents, other schools and the community

The school's provision for parent and community links are very good. Links with other schools are good.

Main strengths and weaknesses

- Parents are kept very well informed of school events and attendance at them is very high.
- Parents give very good help in school.
- The school enjoys very effective links with other schools.

Commentary

18 The school works hard to ensure parents can approach the school easily. They are kept fully informed and any queries are sorted out promptly. Pupils' reports are detailed and informative. Parents are given formal and informal access to their child's class teacher in order to discuss progress and any other issues. The school involves parents continuously in their child's learning and takes time to explain materials and approaches. Consequently, parents constantly encourage their children to do their best and give very good support to the learning process in school.

19 There are very good opportunities for parents to get involved in school life and some work in classrooms whilst others work on residential and other visits. Fifty five per cent of pupils live outside the area but events are well attended and parents support homework consistently and effectively.

20 The school gives good support to local community events and the community supports the school's events. The area is appreciative of the police backed community projects in which the school is active and enjoys the results of these. Recent work with the fire brigade has raised awareness of the dangers of fire.

21 The school works closely with three secondary schools and participates in shared science and technology projects such as a kite making project for Year 6 pupils. There are also very good links with cluster primary groups for information sharing and for joint events and projects such as the Festival of Sport and general citizenship activities.

LEADERSHIP AND MANAGEMENT

22 The leadership and management are very good. The leadership of the headteacher is excellent and he receives very good support from other senior staff. The management is very good. The governance of the school is very good.

Main strengths and weaknesses:

- The headteacher provides inspirational leadership.
- The management of many subjects is good and never less than satisfactory.
- Co-ordinators have good knowledge of the strengths and weaknesses in their subject.
- The planning for school improvement is very well focussed and having a good impact on standards.
- The governing body makes a major contribution to the leadership of the school and its successes.
- Management reflects a school with ambition.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	336,231
Total expenditure	304,485
Expenditure per pupil	2846

Balances (£)	
Balance from previous year	18,696
Balance carried forward to the next	31,746

Commentary

23 The headteacher provides excellent leadership. He has been very successful in creating a warm, very caring school but he also has the vision and the drive towards ever improving standards and pupils' achievement. His role is even more impressive given that he has a substantial teaching commitment in the school. He has built up a very strong, effective staff team, which he leads by example and is very effective in the role of managing and maintaining an overview of the school.

This vision and example is mirrored by staff, governors and parents and the result is a school which is ambitious and committed to improvement in all it does with raising standards as its main aim.

24 Co-ordinators manage their subjects very well. They have good knowledge of the strengths and weaknesses in their subject as a result of regular opportunities to monitor teaching and learning. As a result they are able to target priorities for improvement and maintain a focus upon their achievement. The leadership of the special educational needs provision is good. The co-ordinator is very knowledgeable and gives good support to pupils and staff. As a result, the school provides a good quality of education, is an equitable and inclusive school, which seeks to meet the needs of each pupil and in which standards are steadily improving.

25 The school is very well managed. Management is confident and well informed. The headteacher receives very good support from experienced administrative staff and as a result the school runs smoothly. The school improvement plan is a well focused, rigorous document and consequently it is having a good impact on standards. It is very closely linked to the school's finances and as a result the school ensures that it gains best value for money. As a small school the spending per pupil is higher than average but the school currently holds a large budget surplus, which is earmarked for possible future action to remedy the current shortage of space. The school carefully examines the performance of pupils in national tests and takes appropriate action to modify teaching to take account of areas of strength or weakness. Staff development is good and the school provides good training and support for staff.

26 The governing body plays a significant role in shaping the vision and direction of the school. Governors have a very good understanding of its strengths and weaknesses and fulfil their statutory duties very effectively. They are very aware of current budgetary constraints and the shortage of space in the school and work in very effective partnership with the headteacher to address these issues. Governors give good support to co-ordinators and are effectively involved in the monitoring of teaching and learning. The chair of governors in particular keeps in close touch with the school's work and this helps to cement the very good working relationship that she enjoys with the headteacher. The shortage of space is a significant barrier to further raising pupils' achievement in the area of ICT.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in reception is **good**.

Main strengths and weaknesses

- Staff work very effectively as a team.
- There is detailed planning and teaching towards the Early Learning Goals and there is effective assessment of these.
- Teachers provide a good balance of activities.
- Space is limited.

Commentary

27 Reception children come from five different nurseries and there are also children who have had no nursery education at all. Teachers prepare a thorough induction package to ease transition arrangements for children. When children start in reception their attainment is broadly in line with the expected levels for their age except for personal, social and emotional development, which is slightly above. By the end of the reception year all children have made progress and they are comfortably in line with levels expected nationally and above in personal, social and emotional development. Children make good progress because teaching and learning are good. There is a good balance of teacher led and child selected activities.

28 In the morning, reception children are taught in a mixed class with Year 1 pupils whereas in the afternoon they are taught as a discrete unit. This organisation works well for the children because the staff work effectively as a team. There is an excellent nursery nurse who makes a very positive contribution to children's learning and personal welfare. Planning and assessment are detailed and effective and teachers organise interesting activities using a wide range of equipment. Space is limited indoors and for this reason equipment is made available on a rota basis throughout the year to ensure all children have full access. There is, however, an excellent outdoors play area just for reception children. Communication with parents is good. They receive annual reports detailing individual programmes of work. A workshop is organised to introduce parents to 'Jolly Phonics'. This is well received and parents practise phonic games and work cards at home with their children.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- A calm, orderly and supportive ethos is created to help children learn the correct way to behave.
- The relationships between staff and children are very good.
- Children are taught courtesy and responsibility.

Commentary

29 At the start of the school day children are warmly welcomed and there is a relaxed yet respectful relationship between children and adults. Routines and procedures are established and children adhere to these. Movement in corridors for activity changeover is smooth and there is the minimum of fuss when equipment is distributed or collected. Children know when and how to prepare for activities and put on overalls for art and craft and wash their hands before touching food. The classroom is organised for independent learning and the children access equipment quickly,

handling it with care and returning it to its proper place. Staff are good role models and the children copy the use of courtesy words such as please, thank you, excuse me and sorry. Children put up their hands to answer, take turns and listen without interruption when another child is speaking. The children are friendly and confident with visitors. They have a growing appreciation of right and wrong and a respect for authority. One child was heard to say, 'Keep the crayons in the middle then everyone can use them'. In another session one child reminded the class that, 'Walking is one of our safety rules', whilst a third added, 'Yes policeman Paul ensures we keep our rules'. Children are on course to reach above the expected levels for their age.

COMMUNICATION, LANGUAGE AND LITERATURE

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

Main strengths and weaknesses

- Speaking and listening are given priority across the curriculum.
- Staff provide good role models in enunciating standard English.
- Handwriting is taught in a structured way.
- Phonics are taught consistently on a daily basis.
- Writing takes place across the curriculum.

Commentary

30 Speaking and listening are developed well through role-play activities, through cooperation with other children and, because of the good children to teacher ratio, the number of opportunities to share ideas and communicate with an adult is increased significantly. The teachers are particularly good at asking questions, intervening with the appropriate vocabulary, making supportive remarks to sustain extended answers and asking and encouraging other children to ask supplementary questions. They are also very good role models in speaking and children often echo their phrases and project their voices so that others in the class can hear. They are comfortable talking about their feelings and expressing an opinion. All staff teach the phonic scheme in a similar way. Children enjoy these lessons and are making good progress. In one session children, having been taught 'oi', were reading join and point. They can also recognise simple words about the room and in books. Teachers encourage children to write in all their activities. In the spring term children will be introduced to the Literacy Strategy and will experience the full Literacy Hour during the summer term. Teachers provide writing activities to strengthen children's fine motor skills and teach the correct letter formation from the beginning of the reception year. Consequently all children can write in a readable style using guidelines and are on course to reach the expected level for their age.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Lessons are well planned and structured with clear learning intentions.
- A very good outdoor play resource is used to develop mathematical concepts.
- Teachers use a good range of equipment to support the teaching of basic concepts.
- Mathematical vocabulary is extended across the curriculum.

Commentary

31 Children know what they have been taught in lessons and can describe their findings. The outdoor area with its three dimensional structures, its frames, its games and its environmental walk provides opportunities for children's basic concepts of space, shape and measure to grow. Teachers and children use this resource well. Lessons have pace and the teacher uses a lot of

repetition and encouragement to sustain and extend children's learning. Cross curricular links such as story, art and role-play are used to consolidate conceptual learning. Children are beginning to count accurately. They know one more and one less than a number and some are quite agile with simple addition and subtraction using low numbers. Children can also read the hours on the clock. Because they hear mathematical terms across the curriculum they now use words like symmetrical, opposite, half, second and the same as, in their own conversation. Children are on course to reach the expected level for their age.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

32 It is not possible to make an overall judgement of provision in this wide area of learning as little teaching was seen. ICT is used in all areas of learning and most children can work through a programme unaided. They have good mouse control, for example, to alter the font, its size and its colour; and when they refine their own graphics, changing tool and pattern. They can also print off a copy of their finished work and explain how they achieved those results to a visitor. In religious education the children demonstrate an understanding of the special nature of Christmas, they know the sequence of events in the Christmas story and can explain the significance of the main characters. From photographs on display there is evidence of the children studying fruit as a healthy food and of the three dimensional structures they have made from waste materials. Children follow a two-year cycle of half-termly cross-curricular projects, which develop knowledge, and understanding of the world.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- There is an excellent outdoor play area with a lot of space and equipment.
- Lessons are well planned and creative.
- Teachers provide lots of opportunities for children to refine their fine motor skills.

Commentary

33 Some good robust, energetic and imaginative play was seen during the inspection in an excellent outdoor area with a lot of space and equipment. Children rode tricycles with increasing co-ordination and control, climbed into the second storey of the play-house, dug for ice in the frozen soil and ran, hopped and jumped as they explored their environment. In all these activities children co-operated with each other and showed great enthusiasm. Indoor physical development lessons are also creative. In one such lesson children performed the dance of the Star Catcher and the movement developed imaginatively around the children's suggestions. The children follow instructions very well and respect the need to control their movements and to listen for 'Stop'. They move easily to music from the swirling movement of the moon to the spiky, angular shapes of the stars. Children's fine motor skills are developing well and opportunities to practise these occur throughout the day. Children can cut well using scissors and can hold and use pencils, pens and brushes correctly. They can also trace and colour a picture keeping within the lines, use cellotape and successfully manipulate a pencil sharpener. They are aware of safety and are careful how they pass tools such as scissors to another child. Children are on course to reach the expected level for their age.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teachers bring a creative approach to all aspects of the curriculum.
- Teachers encourage children to reflect on their feelings and share their imagination and their ideas with others.
- Children are allowed time and space to follow through their own ideas using their own choice of materials.

Commentary

34 Teachers try hard to make their lessons interesting and always include a more creative element which absorbs the child without their realising they are practising skills or knowledge. For example, in a number lesson the children enjoy physically changing the time of the clock when time is mentioned in the story. In the same way in a physical development lesson, role-play enables the child to move in character and thus make better use of shape and space. Children are unafraid to discuss their opinions and ideas because they are encouraged to do so by their teachers. In free choice time children speak enthusiastically about what they would like to do and are helped to do so by staff who provide the appropriate materials and time to complete it. In art and design lessons children make choices of the design they would like to develop and many work with great care to fulfil their intentions and consequently are on course to reach the expected level for their age.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Opportunities for speaking and listening are utilised well across the curriculum.
- The correct formation of handwriting is taught from the Early Years.
- Phonics are taught consistently and progressively.
- Pupils are enthusiastic readers but some are unsure about the Dewey Library classification.
- Pupils experience a variety of writing styles and purposes.
- Constructive marking helps pupils focus on progress.

Commentary

35 Progress has been maintained since the last inspection. Standards in speaking and listening are good in both Year 2 and Year 6 because opportunities for speaking and listening are utilised in every lesson. All teachers provide good role models of clearly enunciated standard English and expect and support pupils effectively towards a similar standard. They listen to their pupils with respect and pupils listen with respect to each other. Time is allowed for extended utterances and pupils frequently comment on these, whereas teachers often ask supplementary questions. The decision to use cross-curricular texts in English lessons enables pupils to actively use subject specific vocabulary and expression.

36 Handwriting is also good in both key stages. It is given priority in all year groups and pupils practise on guidelines, copying the teacher's modelling after making the correct movement in the air. As a result Year 2 pupils of all abilities use a joined script, which is very readable. Further practice in the juniors results in Year 3 to 6 pupils having a joined style of writing which is neat, legible and appropriate for writing notes quickly by the end of Year 6.

37 Standards of reading are good at Year 2 and very good at Year 6. All pupils read with enthusiasm and are happy to answer questions about their reading. Infant pupils use a variety of strategies to attack new words such as phonics, illustrations, grammar and meaning. They have a good literal understanding of the text but for pleasure their reading is mainly restricted to fiction. They

have alphabetical knowledge but some pupils do not think to use a dictionary and are very slow when prompted.

38 Year 6 pupils are enthusiastic readers and many read a range of quality fiction by authors such as Dick King Smith and Margaret Mahy. In lessons pupils show understanding of a variety of texts by selecting crucial features and phrases when justifying their own and other viewpoints. This was particularly noticeable when pupils worked through questions on rivers with the aid of a geography textbook. However, no evidence was seen of library information retrieval where pupils use a greater range of books. When questioned pupils were unfamiliar with the Dewey classification system and some pupils were not members of a public library.

39 Standards in writing are good in Year 2 and very good in Year 6. In Year 2 pupils can write simple sentences using the correct punctuation. Time connectives such as `then`, `suddenly` and `next` appear in continuous text and ideas are developing logically with some well-chosen words. Verb tenses are usually accurate for the majority of pupils and the most able occasionally use exclamation marks and direct speech. Simple words are usually phonetically recognisable and the most able pupils are making reasonable attempts at multisyllabic words.

40 Much of the writing at Year 6 is lively and thoughtful. Spelling is usually correct and pupils use a variety of complex sentences to convey meaning. Punctuation is correct within sentences but pupils do not yet structure their work into paragraphs even though ideas are developed over a section of the page. All pupils can express a line of poetry imaginatively, retell a story well, argue a point of view and persuade the reader to purchase. As for the more able they are capable of graphic descriptions such as

“...Colourful plants and trees, swaying in the breeze, like people swaying to a slow mournful tune.”

And dramatic action packed writing such as

“...Triumphant yells rent the air as four muscular men.... lifted her away.”

41 Teaching and learning are good throughout the school. Lessons have pace and a good match of activities for the range of abilities and many use humour to good effect. All are confident in their subject and all convey their enjoyment and high expectations to the pupils. They teach phonics effectively so that pupils are confident as readers and spellers. They support pupils in drafting their work so that the quality of written language is improved. They encourage pupils to be self-critical and use assessment and marking to focus pupils` attention on detailed targets.

Language and literacy across the curriculum

42 Teachers use texts from the foundation subjects most effectively in literacy sessions. When pupils write in English lessons, the context, inspiration and purpose are also linked to other aspects of the curriculum. Beneficial effects on all subjects as well as English are beginning to show. Speaking and listening are always given priority whatever the lesson.

MATHEMATICS

The provision in mathematics is **good**.

Main strengths and weaknesses

- The quality of teaching is good.
- Teachers make very good use of the mental and oral start to lessons.
- The co-ordinator gives good leadership.
- Teachers have high expectations of pupils and set work that challenges them.

Commentary

43 Standards in mathematics are rising throughout the school. Pupils enter the school with average standards and achieve well in the reception class and in Years 1 and 2. As a result, standards of Year 2 pupils are above average. In the 2003 tests the result for Year 2 pupils dipped and was well below the national average. However, this was caused by the above average numbers of pupils with special educational needs in that year group and had been correctly predicted by the school. Pupils maintain good achievement in Years 3 to 6 and because of this are on course to attain well above average standards by the end of Year 6. This is reflected in the Year 6 results in 2003, which were well above both the national average and the average for similar schools. This is an improvement on the last inspection.

44 Good teaching is the major factor in raising standards. Teachers have very high expectations of pupils and set work that will provide high levels of challenge. They work hard to ensure that they make the most of every lesson by starting on time and moving lessons on with good pace. Teachers have good subject knowledge and plan lessons well. All lessons begin with challenging, quick-fire sessions to test mental ability and as a result, mental working out is very good. Teachers effectively share learning intentions with pupils at the start of lessons and check to see if they have been successful at the end of the session. As a result, pupils know exactly what is expected of them and settle very quickly to their tasks. At the end of the lesson they effectively share their achievements with other pupils and the teacher and this helps them to understand how well they are learning. Assessment is good, it is thorough and constructive and gives pupils a good understanding of how they can improve their work.

45 Satisfactory use is made of ICT in mathematics. The school is hampered by the absence of an ICT suite which can be used by a whole class. However, teachers compensate well for this by allowing small groups to make good use of the computer room and the computers in the classroom. The school is well aware of the need to maintain good links with mathematics and ICT and has made this a priority for improvement.

46 Pupils enjoy their mathematics lessons. They listen attentively, and co-operate very well in groups. Teachers manage pupils' behaviour very well and as a result pupils' behaviour is very good. This ensures that pupils' learning is consistently good in mathematics and that they make the very most of each lesson. All pupils learn and achieve well and because of this there are no significant differences in achievement between different groups or of pupils.

47 The co-ordinator provides good leadership and has a very good understanding of strengths and weaknesses in mathematics. This is because she regularly visits classrooms to observe teaching and learning. She has put in place a system by which pupils progress in mathematics is effectively tracked and challenging targets are set to maintain the improving standards.

Mathematics across the curriculum

48 The basic skills of numeracy are well taught in all classes. Children in the reception class are encouraged to use their mathematical skills in all curriculum areas. As they move through the school this emphasis is maintained and pupils use their mathematical skills effectively in other subjects, for example when pupils in Year 1 effectively classify farm animals into type, colour and size in their science work.

SCIENCE

The provision in science is **satisfactory**.

Main strengths and weaknesses

- The school makes good provision for pupils to carry out investigative studies in science.
- Very effective use is made of the school grounds to develop scientific studies.
- Teachers extend successfully pupils' learning by the links that they make with other subjects.

- The school takes part in shared science projects with the three secondary schools that it feeds.

Commentary

49 Only one lesson was observed during the inspection but it was possible from sampling pupils' work, looking at teachers' plans and from talking to pupils to form a view of the provision for science and its effectiveness. Standards in science are judged to be satisfactory in both Year 2 and Year 6.

50 From the time pupils enter the school they are encouraged to carry out investigations in science. The school has introduced a science project called 'Let's Think' for Year 1 pupils and this is having a good impact on pupils' learning. In a good lesson where the teacher was using this project pupils were fully absorbed in the task of sorting farm animals into type, colour and size. The teacher asked questions that made pupils explain their thinking, which they did well. When asked, the pupils said that they looked forward to these lessons because they were fun and they felt that they learned a lot about science. Parents are also aware of the new project and feel that their children benefited from this approach to science. Parents also feel that it encourages pupils to carry out similar investigations at home and parents said that they are happy to support the school in this work.

51 This approach is maintained in the rest of the school and it is clear from the work in pupils' books that by the time they are in Year 6 most pupils are able to carry out a fair test effectively, for example when they investigate the effects of burning on various materials. They make predictions where appropriate and present their observations and measurements using their well-developed mathematical skills in tables and bar charts. It is clear from talking to Year 6 pupils that they are encouraged to suggest ways of improving their work and to give reasons.

52 The school has worked very hard to develop the school grounds and to create a safe yet exciting resource to support the teaching of science. The pond, wood, meadow and hedgerows are fully utilised to support the study of life processes and living things. Pupils talk at length about the effect that the changing seasons have upon flowers and the habitats of animals. It is clear that this is having a very good impact upon their willingness to study science in their own time. The school prepares pupils well for the future by allowing pupils in Year 6 to take part in effective shared science projects with the feeder secondary schools, for example, in a kite making project.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Staff expertise and use of ICT is good.
- The quality and range of resources has improved since the last inspection.
- The school lacks a room in which the improved resources can be housed to allow a whole class to work together in ICT.

Commentary

53 It was only possible to observe one lesson in ICT during the inspection. However, it was possible from sampling pupils' work, observing other lessons in which ICT was in use, looking at teachers' plans and from talking to pupils to form a view of the provision for ICT and its effectiveness. From this, standards in ICT are judged to be in line with those found in most schools as they were at the time of the last inspection.

54 The previous report highlighted the need to improve the staffs confidence in teaching aspects of ICT. The headteacher, as co-ordinator has been effective in bringing about this

improvement. All staff have received good training in ICT and their improved knowledge is shown in the way they plan lessons to give pupils good learning opportunities. As a result, teachers look for effective ways to use ICT to support other subjects, for example, in English and mathematics. In a Year 6 mathematics lesson pupils achieved very high standards because they were able to construct a pie chart using a computer to interpret their information. In addition, pupils have used a digital camera to very good effect to support the school's Creative Arts Programme.

55 The school has addressed another issue from the previous inspection by improving the quality and range of resources in ICT. As a result, all pupils have better opportunities to use computers but the school would like to create a room in which to house more computers to allow a whole class to work together in ICT. A lack of space is preventing this from happening and this is the main factor which prevents the school from raising standards further. This was reflected in a Year 3 lesson in which pupils were being shown how to collect and store information. The concept was taught well but could have been better re-inforced if all pupils had been able to put their learning into practice on a computer. Parents and governors are very concerned about this but budget constraints and a lack of space prevent the school from taking effective action.

Information and communication technology across the curriculum

56 The school makes satisfactory use of ICT in most subjects. When planning lessons, teachers are encouraged to identify areas where the use of ICT might be appropriate and this has increased staff awareness of its potential. It is well used in English, mathematics and science to support teaching and promote good learning.

HUMANITIES

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- The school fulfils its statutory requirements with regard to religious education and teaches about and from Christianity and other world religions.
- Pupils visit the church and clergy visit the school. Pupils do not visit non-Christian places of worship.
- Pupils follow a progressive two-year scheme and teachers regularly review this.
- Assemblies contribute well to overall provision.

Commentary

57 No lessons were seen in religious education so no secure judgement can be made about teaching and learning. However, it is clear from analysis of pupils' work and discussions with staff that standards are good throughout the school. Sufficient time is allocated to this subject so that pupils study in depth a good range of topics over a two-year cycle and present their learning in a variety of forms after experiencing an interesting choice of activities. Pupils in Year 2 know the story of Hanukah and have depicted a menorah candle in foil. They examine greeting cards when studying Special days and their consideration of works, celebration and pictures consolidates basic skills. In Year 6 pupils know the Ten Commandments and the Four Noble Truths of Buddhism. They can also compare ceremonies such as weddings in the different religions. Pupils appreciate the effect of religion on people's lives and have analysed the words of Mother Theresa and John Lennon.

58 Assemblies with their mainly Christian themes, ethos, prayers, visiting clergy and time for reflection greatly add to pupils' experience of religious education. On occasions similar assemblies are arranged around non-Christian festivals such as Divali. Such events are greatly enjoyed by the pupils but this non-Christian experience is not extended to visiting other places of worship.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Pupils study a good range of topics.
- Cross-curricular links with other subjects are utilised well.
- Pupils participate in active environmental education.
- Special study days augment the formal curriculum.

Commentary

59 Standards in geography are satisfactory in Year 2 and good in Year 6. This is good progress on the judgement in the previous inspection. These were assessed from pupils' work and discussions with pupils and staff. Some lessons in Years 3 to 6 were also observed. A decision to develop a meaningful cross-curricular approach through linkage with other subjects has freed more time for geography and the pupils' subject vocabulary and understanding have thus developed. For example, after a discussion about Katie Morag on the fictitious Island of Struay the theme of support networks was extended to the pupils' own personal and social education and they were able to make comparisons between life-styles.

60 All pupils contributed a good range of topics and presentation. Pupils in Year 2 explore their locality to look at land use; they follow the antics of Barnaby Bear on his various holiday destinations at home and abroad and learn the story of a letter posted in the U.K. Those in Year 6 study in depth the topic of rivers and the water cycle. They research the countries in the E.U. and using grid references plot major cities, rivers and other physical features.

61 All pupils have contributed ideas for the development of the school grounds and now help to maintain and extend them as a safe and attractive learning resource. Junior pupils have also been actively involved in local environmental projects such as tidying Dingle Dell, a nearby riverbank. Theme days such as India day, European and Spanish days not only add fun and interest to the curriculum but augment the geographical content on offer to the pupils.

62 No lessons were seen in Year 1 or Year 2. Teaching and learning are good in Years 3 to 6, however, due to good preparation and use of resources, match of activities to abilities, skilful questioning to encourage reflection and logical thought and relaxed but purposeful relationships between teacher and pupils.

History

Provision in history is **good**.

Main strengths and weaknesses

- Good use is made of artefacts and other forms of evidence.
- Pupils have a good understanding of cause and effect and how information may differ according to its source.
- They present their learning in a rich variety of forms.
- Pupils develop their fieldwork skills well on visits to historical sites.

Commentary

63 Staff and pupils are enthusiastic about this subject and the management decision to introduce cross-curricular approaches to the foundation subjects and use these as source material

for literacy lessons introduces pupils to more varied vocabulary and contexts. For example, in an English lesson in Year 2 pupils wrote questions for a visitor who was going to share her memories of World War II and in Years 3 and 4 pupils wrote well constructed reports on Egyptian housing.

64 No lessons were observed in Year 1 and 2 but analysis of pupils' work shows satisfactory standards. From their own and other peoples' memories, pupils' sense of chronology is increasing and they know about events and people beyond living memory. Standards in Years 3 to 6 are good. Pupils show an increasing knowledge and understanding of the geographical features of Britain and other countries. They describe the main changes, events and people in the correct chronological order. They know history has many interpretations and can list forms of evidence and give examples of those they have used. They have developed their fieldwork skills well on visits to historical sites and have used role-play such as in a Victorian schoolroom to experience empathy with people and times.

65 Teaching and learning in years 3 to 6 are good because of enthusiasm, good subject knowledge and the provision of interesting activities to reinforce pupils' learning. In one such lesson on Egypt pupils sequenced pictures to show the flood cycle of the Nile whilst others employed Batik techniques to show Egyptian writing. This represents good progress on the judgement at the previous inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

66 The evidence for **design and technology** comes from talking to pupils and teachers, pupils' work around the school, and photographs of pupils' past work. Teachers make good links with other subjects, such as science and history that extend well pupils' learning. In science, for example, Year 5 and 6 pupils design and make wind gauges to support their studies of the weather. The school enhances links with its feeder secondary school when Year 6 pupils visit and take part in a project to design and make a parachute.

ART

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

Main strengths and weaknesses

- All pupils experience a wide, effective range of materials, tooling and techniques.
- Visiting specialists use their expertise well to develop pupils skills.

Commentary

67 Generally, standards for both infant and junior pupils are satisfactory although there are examples of good and better work on display and in work collections in all classes. Pupils take great care with their art and design and are often meticulous. They also evaluate their own work and can compare the work of others meaningfully, appropriate to their own age group. They develop a range of ideas from a variety of stimuli and with support can modify and improve their work to meet their intentions and the nature of their equipment. For example, when progressing from polystyrene tile print to string print pupils were encouraged to review their basic design because of the increased thickness of line.

68 Teachers are beginning to utilise the cross-curricular opportunities of art and design in other lessons but the subject is also taught discretely and each activity ensures pupils develop progressively. Towards this end teaching assistants and visiting specialists are used effectively to support teaching and learning, sharing their expertise and offering an improved pupil-teacher ratio.

69 Lessons were observed at in the juniors but not in the infants. Teaching and learning in the juniors were judged good because the teachers enabled pupils to explore their own ideas with

exciting materials and techniques. They gave clear instructions and safety prompts and continuously assessed progress to prevent lack of success and provide the necessary teaching and encouragement.

Physical education

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

- The co-ordinator is very enthusiastic and sets a very good example to the rest of the staff.
- The school offers a good range of sporting activities outside of the normal school day.
- Good use is made of visiting specialists to bring further stimulating sporting activities.

Commentary

70 The co-ordination of physical education is very good. The co-ordinator is very knowledgeable and enthusiastic and she is mainly responsible for the broad, effective curriculum the school offers to pupils. During the inspection on a cold winters day she made excellent use of the muddy school field to teach a very good lesson on rugby skills to Year 3 and 4 pupils. All pupils thoroughly enjoyed every aspect of this lesson and because of this learnt very well the skills of ball handling, passing and running off the ball. Such high quality teaching results in good achievement by the end of Year 6. This represents good progress since the previous inspection.

71 The school offers a good range of sporting activities outside of the normal school day. All pupils have the opportunity to participate and from talking to them it is very clear that they gain a lot of enjoyment and motivation from these activities. Parents are very grateful for the hard work of teachers and give very good support. As a result, when the school takes part in sporting competitions with other schools it achieves a great deal of success.

72 Visiting specialists support the school to add further curriculum breadth and stimulation. They visit to teach soccer, tennis, rugby and cricket. In addition pupils from the Year 3 and 4 class visit the local swimming pool and as a result all pupils can swim at least 25 metres by the time they leave the school.

Music

Overall provision in music is **very good**.

- All pupils have very good access to all aspects of music in a progressive curriculum.
- Specialist teachers have high expectations and provide high quality opportunities.
- All pupils perform before a variety of audiences.

Commentary

73 Standards throughout the school are very good. This represents very good progress on the judgement at the previous inspection. Pupils in Year 2 sing in tune and with expression, they add instrumental effects in repeated patterns and appreciate how different combinations of sound with a variety of pitch, pace and tone produce appropriate accompaniment for the scenes in a simple fairy story such as Goldilocks and the Three Bears. Year 6 pupils sing a variety of melodies and harmonies and play instruments using their knowledge of notation. This they do in a large-scale musical performance where they are sometimes leading, sometimes taking a solo part and sometimes providing rhythmic support.

74 Teaching and learning are very good in all year groups. Pupils follow a well-structured progressive scheme and are taught by enthusiastic and very knowledgeable teachers who make all aspects of music accessible. Indeed no pupil is ever given a low value activity. Lessons are well planned and well prepared. Teachers use a wide range of teaching strategies, lots of

encouragement and some interesting resources. No time is wasted in lessons and by continuous assessment and correction teachers refine pupils' contributions towards improved quality. In instrumental lessons attention is given to posture and finger positioning and pupils learn the correct techniques to produce beautiful sounds.

75 Pupils are encouraged to perform in concerts for pupils and staff, for church congregations, for senior citizens and for parents and friends. They therefore appreciate the need to polish and improve their performance to the best possible standard. In assemblies and lessons pupils are also regularly asked to listen to, evaluate and compare musical features.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

76 The school sees pupils' personal development as an important part of its work. Two lessons were seen. In a good Year 1 and 2 lessons pupils talked about the names they have for the special people in their lives, while in a sound lesson for the Year 5 and 6 class pupils discussed the dangers that can arise in their lives. In both lessons pupils responded well and were confident and comfortable to share their thoughts and ideas. The school makes good use of the services from the local community to support its work, for example, by using the emergency services to talk to pupils about their personal safety. The school has an informal schools council run by Year 6 pupils and plans to extend it to take representatives from the whole school. During the inspection three pupils in Year 6 called an impromptu meeting of the council to discuss 8 items linked to school improvement. These included finding a new place to store musical instruments and the establishment of a Friendship Stop on the school playground. The headteacher allowed the pupils to chair a very pleasant, relaxed but constructive meeting.

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	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
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	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3

Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3

The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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