

INSPECTION REPORT

BRADWELL JUNIOR SCHOOL

Bradwell, near Sheffield

LEA area: Derbyshire

Unique reference number: 112512

Headteacher: Ian Rose

Lead inspector: Julie Platt

Dates of inspection: 14th – 16th June 2004

Inspection number: 255583

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior School
School category:	Community
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
Number on roll:	63
School address:	Hugh Lane Bradwell Hope Valley Derbyshire
Postcode:	S33 9JB
Telephone number:	01433 620473
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Max Turner
Date of previous inspection:	29 th June 1998

CHARACTERISTICS OF THE SCHOOL

Bradwell Junior School serves the village of Bradwell in the Hope Valley near Sheffield. The school is much smaller than average with 63 pupils. The pupils transfer from the village infant school to the junior school at the age of 7, and move to Hope Valley College at the age of 11. Almost all stay at the school for the full four years. The majority of pupils are from white British backgrounds and none have English as an additional language. The school has an average number of pupils with special educational needs. At the time of the inspection, 19 per cent of pupils were identified as having moderate learning difficulties, but none had statements of special educational need. One pupil was eligible for free school meals, which is well below the national average. When they enter the school pupils' attainment is in line with that found nationally.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15960	Julie Platt	<i>Lead inspector</i>	Mathematics Science Art and design Design and technology Music Physical education Special education needs
12682	Jim Griffin	<i>Lay inspector</i>	
23740	Win Gibney	<i>Team inspector</i>	English Information and communication technology Geography History Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Bradwell Junior is an effective school. When pupils enter Year 3 they are attaining in line with national expectations. As a result of good teaching, high levels of care and a sound curriculum, they make good progress through the school. By the end of Year 6 pupils' personal development is good, as are academic standards in English, mathematics and scientific enquiry. The good teaching is developed and maintained by good leadership and very effective governance. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Good and improving standards and progress in English, mathematics and creative subjects. Pupils with special educational needs make good progress.
- Good behaviour and positive attitudes to learning.
- Good teaching and learning.
- Effective leadership by the headteacher and other staff, and very effective governance.
- Insufficient use of information and communication technology (ICT) in teaching and learning.
- An effective school council.
- Research and enquiry skills in geography and history are insufficiently developed.

The school has improved substantially since the last inspection. At that time, standards, pupils' attitudes to learning and educational provision were all judged to require some improvement. The Agreed Syllabus for religious education was not fully implemented; this is no longer the case. The headteacher and governors have ensured the development of sound schemes of work and have improved the quality of lesson planning and the effective use of assessment. These improvements have raised the quality of teaching and led to the good progress and attitudes now seen.

STANDARDS ACHIEVED

Pupils achieve well. Standards in English, mathematics and scientific skills are above average, but they are unsatisfactory in ICT.

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

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

The 2003 results in the national tests imply that the pupils' attainment is above average in mathematics and below average in English and science whether compared with all schools or with schools of a similar type. However, the small size of any particular year group makes the statistical analysis unreliable and this is reflected in the variations with 2001 and 2002. The standards seen in lessons and in pupils' books in English, mathematics and scientific skills are above national expectation. Standards are also good in music, art and religious education. Standards in ICT are below those expected.

Pupils make good progress because they are well taught. At the start of Year 3 pupils are generally working in line with national averages. By the time they leave Year 6, the majority are working above

national expectations in many areas. Achievement in ICT is unsatisfactory because pupils have too few opportunities to develop their skills.

Pupils' behaviour and attitudes to work are good. Their moral and social development is very good, and their spiritual and cultural development is good. They attend well and punctually.

QUALITY OF EDUCATION

The school provides a good quality of education. Pupils benefit from good teaching and make good steady progress. Assessment is used particularly well. Pupils know how well they are doing and what they need to do to improve. Teachers and education care officers (ECOs) are rightly proud of their thorough knowledge of their pupils' abilities. They use this knowledge well in planning their lessons, especially in English and mathematics. Insufficient use is made of ICT in lessons.

The curriculum is satisfactory. All statutory requirements are met; however, arrangements for the development of research and enquiry skills in geography and history are insecure, and the scheme of work for ICT is not yet fully implemented. There are good extra-curricular opportunities in the arts and physical education, which are well supported by pupils. Pupils are well cared for, and the effective school council ensures that their views are sought and considered seriously. There are good links with parents and other schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher is a good leader who has successfully created a caring ethos that promotes inclusion and teamwork. He is well supported by a team of committed staff and a very good governing body that takes its responsibilities seriously. Governors understand the strengths and weaknesses of the school and play an active role in monitoring what the school is doing to raise standards. They are well supported by information received from the headteacher. They fulfil all statutory responsibilities. Leadership of English and mathematics has improved significantly as a result of the Primary Leadership Programme, and this has led to the improving standards in the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are well satisfied with the education that the school provides and achieves. They are pleased with the progress their children make, and find the teachers approachable and helpful: any concerns are usually dealt with quickly and effectively. For example, last year the school clarified its homework policy. Parents also value the opportunities children have to take part in sports and music, to make visits beyond the village and to learn about other cultures. They praise the high standards of care, and are pleased with the improvements in the school since the last inspection.

Most pupils are proud of their school and enjoy attending. They appreciate the support and encouragement provided by teachers, their friendships with other pupils and the way adults take notice of their views.

IMPROVEMENTS NEEDED

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

Develop the effective use of ICT as a tool for teaching and learning. This includes:

- increasing staff confidence, skills and knowledge of the possibilities which ICT presents;
- ensuring full implementation of the ICT scheme of work;
- raising pupils' attainment and achievement in ICT.

Modify the curriculum taking account of:

- the school aims;
- the needs and interests of the pupils;
- the need to ensure coherence and the planned development of skills in all curriculum areas;
- the need to develop opportunities for independent research in history and geography.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve well. Standards in English and mathematics are above average but they are unsatisfactory in ICT.

Main strengths and weaknesses

- Good and improving standards and achievement in English and mathematics.
- Pupils with special educational needs make good progress.
- Good standards and progress in scientific skills; scientific knowledge is satisfactory.
- Unsatisfactory standards and achievement in ICT.
- Good standards and achievement in music, art and design and religious education.

Commentary

1. Results in the national tests indicate that standards are broadly in line with national averages. The small size of any particular year group and the significant variation between the results in different years make statistical analysis insecure; however, underlying trends over time are in line with those seen nationally. In 2003 more pupils attained the higher levels in mathematics than did so nationally, but in English fewer pupils did so. Standards are also good in music, art and religious education.

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

Standards in:	School results	National results
English	26.2 (28.4)	26.8 (27.0)
mathematics	27.8 (26.0)	26.8 (26.7)
science	28.0 (28.3)	28.6 (28.3)

There were 23 pupils in the year group. Figures in brackets are for the previous year.

2. The standards seen in lessons and in pupils' books are better than suggested by test results in both English and mathematics. This reflects the improvements in teaching and learning in these subjects, particularly in writing, introduced this year as a result of the Primary Leadership Programme. By the end of Year 6:

- standards of reading and writing are good, and speaking and listening skills are very well developed. Pupils read fluently and have a good understanding of what they read. They can write well in a variety of styles;
- in mathematics, the least able pupils are working in line with national expectations, and the average and high ability pupils are working above them. They have good recall of number facts, and can use and apply a good range of strategies for calculation. They can use decimals with confidence, and are developing an understanding of the roots of algebra.

3. In science, the standards are in line with national expectations. Year 6 pupils have a secure knowledge base, and the standard of their investigative skills is good. They can explain how to control variables and suggest which must be constant to ensure valid evidence. Standards in ICT are below those expected nationally. Pupils in Year 6 have limited skills and knowledge beyond word-processing.

4. Pupils at Bradwell Junior School make good progress because they are well taught. At the start of Year 3 pupils are generally working in line with national averages. By the end of Year 3 they have already made good progress, with many working above national expectations, showing very good skills in mental and written calculation and good standards in reading and writing.

By the time they leave Year 6, the majority are working above national expectations in English, mathematics, religious education, art and music. In all other subjects, except ICT, they are working at the expected level. Teachers have good knowledge of their pupils' ability and use this, especially in English and mathematics lessons, to match work to the needs of different groups, allowing all to achieve well. Work in English, mathematics and science is well marked, giving very good feedback, which allows misconceptions to be corrected. Where pupils achieve well in music and art, it is also linked to good feedback on individual performance.

5. Achievement in ICT is unsatisfactory as pupils have too few opportunities to develop their skills.

Pupils' attitudes, values and other personal qualities

Pupils show positive attitudes towards school and their work in lessons. Their behaviour is good, which is an important improvement since the previous inspection. Pupils' personal qualities are well developed. Pupils' attendance and punctuality are good.

Main strengths and weaknesses

- Pupils' attitudes towards school and to work in lessons are good.
- Pupils are well behaved and relationships between pupils are good.
- The school council is effective in bringing about change.
- Pupils' personal qualities are well developed; their moral and social development is very good, whilst their spiritual and cultural development is good.
- Pupils' attendance and punctuality are good.

Commentary

6. Most pupils are proud of their school and enjoy attending. This is reflected in the above average attendance. They appreciate the support and encouragement generally provided by teachers, their friendships with other pupils and the way adults take notice of their views. In lessons, pupils' attitudes towards their work are good. In most lessons, pupils listen well and show high levels of interest, concentration and determination to complete set tasks. Pupils respond particularly well when expectations are high, lesson tasks are demanding, and they are able to engage in a variety of practical activities. Pupils in Year 6 speak of enjoying lessons in most subjects, including mathematics and science.

7. Staff set clear expectations for pupils' behaviour and most respond well. Behaviour, in and out of classrooms, is good:

- the good and reliable behaviour of nearly all pupils is a key element in the positive atmosphere for learning that prevails in lessons;
- the atmosphere in the dining hall is calm and sociable;
- aided significantly by a good range of play equipment, both playgrounds are happy, purposeful places that pupils enjoy;
- the behaviour in the playgrounds was satisfactory during the inspection;
- pupils and staff rightly recognise that the front playground is the area where behaviour is most likely to deteriorate. Led by staff, and aided significantly by the school council, an effective range of measures are now in place to create and maintain good behaviour during football games in the front playground. For example, pupils say the introduction of a referee, drawn from among the pupils, has significantly reduced unsatisfactory behaviour. Parents, and pupils, confirm that a few pupils are liable to cause incidents of bullying or other anti-social behaviour. Pupils are clear about the importance of reporting such incidents, which they confirm are thoroughly and fairly investigated and usually resolved. There was no exclusion in the last school year.

8. Harmonious relationships among pupils, irrespective of background or gender, are a positive feature of the school. Teachers generally value pupils' work and effectively praise effort. This significantly assists pupils' learning.

9. The majority of pupils in all classes are noticeably calm, mature, happy and consistently well mannered. As a result, teachers are able to rely on most pupils to work sensibly in pairs and small groups. The school's use of 'Circle Time', when pupils share their feelings and concerns, is an important contributor to pupils' very good social development. Nearly all pupils have a very well developed sense of right and wrong and a similar understanding of what is fair. They hold the rewards system in high regard and fully support the school's sanctions, where needed. Pupils justifiably talk of the confidence they get from teachers, who treat them as more grown up as they get older. Nearly all pupils show respect and care for others. For example, they hold doors open for adults and are kind to peers who are feeling unwell or left out. Older pupils exercise responsibility for themselves and others in a sensible way. When questioned in groups, pupils listen calmly and with respect to different views expressed by others.

10. Pupils' positive attitudes to learning, together with the opportunities for reflection in assemblies and lessons, make important contributions to their good spiritual development. Pupils' understanding of their own culture is good, aided significantly by visits to local museums and direct involvement in local church and sports events. Religious education, music and art lessons make important contributions to pupils' sound multi-cultural development.

Attendance

11. For a number of years, attendance has been consistently above the national average. Most pupils enjoy school and therefore do not want to miss their lessons or their friends. In the event of absence, most parents take their responsibilities seriously in relation to contacting school. This is reflected in the low level of unauthorised absence. The table below provides attendance and absence data for the latest complete reporting year. Nearly all pupils routinely arrive on time.

Attendance in the latest complete reporting year (95.4%)

Authorised absence		Unauthorised absence	
School data:	4.4	School data:	0.2
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 (2002/3).

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Pupils make good, steady progress because they benefit from consistently good teaching and a sound curriculum, although insufficient use is made of ICT in lessons. There are also good opportunities for learning beyond the classroom. Pupils are well cared for and their views are sought and considered seriously. There are strong links with parents and other schools.

Teaching and learning

Teaching and learning are good, and assessment is used particularly well to ensure effective progress. This shows an improvement since the last inspection, the result of effective leadership which enables and supports the continuing professional development of all staff.

Main strengths and weaknesses

- Very good feedback to pupils, ensuring they know how to improve.
- Very good questioning skills, enabling pupils to extend their understanding.
- High level of challenge linked to good progress.
- Well-planned lessons linked to good involvement of pupils.
- Good behaviour management, and the promotion of good relationships throughout the school.
- Insufficient use of ICT in both teaching and learning.

Commentary

12. Teaching is consistently good and never less than satisfactory: this contributes strongly to the good progress made by pupils and their positive attitudes to learning. Teachers have good relationships with their pupils and this, together with effective use of praise and sanctions, provides a good working environment in classrooms. Teachers use simple ideas to engage their pupils' imaginations, such as when younger pupils rolled their hands backwards to help them think back into history. Teachers and ECOs are rightly proud of their good knowledge of the pupils and their abilities. They use this knowledge to good effect in planning their lessons, especially in English and mathematics. In these lessons, activities are adapted to ensure challenge and good progress for all pupils. In Year 6 some pupils improved their calculator skills as they found the answers to calculations which other pupils were tackling mentally. This good practice is less evident in other subjects. Pupils with special educational needs benefit from following specific programmes such as Additional Literacy Support, and these are well taught, often by an ECO in consultation with the teacher.

13. The good feedback given to pupils about their progress and attainment is another strong feature of the school. Pupils are given targets and advice as to how to improve, although this is more consistent in English than in any other subject. They have opportunities to work on their targets in lessons. For example, younger pupils used writing grids to help them improve the structure of their mystery stories. Pupils are able to explain their targets and know what they need to do to meet them.

14. The headteacher has placed particular emphasis on improving teachers' skills in questioning to probe understanding and to help pupils to structure their thinking. This has been successful and all teachers were seen doing this to good effect. This questioning is successful because teachers have good subject knowledge, and this enables them to plan lively and interesting lessons. In a Year 5 science lesson the teacher supported pupils well as they refined their ideas about circuits. Teachers pay particularly good attention to health and safety in physical education, for example, in helping pupils to avoid becoming overheated in the sun.

15. When they are given opportunities to work independently, and in groups, the pupils respond well. Year 5 pupils showed high levels of concentration in independent reading. The school has rightly identified the need to develop this further, and it would be particularly beneficial in the humanities where independent research is required.

16. There is insufficient use made of ICT as a teaching and learning tool. Pupils do not benefit from the role model of seeing teachers using ICT well, and have insufficient skills to use it effectively to support their own work.

Summary of teaching observed during the inspection in 15 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	3	9	3	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

The curriculum

The quality and range of the curriculum are satisfactory. All statutory requirements are met; however, provision for research and enquiry skills in geography and history are insufficiently developed. There are good opportunities for enrichment, which are well supported by pupils. Resources and accommodation are satisfactory, but far from ideal. Despite the teacher's best efforts and ingenuity, the very limited space in the small classroom limits the range of activities that can be employed.

Main strengths and weaknesses

- Pupils are provided with a broad range of curricular opportunities, enriched by visits and visitors.
- Provision for pupils' personal and social development is good.
- Provision for pupils with special educational needs is good.
- Provision for ICT is unsatisfactory.
- The foundation subjects are not monitored sufficiently to ensure continuity and progression of skills as pupils move through the school.
- Good opportunities are available for participation in activities outside the school day.
- Arrangements for transfer to secondary school are very good.
- Some teaching time is lost because of the restricted accommodation and pupils having to go off-site for physical education.

Commentary

17. Since the last inspection, curriculum provision has improved. All subjects now have schemes of work and subject co-ordinators. A long-term curriculum plan has been introduced, which sets out how the subjects are to be covered over the four years. All statutory requirements are now met, which is an improvement on the last inspection when religious education did not meet statutory requirements and was judged unsatisfactory.

18. A recent curriculum development has focussed on raising standards in English and mathematics through involvement in the Primary Leadership Programme. This has been successful, and pupils are making good progress in both these areas. However, too few planned opportunities are created to develop literacy and numeracy skills through the foundation subjects, particularly in the humanities curriculum. Although there is a scheme of work for ICT, provision is unsatisfactory and pupils' achievements are below average by the end of Year 6. The school uses schemes of work provided by the Qualifications and Curriculum Authority (QCA) to underpin medium and short-term planning. These are reviewed on a 'rolling programme', but there are no secure assessment procedures to ensure continuity and progression of skills in geography and history.

19. The school succeeds in meeting its aim of curriculum enrichment through promotion of the arts. Over two-thirds of pupils attend the school choir, and there are opportunities for visits to the theatre and participation in local events, such as music festivals and arts days. In 2002-3, the school participated in an 'African Arts' week with other local schools, and an 'Art in the Park' day at Losehill Hall.

20. Provision for pupils with special educational needs is good and they are well supported by ECOs. The school fully meets the Code of Practice for Special Educational Needs. The curriculum also promotes pupils' personal and social development well, and the school council provides pupils with a real opportunity to have a voice in decision-making.

21. The school has established very good links with several departments in the local secondary school, including science, technology, and physical education. Arrangements for the transfer of pupils at the end of Year 6 are very good.

22. Resources to support the curriculum are satisfactory, but the potential of ICT to provide pupils with opportunities for independent research is not being used to the full.

23. Despite recent improvements to the accommodation, both staff and pupils remain adept at 'working around' the difficulties of having to move furniture every day for assemblies and at lunchtime. Physical education also requires pupils to move off-site, which inevitably reduces the teaching time available for lessons.

24. The governors play an active role in monitoring the curriculum through a curriculum committee that meets regularly. Members of the committee meet with staff, consider policies and report back to the full governing body to ensure that everyone is informed about curriculum developments.

Care, guidance and support

The school cares well for its pupils. Pupils get good support, advice and guidance, which are important improvements since the previous inspection. There are very effective ways of involving pupils in the school's work and development through seeking and acting on their views.

Main strengths and weaknesses

- The school cares well for its pupils.
- The support, advice and guidance given to pupils are good.
- The effective use of the school council.

Commentary

25. The formal policies and practices relating to health and safety and child protection are well considered and properly carried out. Levels of minor accidents are low and mainly occur in the playground. Playtime has become inherently safer, and more purposeful, since the previous inspection. A second playground has been created, and a good range of playground equipment has been introduced. The arrangements for induction into Year 3 are well established and effective. Staff act quickly if a pupil is unhappy or under pressure, and they are careful to make sure new arrivals are helped to settle in. As a result, most pupils feel fairly treated and have a good and trusting relationship with one or more adults as the pupil survey confirms. Parents rightly speak positively about the quality of care provided.

26. Celebration assemblies set out to recognise those pupils with good attitudes to school, those who behave well, and those whose work and personal achievements warrant recognition and reward. Year 6 pupils say that teachers expect them to behave in a more grown up way as they move through school and they do. Teachers discuss the outcomes of tests with pupils, and marking provides helpful suggestions on how their work can be improved. The practice of getting pupils to identify their improvement targets in annual reports is a positive feature. However, this information is not yet integrated with other school systems of monitoring. Targets are well used to support pupils on the special educational needs' register. For other pupils, use of individual targets is at an early stage of development. Pupils have individual targets in literacy, but not for their personal development or academic progress in most other subjects. The introduction of discussions with individual pupils about their progress and development is being considered.

27. The good relationships, between pupils and their teachers, create a positive atmosphere in which to hear pupils' views. 'Circle Time', where pupils share their feelings and concerns, is a very well established feature. Pupils in the upper juniors create a set of 'rules for good pupils and good teachers' at the start of the school year. The class councils and school council have a very positive influence. They organise competitions, make insightful suggestions about how to improve the playground atmosphere, and identify additional play equipment. In the pupil survey, most pupils agreed with the statement that school listens to their ideas.

Partnership with parents, other schools and the community

Relationships with parents have improved since the previous inspection and are now good. Links with the wider community make a satisfactory contribution to pupils' personal development. Links with other schools and Hope Valley College are good.

Main strengths and weaknesses

- There are regular links with parents, including comprehensive information about pupils' progress.
- Parents contribute significantly to the successful partnership.
- Good curriculum links have been established with the local secondary school and other primary schools in the cluster.

Commentary

28. Teachers are accessible and approachable; they listen and address parents' concerns effectively. Well led by the headteacher, the school works constructively and engages with parents. For example, following a parental survey, the school clarified its homework policy and has worked effectively to make playtime a more positive experience. Similarly, parents' views were sought about the updated school aims. The school welcomes suggestions from parents and encourages the reporting of any concerns. As a result, complaints are minimal. Termly parents' evenings, and good quality written annual reports, keep parents well informed of their children's progress. The reports give a clear indication of how pupils are progressing, in relation to national standards, and of the effort that pupils are making. They also identify the areas for improvement. They effectively include space for pupils' comments. The inspection survey of parents' views reveals a high level of satisfaction with what the school provides and achieves.

29. Parents fulfil their responsibilities by ensuring that pupils attend school regularly, and there is almost full attendance at parents' evenings. Through the 'Friends of Bradwell School' (FOBS), parents organise a variety of successful fund-raising events. These events also contribute to pupils' personal development and to the good overall sense of community that prevails, as staff, parents and pupils are involved together in shared enterprises.

30. The school plays an important part in village life. For example, the choir sings for senior citizens, pupils have planted bulbs, and they were consulted about the village playground. The school's news and achievements form an integral part of the parish magazine. There are close links with two local churches. Pupils provide music at some services and benefit from the use of the church as a resource in religious education, history, art and geography lessons. The vicars speak in assemblies and make contributions to the religious education curriculum. Public services, such as the police and fire services, enrich the curriculum with contributions on personal safety and healthy living. Pupils take part in a range of collections and sponsored events for charity.

31. The school has very effective links with the secondary school to which nearly all Year 6 pupils transfer. The pastoral links around transfer are well established and effective. An impressive range of curriculum links have been established, including bridging units for literacy and numeracy, as well as links in science, design and technology and ICT. The inter-school sports' day for all the local primary schools is held annually at the secondary school. For pupils, important links have been created in sporting activities and in the arts with other primary schools in the cluster. Subject co-ordinators in literacy, numeracy, and art also hold regular meetings on curricular matters with their counterparts in nearby primary schools. By sharing ideas, these meetings help to reduce the workload on a single individual and lead to greater consistency in provision throughout the area.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher is a strong leader who has successfully created a caring ethos that promotes inclusion and teamwork. He is well supported by a team of committed staff and a very supportive governing body that takes its responsibilities seriously.

Main strengths and weaknesses

- Governors have a very good understanding of the strengths and weaknesses of the school and play an active role in monitoring what is being done to raise standards.
- Teamwork is strong, and the headteacher adopts a collegiate approach to decision making.
- Leadership of English and mathematics has improved significantly as a result of the Primary Leadership Programme.
- The leadership and management of ICT are unsatisfactory.
- The school improvement plan does not take sufficient account of recent developments, such as 'Excellence and Enjoyment' to take a longer-term view of school improvement.

Commentary

32. Leadership and management have improved since the last inspection. Through recent involvement in the Primary Leadership Programme, key staff have worked hard to raise standards in English and mathematics, and to develop their skills as effective subject leaders in these areas. The headteacher has facilitated this arrangement. Although he has a teaching commitment for three days a week, he has provided other members of staff with opportunities to develop their own roles, particularly looking at the impact of teaching on standards in English and mathematics. Leadership of other curriculum areas is at least satisfactory, other than ICT, which has been identified as an area for development in the School Improvement Plan.

33. The governing body is effective in fulfilling its statutory responsibilities. The Governors' Annual Report to Parents, which did not meet statutory requirements at the last inspection, now complies. The headteacher has deliberately set out to provide regular information to the various committees so that they can fulfil their monitoring and evaluation responsibilities. They are fully aware of the current priorities for improvement, and the chairman regularly meets with the headteacher to discuss a range of issues. He regularly reviews progress against the Primary Leadership Programme action plan and reports to the full governing body. The governors have been fully involved in issues relating to the premises and have worked hard to try and improve the accommodation and resources for learning. The committee structure works very well, with the curriculum committee reviewing policies and receiving information from subject co-ordinators. The finance committee fully understands the principles of best value, and there is evidence that the governors question and challenge the headteacher over a range of issues. The apparently large balance carried forward to next year includes £17,703 devolved capital grant, which is held by the local education authority for building purposes.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	203,972
Total expenditure	206,906
Expenditure per pupil	2,619

Balances (£)	
Balance from previous year	3,857
Balance carried forward to the next	18,626

34. Opportunities are provided for curriculum and professional development and both teaching and non-teaching staff have attended a range of training courses. Teachers agree that the opportunities provided by the Primary Leadership Programme have had the greatest impact on pupils' achievements, as they have been able to use time provided within the programme to look in depth at teaching and learning.

35. The special educational needs co-ordinator (SENCO) is an effective leader, and provision for pupils with special educational needs is good. The school adopts an inclusive approach to the care and welfare of all pupils. Education care officers are used effectively to support pupils with special educational needs, but their deployment at other times is the responsibility of individual teachers. This, together with the difficulties presented by the building, leads to some of their skills being under-used, such as when they spend time escorting pupils safely to group activities off site.

36. The school improvement plan provides a set of action plans to address immediate priorities, but does not take into account how recent government initiatives, such as 'Excellence and Enjoyment', will be addressed in the longer term. Consequently, the opportunities that this provides have not yet been considered; therefore the school improvement plan does not provide a complete overview of the school's direction.

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

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**. Attainment on entry is broadly average, and pupils make above average progress as they go through the school.

Main strengths and weaknesses

- Pupil achievement is above average in all year groups.
- Teaching is consistently good.
- Formative assessment procedures in writing are very good.
- Pupils' knowledge of what they need to do to improve their own writing is good.
- Information and communication technology is not used effectively to support the acquisition of skills in English.
- There are few planned opportunities for pupils to develop their literacy skills across the curriculum.

Commentary

37. Standards and provision in English have improved significantly since the last inspection, and particularly this year. Standards at the end of Year 6 are now good in all aspects of English. In previous years there have been significant fluctuations in the results in national tests, and the small number of pupils tested each year makes statistical data unreliable. However, over time, results have been broadly in line with national averages and trends, except in writing where more able pupils did not achieve as well as expected nationally. Teachers have worked particularly hard to improve standards in writing through involvement in the Primary Leadership Programme, and this has had a positive impact on both teaching and learning. Work seen in lessons and books demonstrates that standards in writing are now good.

38. A particular strength in the teaching of writing is the good use of marking, and discussion in lessons, to give pupils feedback. As a result, pupils have a good understanding of their own personal targets for improvement. Even the youngest pupils are able to discuss what they need to do to improve and use their target sheets confidently. More able pupils have particularly benefited from the focus on good feedback and, additionally, have also had opportunities to write for a range of purposes to improve their literacy skills. Progress in spelling is satisfactory, and pupils are given regular lists of 'spellings' to learn at home. The planned use of other subjects to provide opportunities to develop writing skills is less well developed, as is the use of ICT.

39. The progress made by pupils with special educational needs is good. Education care officers understand what is expected of them. Systems are in place to ensure that teachers receive regular information about how well the supported pupils have achieved during activities led by the ECO.

40. Speaking and listening skills are very well developed. A Year 6 school council meeting showed two confident pupils managing an effective meeting, while the rest of the class contributed fully to the discussion of issues around the use of referees for playground games. They were able to sustain reasoned argument and put forward their own points of view, while listening thoughtfully to pupils with opposing views. The teacher's skilful organisation of the meeting, and sensitive intervention, encouraged responses from everyone.

41. Progress in reading is good. Pupils are encouraged to read regularly at home, and supplement their school reading with their own books. Teachers introduce opportunities in lessons for pupils to read aloud, and they are confident in doing so. Pupils in the Year 3/4 class read their literacy texts with fluency and expression, while individual readers were able to use contextual clues to help them read unfamiliar words. Pupils have a positive attitude to reading and more able pupils choose challenging books from a range of authors. A Year 5 pupil read very well from a poetry anthology which he had chosen after meeting the poet when he visited the school. Pupils in Year 6 read fluently and with enjoyment, explaining their choice of book in terms of genres and style. They are able to annotate a text making appropriate comments on the author's use of language and style.

42. Handwriting is variable across the school. Although pupils practise letter formations and cursive writing in their handwriting books, there are still able pupils in Year 6 who prefer to print in their day-to-day work in other lessons.

43. The teaching of English is good overall. The best lessons are well-planned, imaginative and engage pupils' interest. Teachers use texts that are relevant to pupils' experiences. A particularly good example of this was in Year 6 when pupils had to write from different points of view. The teacher chose a text called 'The Suitcase Kid' that enabled pupils to closely identify with the characters and explore their feelings of anger and hurt.

44. The leadership and management of English are good. As a result of the Primary Leadership Programme, teachers have had the opportunity to work together to review all aspects of the subject and have successfully implemented an action plan to address areas for development. The Primary Leadership Programme has also provided opportunities for subject co-ordinators to monitor and evaluate standards across the school. The chair of governors has been actively involved in monitoring the school's action plan and the curriculum committee regularly receives reports about provision in English.

Language and literacy across the curriculum

45. Although English is used extensively across the curriculum, it is used incidentally rather than being specifically planned. Skills learnt in English are regularly used to develop writing in other subjects; this occurs when pupils use diaries and writing frames or draft and redraft their work. The potential of ICT to extend and enhance language has not been developed, particularly in the areas of research and enquiry.

MATHEMATICS

Provision in mathematics is **good**. Attainment on entry is broadly average, but pupils make above average progress as they go through the school.

Main strengths and weaknesses

- Standards and achievement are good.
- Teaching and learning are good.
- Assessment is very good.
- There is limited use of ICT.
- Good subject leadership.
- Significant improvement since the last inspection.

Commentary

46. Standards and progress in mathematics have improved since the last inspection, and are currently good. This is confirmed by the work seen in books, experienced in lessons, after talking to pupils, and in the proportion of Year 6 pupils likely to meet or exceed national averages this year. The published data for 2003 suggests that standards are in line with national expectations, but the small number of pupils in each year make statistical comparisons for any specific year unreliable.

The average point score for mathematics has been above the national figure for the last three years. Parents are satisfied with the progress their children make, and are pleased that they know their targets. Pupils with special educational needs also make good progress.

47. When pupils enter the school their attainment is in line with that found nationally. By the end of Year 3 they have made good progress. The majority are working above national expectations, with very good skills in mental and written calculation and a good understanding of shape. The good progress, which continues throughout the school, is the result of good and some very good teaching. Work is well marked, giving very good feedback, which allows misconceptions to be corrected. The feedback in lessons is also very good with thoughtful questioning and discussion, used to help pupils gain in understanding. Lessons are lively, well paced and offer suitable challenge for all, holding pupils' interest and matching their needs. Teachers have good subject knowledge which enables them to make links for pupils between the different areas of mathematics. By the end of Year 6, the least able pupils are working in line with national expectations, and the average and high ability pupils are working above them. They have good recall of number facts, and can use and apply a range of strategies for calculation. They can use decimals with confidence, and are developing an understanding of the roots of algebra. They can apply their skills in a variety of contexts and explain their work well. For example, a Year 6 girl explained, "To check you could work backwards... You would divide because that is the reverse of multiply..."

48. Pupils enjoy mathematics lessons and respond well. This is supported by the good, positive way in which teachers offer praise and encouragement. Pupils show good levels of independence when choosing methods of calculation or selecting the appropriate scale when constructing line graphs. They co-operate well on joint activities such as loop games and discussion tasks. Teachers have very detailed knowledge of pupils' abilities and this underpins the good approach taken to varying the complexity of tasks for different groups within a lesson. This ensures that all pupils are confident and enjoy an appropriate level of challenge. Pupils with special educational needs are well catered for. Their individual education plans (IEPs) include mathematics where appropriate, and good use is made of teaching assistant time and national programmes of work.

49. The co-ordinator has benefited from the school's involvement in the Primary Leadership Programme, which has provided advice and, crucially, time for subject development. She has a clear view of the current strengths of the school and has developed an effective scheme of work. She has brought in ideas from beyond the school and has used monitoring to support staff in developing effective questioning skills. She has made very effective use of data to set targets and to adjust teaching plans. She provides good leadership; as a result, improvement since the last inspection is good.

50. The curriculum for mathematics is good. It places an appropriate emphasis on the development of good mental strategies as well as covering the other aspects of mathematics, including problem solving. Resources are satisfactory. Insufficient use is made of ICT to support both teaching and learning. Where it is used well, as in a lesson on graph construction, it makes a good contribution to pupils' understanding. Homework is set regularly and is frequently linked to class work.

Mathematics across the curriculum

51. Pupils have good mathematical skills and satisfactory opportunities to use them in other areas of the curriculum. They use measures and read scales when doing investigative science, and then use graphs and charts to display their findings. They also interpret tables of information and charts produced by others. They find practical application of measuring and scale in design and technology.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Attainment and progress in scientific enquiry is good.
- Good feedback in notebooks and lessons supports good progress in investigation.
- Strong leadership.

Commentary

52. Standards and progress in science are in line with national expectations, and are good in scientific enquiry. This is confirmed by the proportion of Year 6 pupils likely to achieve at, and above, national expectations this year, and by the work seen in books and experienced in lessons. The results in national tests fluctuate from year to year, and the small number of pupils in each year group make single year comparisons unreliable. The good attainment in scientific enquiry has been sustained since the last inspection, although standards in the knowledge base are less good than those reported at that time. Over time, attainment has been in line with national trends and parents are well satisfied with the progress made. Pupils with special educational needs make sound progress.

53. Pupils acquire appropriate knowledge as they move through the school. For example, in Year 3 they learn about the properties of different soils: “Worms wouldn’t like it – it is too hard”, and: “Sand is easier to dig.” By Year 5 they understand the differing states of materials and can explain how these can be changed by cooling or heating. In Year 6 they know about methods of separating materials such as filtering and evaporation.

54. Standards and progress in scientific enquiry are good. Pupils in Year 3 and 4 develop their understanding of fair tests and describe what they see using the correct language. They are beginning to use scientific knowledge to help them in predicting what might happen and to take accurate measurements using thermometers and tape measures. These skills are further developed in Year 5. In a lesson about circuits in series and in parallel pupils predicted the outcomes of the different positions of a switch explaining in terms of the route the current would take. They tried their ideas out for themselves using wires and batteries and made secure gains in understanding. By Year 6 pupils can explain how to control variables and know which must be constant to ensure valid evidence. For example they explain how they need to keep the light source constant in strength and position when testing the reflective properties of different materials. They have experience of using ICT to generate graphs of results and can identify, and attempt to explain, anomalous results: “The chart makes it look as though cotton wool is not good at insulating sound – but people were shouting when we did that one.”

55. Pupils’ notebooks show good written feedback from teachers which supports the good progress seen in investigation and enquiry skills. Pupils are challenged to think about their findings and to justify them: “Why do you think that?” and: “Would it be fair if the jars were different sizes?” Good use is made of writing frames which help pupils to structure their thinking in a logical way. Pupils talk about their science lessons positively and enjoy the investigative work.

56. There is a clear scheme of work covering all aspects of the science programme and assessment is used well. Appropriate targets are set for all pupils and are used to inform planning. Secure records are kept. The co-ordinator provides strong leadership, and her emphasis on investigative skills is reflected in the work seen. She has analysed results well and used this information to adjust the plans. She has been successful in supporting the staff to bring about the improvements in investigations and assessment seen since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **unsatisfactory**.

Main strengths and weaknesses

- Attainment in ICT is below average at the end of the key stage.
- The ICT scheme of work is not fully implemented.
- The use of ICT across the curriculum is unsatisfactory.
- Information and information technology has been identified as being an area in need of significant development by the leadership of the school.
- There is now an ICT scheme of work that covers the National Curriculum Programme of Study.

Commentary

57. Very little ICT was seen during the inspection, but from examination of pupils' work, observation and discussion with pupils, review of displays around school and discussion with teachers, provision in ICT can be judged as unsatisfactory. Standards in Year 6 are below those expected nationally.

58. Development of ICT since the last inspection has been unsatisfactory. There have been significant technical difficulties in setting up an effective network in school and, although Year 6 pupils have had the opportunity to work with the local secondary school on 'sensors' in their science, they have had limited opportunities to develop their ICT skills other than in word-processing. In the year 3/4 class, pupils' lack of keyboard skills prevented them from editing text effectively, and from getting the most out of the technology.

59. Information and communication technology has been identified as an area for development in the School Improvement Plan, but inspectors found very little evidence of the new scheme of work being implemented, or ICT being featured in teachers' planning. Although there has been some staff development in ICT, this has not yet had an influence on provision.

Information and communication technology across the curriculum

60. Information and communication technology is not integrated satisfactorily into other curriculum areas, although opportunities are identified in schemes of work such as religious education and music.

HUMANITIES

Geography and history

Provision for history and geography is **satisfactory**.

Main strengths and weaknesses

- Pupils enjoy history and geography.
- The school has a long-term curriculum plan and schemes of work for both history and geography.
- Visits and visitors enhance the humanities curriculum.
- Information and communication technology is not used effectively to support the curriculum.
- There are insufficient planned opportunities to develop literacy skills through the humanities.
- There are too few opportunities for independent research.

Commentary

61. During the inspection one lesson was seen in history and another in geography. Examination of pupils' completed work, a review of planning documents and discussions with the subject co-ordinator and pupils indicate that provision for history and geography is satisfactory.

62. There has been some improvement since the last inspection. A co-ordinator for the humanities has been appointed. A long-term curriculum plan and medium-term schemes of work have been prepared. Some limited monitoring of teachers' planning has been undertaken, together with a review of pupils' work. Recent emphasis on improving standards in English and mathematics has left very little time for developing the humanities curriculum. As a result there remains a lack of consistency in the way in which teachers cover the Programmes of Study for each subject. Insufficient opportunities exist for pupils to undertake independent research, resulting in lack of challenge for the most able pupils.

63. A range of visits and visitors play an important part in making the work interesting and relevant. Pupils in Year 6 talked enthusiastically about visitors from the village who had enhanced the history curriculum. They were able to discuss how the village had changed since the 1851 census. Tourist brochures have been produced by pupils; for example, 'A Walk Through Time', which points out interesting features of the village through a planned walk.

64. There are very few examples where the development of literacy skills has been deliberately planned into either history or geography. However, in Years 3 and 4, pupils took notes about two different environments, which later were expanded into longer pieces of writing in order to compare and contrast the two locations. Pupils in Year 6 used the 1851 census to empathise with a character and write about the person's life. In both lessons observed, teachers provided opportunities for speaking and listening. In Year 5, pupils had to look at different artefacts, and present reasoned arguments to the rest of the class to explain what they thought the artefacts were used for.

65. The use of ICT in the humanities is unsatisfactory. There are no examples of the use of computers, other than for simple word-processing and the use of a database on world weather, in Years 3 and 4. There were many examples of missed opportunities, particularly in Years 5 and 6. For example, using computers for research purposes to extend the more able in both history and geography, and the use of spreadsheets and databases.

Religious education

Provision for religious education is **good**. This is a significant improvement since the last inspection.

Main strengths and weaknesses

- Religious education contributes well to pupils' personal and social development.
- Understanding of other faiths is good.
- There are too few opportunities for independent research.
- Information and communication technology is not used effectively to support the curriculum.
- The subject is well led and managed.
- Assembly time is used well for developing religious knowledge, understanding and the spirituality of pupils.

Commentary

66. One religious education lesson was seen during the inspection and two assemblies. Pupils' books were examined against the locally Agreed Syllabus. The locally Agreed Syllabus has been fully implemented, and good provision for religious education is now in place. This is an improvement since the last inspection, when the subject did not meet statutory requirements and provision was judged to be unsatisfactory.

67. By the end of year 6, pupils achieve above average standards in religious education. Through assemblies and lessons, religious education makes a significant contribution to pupils' spiritual and moral education. They are provided with a range of opportunities to explore Christianity, and to become familiar with other faiths, such as Hinduism and Islam. By listening to bible stories, and relating these to their own experiences, they are able to consider moral issues such as temptation. They can use what they have learnt from their religious education lessons to explore their own feelings; for example, when considering an idea like 'My Special Place'.

68. Work in books is generally well presented, but there is a lack of challenging activities for more able pupils through individual research or the use of ICT.

69. Although only one lesson was seen, it illustrated how the good standards are achieved. The teacher explained the joy and the message of the spring festivals of Holi and Easter. Practical activities engaged Year 3 and 4 pupils in music, art and writing to explore the triumph of good over evil in both religions. An assembly explored the significance of water in Buddhism and provided a 'magical moment' in a time of reflection, while the headteacher poured water symbolically for good things to 'overflow'.

70. Co-ordination of the subject is good. As a result of the recent introduction of the new locally Agreed Syllabus, the co-ordinator has been able to develop a new scheme of work and purchase additional resources. She has had access to training and has successfully led staff through the implementation of changes.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision for art and design is **good**. Pupils make good progress and attain high standards.

Main strengths and weaknesses

- Standards and achievement are good.
- Teaching is good.
- Leadership is very good.
- Art and design makes a very good contribution to pupils' cultural development.

71. Standards and achievement in art have improved substantially since the last inspection and are now good. Pupils in Year 6 use detailed observational drawings to record buildings in the village. They are of a high standard, showing good use of shading techniques to indicate textures and perspective. Year 6 pupils' use of watercolour to represent landscapes is equally good. They progress from the use of large blocks of colour as seen in Year 3 to the effective use of tones and shades to reflect mood, as well as the physical features of the hills. Pupils use sketchbooks well to experiment, collect visual references and to try out techniques. Pupils in Year 6 talk knowledgeably about Matisse and how his art differed from that of his contemporaries. During the inspection they were developing ways of representing movement, using cut-outs in the style of Matisse.

72. Pupils know their strengths in art and also what they need to do to improve. This is because they have good feedback in lessons and also because teachers use the sketchbooks well to help pupils to develop, writing helpful comments. Pupils are also given the opportunities to make choices and to be independent. When talking about his sketchbook one Year 6 boy commented, "I did four sketches from the hill, but this one was the one I wanted to work on."

73. The co-ordinator is knowledgeable and enthusiastic and provides very good leadership. She has developed a good scheme of work which links well with other aspects of the curriculum and involves specialist input. For example, pupils working on Ancient Egypt were involved in large-scale tomb paintings with a visiting artist. The co-ordinator has done very good analysis of progression through the school in drawing and painting, and has used the portfolio produced to help staff to further improve the work. This has supported the very good improvement seen since the last inspection. Resources are good, but there is limited use of ICT in art and design. Extra-curricular provision is good. Visitors to the school, events such as 'African Arts' week, and trips arranged to galleries all make a major contribution to pupils' cultural development.

Design and technology

Provision for design and technology is **satisfactory**.

Main strengths and weaknesses

- Pupils evaluate their work well.

Commentary

74. No lessons were seen in design and technology. The findings are based on a scrutiny of pupils' work, an examination of the scheme of work, and discussions with pupils and teachers. Standards and progress are in line with expectations.

75. Pupils' notebooks demonstrate that they plan their design projects with appropriate attention to purpose. By Year 6, plans become more practical and are better informed by the understanding of materials. In Year 3 pupils design buggies, complete with discos and swimming pools but refine and review these in the making process. The Year 6 designs for powered vehicles show greater understanding of the need to plan within your own making capability!

76. Pupils develop their making skills in a planned way. Year 6 pupils have made picture frames to rehearse the skills which will be needed when making the chassis of a powered vehicle. Year 3 and 4 pupils explain how they have improved their cutting skills, and why they use triangles of card to reinforce joins.

77. Pupils' evaluation of their own work is good. They have good feedback from teachers in their notebooks and move from commenting on what they like in Year 3 to a critical review related to the design brief in Year 6. The Year 5 pupils had made moving toys using cam mechanisms and explained how they would improve them next time.

Music

Provision for music is **good**. Pupils enjoy wide opportunities and attain good standards.

Main strengths and weaknesses

- Standards and progress are good.
- Teaching is good and further enhanced by visiting specialists.
- Leadership of the subject is good.
- Very good extra-curricular provision.

Commentary

78. Standards in music have improved since the last inspection and are above expectations. Pupils make good progress in singing, playing instruments and in their appreciation of music they have heard.

79. The choir, which is drawn from all classes and represents two-thirds of the school, sings well. Pupils can sing a variety of songs paying good attention to dynamics and diction. They follow the direction of the teacher to change tempo and volume. They are able to sing in parts, and pupils of all ages sing solos with clarity and confidence. This good singing is also heard in assembly. In Year 3 pupils talk about the music they enjoy and improvise using tuned and untuned percussion. By Year 6 they describe music well, comparing its features such as use of woodwind to create mood and the characteristic rhythms of music from different cultures. They compose their own music and can read simple notations. Many play solo instruments skilfully.

80. Teaching is good and visiting specialists make a valuable contribution. A particular strength is the consistent feedback which helps pupils to improve their performance. The subject co-ordinator has a clear vision of the importance of music in the cultural and personal development of the pupils. Her enthusiasm is reflected in the high take up of musical activities. She provides strong leadership and curriculum guidance, leading to the steady improvement seen since the last inspection. Music is well resourced. Extra-curricular provision is very good, with individual or group instrumental tuition provided for about one-third of pupils. There are also opportunities to hear visiting musicians from different cultures, including African drummers and a woodwind quintet. Pupils are involved in concerts and performances and they talk about their music with warmth and enthusiasm.

Physical education

Provision for physical education is **satisfactory**.

Main strengths and weaknesses

- Pupils of all abilities enjoy the lessons.
- Teachers have high expectations.
- Teachers give pupils good feedback on performance.
- Proper attention is given to health and safety.
- Good extra-curricular provision.
- The need to move between sites to secure both indoor space and outdoor playing fields, limits the time available.

Commentary

81. Standards are in line with national averages and pupils make satisfactory progress as they move through the school.

82. All pupils, including those with special educational needs, take part in a wide range of activities including gymnastics, dance and games. Swimming lessons are arranged for the younger pupils. In athletics younger pupils learn a variety of jumping skills, including standing high jump and hop, step and jump. They demonstrate good balance and strive to improve their performance. They learn to measure their jumps and to judge themselves against their 'personal best'. Year 6 pupils develop secure fielding skills. They learn to bowl accurately, over-arm and underarm, and to judge throws so that catching is easy for the receiver.

83. Girls and boys all enjoy their physical education lessons and talk about them with enthusiasm. Teaching is never less than satisfactory and there are many good features. Lessons are carefully planned and activities are well matched to the needs of the pupils. Teachers have high expectations, and involve pupils in setting challenges for themselves. For example, the Year 6 pupils decided how far apart they could stand for accurate throws and were encouraged to try to improve on this. This enables pupils of all abilities to enjoy the lesson. Teachers give pupils useful feedback on their performance, enabling pupils of all abilities to make progress and to understand what they need to do next. There is limited encouragement for pupils to give feedback to one another.

84. Staff pay proper attention to health and safety issues, ensuring that children warm up and cool down correctly. They ensure that pupils do not get overheated in the sun, and encourage them to find shade and to drink water.

85. The curriculum is based on a secure scheme of work, and this is an improvement since the last inspection. It is enriched by extra-curricular opportunities including clubs, visiting teachers from Hope Valley and visiting sports coaches including adult football players. Pupils have the opportunity to play in competitions and tournaments and older pupils are able to take part in adventurous activities, such as caving on a residential trip. The co-ordinator provides sound leadership. She has good subject knowledge, provides guidance on progression in skills, and monitors teaching and learning. The school has adequate resources for physical education, but has to use playing fields and hall space off site, even though hard play areas have been improved significantly since the last inspection. The school works hard to overcome the challenges this presents. Pupils are escorted safely and promptly, but inevitably the teaching time available in the lessons is reduced.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education (PSHE) and citizenship is good.

Main strengths and weaknesses

- Effective school council arrangements.
- Personal and social development is well promoted.
- Frequent attention is paid to promoting a healthy lifestyle.

Commentary

86. Pupils' PSHE is promoted well through the ethos of the school, the curriculum and the care provided. By the end of Year 6 the majority are calm and mature with good levels of self-confidence. This is reinforced by the respect with which they are treated. They have a clear sense of right and wrong and look for fairness in their relationships and in their dealings with adults. The school's use of 'Circle Time', where pupils share their feelings and concerns, is an important

contributing fact to pupils' very good social development. Pupils listen calmly and with respect to different views expressed by others. Their achievements in and out of school are valued and celebrated and very good provision is made to support smooth transfer to their next school.

87. The class and school councils provide pupils with a real opportunity to have a voice in decision making. For example, as a result of their views, an effective range of measures is now in place to create and maintain good behaviour during football games. Pupils in the upper juniors create a set of 'rules for good pupils and good teachers' at the start of the school year. In this way they learn to understand how communities work and the importance of taking responsibilities for your own views and actions. Staff are good role models as they work co-operatively with each other, pupils, parents and staff of other schools.

88. A particular contribution to health education comes from physical education lessons where pupils are constantly reminded of the benefits of exercise and the need to pay attention to safety. The high quality school meals also make a significant contribution to understanding about healthy eating.

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