

INSPECTION REPORT

COLDEN JUNIOR AND INFANT SCHOOL

Colden, Hebden Bridge

LEA area: Calderdale

Unique reference number: 107512

Headteacher: Mr A H Greenwood

Lead inspector: Mr J Morris

Dates of inspection: 3rd – 5th November 2003

Inspection number: 255850

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:	4 to 11
Gender of pupils:	Mixed
Number on roll:	116
School address:	Smithy Lane Colden Hebden Bridge West Yorkshire
Postcode:	HX7 7HW
Telephone number:	01422 842438
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Appropriate authority:	Governing body
Name of chair of governors:	Ms Julie Thorpe
Date of previous inspection:	29/06/1998

CHARACTERISTICS OF THE SCHOOL

Colden Junior and Infant School is smaller than most primary schools. It is located in the beautiful countryside north of Hebden Bridge in West Yorkshire. There are a few more girls than boys and considerable gender variations between year groups. The percentages of pupils with special educational needs and eligible for free school meals are below average. All pupils are from white British families and there are no pupils for whom English is not their first language. The pupils come from a wide range of backgrounds but overall the socio-economic circumstances are quite favourable. Attainment on entry to school is average overall within a wide range and variation from year to year. Pupil mobility is slightly above average and less able pupils often start school in the juniors. The school received an Achievement Award in 2002 and Servicemark in 2001. It is involved in the 'Vital Villages' initiative. The school is a New Opportunities Fund partner and this pays for an after-school computer club five days a week. A pre-school playgroup operates in the new Early Years Unit, which opened in September 2002. A before and after-school club, paid for by parents, uses these premises. Some pupils use the first American-style Yellow Bus in the United Kingdom to travel between home and school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23696	Mr J Morris	Lead inspector	Mathematics Science Information and communication technology Design and technology Physical education Personal, social and health education and citizenship Special educational needs
13462	Mrs R Mothersdale	Lay inspector	
23319	Mr V Leary	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

This is a **very good** school. The pupils achieve a great deal academically and personally. There is a very good atmosphere for learning and a real sense of teamwork throughout the school community. The school is very popular and over-subscribed. Teaching and learning are good overall and very good in Years 1 to 6. Leadership and management are very good. The school provides very good value for money.

The school's main strengths and weaknesses are:

- Standards are above average and pupils achieve very well in Years 1 to 6.
- Pupils' attitudes, behaviour and personal development are very good. Pupils are very happy at school. They feel valued, their opinions count and they know what to do next to improve their work.
- Teaching and learning are good overall. There are several very strong features in Years 1 to 6, including the level of challenge for all pupils and the contribution of support staff.
- The leadership of the headteacher is excellent. His commitment, drive and high quality teaching provide a steer to, and example for, the work of the whole school community. The governing body is very effective.
- The curriculum is very good for Years 1 to 6. The curriculum for children in the Foundation Stage is satisfactory but plans to take account of national guidance at this stage have not yet been fully implemented and the children's learning is not maximised.
- Staff are very skilful in minimising the potentially negative effect of the accommodation. Whilst this is adequate overall, the classrooms are very cramped for the current school population and the facilities for outdoor play and sports are barely adequate.
- The school has an excellent partnership with parents and they are extremely satisfied.

Improvement since the last inspection has been good. Many strengths including standards, teaching and learning and leadership have been maintained. Governance has improved significantly and the policy on homework is clear. The accommodation for children in the Foundation Stage has improved very significantly.

STANDARDS ACHIEVED

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

*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 data in the table above needs to be treated with some caution because the numbers of pupils involved are small. Year 2 results have been consistently well above average, and often in the top five per cent, both in comparison with all schools nationally and with similar schools. Year 6 results are not consistently as high but they have consistently been above or well above average in English and science. These results are never below average compared with similar schools and when occasional variations occur these are due to differences in attainment between year groups. Also, pupil mobility is slightly above average and sometimes less able older pupils move to the school from elsewhere. The school carefully analyses the data from the tests and teachers' assessments

of the pupils and effective action is taken if there is any indication that standards may not be as high as they could be.

Pupils achieve **well** overall. They make satisfactory progress in the reception year and they attain the goals children are expected to reach by the end of the reception in all areas of learning. Pupils achieve very well throughout Years 1 to 6. Currently, overall standards are well above average in Year 2 and above average in Year 6.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. They have very good attitudes to school, behaviour is very good, attendance is very good and punctuality is good.

QUALITY OF EDUCATION

The quality of education provided by the school is **good** overall and there are some very significant strengths. Teaching and learning and the curriculum are **good** overall. These aspects are satisfactory in the Foundation Stage and very good in Years 1 to 6. Activities outside lessons, partnership with the local community and the use of the natural environment and local history add a great deal to the pupils' learning. The provision for pupils with special educational needs and inclusion is very good. The school has excellent links with parents and the community.

LEADERSHIP AND MANAGEMENT

The leadership and management of the headteacher and deputy are **very good**. The headteacher is an outstanding leader and very good role model for all other staff, through the very high quality of his own teaching and his commitment and dedication. The governing body and all the teachers carry out their responsibilities very well. All adults, including classroom support staff, office staff and premises staff, work very well as a team. Consequently, the school runs smoothly with a great sense of common purpose.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have extremely positive views of the school and many of them make a significant contribution to their children's learning through their involvement in the school or support at home. The pupils are very satisfied with what the school does for them and their views are given great value. Pupils express their opinions and influence the school through membership of the School Council, by acting as Peacemakers, by writing about each other in the Golden Book and through their involvement in lessons and other activities.

IMPROVEMENTS NEEDED

The most important things the school should do are:

- improve the curriculum for the children in the reception year;
- as time and finances permit, and in consultation with the local education authority, improve the accommodation.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The achievement of children in the Foundation Stage is satisfactory, and they reach the expected standards. Pupils achieve very well overall throughout Years 1 to 6 and standards are above average in Year 6 and well above in Year 2. There are no significant differences in achievement between boys and girls or different ability groups.

Main strengths and weaknesses

- Standards at the end of Years 2 and 6 have been at least average, and often above or well above average in English, mathematics and science for several years.
- Currently, standards are well above average in English and mathematics in Year 2 and above average in English, mathematics and science in Year 6.

Commentary

1. All pupils achieve well overall, especially in the core subjects of English and science, and are very well prepared for the next stage of their education. Year-on-year variations are due to the differing attainment levels within each small year group. Achievement is consistently good because teaching and learning, leadership and management and the curriculum are all very good overall throughout Years 1 to 6. All these key factors are satisfactory in the Foundation Stage but further improvements in the provision for the youngest children have not been fully implemented and consolidated, following the provision of the new Early Years Unit just over a year ago.
2. Staff have high expectations of pupils and help them to succeed across the curriculum. They provide interesting and stimulating activities that are relevant to the pupils and well matched to their needs and abilities. The results of statutory and optional tests and teacher assessments are rigorously and systematically analysed. Any identified variations in performances, even though they may well be statistically insignificant in a school of this size, lead to effective action. More able pupils are challenged and less able pupils are given very good support.
3. At the heart of the pupils' achievements are their very good speaking and listening skills and their very good personal skills and qualities, such as respecting the views of others. All pupils read and write very well for their age and ability. Pupils throughout the school have good knowledge and understanding of numbers and pupils in Years 5 and 6 are competent in the four rules of computation. These pupils understand the principles of scientific investigations and experiments and have very good computer skills.
4. Standards are at least above average by Year 2 and Year 6 in information and communication technology, religious education, music and personal, social and health education and citizenship. All pupils have good factual knowledge, for their age, in subjects like religious education, geography and history and at least satisfactory skills in art and design and physical education. Musical skills of appraising, composing and performing are well developed and a number of boys in Years 5 and 6 sing much better than their peers in many other schools.

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

Standards in:	School results	National results
reading	17.3 (19.5)	15.7 (15.8)
writing	16.5 (18.3)	14.6 (14.4)
mathematics	16.9 (18.3)	16.3 (16.5)

There were 20 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	28.3 (28.1)	26.8 (27.0)
mathematics	27.3 (27.4)	26.8 (26.7)
Science	30.3 (30.0)	28.6 (28.3)

There were 18 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and personal development, including spiritual, moral, social and cultural development, and attendance are all very good.

Main strengths and weaknesses

- Pupils are very happy at school and there is a real sense of harmony and teamwork throughout the school community.
- Pupils willingly take on responsibilities and contribute to the school community.
- The very strong emphasis on local history, traditions and culture contributes hugely to pupils' personal development.

Commentary

5. Pupils enjoy coming to school and express great delight at seeing each other in the morning. Pupils are polite and welcoming to staff and visitors. At lunch and break-times pupils of all ages play together very well. This is particularly significant because the playground is very small for the number of pupils on roll. Pupils are kind to each other and spontaneously hold doors open for each other and visitors. They understand when their behaviour is acceptable and when it is not. Conflict between pupils and incidents of bullying are rare. Staff act swiftly and sensitively to deal with any upsets. Pupils are proud to act in the role of 'Peacemaker' and were seen negotiating settlements to disputes. Pupils enjoy the interesting after-school activities and often use this time, for example in the computer club, to finish off work or do independent research. Pupils enjoy helping lunchtime supervisors and kitchen staff to clear up and many do so willingly, with little prompting. Outside trips, practical activities and community events contribute greatly to the pupils' personal development, reinforce and extend their learning and give them great pleasure. Children in the reception year achieve the early learning goals for personal and social development.
6. Pupils demonstrate great endeavour and perseverance in lessons. For example, in a religious education lesson in the mixed Years 1 and 2 class, pupils took part in a re-enactment of the story of Hanukkah. They listened so well to their teacher that they needed little prompting to remember their roles and their enthusiasm ensured an exciting and dramatic interpretation of the story. In an 'Achievement Assembly', the French Club gave a very entertaining version of

Old McDonald's Farm in French, taking great care with their pronunciation of animal noises, to the delight of the pupils and many parents present.

7. Pupils throughout the school have very good opportunities to contribute to the school rules and make decisions about important aspects of their educational and social activities. The principal, but not the only, mechanism for this is the School Council. They have a budget of £200 to spend each year and take a very pragmatic view, after long discussions and negotiations with the headteacher, over what this money should be spent on.
8. Opportunities for pupils' personal, including their spiritual, moral, social and cultural, development are very good. Assemblies and lessons offer pupils opportunities to develop and think about different sets of values and to celebrate the culture around them. In a history lesson and in an assembly, pupils became very aware of their local heritage in the woollen industry and the impact of the mills, especially to child workers of that time. Movingly, the only pupil who could fit the discarded sole of the child worker's clog, found by a pupil at the site of an old mill, was of reception age. There are limited opportunities locally for pupils to experience the diversity and different ethnic mixes of modern British culture. The school is very aware of this challenge and successfully raises the pupils' awareness through a wide range of lessons. For example, pupils learn about the art and music of other cultures and a number of religious celebrations. The curriculum includes special topics such as a six week study of India and Pakistan.
9. Attendance is very good and punctuality is good. Very good systems are in place to check on and improve attendance and punctuality and to examine, and follow up, the different reasons for absence. A significant proportion of absences is due to family holidays in term time, despite the school's frequent requests for parents not to do this.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.5
National data	5.4

Unauthorised absence	
School data	0.7
National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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
116	0	0

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good overall. Teaching and learning and the curriculum are good overall. The school provides very good care, guidance and support for pupils and involves them very well in its work. Links with other schools are very good, and links with parents and the community are excellent.

Teaching and learning

Teaching and learning are especially effective in Years 1 to 6 and they are satisfactory in the Foundation Stage. Assessment is good.

Main strengths and weaknesses

- Teaching and learning are very good throughout Years 1 to 6, with the headteacher and deputy providing a very good example of quality and commitment for their colleagues.
- Pupils' interest and involvement in lessons and understanding of their own targets are very good.
- The needs of all pupils are met very well.

Commentary

10. The high quality of teaching is at the heart of this very effective school. It illustrates how very well the school meets the needs of different groups of pupils, abilities and ages in a school with a small number of classes catering for a wide age range. It is characterised by the teachers' very good knowledge of the pupils and the curriculum, very good relationships and excellent teamwork. The key skills of literacy, numeracy and information and communication technology are all taught very well. The links between subjects are seamless and mutually reinforcing. Literacy and numeracy skills are reinforced in other lessons, such as science and history, and learning in other subjects, such as information and communication technology and religious education, reinforces literacy and numeracy skills.
11. Teaching and learning are good or very good in all the subjects where inspectors gathered sufficient evidence and there are very positive indicators in those where they did not. The headteacher and deputy headteacher are both very good classroom practitioners and serve as strong role models for their colleagues. Teachers and support staff work very well together and all staff make a significant contribution to pupils' academic achievements and personal development. Pupils always learn something new and often they learn a lot in a short period of time. This is because assessment is good, pupils know their targets, and tasks are challenging and matched to their individual needs and abilities. Pupils want to learn and invariably work and concentrate very hard and persevere with tasks that they find difficult. Pupils work well together and help each other.
12. Teaching and learning in the Foundation Stage are satisfactory. This is not as good as elsewhere in the school because the plans to take account of the national guidance at this stage have not been fully implemented quickly enough and teaching is, at times, too directive and formally structured for the children in the reception year. The one unsatisfactory lesson seen reflected this weakness.

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	9	8	7	1	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons. 30 lessons were observed but inspectors did not stay long enough in two of them to make secure judgements on teaching and learning.

The curriculum

The curriculum is good overall and it is enriched very well. Accommodation and resources are satisfactory overall.

Main strengths and weaknesses

- The curriculum for Years 1 to 6 is very good. The curriculum in the Foundation Stage is satisfactory but, nevertheless, a relative weakness.
- The accommodation for the Foundation Stage is much improved and now good.

Commentary

13. The school provides very good learning opportunities for pupils throughout Years 1 to Year 6. The National Literacy and Numeracy Strategies have been fully implemented to good effect and have contributed to the consistently high standards in English and mathematics. The school's strategy of planning and delivery through a 'topic' approach is very effective. The planning is to a very high standard and successfully overcomes the difficulties that are inherent in small schools. Consequently, the requirements of the National Curriculum and locally agreed syllabus for religious education are met in full and the pupils receive a wide-ranging and challenging diet of educational and personal experiences. There is a good range of well-attended extra-curricular clubs, including sporting activities. The use of the local environment and history to raise pupils' awareness of their heritage and reinforce their learning in all subjects is exemplary.
14. The school is very inclusive. The identification, support and monitoring of the progress of pupils with special educational needs is very good, except in the Foundation Stage where it is good. More able pupils, including those who are gifted and talented, are challenged and encouraged to show initiative and to take responsibility for their own learning.
15. The curriculum for children in the Foundation Stage is satisfactory. The accommodation for the youngest pupils is far better than at the time of the last inspection. However, the teacher has not fully implemented planning to take full account of the national guidance. Consequently, although the curriculum for the children in the reception year is satisfactory, this is a significant relative weakness within this highly effective school.
16. Staff are very adept in overcoming the potential negative impact of the accommodation and outdoor facilities in Years 1 to 6. The accommodation is judged to be adequate. Nevertheless, it is a significant relative weakness. The new Early Years Unit has freed up space in the main building for an additional teaching room and bigger office. However, classrooms are cramped for the current school population, storage space is inadequate and outdoor facilities for play and sporting activities are barely adequate. It is to the great credit of the pupils that playtimes are so happy and free from conflict and to the staff that lessons are so well organised and harmonious in the space available.

Care, guidance and support

The quality of care, guidance and support for pupils is very good. Very good systems are in place to consult pupils on their views and involve them in decisions.

Main strengths and weaknesses

- Pupils all very well known to staff both academically and personally.
- Achievement assemblies share and promote pupils' good work very well.
- There are very well organised formal procedures for pupils' welfare, paying due regard to statutory requirements and local and national advice and guidance.

Commentary

17. The intimate, family-based nature of the school's society means pupils are very confident that there is always an adult they can go and talk to if they are worried. Relationships are very good and there is mutual warmth and respect between adults and pupils throughout the school. Pupils consider that the school is interested in their views and enjoy discussing their personal and academic targets with staff. Pupils are very aware of the role of the School Council to represent their views and that they can also use the suggestion box in the school hall to air their views more discreetly if they prefer. Pupils can, and frequently do, acknowledge the work and actions of others who they consider worthy of praise in the Golden Book, which is prominently displayed in the school hall. They are pleased with the trust that the school puts in them to do

things on their own. There are good opportunities in class discussions for staff to listen to pupils and keep an eye on their self-esteem and personal development. Weekly endeavour awards allow pupils to share their accomplishments and to shine in front of others. The school also ensures that everyone celebrates noteworthy achievements made out of school. The school actively seeks out different ways for each pupil to do well, so that all have a share of the limelight. Older pupils are encouraged to share in the care of younger pupils and are to be seen helping reception pupils at lunch and play.

18. The school takes very good care of pupils. Child Protection and Health and Safety procedures and issues are very well addressed and managed. All staff and pupils are aware of the school's procedures and the school policies are available for all on the excellent web site or on request. The establishment of a 'Breakfast Club' and 'After School Club', within the school's Early Years Unit, has provided pupils with a safe and exciting place to be if their families' circumstances mean they need to be dropped off early or collected late from school. These, together with very good support and guidance during the school day, provide pupils with high quality care. All pupils' needs are met very successfully and this is one example of the very inclusive nature of the school. Opportunities to support pupils when they transfer to local secondary schools are very good. However, there is less support for transfer to schools out of the area that make their choice based on selective examinations.

Partnership with parents, other schools and the community

The school's partnership with parents and the community is excellent and it is very good with other schools.

Main strengths and weaknesses

- The school is extremely well regarded by parents and has an extremely effective partnership with them. This has a positive impact on pupils' academic achievements and personal development.
- Very strong relationships are established with other schools and pre-school groups to promote opportunities for pupils' personal and social development.

Commentary

19. Parents have the greatest confidence in the school. They view the school as extremely responsive to the needs of their children. The headteacher and deputy headteacher are nearly always in the school playground at the beginning and end of the school day and parents appear very comfortable approaching them to talk over issues. The school sends out regular questionnaires to parents, to formally consult them on their views, and involves parents in any major decisions that need to be made on developments in the school.
20. Information to parents is very well organised and informative. The school's web site encompasses every aspect of school life and parents can even use it to see if there is any appropriate work for them to do with their children to support a given topic that their child is working on. The school office keeps a close contact with parents on a day-to-day basis and is a focal point for exchange of information between parents and teachers, including the activities of the Friends of Colden School. Weekly newsletters are helpful and informative, particularly for parents who cannot get into school on a regular basis.
21. The Friends' Association is exceptionally active. They co-ordinate and organise a wide range of fundraising and social activities that benefit not only the school but also the wider local community. The school places the highest value on their contribution and is highly appreciative of the fact that it would not be benefiting from a bespoke Early Years Unit without their help.
22. Links with the extended community are excellent and provide a very wide range of resources in the form of visits out of, and visitors to, the school. In return, the school supports and inspires

many local initiatives, for example, by sponsoring the Hebden Bridge Poetry Competition, participating in the Hebden Bridge Sculpture Trail and supporting surrounding village fetes and church celebrations.

23. Very strong links are in place with other schools and pre-school groups in the area. Joint curricular ventures with a local secondary school enable access to specialist resources and accommodation for pupils, most notably in physical education and design and technology. Pre-school children attending the playgroup in the Early Years Unit benefit from the close liaison with the reception class.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The leadership of the headteacher is outstanding. The management and governance of the school are very good.

Main strengths and weaknesses

- The headteacher is fully committed to ensuring the highest possible standards in all aspects of the school's work.
- The governing body has a very good understanding of the school and is very effective in its role as a 'critical friend'. Governors are fully involved in shaping the school's priorities.
- Data analysis has been used very effectively to raise standards in literacy, mathematics and science.
- Arrangements for monitoring, supporting and developing teaching are strong and have led to improvements.
- The school's budget is monitored carefully and finances used efficiently.

Commentary

24. The long-serving headteacher is an excellent leader and exemplar of high quality teaching. His vision, dedication and commitment to the whole school community are immediately obvious to visitors. Although he has significant teaching responsibilities he is able find a very effective balance between his classroom and leadership and managerial roles. He has been extremely effective in developing a strong sense of teamwork within the school and in creating a culture of striving for constant improvement. The school is very effective in promoting educational and social inclusion.

Example of outstanding practice

The outstanding leadership of the headteacher and very good work of the deputy headteacher overcome many of the difficulties inherent to small schools.

This is a very effective small, rural primary school because the provision minimises the inherent difficulties of schools of this type and maximises the opportunities of the locality. This all arises from the outstanding leadership of the long-serving headteacher. The headteacher and deputy headteacher, in particular, provide very good learning opportunities for the pupils and serve as very effective role models for the very good teaching. All staff make a substantial contribution to the pupils' learning by subscribing to the school's very individual curriculum model, which makes very effective use of local history and the natural environment and fosters extremely successful partnerships with parents, the local community and other education providers. As a result, the pupils achieve well both academically and personally, are very well prepared for the next stage of their education and are very aware of the diversity of the world at large.

25. The governance of the school is very good. The governing body is very supportive of the school and fulfils its roles extremely well. The governing body has been very involved and effective in addressing the key issues identified in the previous report. There is now a well-established, systematic and thorough approach to monitoring and evaluating the quality of education, including taking account of data that shows how well the pupils are achieving and the cost effectiveness of financial decisions. Regular visits to the school to look at the work of teachers

and subject co-ordinators also help them to get a good feel for what is happening in school. They play a full part in finalising the school development plan and hold the senior management fully to account for spending decisions, through monitoring of the budget and joint discussion and decisions about spending priorities.

26. With the support of the very able deputy headteacher and highly effective governing body, the headteacher has created an environment in which all sections of the school community share a common sense of purpose. Other key staff make a very good contribution to leadership and management. The school is characterised by a stimulating, challenging and caring learning environment, which is focused on the twin aims of maintaining high academic standards and fully developing the personal qualities of the pupils. The headteacher delegates responsibilities well, particularly to other senior staff, and strongly promotes teachers' professional development, both through the performance management framework and through training linked to the priorities of the school development plan. This key document is well structured and focused on relevant priorities aimed at improving the school further. The headteacher monitors the quality of teaching and learning. He knows what is going on in the school and takes the views of all concerned into account, including the pupils. Improvement is focused on the classroom, including the further development of the role of support staff, constantly seeking to improve the quality of provision for pupils.
27. Senior staff and subject co-ordinators show a high level of commitment and provide very good role models for pupils and other staff. The deputy headteacher, who is also a very good teacher, is very effective in supporting other colleagues and pupils. Teachers have half a day each week to carry out their duties and responsibilities as subject leaders. This is facilitated by the headteacher taking on a considerable teaching commitment and effective use of available funding to release staff from the classroom. Subject co-ordinators fulfil their duties well. Whilst the monitoring of teaching in the classroom has been focused on the key areas of literacy and numeracy, all co-ordinators nevertheless analyse planning and look carefully at the results of teaching and the quality of pupils' learning by checking pupils' work. This information is used to produce a detailed annual action plan, which successfully directs their work and leads to the constant improvement of standards of provision and pupils' achievement. There is a planned programme to monitor teaching and learning in all subjects, and the plan includes improvements to the Foundation Stage curriculum. The school is developing the use of classroom teaching assistants to support pupils with special educational needs, an improvement since the previous inspection.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	256,831
Total expenditure	259,691
Expenditure per pupil	2,239

Balances (£)	
Balance from previous year	11,955
Balance carried forward to the next	2,000

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The previous report findings were to improve the overall provision for the children in the reception year in relation to accommodation, resources and delivery of the curriculum. It was judged that the quality of education for children in the Foundation Stage was sound. The accommodation for the Foundation Stage has improved very significantly and is now good. The curriculum provided is satisfactory overall. There has, therefore, been satisfactory improvement since the last inspection. However, the provision is at a developmental stage and is not sufficiently linked to the nationally recommended areas of learning.

Children enter the Foundation Stage with broadly average attainment, although some of them have below average language and number skills. They learn in a mixed age and ability group with a small number of Year 1 pupils. They are taught by a class teacher and part-time assistant. This arrangement poses considerable problems for planning and for delivery of the curriculum that is suited to both groups. The curriculum is too formal, especially early in the school year. There are too few opportunities for free play and for children to initiate activities themselves and develop as independent learners. There are good induction procedures in place. The reception class staff and the leaders of the pre-school group, which operates in an adjacent room, work together well to ensure children make a smooth transition from one to the other. Leadership and management are satisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **satisfactory**.

Main strengths and weaknesses

- The staff enable the children to develop a positive sense of self.
- The learning environment is not used sufficiently to encourage independent learning.

Commentary

28. Most of the children are secure and confident learners, who, by the end of the reception year, will attain the early learning goals in personal, social and emotional development. Achievement is satisfactory. This is because sound teaching gives children opportunities to select activities and work on them independently, such as during 'free choice' sessions in the afternoon. During these times, all children persevere with their chosen activity to produce, for example, musical instruments from junk materials. Children dress and undress themselves well. The learning environment provides children with experiences through which they can explore, experiment, plan and make decisions for themselves. However, teacher intervention is occasionally too directive and diminishes children's opportunities to learn by trial and error.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching and learning are good, but assessment of children's attainment is not used rigorously enough to plan for future learning.

Commentary

29. The children achieve well and early indications are that the majority of children are on course to meet the expectations in this area of learning. The teacher and nursery assistant take opportunities during all activities to develop the children's vocabulary through questioning and insistence that children listen to the contribution of others. For instance, when children were discussing the Chinese New Year a child talked about using chopsticks and twirling them in a bowl. The other children and the teacher showed real interest in his contribution. Very good relationships and an encouraging learning environment result in confident and expressive children. The children enjoy books and listen attentively when a story is read to them. More able children are able to read simple texts and talk about the story in their own words. However, the library corner is too cramped and is not used effectively as an area where children can browse and select books for themselves.
30. A significant number of children are beginning to make marks on paper and ascribe meaning to them. A few form letters correctly and the more able write simple sentences about farm animals. Although the teacher measures children's achievement using the national guidance, the staff do not use this information to plan work for the next step. Consequently, some children are not sufficiently challenged.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Teaching and learning are good. The staff provide good opportunities for children to develop their mathematical understanding, particularly in number, and the children achieve well.

Commentary

31. The children make significant learning gains and achieve well in number. They were observed sequencing numbers using a computer program. A significant number of children count up to 20. They sort objects into single digit sets correctly. They know the names of some three-dimensional shapes and recognise simple patterns. During one well planned activity, where the teaching was good, the teacher made effective use of a number stick to develop the children's recognition of numbers and use of mathematical language, such as 'one more than'. These activities were soundly consolidated when children played musical number games. However, there were missed opportunities to challenge these enthusiastic learners. Throughout the day, the teacher seizes opportunities for counting, such as the number of children present or the number of activities they can choose from to consolidate learning. These practical activities are relevant at this stage of development and ensure that children remain interested and enjoy learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- The staff plan children's learning activities well, but teaching methods are not always well matched to the needs of reception children.
- Children learn about the world through first-hand experiences.

Commentary

32. Teaching and learning are satisfactory. The children are introduced to the different areas within the school environment and learn about the world at large from first-hand experience. For

example, the countryside environment offers unlimited opportunities for them to explore and investigate and this is used well. The children observe seasonal changes and are knowledgeable about farm animals. They achieve in accordance with expectations. Festivals such as Chinese New Year are discussed. This provides the children with good opportunities to learn about other cultures and beliefs. In a good lesson, children held and explored various items such as chopsticks and Chinese animal symbols. These experiences effectively widen children's knowledge and understanding of the world. There are regular opportunities to use the school and the class computers, and during the inspection, children were observed working co-operatively, in pairs, using the keyboard and mouse well to successfully complete numeracy and literacy tasks. Where the teaching is less effective children spend long periods as a whole class on the carpet with limited opportunities to be engaged in active learning. This results in children becoming restless and underachieving.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- During the inspection the outside area was not used to best effect to promote physical development.

Commentary

33. Teaching and learning are satisfactory. Children were observed in the playground and in one physical development lesson in the hall. Indications are that the children are achieving satisfactorily and are on line to meet the expected goals by the end of the year. Although the new building has a separate area and equipment for outdoor play, this was not seen to be used on a daily basis during the inspection. The reception children share the playground designated for Years 1 and 2, during break times, when they can move and run freely. While this arrangement enables the children to mix socially with older pupils, the opportunities for physical development through the use of the separate area are not being maximised. The teacher plans suitable activities in the hall and the children use the space sensibly and show concern for the safety of others, for example, when moving or throwing and catching their bean bags.
34. The children improve their finer physical skills through using crayons, pencils and other equipment, such as scissors and glue spreaders. For example, they dextrously cut out paper and cardboard to make musical instruments and hold coloured pencils and crayons correctly to colour in farm animals. When using a computer, the children show good control of the mouse to select and move the picture, text or number to the desired position on the screen.

CREATIVE DEVELOPMENT

Provision for children's creative development is **satisfactory**.

Main strengths and weaknesses

- There are insufficient opportunities for children to play, explore and engage their imaginations and be creative.

Commentary

35. The children achieve satisfactorily and reach the expected levels for their age. Children learn through imaginative activities involving role-play. However, when two children dressed up as princesses, there was no meaningful intervention by staff to boost the children's learning. During a good music lesson, the children followed instructions very well and responded very positively to opportunities to play a range of percussion instruments. They enthusiastically

volunteered to act as conductors. The teaching is satisfactory overall in this area but it is occasionally too directive, thereby limiting the children's own creativity and imaginative development. The teacher is aware that this area of children's development is in need of further improvement. There is an action plan to ensure that the reception age children receive a curriculum that is better matched to their needs.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

English

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils achieve very well overall. They have individual targets and this is an improvement since the previous inspection.
- Teaching and learning are very good. Planning gives clear guidance on how progress is to be built from year to year. Assessment arrangements are detailed, accurate and secure.
- The leadership is of high quality and high expectations are shared by all staff.

Commentary

36. Standards in English are always above average, and often well above average, by the end of Years 2 and 6. This is because the teaching is very good, all staff have high expectations and there is high quality subject leadership. Teachers share a clear, well-founded understanding of the strengths and areas for improvement in the subject and in the attainment of individual pupils. The high standards reported at the time of the previous inspection have improved over time. Year 2 pupils have consistently achieved very high standards compared with all pupils nationally and pupils in similar schools for several years. Year 6 pupils have achieved above or well above the national average since 1999 and achieved well or very well for at least two years compared with their attainment at the end of Year 2. A high proportion of pupils achieve the higher than expected National Curriculum levels in both age groups. These well above average standards were confirmed by the analysis of pupils' work. The provision for lower attaining pupils and pupils with special educational needs is very good. A very high proportion of pupils of all abilities achieve their expected potential and some exceed the targets set for them. Higher ability pupils achieve well because teachers set tasks that engage their interest and challenge them at the right level.
37. The indications are that the attainment of the present Year 6 pupils is above average overall as a smaller proportion of pupils are achieving the higher level. This does not represent a decline in standards for the school, as the current Year 6 pupils are in a small year group with some lower attaining pupils. Inspection findings are that very good achievement is being maintained. Teachers' expectations are high and all pupils are being significantly challenged. As a result, pupils use language well to communicate their thoughts and feelings.
38. In both Year 2 and Year 6, pupils' speaking and listening skills are well above average. Teachers carefully build pupils' speaking and writing vocabularies and plan opportunities for them to use new and interesting terminology. This enables pupils to use a varied speaking vocabulary. Teachers create a climate in which pupils are confident to speak because they know that their contributions will be welcomed and appreciated. During the inspection, several pupils of widely differing ability recited their firework verses to the class. The pupils' sense of achievement was tangible.
39. Most pupils in Years 2 and 6 are good readers and many exceed the expected levels. Pupils read accurately, fluently, and with good understanding. Almost all pupils speak enthusiastically about books and enjoy reading. The most able older pupils read at a high level, explaining and justifying their preferences for particular styles and authors. This reflects the very good teaching, especially the teachers successfully firing pupils' imagination and interest whilst developing good technical ability. They share texts that appeal to their differing interests with the pupils. In a Year 2 lesson, the teacher involved the pupils in a lively and absorbing account of the story of the festival of Hanukkah. His love and knowledge of literature shone through and

created a reading experience of high quality. These pupils' reading strategies and love of literature were improved and all pupils achieved well.

40. In Year 2 most pupils write very well. However, the writing skills of the current Year 6 are less well developed and a significant number of the boys find extended writing a demanding activity. The most able pupils write with impressive energy and fluency. Most pupils present their work very well and have developed a neat, joined script. Pupils' best writing is found in story-telling and factual accounts. Pupils' stories are lively and eventful, carefully structured, and effective. They use vocabulary with increasing precision, learn to use punctuation correctly, and draw on a good range of expression. However, the teachers' increased focus on the teaching of different writing skills may at times result in a lack of attention to the teaching of spelling. Although many pupils in Years 3 to 6 write very productively, combining quantity with sustained quality, the standard of spelling is variable throughout the classes.
41. The quality of teaching has been improved by making more effective use of the support staff, individual targets and more diagnostic marking strategies so that pupils of all abilities learn securely and progress rapidly. Teachers have very good knowledge of the subject and implement the National Literacy Strategy effectively. They plan good opportunities for pupils to use information and communication technology in English. Much of the teaching is characterised by a motivational style that challenges all pupils and produces a very brisk pace.
42. The subject leader, strongly supported by the headteacher, is very effective in sustaining the high standards. They set a very good example in the quality of their own teaching. A key factor in the effectiveness of provision is the high quality of tracking and target setting. Teachers identify and check on pupils' attainments in speaking and listening, reading and writing very carefully in all classes. They use assessment information to plan work that enables pupils of all abilities to learn rapidly. By discussing their targets with them, teachers involve pupils in their own learning and increase their understanding of what is expected of them. There are no significant weaknesses. However, the school has identified the development of pupils' writing skills, including increased opportunities for re-drafting their work and a focus on different strategies to improve spelling skills, as areas for improvement.

Language and literacy across the curriculum

43. Provision for language and literacy across the curriculum is good. Teachers in all classes make good use of the opportunities in the National Literacy Strategy to reinforce and develop pupils' writing skills by making links with other subjects, especially history and geography. During the inspection, good examples were seen of literacy being developed through other subjects, both in lessons and through the analysis of work. For example, pupils in Years 5 and 6 produced good quality examples of historical writing. In science, information and communication technology and geography, pupils' learning was enhanced by the use and application of subject terminology.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average, and sometimes well above average, although they are not always as good as they are in English and science.
- Teaching is consistently very good and pupils achieve well from year to year.

Commentary

44. Pupils achieve well overall in mathematics. The results of national tests at the end of Year 2 and Year 6 are nearly always average or better in comparison with all schools nationally and

similar schools. Variations are due to the differing abilities of different groups of pupils, particularly when less able pupils join the school in the upper years. There are no significant differences in the achievements of boys and girls, pupils with special educational needs or pupils who are talented mathematicians.

45. The main factor leading to these high standards is the very good teaching throughout Years 1 to 6. The National Numeracy Strategy has been fully implemented to good effect. Pupils' skills of mental calculation and understanding of numbers are very good. Activities are varied and often very challenging, such as in a very formal mental arithmetic test in Years 5 and 6 and a lively whole class session on making ten in different ways using number fans in Years 1 and 2. In a mixed Years 3 and 4 lesson, pupils were asked to relate the information given in a poster to a frequency table. They did this well and, at the same time as learning a new mathematical skill, their reading skills were reinforced.
46. Leadership and management are good. Teachers have very good knowledge of the subject and know the pupils extremely well. Relationships during lessons are very good. Formal assessments and record keeping are very good and the resultant information is used effectively to plan for the different needs of the pupils in every class, both by age and ability. Because lessons are conducted at a rapid pace, tasks are often timed and success is rewarded, pupils are involved and interested and are not afraid of making mistakes. Pupils understand that the same problem can be solved in different ways and are good at explaining their chosen method.

Mathematics across the curriculum

47. The provision for mathematics across the curriculum is good and is particularly strong in information and communication technology. Small groups of pupils used computer programs to reinforce their learning in all the lessons observed. Activities in science and music reinforced and developed pupils' number and sequencing skills during activities in the classroom and the computer suite.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils consistently achieve very good results in the national tests at the end of Year 6 and teacher assessments at the end of Year 2. Standards are always above average and they are well above average most years.
- Teaching and learning are good and pupils' knowledge and interest are extended through the effective use of visits and visitors.
- The subject is well led and managed.

Commentary

48. The teaching and learning seen were good overall. Test results and pupils' workbooks show that standards are high throughout the school and pupils achieve consistently well from Year 1 to Year 6. There are no significant differences in the achievements of boys and girls. Pupils with special educational needs are given effective additional support. The more able pupils are successfully encouraged to come up with their own ideas and, for example, in the term before this inspection they carried out their own investigation into, 'Why a fan causes cooling'. Pupils acquire knowledge well and develop a good understanding of scientific concepts. By Year 6, pupils have a very good understanding of the nature of fair testing. They know how to write a report of an investigation or experiment in accordance with scientific conventions including the use of accurately drawn and clearly labelled diagrams.

49. The co-ordinator has very good subject knowledge and provides effective support for her colleagues. She uses her non-teaching time to good effect by visiting classrooms and evaluating colleagues' plans and pupils' work. The subject inspector saw examples of this good practice over the last four years. The school regularly invites visitors such as theatre groups and educational workshops to extend the pupils' learning and this often includes a scientific element. Last year this was based on the discoveries of Copernicus and Galileo and a mobile planetarium.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils achieve well throughout the school. Currently standards are well above national expectations in Year 2 and above expectations in Year 6.
- Very good use is made of the school's ICT suite to teach pupils key skills and classroom computers to use ICT across the curriculum.

Commentary

50. The school has good resources. There is a small ICT suite and there are computers in every classroom. All the computers are networked and have access to the Internet. Teachers are competent and confident in the use of modern technology in the broadest sense. For example, in a mixed Years 1 and 2 numeracy lesson the teacher used a projector to good effect and in a science lesson pupils from the same class went to the ICT suite in small groups to work with a support assistant using a program about electrical circuits. This trained support assistant makes a very significant contribution to the pupils' learning. She takes most of the timetabled sessions in the afternoons in the suite, concentrating on developing pupils' skills in using the mouse and keyboard and their understanding of menus and different programs. She also runs a very popular and well attended computer club, which takes place five days a week after school and is paid for by New Opportunities Funding. The curriculum is very well planned.
51. Pupils acquire basic ICT skills very well and are confident with a wide range of software. As they move through the school, pupils learn how to input and manipulate text and data, how to use programs to create presentations using text and graphics and how to use modern technology to control and measure external stimuli. By Year 6, pupils are very good at recording and presenting their ideas in an individualised style. Pupils in Years 5 and 6 correspond with their peers in a school in Carlisle using electronic mail. Although only one lesson was observed, substantial additional evidence of the quality of teaching was accumulated by the observation of the frequent use of classroom computers, small groups of pupils going to the suite during other lessons and the computer club. Teaching and learning are good in many respects and are particularly successful in developing the pupils' understanding of and interest in the versatility of modern technology. Leadership and management are very good. Every pupil has a personal folder on the computer network with examples of their work assessed against the National Curriculum levels and teachers use good quality recording sheets. This information matches inspection judgements on standards and has been used to identify a small group of pupils for additional support.

Information and communication technology across the curriculum

52. Teachers are very adept at using ICT to support pupils' learning across the curriculum. Pupils use CD-ROM and the Internet to carry out research as part of their topic work in subjects such as geography and history. The school has two programs to progressively teach pupils about data-handling and creating different graphs. Pupils consolidate and extend their learning in literacy by word-processing stories and poems and using multimedia software to create a slide show. In numeracy, pupils use a computer program to solve mathematical problems. The

school has good additional resources such as a digital camera, a control box and sensors and three electronic microscopes to show pupils that modern technology is wider than just computers.

HUMANITIES

Religious education is reported in full below. Work was sampled in history and geography, with only one lesson seen in history and two in geography. It is, therefore, not possible to form an overall judgement about teaching or provision in these subjects.

53. There is every indication, from the examination of pupils' work, teachers' planning and discussions with teachers, that standards in both **history** and **geography** are well above national expectations by the end of Year 6. Standards were judged at similar high levels in the previous report. In both subjects it is clear that a range of visits and visitors play an important part in making the work interesting and relevant. Pupils in Year 6 demonstrate good factual knowledge of historical events, particularly in relation to the local history of their village and the Colden Valley. Their walking tours of the valley result in many pupils being able to accurately describe the characteristics of the derelict buildings and to recognise the changes that have taken place, effectively linking cause and effect. For example, in an excellent lesson pupils in Years 5 and 6 demonstrated, both orally and in their writing, very good understanding of the use of child labour during the Industrial Revolution and its implications for the lives of young children. Pupils are similarly challenged in geography. Many pupils talked with impressive understanding about contours as imaginary lines of elevation and how this knowledge can be applied in everyday life. From the small number of lessons seen, it appears that teaching and learning in both these subjects is characterised by high quality discussions, a meaningful 'hands on' approach and strong links with other subjects. The co-ordinator, who is a model teacher, is passionate and very knowledgeable about the locality and involves all the staff and pupils in using the local environment for developing their historical and geographical skills, complementing it with in-depth research using the Internet and CD-ROM.

RELIGIOUS EDUCATION

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils in Years 2 and 6 have a good knowledge and understanding of major world faiths.
- Pupils have a positive attitude and respect for others people's points of view.
- Teaching and learning are good.

Commentary

54. Standards are above expectations at the end of Years 2 and 6 and pupils achieve well. Teachers' planning identifies objectives for lessons and uses a range of cross-curricular activities to support learning. Teachers' knowledge and experience of other religions is good and they spend time checking that pupils understand and know the key facts and concepts of the intended learning. This results in pupils developing a good understanding of the common features of different faiths, such as places of worship, holy books, guidance for believers, symbolism and festivals and celebrations. For example, pupils in Year 2 gained many insights into the special festival of Hanukkah and how Jewish people celebrate it. In this excellent lesson, the teacher used drama very effectively to sensitise the pupils to the cultural significance and history of Hanukkah. Such activities make a very significant contribution to the spiritual and cultural development of the pupils. Year 6 pupils have a good knowledge of many aspects of Christianity. The majority of pupils are able to name other major faiths and understand the significance of key people and teachings in the religions that they have studied.

55. Leadership and management are good overall and are very effective in evaluating the quality of provision. The curriculum follows the requirements of the locally agreed syllabus and lessons are planned well to cover its content. The school's action plan is detailed and a reliable gauge of the school's developments in this area of the curriculum.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

One lesson each was observed in art and design, design and technology and physical education. It is, therefore, not possible to make a firm judgement about teaching or provision in these subjects. However, discussions were held with all subject co-ordinators, curricular planning was examined and, where possible, pupils' work was examined.

56. It is clear that the school has sustained high standards in **art and design** since the previous inspection. Standards are above expectations at the end of Year 2 and well above expectations at the end of Year 6. The displays throughout the school indicate that pupils are provided with a varied range of experiences and opportunities for observational drawing and model making. A striking example of the latter is their models of dragonflies where pupils demonstrated very good skills in manipulating materials and refining their work. Pupils learn about other cultures through their art lessons. For example, pupils in Years 1 and 2 designed their own Rangoli mosaics. They created abstract symmetrical designs demonstrating good pencil control and a developing understanding of mirror images. Educational visits provide high quality opportunities for developing art skills as exemplified by the very good sketches and three-dimensional work produced by pupils throughout Years 3 to 6 from their trips into the Colden Valley.
57. Less evidence was seen in **design and technology**. From the one satisfactorily taught lesson seen and work on display, it seems likely that, as at the time of the last inspection, the school appears to be successful at teaching the pupils a range of making skills but less effective at developing their designing and planning skills.
58. There are positive indicators for both provision and outcomes in **physical education**. The school teaches all elements of the National Curriculum programmes of study, including swimming in which all pupils achieve the national target of 25 metres by the end of Year 6. A games lesson on target practice was very good because pupils were extremely well behaved and active and made substantial gains in throwing, catching and aiming. The curriculum includes a wide range of good quality after-school clubs and a school football team. Pupils in Years 5 and 6 have a very good residential experience, which includes many adventurous, outdoor activities. There are shortcomings in the accommodation, particularly outdoors, but staff successfully minimise the possible negative effect of this on pupils' learning.

MUSIC

Provision in music is **very good**.

Main strengths and weaknesses

- Very good teaching provides valuable opportunities for pupils to develop basic skills of performing. Instrumental lessons are influential in raising standards.
- Pupils listen to and perform music, including that of other cultures, well.
- Leadership and management are good.

Commentary

59. By the end of Years 2 and 6, standards in music are above expectations. All pupils achieve well and some do so very well, regardless of gender or ability. Achievement in the performing elements, particularly in singing, is very strong, and has been sustained over time since the previous inspection. Several Year 6 boys sing extremely well compared with boys in many

other primary schools. These outcomes are the result of very good teaching. Pupils benefit from the input of an experienced specialist music teacher, who is responsible for teaching music throughout the school, supported by the class teachers. Her high expectations have a strong influence on the pupils' very positive attitude to music and their advanced skills in performing, appraising and composing. Older pupils are very familiar with musical notation and use it correctly to sing in tune. For instance, in a mixed Years 3 and 4 lesson, pupils demonstrated good rhythmic skills and ability to hold a tune in their head when performing a melody in four parts. Pupils identify and classify instruments being played in an orchestral arrangement and are familiar with the works of several composers.

60. A significant minority of pupils throughout the school receive instrumental tuition on the piano and violin. These skills have a major impact on the high standards of music making in lessons and assemblies. Teachers are skilled at using music to develop pupils' cultural awareness. For example, pupils in Years 1 and 2 learnt to sing a Hebrew song as part of the preparation for a Jewish celebration. Modern technology is used well to support the development of the pupils' skills of composition. Older pupils have recorded their own musical compositions. This subject has a valued place in the school's curriculum and makes a very good contribution to the pupils' wider learning experiences and personal development. The school could usefully invest in more instruments to support the teaching and extend pupils' learning and this is a target in the subject action plan.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **very good**.

Main strengths and weaknesses

- Personal, social and health education and citizenship are planned in detail within the very effective planning for the whole curriculum.
- Pupils' personal development is very good and, by the end of Year 6, they are very well prepared for the stage of their education.

Commentary

61. Although only one lesson was seen, the very positive judgement about the school's provision for personal, social and health education and citizenship is a reliable one. This is because this subject is delivered, through many lessons and other activities, across the curriculum on a daily basis. The lesson that was seen was very high in quality and pupils made significant gains in understanding the consequences of anti-social behaviour and resolving conflicts. All staff have very high expectations of the pupils in terms of their attitudes and behaviour and there are very good opportunities for pupils of all ages to participate in making important decisions and to take on responsibilities. Personal, social and health education and citizenship plans are included in all the different topics of the school's very successful approach to curriculum management.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
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	2

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	2
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	1
The quality of the school's links with the community	1
The school's links with other schools and colleges	2

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).