

INSPECTION REPORT

CROMPTON VIEW PRIMARY SCHOOL

Bilsthorpe, Newark

LEA area: Nottinghamshire

Unique reference number: 131091

Headteacher: Mrs. Jenny Dakin

Lead inspector: Marianne Harris

Dates of inspection: 3rd – 5th November 2003

Inspection number: 255918

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:	3 – 11
Gender of pupils:	Mixed
Number on roll:	284
School address:	Crompton Road Bilsthorpe Newark Nottinghamshire
Postcode:	NG22 8PS
Telephone number:	01623 870772
Fax number:	01623 870511
Appropriate authority:	Governing Body
Name of chair of governors:	Mr. Peter Sheldon
Date of previous inspection:	6 th July 1998

CHARACTERISTICS OF THE SCHOOL

Crompton View is a large primary school in what used to be a mining village north of Nottingham. The number of pupils who are eligible for free school meals is above average, and children generally come from a less advantaged background than normally seen, and the skills and knowledge they bring into school are very low. There are no pupils who are at an early stage of learning English and most come from a white United Kingdom heritage. The number of children who join, or leave, the school, other than at the normal times, is above average. Although the number of pupils who have been identified as having special educational needs is above average, there are no pupils who have a statement of special educational needs. The school has recently become the site of a Sure Start Project and has attracted money from the government and the Coal Regeneration Board to extend its community provision.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23288	Marianne Harris	Lead inspector	English, Art and Design, Religious Education, English as an additional language.
9271	Selwyn Ward	Lay inspector	
32954	Wendy Hawkins	Team inspector	Foundation Stage, Science, Geography, History.
30457	David Evans	Team inspector	Mathematics, Information and Communication Technology, Design and Technology, Physical Education.
10144	Mary Marriott	Team inspector	Special educational needs.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Crompton View is a **very good** school that provides very good value for money. Although standards at the end of Years 2 and 6 are below average, all pupils achieve well overall as they enter school with very low attainment. Provision for pupils' personal development is very good and this contributes to their good achievement. Teaching and learning are good overall, with many very good elements, particularly assessment. The leadership of the school is very good and parents and pupils are very confident that the school is doing a good job. There has been very good improvement since the last inspection.

The school's main strengths and weaknesses are:

- The school is very well led and managed.
- Teaching and learning are good and assessment is excellent.
- Pupils achieve well overall, although standards are below average.
- The provision for pupils' personal development is very good and this results in pupils having very positive attitudes to learning and behaving very well.
- Pupils are very well looked after.
- There are many opportunities for pupils to learn beyond lessons.
- Community provision is very good.
- The length of some lessons is too long and pupils find it difficult to concentrate for the whole session.

Overall, the school has made very good improvement since the last inspection, and some of the issues identified then are now amongst the strengths of the school.

STANDARDS ACHIEVED

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

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

Achievement is **good** overall. When they join the school, children have skills and knowledge that are very low. Many children will not reach the goals expected for children at the end of the reception year, and very few will exceed them. However, children make good progress and achieve well.

By the end of Year 2 standards are below average when compared with schools nationally. Nevertheless, pupils achieve well. Standards in work seen show that more pupils are reaching the nationally expected levels in most subjects.

By the end of Year 6, standards remain below the national average, but this still represents good achievement overall. When compared with similar schools, the 2003 national test results were above average in science and average in English. Standards in mathematics were below those of similar schools. This has been identified by the school and, in work seen, standards are rising. Pupils of all abilities are fully included in lessons and achieve well. Pupils achieve particularly well in their personal development and this contributes to the good achievement in their work.

Pupils' personal qualities are **very good**. Their attitudes and behaviour are very good, and their attendance is similar to the national picture. **Their spiritual, moral, social and cultural development is very good**, and this has a positive impact on pupils' attitudes to learning.

QUALITY OF EDUCATION

The **quality of education provided by the school is good**.

Teaching and learning are **good**. Assessment is excellent. Teachers have very high expectations of all the pupils in their class. They plan interesting lessons and pupils enjoy learning. Lessons move at a brisk pace and pupils work hard, contributing enthusiastically to them. Teaching assistants effectively support pupils with special educational needs so that they can make good progress. Lesson planning overall is good, but some lessons are too long and as a result some pupils lose concentration.

The curriculum is effectively enriched with extra activities. The local community make a significant contribution to pupils' learning and in return the school provides very good facilities and opportunities for the members of the community to learn. There are very good links with the local secondary school and this enriches the learning opportunities of pupils in the school.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**. The headteacher has created a very effective team and all of the staff work very well together. The work of the governing body is satisfactory. They have a few vacancies and have to work hard to fulfil their statutory responsibilities.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are very supportive of the school and think it is doing a good job. Pupils enjoy coming to school and know the routines and expectations. Parents feel that the school is approachable and will try to sort out any problems they have.

IMPROVEMENTS NEEDED

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

- Continue to raise standards, particularly in mathematics.
- Review the length of some lessons.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is at least good for all pupils, regardless of gender, prior attainment or special educational needs, from entry to the school right through to the end of Year 6. Pupils achieve very well in English and standards improve from very low on entry to below average by the end of Year 6. Standards in science are below average; in mathematics they are well below average by the end of Year 6.

Main strengths and weaknesses

- Although results in national tests are generally below average, standards are rising.

Commentary

1. When children come into school their skills and knowledge are very poor. Many have language difficulties and have trouble mixing with other children. During their time in the nursery and reception classes the children make good progress and achieve well, although about half will not reach the expected goals for children about to enter Year 1. Standards remain very low when children enter Year 1.
2. Pupils make good progress in Years 1 and 2, so that, although standards in national tests are below average in reading and writing by the end of Year 2, pupils achieve well. Pupils achieve well in mathematics, although standards are average, as they enter school with very low mathematical skills and make good progress. In science pupils achieve well and become confident when using scientific vocabulary. In information and communication technology pupils reach the standards that are expected nationally, and achieve well. In history and religious education pupils lack the literacy skills to record their ideas in writing at length, but they nevertheless achieve well and know a lot about historical events and about a wide variety of religions.
3. By the end of Year 6 pupils have continued to make good progress and, although standards are below those expected nationally in English and science, and are well below in mathematics, pupils achieve well. Standards in English fell last year, due to the high proportion of pupils with special educational needs, but the work of the current pupils is of a higher standard. Standards in science are above those of similar schools. In work seen standards are similar, although in mathematics standards are rising due to good teaching and the effective implementation of the National Numeracy Strategy. Although pupils' lack of literacy skills hinders recording in history and religious education, for example, pupils talk enthusiastically about these subjects and show that they achieve well.
4. Pupils with special educational needs are very well supported in class and they achieve well. Although they do not usually reach nationally expected standards they work hard in lessons and enjoy their work. Higher attaining pupils reach higher standards and also achieve well. All pupils become engrossed in their activities and produce careful work that they are proud of. In most lessons they help each other and their very positive attitudes have had a significant impact on the raising of standards throughout the school.

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

Standards in:	School results	National results
reading	15.2 (14.9)	15.7 (15.8)
writing	13.9 (13.5)	14.6 (14.4)
mathematics	16.4 (16.0)	16.3 (16.5)

There were 35 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	25.5 (27.2)	26.8 (27.0)
mathematics	25.3 (23.7)	26.8 (26.7)
science	28.3 (28.0)	28.6 (28.3)

There were 33 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

The provision for pupils' spiritual, moral, social and cultural development is very good. As a result, pupils enjoy school and behave very well in lessons and in the playground and around the school. Pupils are very keen to learn and their very good attitudes to learning contribute to their good achievement. Attendance is satisfactory.

Main strengths and weaknesses

- Pupils are very keen to learn.
- Behaviour is consistently very good.
- There is very good provision for pupils' personal development.

Commentary

5. Pupils enjoy coming to school and they and their parents express very positive views about Crompton View Primary. Parents are particularly pleased by the way that the school encourages their children to become mature and responsible. Pupils are enthusiastic about school and they like their teachers and the opportunities they give them to take responsibility. Parents speak highly of the school and agree that their children enjoy the opportunities they have.
6. The school provides very well for pupils' personal development, including their spiritual, moral, social and cultural development. During assemblies and quiet times, pupils reflect upon their own beliefs and discuss openly about right and wrong. Teachers encourage the pupils to talk about their experiences and think about the views and opinions of others. Pupils feel their views are valued because they are able to voice their opinions through a very effective school council run by the pupils themselves with fortnightly opportunities in classes for representatives to discuss issues and record their classmates' opinions. Pupils also act as "buddies" helping others in the playground. This social development is encouraged further through the varied selection of clubs and activities that are available so that pupils from different age groups can mix together well. The school takes every opportunity to broaden pupils' experiences of their own and other cultures, particularly through religious education. Pupils study other faiths and religions and respect the different traditions of others.

7. Pupils' behaviour and attitudes are consistently very good. Teachers make their high expectations very clear. In class pupils are expected to put their hand up when speaking, and not to shout out in lessons. When moving around the school they walk and open doors for others. Behaviour and attitudes are both very considerably improved since the last inspection. Pupils are keen to learn. They get on very well with one another and with the teachers and other adults in the school, and they are eager to please them. As a result, they settle to work without fuss and they do their best to concentrate on the tasks they are given – although the length of some lessons does rather test the concentration of some pupils. They co-operate and take turns when asked to work together in small groups or pairs.
8. Although behaviour is very good because most pupils have learnt that it is the right thing to do, good behaviour is strongly reinforced through the school's rewards and sanctions system. This is understood and appreciated as fair by the pupils. There have been just two fixed period exclusions over the past year.
9. Attendance is in line with the national average for primary schools. Pupils taken on holiday in term time contribute to the absence rates but the school does its best to deter avoidable absences. There are good systems for quickly contacting parents when they have not provided a reason for their child's absence. Pupils arrive at school on time in the morning and they return quickly to their classrooms after breaks. This good punctuality means that valuable teaching time is not lost.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.6
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
Mixed – White and Black Caribbean
Mixed – any other mixed background

No of pupils on roll
278
2
4

Number of fixed period exclusions	Number of permanent exclusions
2	0
0	0
0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. Teaching and learning are good, with many very good elements, and assessment is excellent. The curriculum is broad and balanced and provides very good opportunities for pupils to learn outside of lessons. Pupils' welfare, support and guidance are all very good. Links with parents and the community are good, and links with other schools are very good.

Teaching and learning

Teaching and learning are consistently good overall throughout the school and assessment is excellent.

Main strengths and weaknesses

- Staff have high expectations so pupils achieve well.
- Teaching assistants are used very well so that pupils with special educational needs are fully included in lessons.
- Pupils' positive attitudes to learning help them concentrate and persevere in lessons.
- Assessment is excellent and clearly shows what pupils have done well and how they can improve their work.

Commentary

10. Teaching and learning are good overall throughout the school and have some very good elements. Teachers have very high expectations of pupils behaving and achieving well in all lessons. Work is well matched to pupils' abilities so that all are fully included in lessons and are interested in their activities. In particularly good lessons, the purpose of each session is shared with the class and expectations made clear, so that pupils know what they are going to learn and are keen to complete activities. Teachers make good use of resources so that lessons are interesting and capture the imagination of the class. For example, in a Year 1 English lesson the teacher used puppets, which appealed to the class and they were immediately interested. They concentrated well and made very good progress during the lesson. There are rare times, however, when lessons are just too long and pupils' concentration slips. This sometimes happens in English lessons when pupils have to sit and listen for too long when they are keen to get on with the task set.
11. Pupils with special educational needs are very well supported in class so that they are fully included in lessons. Teaching assistants are very knowledgeable and work very well with teachers to plan for pupils with special educational needs. Work is planned very well so that most activities are well matched to what pupils already know and what they need to learn next in order to make good progress. Pupils who are higher attaining have work that is challenging and they make good progress.
12. Teachers' high expectations, coupled with pupils positive attitudes, mean that pupils make good progress in lessons. Teachers encourage pupils to work hard and complete their work. As a result, pupils work well together and concentrate hard in lessons. Many lessons give pupils the opportunity to work both independently and in a group, so that pupils who are less confident can work alongside a partner who can support and encourage them, and they can also work on their own when necessary.
13. Assessment is excellent and gives pupils very good guidance on what they are doing right and where they can improve. Pupils are very enthusiastic about this as they know exactly how well they are doing and that every piece of work is valued.

Example of outstanding practice

Assessment in Crompton View is excellent. The system is simple, consistently applied across all subjects, and is well established, so that staff and pupils are all confident in its use and its effectiveness. Every piece of work is marked with a star and a square. The star represents what the child has achieved during the lesson and consists of positive comments on the piece of work. This is followed by a square that tells each child what they need to do to improve their work, or reach a higher standard. All comments relate to the very clear learning objectives in each lesson, and pupils know exactly what they are learning and how well they are doing. Pupils in the school are so used to the system, and so confident that every book is marked this way, that a Year 6 pupil, picked up a book in another classroom in order to explain the system to an inspector. The real strength of the system lies in the way it is consistently applied across the school and in each subject. Assessment has been a contributory factor in standards rising in the school.

Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9 (22%)	18 (44%)	14 (34%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

The curriculum

The curriculum is good, with very good opportunities for learning beyond lessons. Accommodation and resources are good.

Main strengths and weaknesses

- Very good links have been made with the local secondary school.
- Accommodation is good and supports learning well, resources are very good.
- Pupils with special educational needs make good progress because teaching assistants are well trained and know the pupils well.
- Provision for personal, social and health education is good.

Commentary

14. The curriculum is interesting and relevant to the pupils in the school. There are many opportunities for activities beyond lessons and this further enriches the curriculum, helping to make pupils self-confident and keen to learn. There are many clubs for the pupils to attend and activities such as literacy and numeracy sessions, organised by the local football club, are talked about enthusiastically by the pupils. Many pupils attend several clubs and are keen to participate in sporting activities. This enriches the opportunities they have to practise their skills in a variety of sports and games, such as hockey and quick cricket, as well as in the more traditional sports of netball and football. Very good links with the local secondary school have resulted in art and music workshops that could not otherwise be provided by the school.
15. The school has good buildings that support learning well. The outside area is particularly good with peaceful areas where pupils can sit and reflect quietly. Having two halls means that lunches can be served without disrupting physical education lessons, and two assemblies can take place at the same time and be relevant to different age groups. Resources are very good, especially those for information and communication technology. These are used very well and this has resulted in standards in this subject rising very quickly.
16. Pupils who have special educational needs, including those who have a statement of need, are supported well so that they can make good progress. Teaching assistants are used effectively and are very knowledgeable about the needs of individual children. This results in confident pupils who make good progress throughout their time in the school.
17. The programme for pupils' personal, social and health education is good and involves a variety of outside expertise. The Life Skills Bus visits the school once a year and its staff give guidance to pupils about various aspects of their life. They teach about strangers and how to deal with any unwanted attention, as well as looking at how pupils relate to one another. The school has used a published programme to teach about the use and misuse of drugs and pupils understand about which are acceptable and which are not. Sex education takes place in Years 5 and 6 and pupils learn about growing up and coping with change. Class discussion times also give pupils the opportunity to discuss issues that are worrying them.

Care, guidance and support

The support and care for pupils is very good. Pupils feel very safe and secure, and value the fact that they are consulted about different issues and their views are taken into consideration. Staff know the pupils very well and there are very good systems for keeping track of how well they are doing and these are used very well to guide them on how to improve.

Main strengths and weaknesses

- Very effective procedures are in place to ensure pupils' health and safety, care and welfare.
- The school keeps very good track of how well pupils are doing, and the individual targets that each child has help them to make good progress in their learning.
- The school consults with pupils and they feel their views are valued.
- There are very good arrangements for helping new children settle in when they join the reception classes.

Commentary

18. The school has continued to improve on its care, support and welfare arrangements since the last inspection, where these were judged as good. There are regular checks to ensure that the school poses no health and safety risks to pupils and staff, and child protection procedures are very good and very well established. All staff have had training and procedures are well known. There is a consistent approach among all staff, including those who look after children during the lunch hour, that ensures that pupils are made to feel secure and confident that they can approach adults, or indeed other children acting as "buddies", and ask for help if they have any worries or concerns.
19. When children start in the nursery they have a very good introduction to school. Parents are invited in for several visits and children have the opportunity to be in the class for several sessions. Nursery staff visit children in their homes and take a "goody bag" and photos of the nursery so that children know what to expect. This results in children being happy to come to the nursery and they settle quickly into school routines and make good progress in their personal, social and emotional development.
20. Pupils are made to feel that their views are valued. Issues are raised and discussed by pupils in class meetings, minuted by the class representative at the school council, and then raised by the representatives at School Council meetings chaired and run by the pupils themselves. School council members are proud of the achievements they have to show for their work, for example in reorganising playground activities and getting new equipment.
21. Assessment information, from national and other tests, is used very well to make sure that work is planned to meet the needs of the pupils. Individual targets are set in English and mathematics, and these are kept in the pupils' books so that they can be referred to easily. These targets are reviewed regularly by teachers and pupils, new ones are set, and pupils know how well they are doing in their work. As a result pupils know what they have to focus on to reach higher standards.

Partnership with parents, other schools and the community

The school has developed a good partnership with parents, and there are very good links with other schools and good links with the local community.

Main strengths and weaknesses

- Parents are kept well informed about school activities and how well their children are doing and they are helped to support their children's education at home.

- Parents have very positive views about the school, and are confident that it is doing a good job.
- There are very productive links with the secondary school to which almost all pupils transfer.
- Some targets in end-of-year reports are too vague.

Commentary

22. The school has improved on the satisfactory partnership with parents that was reported in the last inspection. In their questionnaire responses, parents expressed very positive views about almost all aspects of the school. Parents know that their children are treated fairly and that all are fully included in the life of the school. Parents think that the school is approachable and that any worries or concerns they may have will be dealt with in the best possible way. Parents said that they could be better informed about how their children were doing. Inspectors found school reports to be helpful and informative, although the targets in some reports were not specific enough. For example, targets reminding of the need to learn the times tables are more useful than those that tell parents that their child needs *“to continue to build on the progress she has made this year”*.
23. Parents are welcomed into the school and staff make themselves accessible so that parents can easily raise any queries or concerns. They are given good information on topics due to be covered in the term ahead so that they can help their children’s learning. Parents support the school through a small but active Parent Teacher and Friends’ Association that organises a range of social and fundraising events.
24. There are very strong links with the local secondary school. In addition to the usual arrangements for pupils to visit the school, teachers from the secondary school visit Crompton View to teach lessons in quite a wide range of subjects, including English, mathematics, science, information and communication technology and drama. There is also close liaison over how best to group pupils in classes when they move to secondary school at the start of Year 7. These very effective arrangements help to smooth the transition for the pupils and contribute to curriculum continuity.
25. Links with the local community are good. Visits to the local farm and nearby churches give the pupils an understanding of the wider world and people from the local community come into school to support pupils in their learning. In return the school building is used for many adult courses, including some that are aimed at parents and children working together to learn more about literacy and numeracy, for example. The local football club is very active in the school and provides opportunities for pupils and their parents to work alongside each other at the football ground and explore literacy and numeracy activities together.

LEADERSHIP AND MANAGEMENT

The headteacher and senior staff provide very good leadership. The management of the school is good and there is an enthusiastic senior management team. The governance of the school is sound.

Main strengths and weaknesses

- The headteacher and senior staff are committed to ensuring the highest possible standards and achievement.
- There is a clear vision shared by all for the continuing development of the school.
- Effective management systems have been devised for monitoring and school self-evaluation.
- Planning for school improvement is very well focused on the school’s ambitions and goals.
- Finances are well analysed and used, and the school makes the most of the money it has.

Commentary

26. The governors have a sound grasp of the strengths and weaknesses of the school and are committed to its continuing development as a place of learning and service to the community. They have appropriate influence over the school development plan, which is subject to regular review. A few governors regularly work in school, including the chair of the governing body. There are a few vacancies on the governing body and this means that all have to work hard to fulfil their statutory duties, and many take on several roles in committees.
27. The headteacher's role in creating a positive climate for change, in motivating staff and securing the commitment of all to school improvement has been a critical factor in the considerable improvements made since the last inspection. She provides sensitive, but very clear, leadership for the school and has a lucid perception of its educational direction. The headteacher and staff have created a very positive school ethos in which pupils are very well behaved and enthusiastic, and teachers find immense pleasure and satisfaction in their work. Teachers and teaching assistants are very aware of the school priorities and fully committed to them. They show mutual support, hard work and very good teamwork. Teachers have taken on leadership responsibilities and the deputy head is making a significant contribution to the planned curriculum innovations.
28. The determination and capacity of the school to raise standards is seen in the way that the headteacher has put in place good systems to effect a rigorous approach to all aspects of monitoring and evaluation. The headteacher has developed the teaching and non-teaching staff into a very effective team and provides them with very good support. The school development plan provides a clear, measurable and successful agenda for improving teaching, learning and standards of achievement. A self-critical culture is fundamental to the ethos of the school and is evident from strategic planning decisions taken by the headteacher and the senior management team. Data is used very well to identify areas for development and purposeful strategies are implemented to effect these.
29. Performance management procedures are fully in place and deployed well to support school improvement. As a result, there has been an impressive improvement in the quality of teaching. Overall, good teaching and learning, the effective implementation of the National Literacy and Numeracy Strategies and the very effective tracking of pupils' progress have been key aids to consolidate pupils' good achievement. There are good procedures for introducing new members of staff to the school and helping them to settle in the school community.
30. The systems for financial administration are well established. Reports are given to the governing body at their regular meetings and specific grants are spent appropriately. The school applies the principles of best value well and uses its resources effectively.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	651,655
Total expenditure	608,676
Expenditure per pupil	2,173

Balances (£)	
Balance from previous year	17,115
Balance carried forward to the next	15,623

COMMUNITY PROVISION

The provision of extended services and educational support programmes is **very good**.

Main strengths and weaknesses

- Community provision is very good and benefits both the local area and the pupils in the school.
- Extended services and educational support programmes meet identified needs.

Commentary

31. Very effective systems are in place to support parents and the wider community. The school enjoys very good links with the community and has further developed these in recent years. A thriving parent and toddler group meets three times a week on the premises and a parents' room is used by many groups within the community.
32. The school has developed a partnership room which is used for adult education and for the luncheon club for the elderly. This is particularly beneficial for pupils as it enables them to meet older members of the community, who talk to them about their experiences, for example, in World War 2 and this enriches the history curriculum, as well as providing a practical way to develop pupils' social skills.
33. A good range of classes and subjects such as art and numeracy are provided by the local education authority. These are managed by the school and open to parents who want to learn and help their children at home. Parents speak very highly of the opportunities this gives them to improve their own skills and work with their children in order to be able to help them at home with their learning. Parents help in the school and support educational activities. Opportunities for them to train as Teaching Assistants are provided and some parents are already undertaking training.
34. Staff also assist in the training of students, from local colleges. They also offer work experience training for NVQ trainees and local pupils who attend the neighbouring secondary school.
35. An exciting new development is the implementation of a Sure Start programme. This facility is opening on the school premises shortly and will provide services for parents and children from 0 to 4 years. This will include crèche facilities and health worker surgeries, as well as a drop-in centre for families.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good**. Children attend the nursery class on a part-time basis and enter the main school either in the September, January or April to complete their reception year. At the time of the inspection the reception children were in a mixed age class with Year One pupils. There are very high standards of provision and care in the nursery class, however the reception children do not have access to such a rich environment or curriculum. The school is refurbishing a classroom specifically for reception children and this will have designated outdoor facilities. Attainment on entry to the nursery is very low. Children achieve very well in the nursery as a result of very good teaching. Staff work very closely with parents so that they are fully involved in the settling-in process. Parents are welcomed into the nursery to work with the children and this helps children settle well into school. The curriculum is well integrated and meets the children's needs. In the reception class progress is satisfactory and about half the children reach the expected goals for children at the end of the reception year. Assessment procedures are excellent; adults keep accurate notes to feed into a system that informs planning for individuals and for groups of children. Adults manage children very well and relationships are positive. The very good ratio of adults to children ensures that the needs of all children, including those with special educational needs, are well met. The number of adults supporting children's learning has improved since the previous inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- There are very good induction procedures that promote good links with parents. These result in children who are happy to come to school and who settle quickly to productive learning.
- Children behave very well and are receptive to learning, making better than expected progress.
- A calm but active learning environment has been established in both classes, which ensures that children's social and emotional development is effectively developed.

Commentary

36. Teachers routinely visit children in their own home prior to them joining the school. This means that the children can meet the staff before they visit the school. Children are given a "goody bag" that contains among other things a photo album of the nursery class for them to share with their family during the induction period. This is highly effective in building the child's confidence in and enthusiasm for school. It also gives parents and carers a real insight into school life. There is a sense of partnership between the school and home at this early stage in the child's school life. As a result children quickly gain confidence with adults and assimilate school routines with ease. They learn to sit happily on the carpet. They pay attention to the teachers and participate in the full range of activities available.
37. Teachers and all adults are highly effective when modelling good behaviour. They have a calm and respectful manner when addressing children and each other. Teachers value children's contributions to lessons. In an outside play session the teacher praised children for their co-operation as they worked out how to adjust the height of a jump together. Their self-esteem rose as a result. Children have roles as helpers and are keen to live up to the title; they give out biscuits and drinks which the others are encouraged to accept with "please" and "thank you". Adults are quick to acknowledge good behaviour and children are praised appropriately for listening attentively and sitting with good posture.

38. All adults foster the development of social skills in a variety of ways. For example, children were encouraged to take turns in the role-play area as they planned a birthday party and when using the computers. Children with special educational needs are well integrated and receive good support. They, and others, are helped to maintain their concentration by the stimulating nature of the activities offered. As a result even children new to their classes are able to maintain attention for short periods and they are confident to try out new things. There is a calm and purposeful atmosphere in both classes.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children have very poor communication skills but as a result of well-directed teaching they make good progress and achieve well.
- Parents are encouraged to help their child at home with early literacy skills.
- Children in the mixed age class need greater support with the development of speaking and listening skills.

Commentary

39. Children start school with poor communication skills and teachers respond to the children's needs with constant encouragement and stimulation. The nursery class has a full range of multi-sensory activities that have been planned to enable children to maximise the impact of an experience. A child celebrated a birthday in the class with a real cake and candles but this stimulus was extended further through role-play in the home corner where children had an opportunity to develop an imaginative game dressed up in party clothes. These pupils began to communicate with each other in simple sentences and in a variety of roles. Moreover, it was hugely enjoyable and others were keen to join in.
40. Parents benefit from detailed information on a weekly basis and ongoing consultations with teachers. They are given clear guidance on how they can help their children achieve their learning goals. There is an emphasis on language development. Children are encouraged to read at home and to practise simple phonic sounds on worksheets.
41. Children in the mixed age class need more support with acquiring basic communication skills. They need to hear a story several times before they can use the vocabulary in their role-play. In a lesson on "The Tiger who came to Tea", the reception children had insufficient grasp of the story and vocabulary to be able to complete the activities successfully, as a significant time had lapsed since they last heard the story.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- A wide variety of learning experiences effectively develop children's mathematical skills.
- Teaching assistants help children achieve well.

Commentary

42. On entry to the nursery children's attainment in mathematical skills is well below average. Teachers foster children's interest through good direct teaching and reinforcement through a wide variety of practical activities such as songs and computer games. In a lesson seen

children were sequencing patterns with variables of colour and shape. The teaching assistant explained what she was doing in mathematical language and gently asked the children to follow her example firstly in the practical activity, but then extending their learning by modelling sentences but leaving the children to speak the vital mathematical vocabulary. By the end of the session the children were proud of their arrays of shapes and were able to describe their patterns to each other. The teacher had planned this session well as other activities included bead threading on the same principle and printing from foam shapes in a sequence along strips of paper. As a result of this well planned lesson the children were engrossed in a range of activities that reinforced the learning objectives in different ways and were making considerably better progress than expected.

43. In the reception class children were observed counting each other on and off a role-play bus. They required constant adult intervention to ensure counting was accurate and the teaching assistant was careful to encourage and support each child individually. Effective use is made of the high adult to child ratio in the teaching of mathematical development. Reception children were recording their learning by making drawings and were encouraged to use and write numbers up to 6.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children use information communication technology with confidence and make good progress in acquiring skills.
- Children learn well about the world around them as a result of imaginatively planned first hand experiences.

Commentary

44. Resources for information and communication technology in the nursery are very good; the children have access to workstations within their class base. In addition to this reception children have a timetabled session in the information and communication technology suite in the main school. Teachers have good subject knowledge and use digital images imaginatively to support other areas of learning. Children can manipulate a mouse and move an image across a screen. Teachers use specific vocabulary like "click on" and children respond accordingly. Effective use is made of the very high adult ratios in the nursery to provide one to one guidance and support for children using the computers. Information and communication technology is effectively planned to make use of software to support other areas of learning. Children confidently use a number program, for example, that gives the correct answer if the child puts in the wrong one.
45. Every opportunity is taken to encourage children to understand about their growing world. In learning about "ourselves" children had carefully labelled body parts on large life size diagrams and had produced vivid paintings with accurate skin tones and hair colour of themselves. Reception children were observed as they actively sorted shiny and dull objects into separate piles. They were so engrossed in their activity that they were disappointed when it came to an end and asked for more objects to sort. Classroom displays are attractive and interactive to stimulate children's interest. Every effort is made to respect various cultural traditions. In a display on lights, Hanukkah, Divali and birthday candles were displayed alongside each other, as symbols of light and celebration.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Good resources for physical and outdoor play in the nursery result in children making good progress.
- The development of skills is varied and well planned ensuring children have the opportunities to practise the skills they need to achieve the expected goals.

Commentary

46. The outdoor garden has grassed, soft and paved surfaces. A surfaced path links areas for children with mobility impairment. Children have access to good equipment that encourages them to balance and climb with increasing skill and confidence. In an outdoor session the teacher had very good awareness of the individual needs of children and offered appropriate levels of challenge and support to them as they encountered a simple assault course. The more able were challenged to balance along a plank whereas the more timid were encouraged to crawl through a barrel. In both cases the children were proud of their efforts and achieved more than they had expected.
47. Teachers plan many activities for children to manipulate textures, small equipment, cut, stick and draw. Such activities are well laid out and pupils are confident to have a go. Teaching ensures that children are expected to do things for themselves after demonstration and instruction. Children achieve well in this area of learning.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Good teaching and curriculum planning ensures that creative skills are successfully developed.

Commentary

48. Good teaching ensures that children express their feelings through exploring a wide variety of materials and media, music and movement, story making and imaginative play. Good resources and use of space in the nursery class have resulted in artwork that is impressive particularly given the generally low level of attainment in other areas of learning. Self-portraits have detailed features and are representative of individual personal characteristics like hairstyles and glasses. Adults support the children well, effectively demonstrating the use of materials to encourage children to be adventurous and enjoy creative tasks. Adults take every opportunity to talk with children as they work to reinforce ideas and promote effective dialogue. There are good opportunities for children to make up their own stories and act out their experiences, and this increases their confidence to have a go at activities and tasks. Children sing enthusiastically and, in the reception class, join in eagerly with singing in a large group.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards in national tests are below average, but pupils achieve very well as they come into school with very low language skills.
- Teaching is good and meets the needs of all pupils, and assessment is excellent, although pupils in the older classes do not have enough opportunities to write creatively.
- English is well led and pupils' literacy skills are promoted well in other subjects.

Commentary

49. In the 2003 national tests pupils in Year 2 reached standards that were below those expected in reading and writing, although they were similar to schools with the same proportion of pupils eligible for free school meals. Given that children enter school with language skills that are very low, this represents very good achievement. The very good provision for pupils' personal development increases their self-esteem and makes them eager to learn and achieve well. Work seen during the inspection reflects these standards. More able pupils write stories confidently and are beginning to use joined handwriting. Pupils with special educational needs, although their writing is untidy, make good attempts to spell words correctly. Standards at the end of Year 6 are also below average when compared to those expected nationally, but in line with those reached by similar schools. In work seen, standards are rising and, although standards are below average overall, pupils achieve very well as they enter school with such low language skills, and many reach the nationally expected level. In lessons pupils work very hard and are keen to complete their work to the best of their ability, and it is a credit to the school that this enthusiasm for learning is promoted very well and maintained throughout the school. Pupils experience a good range of work, including looking at some work by Shakespeare, and they learn how to write using a wide variety of punctuation and correct grammar. Handwriting is generally neat and joined and more able pupils produce mature pieces of writing, using reasoned arguments for the banning of fox hunting, for example.
50. Teaching and learning are consistently good with some very good aspects. The most notable of these is assessment, which is excellent. All work is marked carefully and pupils know exactly what they have done that is good and what they need to do to improve. This is consistent across all classes and is firmly established within the school. Lessons are very well planned and some, especially in the younger classes, use a wide variety of resources to make them interesting for the pupils. Puppets worked very well so that pupils could act out the story of the week and practise their speaking and listening skills effectively. However, sometimes the introductions to lessons are too long and pupils begin to lose interest and fidget. Lessons are usually brisk and keep the pupils interested. More able pupils are challenged appropriately. They have work that is well matched to their ability. Pupils with special educational needs are well supported so that they can make good progress in lessons and achieve very well. All are fully included in lessons. Younger pupils are encouraged to write stories and make up poems and they become very confident doing this, however, older pupils do not have the same opportunities. By the time they reach Year 6, pupils know about rules for writing and using interesting words and varied punctuation, but there are too few opportunities for them to practise these skills by writing their own stories.
51. English is very well led. Data is carefully analysed to make sure that all pupils are achieving as they should and extra support is given to those who need it. The practice of grouping the pupils in the older classes so that work can be planned to meet their particular ability is good, and has contributed to pupils' very good achievement. There has been very good improvement since the last inspection.

Language and literacy across the curriculum

52. Pupils' literacy skills are promoted well in other subjects. In religious education, for example, pupils write sensitively about other religions, demonstrating a respectful attitude to the beliefs of others. In science pupils throughout the school record carefully, and older pupils write clear explanations of their findings.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Although standards are well below average, pupils achieve well throughout the school.
- Teaching is good and assessment practices are of a very high standard.
- Pupils' attitudes to learning are very good in all years.
- Leadership and management of the subject are good.
- Planning is not always carefully structured to meet pupils' needs.

Commentary

53. Standards in the 2003 national tests were well below average by the end of Year 6. However, this represents good achievement for all pupils because they enter the school with very low levels of attainment in mathematical understanding. Pupils work hard in lessons and are keen to learn. The school has worked very hard to raise standards of attainment in mathematics and, as a result of good teaching and the successful implementation of the National Numeracy Strategy, there are indications that standards are improving by the end of Years 2 and 6. Test results and pupils' workbooks have been carefully analysed by the headteacher and the co-ordinator, and pupils' performance is carefully tracked across the school.
54. The lessons observed during the inspection and the analysis of pupils' work shows that a broad mathematics curriculum is presented to pupils. In Years 1 and 2, pupils are developing their understanding of the four rules of number and place value. Lessons in Years 3 to 6 showed a focus on number work, shapes and measurements. There was a particularly good lesson relating to two-dimensional shapes and the use of co-ordinates in Years 5 and 6. Teachers model the use of mathematical language well and pupils in Years 1 and 2 are beginning to use appropriate language in their work folders. Mental and oral mathematics develop well throughout the school and there was some evidence in workbooks that information and communication technology had been used for graphical presentations and data handling.
55. Teaching in mathematics is good throughout the school and teachers use their good knowledge of the National Numeracy Strategy effectively to challenge pupils and promote learning and progress. Pupils respond very well and almost all pupils enjoy mathematics lessons. Relationships are very good and teachers are committed to helping pupils to improve their work so that all are fully included in lessons. Teachers respect the pupils and value their contributions in lessons. Consequently, classroom management is always very good and teachers use a range of interesting tasks to motivate pupils. The emphasis is on making mathematics lessons enjoyable, and the use of imaginative games helps pupils with their mental calculations. Pupils work hard, tenaciously trying to understand new and challenging ideas. When tasks are too hard for some, or too easy for others, teachers assess pupils' progress swiftly and the work is adapted to enable pupils to be successful. Assessment practices, and marking especially, are very thorough in mathematics.
56. A regular pattern of monitoring is well established to identify and share good practice between teachers in the school. Assessment data is thoroughly analysed and used very effectively to

raise levels of achievement. The recently appointed subject co-ordinator provides good leadership and management. Her leadership is playing a key part in subject improvement. There has been very good improvement since the last inspection.

Mathematics across the curriculum

57. Although the numeracy strategy is being implemented well in mathematics lessons, the school has not planned systematically for the development of numeracy across the curriculum. Consequently, opportunities are sometimes missed to use and develop pupils' numeracy skills in other subjects.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are below average but are rising.
- Teaching is good and as a result pupils achieve well.
- Assessment and marking are excellent and results in pupils making good progress.
- Leadership and management are good.

Commentary

58. Good progress has been made since the time of the last inspection and standards have risen since the year 2000. Pupils have a sounder grasp of factual knowledge than for the methods and application of scientific enquiry. Pupils in a Year 5/6 class could identify forces that would hinder the flight of a plane but did not consistently apply this knowledge when asked to design a paper plane. Pupils, the more able in particular, are acquiring scientific knowledge adequately but need further development of their skills to devise and test their knowledge and to record their findings with a degree of independence. The current upward trend in standards in science seems likely to be sustained. Achievement, based on pupils' prior attainment, is good.
59. Pupils achieve well as a result of the good teaching. Teachers plan lessons well. In a Year 2 class, the teacher skilfully questioned pupils to distinguish between artificial and natural sources of light. Pupils were reading "The Lighthouse Keeper's Lunch" as their literacy text, and then looking at various sources of light in their science lesson. This is a good example of highly imaginative teaching and planning that helps pupils to acquire knowledge and understanding at a level that matches their interest and ability.
60. Teachers give excellent feedback to pupils when they mark their work. This follows a consistent style across the school. Pupils are given clear indications of how well they have achieved the learning objectives and what they could do to improve. Detailed assessments are kept on pupils' progress and these are reviewed to ensure that planning meets the pupils' needs.
61. Pupils' progress is evaluated well. Teaching and learning are regularly monitored through classroom observations and by looking at pupils' work. Strategic planning for the development of science is rooted in the findings from monitoring and evaluation. This is effective in pinpointing strengths and weakness in curriculum provision. The school is addressing the need to develop investigations in curriculum planning and has devised a regularly assessed activity programme. As yet there is no measurable impact. There has been considerable improvement in the leadership and management of science since the time of the last inspection, as it had unsatisfactory elements at that time, but is now good.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Standards of attainment have improved since the last inspection when they were below average by the end of Year 6.
- Pupils' attitudes to the subject are very good and this helps them to make good progress in their learning.
- Teachers make good use of a range of resources and provide stimulating learning experiences.
- Curriculum leadership shows vision for the future, but not all plans have yet been put into practice.
- Information and communication technology features in most subjects of the curriculum, but there are still areas for further development across the curriculum.

Commentary

62. Improvement since the last inspection has been very good. Pupils reach standards which now match national expectations by the end of Year 2 and Year 6, and this represents good achievement. All groups of pupils undertake tasks which cover all strands of the curriculum. In addition, information and communication technology is used effectively to provide support for lower attaining pupils, including those with special educational needs, and extension work, involving the use of information and communication technology is provided for higher-attaining pupils in several subjects. An appropriate information and communication technology suite is now housed in the school and classes are regularly timetabled for information and communication technology skills and cross-curricular aspects.
63. Teaching was good in the lessons observed. Pupils are very enthusiastic about computers and proudly display their work in class and in discussion with visitors. Their behaviour is always very good and they appreciate the support of teachers and "computer buddies". In the lessons observed, teachers were enthusiastic and engaged the learners well by consolidating key vocabulary and helping pupils to practise their keyboard skills. Assessment procedures are developing well in ICT and contributing to the improving standards.
64. The curriculum co-ordinator has worked very hard to bring ICT in the school to its current status. The subject is well led and managed by a very pro-active and knowledgeable co-ordinator. He supports all staff well in developing their expertise. Most importantly, however, he has a crystal-clear view of improvements that need to be made and he has initiated plans to address them.

Information and communication technology across the curriculum

65. The school is working hard to ensure that pupils acquire a sound grasp of skills. While there are good examples in several subjects, such as literacy, science and history, information and communication technology is not always fully developed in all subjects. Useful references to the Internet and to search engines are made, especially in history.

HUMANITIES

History and religious education were inspected individually and are reported in full below. It was not possible to observe any lessons in **geography** and so it is not possible to form an overall judgement about provision in this subject but from looking at work and speaking to pupils, national curriculum requirements are covered for all aspects of the subject.

History

Provision in history is **good**.

Main strengths and weaknesses

- Pupils achieve well despite having low literacy skills.
- Teaching is good throughout the school.
- History is effectively managed and resources are well used.

Commentary

66. Standards are in line with those expected nationally. Pupils record their work with care in pictorial and written formats. By the end of Year 2 they can write a simple factual account of the life of a prominent figure such as Florence Nightingale and by the end of Year 6 they are researching to compile detailed biographies, with dates and an element of comment. The quality of the historical content is well communicated and represents good achievement in history.
67. Teaching is good and lessons are well structured. Pupils are usually interested in lessons and settle to work quickly, working well together. There are times, however, when the pace of lessons slows and pupils begin to lose interest. Teachers mark pupils' work very well. Pupils are given clear guidance on how well they have met the learning objective and what they need to do to improve.
68. History is managed effectively. Planning is monitored and the subject is well resourced. Teachers use resources well. For example in a Year 5 and 6 class a time line on the Second World War included personal photographs, supplied by the pupils' families and contacts, alongside copies of authentic newspapers and advertising from the period.

Religious Education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils reach standards that are in line with those expected and they achieve well.
- Teaching is good and promotes pupils' personal development well.
- Religious education is well led.

Commentary

69. Pupils throughout the school reach standards in religious education that are broadly in line with those expected in the locally agreed syllabus. Although pupils' literacy skills are below average, they show a good understanding of a variety of different faiths and discuss issues sensitively and maturely. By the end of Year 2 pupils know stories from the Bible and understand about special places. This is linked effectively to the teaching about Judaism, so that pupils begin to learn about other faiths. By the time they are in Year 6, pupils know about other cultural traditions and this contributes significantly to their personal development. All pupils achieve well as they are fully included in lessons.
70. The teaching of religious education is good. Teachers have high expectations and plan well, so that pupils have work that is well matched to their ability. Pupils with special educational needs are supported effectively in class, so that they are able to participate in lessons. Teachers' high expectations extend to written work, and this results in pupils producing neat, thoughtful writing. Marking is a very strong feature of teaching and contributes to the high standards.

71. Religious education is well led by the subject co-ordinator. Staff are confident when teaching religious education and are well supported by resources and advice. There has been good improvement since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Physical education was inspected individually and is reported in full below. It was not possible to observe lessons in design and technology, music, or art and so it is not possible to form an overall judgement about provision in these subjects. An analysis of a small amount of pupils' work and discussions with staff and pupils indicate that the provision in **design and technology** fully meets requirements of the national curriculum. This represents good improvement since the last inspection. In **music**, pupils sang in tune during assembly and were enthusiastic about taking part in the annual musical production at the school. Last year this was Robin Hood. Pupils have the opportunity to join the school choir and perform at major festivals in the North of England. Resources for music are good and displays are colourful and reflect diverse musical traditions. From this analysis, standards would seem to be in line with those expected. From looking at work and talking to pupils, the range of opportunities to develop skills in **art and design** is good. Pupils look at a wide variety of artists and copy their style, producing some high quality work for good displays.

Physical Education

Provision in physical education is **good**.

Main strengths and weaknesses

- There is some very good teaching, especially in Years 5 and 6.
- There are very good extra-curricular opportunities in physical education.

Commentary

72. From the three lessons seen, the quality of pupils' movements and the control of their bodies indicate that standards are average by the end of Year 6 and pupils are achieving well. There has been satisfactory improvement since the last inspection. From discussions with teachers and pupils it is evident that all strands of the curriculum are regularly taught. There is a very good range of extra-curricular clubs that enhances the learning experiences of the pupils.
73. Pupils who have just moved from Year 2 to Year 3 use appropriate skills and actions and display good co-ordination and control when applying them. They can leap and spring, use the hall space well and balance on different parts of their body effectively. By Year 6, pupils' movements have become more refined and controlled. Very good teaching helps them to develop their sequences of movement, combining and applying skills and ideas and working sensitively with others to refine, modify and improve their lively sequences.
74. In all of the lessons observed teaching was at least good. An important feature of the successful teaching was the strong emphasis on the evaluation of performance and presentation. Evaluations were always sensitively handled and teachers modelled effective evaluations using appropriate technical language. This was evident in one very good lesson in Year 5 and Year 6 when pupils focused on dance and fitness techniques. Teachers are secure in their knowledge of the subject and there is always an insistence on good quality movement. Pupils' attitudes are consistently very good and they demonstrate very effective levels of interest in their lessons. Overall, resources are good and they are used well by teachers. Physical education is well led and managed in the school.

Personal, social and health education

75. There were no personal, social and health education lessons seen during the inspection. However, after talking to pupils and looking at the wide range of opportunities the pupils have to learn about growing up and moving on to secondary school, it is clear that they are well prepared for the changes that will take place. They are particularly well prepared for secondary school and some of the issues that will face them there.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
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	1
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
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	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	2
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).