

INSPECTION REPORT

CRICH JUNIOR SCHOOL

Matlock

LEA area: Derbyshire

Unique reference number: 112534

Headteacher: Mrs Cheryl Julian

Lead inspector: Fiona Robinson

Dates of inspection: 8th-9th September 2003

Inspection number: 255911

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 category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
Number on roll:	54
School address:	School Lane Crich Matlock
Postcode:	DE4 5DF
Telephone number:	01773 852384
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Appropriate authority:	The governing body
Name of chair of governors:	Pastor C Hand
Date of previous inspection:	27 th April 1998

CHARACTERISTICS OF THE SCHOOL

Crich Junior School is a very small junior school located in Crich near Matlock in Derbyshire. It has 54 pupils on the role, with an approximately equal numbers of boys and girls aged from seven to eleven. Pupils come from a wide range of social backgrounds; almost all are white and all speak English. Pupils' attainment on entry to school is broadly average. The proportion of pupils with special educational needs is broadly average, with an above average number of pupils with statements. Pupil mobility is low and as such is not an issue for the school to take on board. Since Easter, there have been two staff changes. One teacher joined the school in April and the other this September. In such a small school with only two mixed-age classes the staff turnover has been significant.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22182	Fiona Robinson	Lead inspector	Mathematics Science Art and design Design technology Music Physical Education Personal, social, health education and citizenship
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22805	Jo Greer	Team inspector	English Information and communication technology Geography History Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Crich Junior is an effective school that provides a good standard of education. The curriculum is rich and exciting and the quality of teaching is good. Pupils achieve well to reach high standards in English and mathematics, though standards in science and information and communication technology (ICT) are not yet high enough. The headteacher provides very good leadership that motivates everyone to give of their best and this enables the school to make improvements at a good pace. Shared vision and high expectations are providing a firm steer to the school's work and good teamwork is a very positive feature. **The school provides good value for money.**

The school's main strengths and weaknesses are

- Standards in English and mathematics are high by the age of eleven.
- The commitment, energy and vision of the headteacher inspire the school community.
- The school provides a very good quality curriculum that is rich and varied and meets pupils' needs and aptitudes very successfully. Provision for art and design and pupils' personal and social education, including citizenship is very good.
- The school ethos is very welcoming and very caring.
- Pupils' attitudes, behaviour and relationships are very good.
- The standards in information and communication technology (ICT) and science are not high enough.
- Assessment procedures in the non-core subjects are undeveloped.

The school has made good improvement since the previous inspection. Key issues have been tackled well. In particular, standards in English and mathematics have improved significantly due to the school's effective strategies which are now being used to improve science. The school improvement plan is an effective tool for guiding advancement. The school is well placed to improve still further.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	D	D	A	A
Mathematics	C	C	A	A
Science	B	E	C	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.*

In the 2002 National Curriculum tests pupils achieved well above average standards when compared to all schools and similar schools in English and mathematics. Standards were average in science when compared to all schools and below average when compared to similar schools. Pupils enter school with broadly average standards in reading, writing, mathematics and science. They make good progress and demonstrate very good attitudes to learning, especially in English and mathematics. At the time of this inspection standards were above average at the start of Year 6 in English and mathematics. They were average in science and ICT. Standards are above average in religious education and all other subjects. Pupils in Year 6 are well placed to exceed the targets set for them in English, mathematics and science in the 2004 national tests. **All pupils, including those with special educational needs, achieve well during their time at school.**

Pupils' attitudes, values and other personal qualities are very good overall. Their attitudes and behaviour are very good. Pupils enjoy coming to school. They show very good attitudes and work hard. Attendance is above average and punctuality is very good. The provision for the spiritual, moral, social and cultural development of pupils is good with some very good features.

QUALITY OF EDUCATION

The quality of education provided by the school is good.

Overall, teaching is good across the school with positive features supporting good learning in English and mathematics. The very best teaching was observed in physical education and this is leading to pupils reaching high standards. Learning is effective because of good teaching; pupils respect their teachers and they are keen to do their best. The use of assessment is good in English, mathematics and science. However, insufficient use is made of assessment to monitor pupils' progress and achievement in other subjects. **The curriculum is very good.** It meets all pupils' needs well and is enhanced by very good opportunities for enrichment, including a very good range of extra-curricular activities. **The school cares for its pupils very well.** Health and safety procedures are very good. Achievement and personal development are monitored well. The involvement of pupils in the school's life and development is very good. **Links are well-forged with parents and enhance pupils' education.** There are strong ties between the school and the community it serves. Links with other schools are satisfactory overall.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. Leadership by the headteacher is very good and she provides very clear vision and focus to the school's work. Teamwork is strong and supportive. **Governance is good.** Governors have a clear understanding of the strengths and weaknesses of the school. They ensure that the principles of best value are applied consistently to decision - making.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have good views of the school. They are particularly pleased with behaviour, teaching and the way in which the school is led. All of their views are positive. **Pupils like the school and the teaching they receive.**

IMPROVEMENTS NEEDED

The most important things the school should do to improve are

- Raise standards in ICT and science.
- Develop rigorous assessment systems in the non-core subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is good. Most enter school with broadly average standards in reading, writing, mathematics and science. All pupils including those with special educational needs, make good progress and demonstrate very good attitudes to learning, especially in English and mathematics. At the time of the inspection standards were above average at the start of Year 6 in English and mathematics. They were average in science and information technology (ICT) and as such are not high enough. Standards are above average in religious education and all other subjects. Pupils are well on track to exceed their current targets in English, mathematics and science in the 2004 national tests.

Main strengths and weaknesses

- Standards in English and mathematics are high by the end of Year 6.
- The above average proportion of pupils with special educational needs make good progress and achieve well against their specific targets.
- Standards are not high enough in science and ICT.

Commentary

1. In the 2002 national tests boys and girls achieved well above average standards compared to all schools. Results were well above average when compared to similar schools in English and mathematics. They were below average in science, which is a current area of improvement. Results in the 2003 national tests, as yet unconfirmed, are positive and show increased performance in science. Boys' writing showed up as a weaker aspect but inspectors could find no reason for this in their school-work. Boys and girls are making similar good progress. Parents are pleased with the standards their children achieve.
2. By Year 6 standards in English and mathematics are currently above average but only average in the other key subjects of science and ICT. The head and her team of staff are determined that standards will improve further and they are working hard to achieve this. Literacy and numeracy strategies are taught well and there is effective use made of assessment to take pupils' learning forward through well planned lessons. The quality of teaching is good, expectations are high and work is matched well to pupils' different capabilities and takes account of the mixed age range. High attaining pupils and those with learning difficulties achieve well in relation to their different starting points because of these features. Standards are above average in religious education and all other subjects with strengths in art and design and physical education.
3. Standards are above average in other subjects. For example, in physical education, the new subject leader has very good subject knowledge and is having a strong influence on raising standards. The quality of teaching is very good overall. Some excellent teaching that stimulated pupils' very good progress in a lesson of tag rugby that inspectors' observed led to high standards being reached. Standards in art and design are above average. High quality work is on display which both celebrates their achievement and also helps to provide a bright, purposeful learning environment.
4. Standards are not as high as they could be in science and ICT. Both subjects have been identified as areas for improvement in the school improvement plan and appropriate focus is being placed on implementing effective strategies for improvement. For example through a direct focus on investigative work in science. Very effective use is being made of the expertise of the new subject leaders who are having a positive impact on raising standards. This is giving pupils a good start to the new academic year. Pupils have benefited from the developing

use of ICT to support their learning across the curriculum and the super resources in the new ICT suite.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	29.0 (26.3)	27.0 (27.0)
Mathematics	28.5 (26.3)	26.7 (26.6)
Science	28.2 (26.3)	28.3 (28.3)

There were 16 pupils in the year group. Figures in brackets are for the previous year

5. This table above shows an improving trend in the school's results in English, mathematics and science. There has been further improvement this year in the 2003 national tests for Year 6 pupils, especially in science. Pupils in the current Year 6, who will take the tests in summer 2004, are achieving above average standards in English and mathematics and average standards in science. The school is aware that its number one priority is to boost pupils' achievement in science.
6. Pupils achieve above average standards in all other subjects. Since the time of the previous inspection standards have risen because of very good leadership and good teaching that are having a positive effect on pupils' learning and achievements.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and other personal qualities are very good overall. Their attitudes and behaviour are very good. Pupils enjoy coming to school. They show very good attitudes and work hard. Attendance is above average and punctuality is very good. The provision for the spiritual, moral, social and cultural development of pupils is good overall.

Main strengths and weaknesses

- Pupils are very keen to come to school and they behave very well.
- The attitudes of the pupils and the quality of their relationships are very good.
- The provision for the personal, moral and social development of the pupils is good.
- Attendance is good.

Commentary

7. Pupils are very keen to come to school and they show enthusiasm for their work. This helps them to do well in lessons. All pupils including those with special educational needs, including statements show very positive attitudes towards school and their work. There is a welcoming, orderly, bright and purposeful atmosphere throughout the school. This helps to create a fruitful climate for learning.
8. The attitudes and relationships between pupils are very good. They are happy to support each other in their learning. For example, when playing tag rugby their co-operative team work was outstanding. The quality of relationships between pupils and staff is very good, with adults providing very positive role models.
9. Pupils' personal, including social, moral, cultural and spiritual development is good overall. Pupils are involved in their learning and have a very good awareness of their individual targets in English and mathematics. The School's Council representatives who are democratically elected represent corporate views very sensibly. All adults set very good role models and pupils work together well, sharing ideas and helping one another during lessons. Older pupils show very responsible attitudes towards younger pupils especially during playtimes and lunchtimes.

10. Attendance is above average as shown on the table below. The level of attendance is lower than when the school was inspected before however and the school is working closely with the Education Welfare Officer to improve attendance. Pupils are very happy to come to school and arrive very punctually. Lessons start promptly and this has a beneficial effect on their learning. There have been no exclusions since the last report.

Attendance in the latest complete reporting year 2002 (%)

Authorised absence		Unauthorised absence	
School data	94.6	School data	0.2
National data	94.1	National data	0.5

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	42	0	0
White – any other White background	2	0	0
Mixed – any other mixed background	1	0	0
No ethnic group recorded	9	0	0

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

11. Provision for pupils' spiritual development is good. Assemblies made a good contribution, for example, when pupils discover that it is hard work to become polished. An atmosphere of excitement and wonder is created in some lessons. For example, in one lesson the teacher captured Year 3 and Year 4 pupils' attention by saying "Lights, camera, roll" as they were about to develop dialogue through paired drama. Pupils established very good working relationships in no time.
12. Provision for pupils' moral development is very good. All adults in the school set very good examples and help pupils to learn the difference between right and wrong. During lessons, pupils are reminded about how their actions affect other people. Class and school rules are known by all pupils and teachers encourage pupils to discuss moral issues such as conservation.
13. Very good provision for pupils' social development permeates the curriculum, and the very good range of extra-curricular activities provided. Pupils work together well, sharing ideas and helping one another during lessons. Pupils develop a sense of responsibility towards others and in helping all to feel included and safe. Participating in the Parish Council 'Keep Crich tidy' campaign and helping at the weekly luncheon club for the elderly help to develop pupils' sense of responsibility towards others.
14. Provision for pupils' cultural development is good. There is a wide range of visitors who share their experiences and a good range of visits that heighten pupils' awareness of the world about them. Pupils talk with enthusiasm about the drama performances from a visiting Theatre company and a visit to the tramway museum. The Crich carnival made a deep impression and a range of music from different cultures plays throughout the day in the entrance.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Strengths include some aspects of teaching, a very good, broad, balanced and rich curriculum, the very caring ethos of the school and the school's good links with parents. The most significant weakness is the underdeveloped assessment procedures in the non-core subjects.

Teaching and learning

Overall, teaching is good across the school with positive features supporting good learning in English and mathematics. The very best teaching was observed in physical education and this is leading to pupils reaching high standards.

Main strengths and weaknesses

- Lessons are planned well and pupils are well motivated to succeed.
- Teachers are effective in developing pupils' literacy and numeracy skills.
- Teaching of games is of a high quality.
- Teachers have high expectations of behaviour and involve pupils well in their learning.
- Teachers make good use of questions to check out progress or to extend learning.
- The quality of assessment is not rigorous enough and does not tie well into planning in the non-core subjects.
- Teaching is satisfactory in science and needs improvement as part of the drive to raise standards.

Commentary

15. At the time of the inspection significant changes of teacher had taken place. One member of staff had been in post since April and the other member of staff was new to the school at the start of this term. A strong team spirit was very apparent to inspectors and working well to support pupils' good education. The strengths in teaching far outweigh the weaknesses in assessment. The headteacher is monitoring the quality of teaching and learning regularly and is well aware of what needs to be done to raise further the overall quality of teaching, especially in science.
16. Because the inspection took place over just two days early in the school year it was not possible to see the whole range of lessons experienced by the pupils. For this reason, the scrutiny of work completed last year by just over a quarter of the pupils was drawn on heavily for evidence of the quality of teaching and learning. Ten lessons were observed and as the following table shows, over three quarters of these were of good or better teaching quality. Put together, teaching is judged to be good overall.

Summary of teaching observed during the inspection in 10 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	2	5	2	0	0	0

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

17. The strongest teaching observed in lessons was in English and physical education. In an outstanding lesson on tag rugby the pace of learning was very brisk and pupils were very involved in their own learning. The standards reached were high. Pupils with special educational needs, including statements are well taught.
18. Lessons are planned well and pupils are well motivated to succeed. The quality of planning is good and care is taken to ensure that curriculum requirements are covered. Learning objectives are shared effectively with pupils and pupils are clear about what they have to do.

19. The teaching of literacy and numeracy skills is good. Planning is consistent and staff are confident at teaching the literacy and numeracy strategies. Speaking and listening skills are developed well and reading is very well taught. Teachers make good use of questions to check out progress or to extend learning. Much of the learning is effective as a result. They use questions to check out learning and understanding well or to extend pupils' knowledge. Vocabulary is given good attention, for example, 'What does amble mean?' The pupils' reading skills are good and reading is enjoyed by everyone. Writing skills are taught well and sufficient challenge is provided for the higher achieving pupils. Work is matched well to pupils' different capabilities.
20. Teachers have high expectations of behaviour and involve pupils well in their learning. At the start of each day pupils thoroughly enjoy participating in *Brain Gym* activities outside in the playground to music. This is being used to improve mental alertness and to get their mind set on learning. It is proving positive.
21. The quality of assessment is good in English, mathematics and science but inconsistent in all other areas. There is a lack of formal assessment to help teachers to plan the next steps in learning. This is an area for development identified by the school.
22. Where teaching was satisfactory, typically in science, there was a slow down evident in the pace of work and too few opportunities for pupils to set up their own lines of enquiry. In lessons, pupils had too little time available to complete their activities because of too much instruction and direction, although they made satisfactory progress overall.
23. Teaching is good overall and better than it was at the time of the last inspection.

The curriculum

The curriculum is very good. It meets all pupils' needs well and is enhanced by very good opportunities for enrichment, including a very good range of extra-curricular activities. The accommodation for pupils is satisfactory, although facilities for indoor physical education are restricted. The quality and range of resources is good.

Main strengths and weaknesses

- The quality and range of the curriculum is very good.
- There are very good opportunities for enrichment.
- English, mathematics and physical education are strengths in the curriculum.
- Provision for art and design and pupils' personal and social education, including citizenship is very good.
- Accommodation for pupils is satisfactory but with limited facilities for indoor physical education.

Commentary

24. The curriculum for pupils in Years 3 to 6 is very good. It is broad, balanced and relevant and meets the statutory requirements for all subjects in the National Curriculum. Religious education complies with the locally Agreed Syllabus. English, mathematics and physical education are strengths in the curriculum. Provision for art and design and personal and social education, including citizenship is very good. There is a well-planned programme for pupils' personal, social and health education, which is working well. Through religious education pupils are offered a deep insight into Christianity and some of the other major world faiths. Pupils are offered valuable opportunities to talk about their own concerns and to reflect on other issues, such as the importance of *friendship*. There are very good strategies for teaching literacy and numeracy skills. The school has policies that are consistently implemented to ensure all its pupils have access to the full curriculum.
25. The school makes very good efforts to enrich the curriculum with a wide range of after-school clubs. Activity day provides an enriched curricular experience. For example, visiting poet, mathematics day and a Personal, Social and Health Education (PSHE) day. A range of adults

come into school to share their experiences and this enhances the curriculum. For example, a retired teacher has a morning each week when she teaches environmental science. Music and cookery are also taught well and enhance the curriculum. The local environment is used well to develop work in history and geography lessons. Pupils also visit the local churches to enhance their learning about celebrations and different places of worship.

26. Accommodation is of a good quality and has been much improved in recent times. It is satisfactory overall. There is a small hall that enables physical education to be taught in a restricted way. The school uses the gym facilities at the nearby secondary school to compensate for this. A very good ICT suite is in place and resources seem good with no shortages. Externally the grounds are spacious and well maintained.

Care, guidance and support

The care, guidance and support for pupils are very good overall and support pupils learning very well. Health and safety procedures are very good. Achievement and personal development are monitored well. The involvement of pupils in the school's life and development is very good.

Main strengths and weaknesses

- Great care is taken to keep pupils safe and secure.
- There is good personal support for pupils' welfare.
- Induction procedures are satisfactory.

Commentary

27. The school gives a very high priority to promoting the care of all its pupils and this is a strength of the school. The school has taken very effective steps to provide them with a bright, purposeful, clean and secure environment in which they are happy and can learn successfully. All staff are well aware of child protection issues and practice is effective. There are very good procedures for promoting the health and safety of pupils, staff and visitors, which are very carefully implemented by all staff. The parents recognise that the school provides a happy atmosphere in which children can learn and develop.
28. The school provides valuable support and guidance, which is helping pupils to make responsible choices. There is both formal and informal monitoring of pupils' personal development and staff know the pupils well and are responsive to needs. All pupils are encouraged to do their best. Achievements are rewarded with praise and celebrated in class and assemblies. The pastoral support of pupils is very good and pupils experiencing personal problems are given a high level of care by the headteacher, the class teachers and the support staff. Parents are very appreciative of the levels of support given by the school. The very good ethos of the school helps to develop pupils' sense of responsibility and citizenship.
29. Very effective measures are in place for promoting good attendance. The school continues to remind parents of the negative impact on their children's learning of holidays taken in term time and pupils, parents and carers are frequently reminded of the importance of regular attendance. The school's system for recording attendance is clearly understood by all teachers. Attendance and punctuality are monitored carefully. The good level of attendance and prompt start to lessons are having a positive effect on pupils' learning. Procedures for monitoring behaviour are very good and ways of promoting good behaviour are very effective. There is a consistent approach in dealing with any inappropriate behaviour. This helps to provide an encouraging climate, which is having a positive impact on learning. Parents are very pleased by the very good behaviour, which is endorsed by inspectors.
30. Induction arrangements are satisfactory with the infant school and likely to improve as new staff become settled in the junior school. They are well established and effective with secondary schools.

Partnership with parents, other schools and the community

Partnership with parents and the community is good overall. Links are well-forged with parents and enhance pupils' education. There are strong ties between the school and the community it serves. Links with other schools are satisfactory overall.

Main strengths and weaknesses

- There is very good involvement of parents in the life and work of the school.
- The local community makes a good contribution to the quality of education provided.
- The information on attainment in non-core subjects in pupils' reports could be improved.

Commentary

31. The school has continued to develop effective links with parents since the time of the previous inspection and they are a positive feature. The involvement of the parents in the life and work of the school benefits their children's education significantly. Parents are both supportive and proud of Crich Junior School. They have confidence in the ability of the school to meet the needs of their children. The school deals very well indeed with any concerns and complaints. The information provided by the school is clear and comprehensive and parents and pupils are consulted about the work of the school in a questionnaire. The information concerning pupils' attainment in non-core subjects in pupils' reports could be clearer.
32. All parents are encouraged to become involved in their children's learning, which has a beneficial impact on their progress. Parents of pupils with special educational needs, including those with statements, are keen to be involved in the review of their children's individual education plans and assist them in doing homework and extra work to support their learning. All help from parents is valued by the school, as it believes strongly in the parent/school partnership and works hard to cement this.
33. The school enjoys good links with the community. Pupils help at the local luncheon club each week and participate in the Crich Carnival. They make regular visits to local businesses and places of interest. Positive links with parents and the community remain a strength of the school. Their involvement in the classroom, around the school and on school trips is having a positive impact on pupils' attitudes to learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. Leadership by the headteacher is very good.

Main strengths and weaknesses

- Leadership by the headteacher is very good and she provides very clear vision and focus to the school's work.
- Teamwork is strong and everyone is doing their best for the pupils' education.
- Governors have a good understanding of the strengths and weaknesses of the school and apply the principles of best value consistently to the decision-making.

Commentary

34. The headteacher provides very good leadership. She leads the school with the full support and confidence of the governors. In partnership with parents, governors, staff and pupils she has created a vibrant, positive ethos. All feel fully involved and valued for their contribution to the life and work of the school. She is well supported by new and existing teaching staff and very competent teaching assistants. The dedicated and hard working staff team work well together and are strongly committed to improvement. Staff are already leading and managing their subjects with commitment and enthusiasm and have the capacity to be very effective in these roles.

35. The governance of the school is good. Governors bring expertise to their roles and have a good understanding of the work of the school through regular reports from the headteacher and personal visits to see at first hand what is going on. The Chair of Governors works closely with the headteacher and provides a very good steer to the work of the governing body. Governors are well aware of the school's strengths and weaknesses and act as a critical friend to the school. They are fully involved in planning and prioritising issues in the School Improvement Plan. They are becoming even more effective in holding the school to account through the school's developing self-evaluation processes.
36. Teachers are very well supported by the teaching assistants. Teachers and their teaching assistants form effective teams, making a positive contribution to pupils' learning, attainment and development. There is a good team spirit amongst all the staff and shared commitment to succeed. All staff take on responsibilities enthusiastically and work closely together under the expert guidance of the headteacher. Induction and mentoring systems are very good. Performance management procedures and the professional development of staff is very good.
37. The school has an adequate budget. The carry forward is within reasonable limits. Finances are managed soundly and the budget has been used efficiently to lead the school, forward since its previous inspection. The process of school improvement planning is used effectively as the main guide to essential development and changes in school and links closely to budget planning.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	146,635	Balance from previous year	36,314
Total expenditure	154,706	Balance carried forward to the next	28,243
Expenditure per pupil	3,033		

38. The expenditure per pupil is on the high side but given the good quality education, above average standards and good capacity for advancement, the school is judged to provide good value for money.

EXAMPLE OF OUTSTANDING PRACTICE

A year 5/6 Tag rugby lesson where outstanding teaching resulted in pupils making excellent progress and achieving high standards.

39. The teacher inspired pupils from the outset and engaged extremely productive learning. From being taught how to hold the rugby ball *like a baby*, pupils were soon confident to handle the ball and were able to choose, combine and perform skills in passing fluently and effectively in the 'invasion' game of Tag rugby. The quality of teaching was excellent and the pace very brisk. Pupils eagerly practised and refined their skills individually and in pairs before participating in relay games. Both boys and girls with different capabilities made excellent progress due to outstanding teaching and excellent support from the teaching assistant. As they completed their 'cooling down' exercises pupils were heard to say 'That was great!'

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

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is good.

Main strengths and weaknesses

- Standards are above average by the end of Year 6 and reflect good achievement.
- Teaching is good and enables good learning to take place.
- Pupils with special educational needs are well supported and make good progress against their specific targets.
- The subject is well managed; the use of assessment to target improvement is proving to be effective.
- Parents are pleased with the standards their children achieve.

Commentary

40. In the 2002 National Curriculum tests pupils achieved well above average standards in English. Data for 2003 would suggest that standards have been maintained for the eleven year olds. Overall, there is no significant difference between the standards achieved by boys and girls.
41. At the time of this inspection standards were above average at the start of Year 6 in English. Pupils in Year 6 are well placed to exceed the targets set for them in English in the 2004 national tests. The very positive standards reached are due to very good planning, good teaching and effective use of assessment. The analysis of pupils' work undertaken by inspectors together with lesson observations, confirms this picture.
42. From a typically average starting point, pupils, including those with special educational needs, achieve well during their time at school to reach above average standards.
43. Standards in speaking and listening are good. Teachers use good questioning skills so pupils are encouraged to give full answers. This was well demonstrated in a Year 5 and 6 lesson when pupils responded well to the question 'Why was Winston sitting at the window?' with articulate answers that used a good range of vocabulary.
44. Pupils make very good progress in reading and standards are overall very good. This is a strength of the school. Pupils display enjoyment of books and have good comprehension skills. Parental support for reading is very good and this helps pupils to progress quickly.
45. Attainment in writing is above average and pupils write for a range of purposes. ICT is used well to support learning.
46. Teaching is at least good and some very good teaching was observed in a Year 3 and Year 4 lesson. Very good motivating strategies enabled pupils to generate good quality dialogues based on 'Rats' by Pat Hutchins. Teachers and teaching assistants have a good understanding of the subject and teach it well. Learning objectives are effectively shared with pupils. They are well managed and praise is used to both encourage and motivate pupils to even better work. As a result pupils are keen to give of their very best.
47. Pupils with special educational needs are well supported in lessons and in small groups. The tasks they are expected to do are challenging and as a result pupils make good progress.
48. The subject is well managed and good use is made of assessment to formulate pupils' targets. The teaching, planning and learning are well monitored. The subject makes a good

contribution to pupils' spiritual, moral, social and cultural development through well-chosen texts and stimulating resources.

Language and literacy across the curriculum

The National Literacy Strategy has been implemented well and adopted appropriately to support effective learning. Writing skills are developed well in history, geography and religious education.

MATHEMATICS

Provision in mathematics is good.

Main strengths and weaknesses

- Standards in mathematics are above average by the end of Year 6 and have improved since the previous inspection.
- Boys and girls achieve well and pupils of all abilities make good progress through the school.
- The quality of teaching is good.
- Parents are pleased with the standards their children achieve.

Commentary

49. In the 2002 national tests boys and girls achieved well above average standards compared to all schools. Results were above average when compared to similar schools mathematics. Results in the 2003 national tests, as yet unconfirmed, are positive and show maintained standards.
50. By Year 6 standards in mathematics are currently above average. Numeracy strategies are taught well and there is effective use made of assessment to take pupils' learning forward through well planned lessons. Boys and girls achieve well and pupils of all abilities make good progress through the school.
51. In Years 3 and 4 pupils' numeracy skills are developed well and they quickly demonstrate how to count on, or back in tens, hundreds or thousands from any whole number to 1000. The teacher makes learning fun and imaginatively involves pupils in the *Card Number Game*. Effective use is made of homework to take pupils' learning forward. By Year 6 older pupils are confident with the four rules of number, they measure angles and can construct tables for example, using data which falls into ranges.
52. Provision for pupils with special educational needs is good and they make good progress in numeracy when specific targets are set. This is due to good support from all of the teaching assistants, who help to assess pupils' progress in partnership with the teachers.
53. The quality of teaching is good throughout the school and good use is made of assessment to inform planning. Careful use is made of differentiated activities to ensure that the learning needs of pupils are fully met. Teachers have high expectations of pupils' behaviour and attitudes and pupils respond well.

Mathematics across the curriculum

54. Pupils' mathematical skills are developed well across all subjects of the curriculum. There is evidence of good planning and pupils use their skills well to record data in science when they construct charts and graphs to measure rainfall for example.
55. Many opportunities are grasped to promote the understanding of numbers and mathematical concepts. For instance, in music and history.

SCIENCE

Provision in science is satisfactory.

Main strengths and weaknesses

- Standards are average in science and were better at the time of the last inspection than today.
- Teaching and achievement are satisfactory but could be better.
- More focus is required on investigations and the school is addressing this.

Commentary

56. In the 2002 national tests standards in science were average compared to all schools and below average compared to similar schools. Results in the 2003 national tests, as yet unconfirmed, are more positive and show increased performance in science. Current standards are broadly average. The head and her team of staff are determined that standards will improve further and they are working hard to achieve this.
57. Examination of pupils' work and discussion with them shows that investigative skills are developing steadily. This is a current area of improvement and pupils throughout the school are developing a secure understanding of fair testing.
58. The quality of teaching is satisfactory throughout the school. The quality of planning is good and the subject leader is providing clear educational direction for work in this subject. Particular attention is paid to developing pupils' understanding of scientific vocabulary. With good systems in place to monitor and improve the provision, the school has a good capacity to improve further.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is satisfactory.

Main strengths and weaknesses

- Standards in ICT are average currently and not as good as at the time of the previous inspection.
- Teaching is good.
- Resources are good.
- The school has identified the need to develop more formal assessment procedures.

Commentary

59. Standards in ICT are average by the end of Year 6, which are not as high as at the time of the previous inspection. Nevertheless, the current position is improving with pupils making good use of ICT to support their learning across the curriculum, and teaching improving from satisfactory to good with the confidence brought by new staff.
60. Teachers are confident and competent in teaching ICT, and provide pupils with interesting and stimulating activities. Pupils are enthused and work hard to complete their tasks. In a well resourced Year 3/4 lesson pupils worked with good concentration to create their own portrait on screen. Pupils with learning difficulty were supported well by adults and all pupils made good progress. Teaching was good and there was a good pace to pupils' learning.
61. Resources are of good quality and effective use is being made of the new ICT suite. All curriculum requirements are covered and the school is building up its resources to support control, monitoring and modelling elements.
62. The subject is well led by an enthusiastic, new leader. The school has identified the need to develop assessment procedures so that pupils' progress in ICT can be tracked more readily.

Information and communication technology across the curriculum

63. Pupils use ICT to communicate and link this to their literacy skills. Good examples of ICT were found in pupils' work in English, mathematics, religious education, science and history.

HUMANITIES

No lessons were observed in geography, history and religious education, but analysis of pupils' work and discussions enables a secure evaluation of standards and the quality of the overall provision to be reached.

GEOGRAPHY AND HISTORY

Provision in geography and history is good.

Main strengths and weaknesses

- Standards are good in history and geography.
- The curriculum is rich and stimulating.
- Pupils enjoy history and geography.
- There is no formal monitoring of assessment and this is a weakness.

Commentary

64. Standards in history and geography are good. Discussion with pupils shows that at Year 6 pupils have a good historical knowledge about the Egyptians, Victorians and Tudors. An educational visit to the tram museum provided the pupils with a stimulating experience that supported their work in this topic. In Year 6, the pupils were able to compare and contrast their local area to other parts of the world. Analysis of work indicates appropriate challenge for higher attaining pupils and pupils with learning difficulties.
65. Curriculum planning for geography and history is very good. There is appropriate concentration on the content of the topic, the development of skills and pupils' understanding in the subjects. As a result, key ideas and concepts are developed well and recorded carefully. All pupils make good progress in building research and enquiry skills.
66. Pupils enjoy history and geography. They spoke to inspectors about both subjects with confidence and enthusiasm. Role-play, educational visits and visitors make a valuable contribution to their knowledge and understanding and add enrichment. ICT is used well to support learning and pupils' research skills are developed because of this.
67. The subjects have a firm place in the curriculum. Standards, teaching and learning have been monitored on an informal level. The school has identified the need to assess pupils' achievements more rigorously.

RELIGIOUS EDUCATION

Provision in religious education is good.

Main strengths and weaknesses

- Standards are above average in religious education.
- A well thought out curriculum, and good links with other subjects are positive features.

- Assembly time is useful for developing the religious knowledge, understanding and spirituality of pupils.
- There is no formal monitoring of the subject nor on-going assessment of learning and these are weaknesses.

Commentary

68. The school follows the locally agreed syllabus for religious education and by the age of eleven, standards are above average and reflect good progress in all years. This is because pupils' experience a rich curriculum based on the study of Christianity and other world faiths. Additionally, they are encouraged to reflect on their learning and make links with their own life experiences.
69. Assemblies are used very successfully to promote religious education. Stories and music bring everyday occurrences to life. This enables pupils to reflect on deeper meanings and to consider their place in the wider world. There is also a time for quiet contemplation and prayers, all of which help to develop pupils' awareness of spirituality.
70. There is no formal monitoring of the subject nor on-going assessment of learning and these are weaknesses.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

ART AND DESIGN

Provision in art and design is very good.

Main strengths and weaknesses

- Standards are above average by the end of Year 6.
- The curriculum is rich and stimulating.
- Pupils enjoy their art and design and they use a wide range of skills and techniques to produce work of better than expected standard.
- There is no formal monitoring of assessment.

Commentary

71. The curriculum is broad, balanced, relevant and rich. All teachers have a good subject knowledge and understanding and pupils' benefit from the good support from teachers and teaching assistants.
72. There is a very good range of creative opportunities available to pupils. They are competent when using different media. They are confident in evaluating their own work and other pupils' work. They enjoy their work and display very good attitudes.
73. The subject has a firm place in the curriculum and good standards have been maintained. The school has identified the need to assess pupils' work more formally. The subject makes a good contribution to the social, moral, spiritual and cultural development of pupils. Bright, purposeful displays enliven the school environment. For example, the Year 3 and 4 landscapes, the school quilt and good quality Year 5 and 6 pattern making contribute very well to this.

DESIGN AND TECHNOLOGY

Provision in design and technology is good.

Main strengths and weaknesses

- Standards are above average throughout the school.
- The curriculum is rich and finished products are of good quality.
- There is no formal monitoring of assessment.

Commentary

74. Standards are above average throughout the school. The curriculum is rich and topics are well chosen to extend pupils' design, making and evaluation skills. Year 5 and 6 pupils have recently made a high quality range of slippers, showing a very good standard of finish.
75. The school has identified the need to develop more formal monitoring and assessment procedures.

MUSIC

Provision in music is good.

Main strengths and weaknesses

- Standards in music are above average; singing is sweet and tuneful.
- Music makes a good contribution to pupils' spiritual, moral, social and cultural development.
- Assessment procedures are informal.

Commentary

76. Standards are above average by the end of Year 6 pupils. Music is carefully planned for within the curriculum. Pupils sing songs such as 'World Calypso' tunefully and expressively in assemblies.
77. Pupils' appreciation of music is enhanced by well-chosen pre-recorded music, linked carefully to assembly themes. Music makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils co-operate well in composition work and cross-curricular links are carefully planned for. Two thirds of the pupils greatly benefit from the opportunity to learn violin, cello, flute, brass instruments, keyboard, recorders and guitar.
78. The school has identified the need to develop more formal assessment procedures in this subject.

PHYSICAL EDUCATION

Provision in physical education is good.

Main strengths and weaknesses

- Standards are above average by the end of Year 6.
- Pupils achieve well and are enthusiastic for the subject.
- The curriculum is broad, and enriched by a wide range of after school activities.

Commentary

79. Standards are above average by the end of Year 6 and pupils achieve well. This is an improvement since the last inspection when standards were average. The good improvement is due to high quality teaching and the very good influence of the new subject leader.
80. All pupils, including those with special educational needs, take part in a variety of physical and sporting activities including gymnastics, dance and outdoor games. Boys and girls take part equally. Year 4 and 5 pupils have swimming lessons at a local pool. In games pupils throughout the school are very keen to develop their skills in Tag rugby. In an excellent session they improved skills in passing, swerving and running to make a *try*. Due to excellent teaching their understanding of the game developed rapidly. Pupils of all capabilities enjoyed the lesson and improved their skills well.

81. The curriculum is very well planned and enhanced by after school clubs such as sports club, football and netball. Sport is clearly seen as a major contribution to a healthy lifestyle. Many pupils achieve high standards and enjoy competitions. This makes a very good contribution to their personal and social development.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in Personal, Social and Health Education is very good.

Main strengths and weaknesses

- Provision is planned for well in the curriculum.
- Cross-curricular links are clearly identified.

Commentary

82. The arrangements for pupils' personal, social, health and citizenship education including drugs education are very good. The programme is taught through circle time, religious education and through subjects such as science and music. Pupils learn about the importance of a healthy diet in science for example and about the effect of exercise on their bodies in both science and physical education. There are a number of successful strategies to boost pupils' self-esteem and which develop their confidence and maturity. These include the School Council, Star system, themed days, rota for whole school and class responsibilities. Pupils good involvement in community events and charitable fund raising help develop pupils' awareness of citizenship.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	3
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	4
How well the curriculum meets pupils needs	2
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	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	3
The school's links with other schools and colleges	4

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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