

INSPECTION REPORT

CROSSLEY HALL PRIMARY SCHOOL

Bradford

LEA area: Bradford

Unique reference number: 107203

Headteacher: Mr David N Park

Lead inspector: Ms Margot D'Arcy

Dates of inspection: 12th – 15th January 2004

Inspection number: 255930

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	461
School address:	Thornton Green Bradford West Yorkshire
Postcode:	BD8 0HJ
Telephone number:	01274 488703
Fax number:	01274 547273
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Deirdre Bailey
Date of previous inspection:	N/A

CHARACTERISTICS OF THE SCHOOL

This larger than average sized multicultural school was formed in September 2000 through the amalgamation of a first and middle school. It now caters for 461 boys and girls between the ages of four and eleven. All attend full time. There are fairly equal numbers of boys and girls, but in year 6 there are significantly more boys. Almost half the pupils are of Asian Pakistani heritage; most of the remainder are White British. Minority ethnic groups include pupils of Asian Bangladeshi and Asian Indian heritage, Black African and Caribbean heritage; there are two asylum seekers, one from the Ukraine and the other from Zimbabwe. Just over 40 per cent of pupils speak English as an additional language, with 19 per cent at an early stage of learning English. A high proportion of pupils join and leave the school other than at the usual admission and transfer times (termed 'mobility'). The proportion of pupils with special educational needs (25 per cent) is above average. The range of needs includes specific and moderate learning difficulties; social, emotional and behavioural difficulties; speech and communication; visual and physical impairments. Twenty-five per cent of pupils are entitled to free school meals, which is above the national average. The area in which the school is situated is socially and economically disadvantaged. As such it is involved in government projects such as Excellence in Cities¹ (EiC). Children's overall attainment when they begin school is well below average compared to what is expected for their age, especially in the area of communication, language and literacy. The school has gained the Investors in People award and received two School Achievement Awards from the Department for Education and Science.

¹ Inclusion results in schools being targeted to receive additional funding to improve aspects of their work.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23158	Ms Margot D'Arcy	Lead inspector	Music The Foundation Stage English as an additional language
13450	Ms Jenny Madden	Lay inspector	
11528	Mr Michael Wainwright	Team inspector	Mathematics Information and communication technology Geography Physical education
23276	Mrs Margaret Mann	Team inspector	English History Religious education
10228	Ms Susan Russam	Team inspector	Science Art and design Design and technology Special educational needs

The inspection contractor was:

Wessex Education Limited

3 Greenacres
Puddletown
Dorchester
Dorset
DT2 8GF

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. Although standards at the end of year 6 are much lower than the national average, they are beginning to rise. This is in response to good teaching, a good curriculum and effective leadership and management. The school provides good value for money.

The school's main strengths and weaknesses are:

- The school is well led and managed
- Provision for pupils with special educational needs is very good so these pupils achieve well
- Teaching is good
- By year 6, standards in mathematics and science are not high enough because there are not enough opportunities for junior pupils to take part in mathematical and scientific investigations
- There is a good curriculum. It is particularly good for information and communication technology (ICT)
- Subject managers are not involved enough in checking on the quality of teaching and learning
- Pupils' personal qualities are promoted effectively. They enjoy school and behave well
- There is a strong caring ethos in which each pupil is valued as an individual
- The school has good links with parents, other schools and colleges

This is the school's first inspection so judgements about improvement are not made.

STANDARDS ACHIEVED

Overall, junior pupils achieve satisfactorily and infants achieve well. The difference is because the school is combating historical aspects of underachievement and factors such as the high level of mobility in junior classes. It is doing this effectively and standards are improving. Although the table below indicates that year 6 pupils do not do as well as those in similar schools, inspection evidence found that, given their starting points and that so many are learning English as an additional language, they achieve satisfactorily.

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

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar percentages of pupils eligible for free school meals.*

By year 6, skills in reading, speaking and listening are broadly average; pupils achieve well in these aspects. Writing skills are well below average but are showing improvement; achievement in this aspect is satisfactory. Standards in mathematics and science are well below average but are beginning to rise. Overall, achievement in these two subjects is satisfactory, although in years 3 and 4 pupils do not achieve as well as they could in science.

Standards in years 1 and 2 are mostly below average in all aspects of English and well below in mathematics and science. However, pupils make good progress in reading, speaking, listening and writing. Progress in mathematics and science is satisfactory.

Throughout years 1 to 6, there are no significant differences between the achievement of boys and girls, although year 2 girls have tended to do better than boys in reading and writing tests. Overall, pupils learning English as an additional language achieve similarly to others, as do pupils from minority ethnic groups, including asylum seekers. Pupils make good progress in ICT and standards are rising rapidly in this subject. Progress in religious education (RE) is satisfactory and pupils achieve the standards expected by the ends of years 2 and 6.

In all areas of learning², reception children make progress that is at least satisfactory and generally good or better. By the end of the reception year, most look set to achieve the goals expected in all areas except communication, language and literacy. While standards in this area are likely to be below those expected, children make very good progress given their starting points.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. Pupils like school, behave well and are eager to learn. Their attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The school provides pupils with a good education. The overall quality of teaching is good, with a third being very good or better. This good quality teaching was seen in all areas of the school and in all the core subjects³. This is promoting good learning and underpinning improvements to standards. All pupils receive a good curriculum that is enriched by practical experiences, visits and visitors. The good guidance and support for pupils, together with the school's strong links with parents, other schools and colleges enhance learning experiences.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good. There are high expectations of what pupils can achieve and a shared commitment to raising standards. Governors have a sound understanding of the school's strengths and weaknesses and fulfil all their legal obligations.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are happy with the education provided and have no significant concerns. In discussions, pupils also expressed very positive views about the school.

IMPROVEMENTS NEEDED

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

- Raise standards in mathematics by the end of year 6
- Raise standards in science by the end of year 6
- Ensure that subject co-ordinators, particularly those for English, mathematics and science, make more rigorous checks on the quality of teaching and learning throughout the school

² Personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; and creative development.

³ English, mathematics and science

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Although the attainment of year 6 pupils is well below average in the core subjects, overall, pupils achieve satisfactorily in the juniors and well in years 1 and 2. In science, pupils in years 3 and 4 do not make enough progress. Reception children make good progress. Overall, boys and girls do equally well. Pupils learning to speak English achieve as well as others.

Main strengths and weaknesses

- Reception children achieve well in all aspects of their work and particularly well in literacy and numeracy
- Junior pupils do not achieve as well as they could in the areas of mathematical and scientific investigation
- All pupils achieve well in ICT
- Pupils at an early stage of learning English make good progress
- Pupils with special educational needs achieve well

Commentary

1. On entry to the reception classes, many children's standards in communication, language and literacy are well below what is generally seen at this age, with a large proportion at an early stage of learning to speak English. Standards in mathematics are also below what is expected on beginning school. In all other areas standards are broadly average. Effective teaching and a well thought through curriculum give children a flying start to their education resulting in them achieving well in all aspects of their work. In particular, progress in communication, language and literacy is very good even though standards are still generally below average by the end of the year. Those children learning to speak English achieve as well as others because of the high level of adult support and interaction they receive. This not only promotes the development of English language skills, but children's understanding of vocabulary in other areas of the curriculum. Similarly rapid progress occurs in children's understanding of number, resulting in most reaching the goals expected by the end of the year. Children's generally good progress in all other areas puts most well on course to achieve the expected learning goals.

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

Standards in:	School results	National results
reading	15.1 (15.8)	15.7 (15.8)
writing	13.9 (14.5)	14.6 (14.4)
mathematics	15.1 (15.9)	16.3 (16.5)

There were 60 pupils in the year group. Figures in brackets are for the previous year

2. Year 2 national test results in 2003 were below the national average in reading and writing and well below in mathematics. Compared to similar schools, however, these results were above average in reading and writing and broadly average in mathematics. Although the 2003 results fell from those achieved in 2002, over time there is a clear upward trend of improvement. Indeed, over time, the test results of year 2 pupils have risen at a faster rate than those nationally. Teachers assessed pupils' standards in science and their skills in speaking and listening as well below average. Boys do not generally perform as well as girls in reading and

writing. The school is aware of this and is monitoring the impact of action that is being taken to reduce the differential.

3. Inspection evidence shows that while standards in reading, writing, mathematics and science are mostly below average, pupils in years 1 and 2 are achieving well. Pupils learning to speak English are progressing at the same good rate as others. Although the amount of bilingual support is fairly low, the impact of very good quality help from other support staff compensates well for this. The high profile given to the promotion of speaking and listening skills is another key factor in these and other pupils' good achievement.

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

Standards in:	School results	National results
English	23.8 (24.6)	26.8 (27.0)
mathematics	24.5 (24.8)	26.8 (26.7)
science	26.2 (25.6)	28.6 (28.3)

There were 81 pupils in the year group. Figures in brackets are for the previous year

4. Year 6 pupils' national test results in 2003 were well below the national average in English, mathematics and science. Compared to similar schools, these results were below average in all three subjects. However, in both mathematics and science the proportion achieving the expected level and above was broadly average. The, overall, unfavourable nature of the test results would seem to indicate that during the juniors progress dips. However, this is not so. There are significant factors that impact negatively on test results. For instance, there is a high rate of pupil mobility in the juniors and particularly in the upper year groups; of the year 6 group that took the tests in 2003, a quarter arrived after year 2 and of the present year 6 group almost a third. As well as making target setting difficult, this poses challenges for the school in terms of filling in gaps in pupils' education. School data shows that the mobility issue has resulted in a disproportionate number of lower attainers in junior year groups. This, together with the high proportion of pupils with special educational needs in upper junior classes, accounts for the apparent underachievement reflected in test results. As the school was only formed in 2000, a complete set of test data is not available to determine how well year 6 test results over time compare with those nationally. However, school data shows that, overall, progress during years 3 to 6 is satisfactory. Inspection evidence generally confirms this.
5. Good teaching is having a positive impact and standards are beginning to rise; overall, this looks set to continue. In mathematics and science, however, there are some weaknesses that hamper junior pupils' progress. Specifically, whilst their scientific knowledge is at least satisfactory and mental arithmetic skills are generally well developed, pupils do not have enough opportunities to engage in practical work and investigations that promote key skills in these subjects. Additionally, the work that pupils in years 3 and 4 complete in science does not build sufficiently well on what they have learned in the infants. Achievement in English is good, however, particularly in reading and speaking and listening. The priority to improve writing standards is backed up by secure action planning that is being implemented well and consistently throughout the school. Whilst it will take some time for the impact of this to be significantly reflected in year 6 test results, the school is on the right track.
6. Junior pupils who speak English as an additional language achieve as well as their classmates. Most are quite fluent in English and have a secure understanding of what is being taught. Where extra help is needed this is adequately provided for by teachers and good quality support staff.
7. Test results show that boys and girls generally do equally well as each other. However, girls achieve significantly less well than girls nationally, indeed the gap is much wider than that between boys and boys nationally. Inspection evidence did not identify any significant

differences between boys' and girls' standards and achievement, their application in lessons or their level of involvement in response to teaching, for example, when answering questions.

8. Throughout the school, pupils achieve well in ICT and standards are rising. They are above expectations by the end of year 2 and in line with expectations by the end of year 6. Improvement is working its way through the school because of a good curriculum and effective teaching. Good achievement is also evident in RE where standards are in line with the expectations of the locally agreed syllabus. It was not possible to make secure judgements about standards and achievement in other subjects. However, the sampling of work, along with discussions with pupils and analysis of their work, strongly indicates that standards are at least in line with what is expected for pupils' ages and achievement is at least satisfactory.
9. Pupils with special educational needs achieve well. In lessons they make similar progress to others. In specialist basic skills lessons progress is good and frequently very good. This is because the work they do is well matched to their individual needs. The school has begun to identify and provide for gifted and/or talented pupils. Overall, these pupils make satisfactory progress.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes to learning and behave well. Their spiritual, moral, social and cultural development is good overall. Attendance and punctuality are satisfactory.

Main strengths and weaknesses

- Pupils are highly motivated and keen to be a part of everything the school offers
- There are very effective systems to improve attendance
- Pupils' good behaviour results from the clear and consistent expectations set by the school
- Pupils have a very good understanding of the difference between right and wrong
- Pupils' cultural development is promoted very well

Commentary

10. Pupils like school and apply themselves enthusiastically to all that they do. They try hard, listen carefully to teachers and show good interest. Their enjoyment of learning is very evident, so much so in fact, that they are sometimes reluctant to stop at the end of lessons. When working as part of a group, pupils co-operate comfortably and easily, working quickly and quietly to complete tasks. These very good attitudes are seen in all groups of pupils and result from the very effective strategies the school has to promote pupils' personal qualities and self-esteem.

Ethnic background of pupils

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

Exclusions in the last school year

Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
174	3	
2		
12		
7		
18		
3		

Asian or Asian British – Indian	33		
Asian or Asian British – Pakistani	191		
Asian or Asian British – Bangladeshi	8		
Asian or Asian British – any other Asian background	1		
Black or Black British – Caribbean	6		
Black or Black British – African	3		

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

11. Behaviour in and around the school is good. The respect accorded to each other by adults provides pupils with a good example of how to behave. In discussion with pupils it was clear that they have a well-developed understanding of right and wrong. This results from the school's very good provision for moral development, the high expectations that are set for behaviour and the consistent way that teachers apply behaviour management skills in lessons. School rules and the systems to reward good behaviour provide pupils with a good model to help them reflect upon and judge their own behaviour and that of others. Exclusions are rare; the school uses this sanction as a last resort. The school has appropriate strategies to deal with bullying but here too instances are rare.
12. The quality of relationships between pupils and with adults is good. Pupils get on well with each other and the adults who teach them. There is a high degree of racial harmony. Those who join the school at times other than the normal admission times settle well and are quickly accepted into friendship groups. Pupils take part in and respect the different festivals and customs represented by the school's multicultural population. They learn to understand the importance of these and, as a result, are becoming informed and tolerant individuals.

Attendance

13. Attendance is improving because the school is working extremely hard to promote this aspect. Pupils come to school regularly and most arrive on time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.2	School data	0.3
National data	5.4	National data	0.5

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is good, with strengths in teaching and the curriculum. Links with parents, other schools and colleges are also good.

Teaching and learning

The overall quality of teaching is good, as is the quality and use of assessment.

Main strengths and weaknesses

- Good quality teaching is seen throughout the school
- Some specialist teaching in the upper juniors gives a good boost to learning
- Good use is made of teaching assistants

- Teachers' relationships with pupils are very good and they have high expectations of their behaviour
- There are effective procedures for assessing pupils' attainment and progress
- Assessment is used very well to identify and monitor the progress of pupils with special educational needs
- Not all teachers mark pupils' work well enough

Commentary

14. The table below shows the quality of teaching seen throughout the school during the inspection. Two thirds was good or better, with a high proportion being very good. No unsatisfactory teaching was seen. There is consistency of teaching quality throughout the school, with high proportions of very good teaching in each of the three key stages⁴.

Summary of teaching observed during the inspection in 51 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (4%)	15 (29%)	17(33%)	17(33%)	0 (0%)	0 (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.

15. Teachers' subject expertise is being used quite creatively, with, for example, infant teachers teaching some junior sets, as was seen in mathematics. Some specialist teaching in the upper juniors, for example, in science, ICT and music, is providing a good boost to pupils' learning. Overall, the setting⁵ arrangements (from year 2 upwards) for the teaching of literacy and numeracy are working well. In the main this is allowing teachers to match work more closely to pupils' needs so learning progresses at a faster rate. Occasionally, the planning of work, in infant and junior sets, does not take full account of the range of attainment. In these instances higher attainers were not challenged enough.
16. Pupils with special educational needs benefit greatly from the school's commitment to inclusion and sensitivity to individuals who have difficulties with learning or behaviour. These pupils are taught well. The special educational needs co-ordinator (SENCO) has a very good level of personal expertise that is well utilized. Care is taken to match work to pupils' individual needs. The skilled support staff are well trained and deployed effectively so that pupils have access to a range of, good quality, additional help.
17. Teaching assistants, including bilingual support staff, make an effective contribution to teaching and learning. Overall, they are well deployed and are actively involved in all parts of lessons. For instance, they interpret and explain to pupils who are learning English; encourage the involvement of reluctant pupils; help to maintain specific pupils' concentration; lead group work and, in a variety of contexts, make assessments of pupils' personal and academic achievements.
18. Throughout the school, there are strengths in many aspects of teaching, including teachers' subject knowledge; the methods they use, such as questioning; and their use of resources to capture pupils' interest. All of these promote pupils' very good attitudes to school and their keenness to learn. Of particular note are the strong relationships teachers have with pupils and the high expectations set for their behaviour. This provides a very conducive ethos for learning and makes pupils want to work hard to please their teachers.

⁴ Foundation (reception); Key Stage 1 (years 1 and 2); Key Stage 2 (years 3 to 6)

⁵ Where pupils are taught in groups organised on the basis of their attainment

19. There are consistent and effective practices for assessing pupils' attainment and progress. The school makes effective use of assessment information to track the progress of different groups, such as boys and girls and pupils from minority ethnic groups. Staff use assessment information effectively to determine how well pupils are learning and what they need to do to improve. For pupils with special educational needs, the information is used particularly well to set new targets. Throughout the school, the most comprehensive and firmly established systems have been developed for literacy, where pupils have individual targets. Those for ICT are also good and used well. Co-ordinators for other subjects have made an effective start in setting up systems to assess and track pupils' standards and progress. In mathematics work is more advanced and there are some good systems. However, pupils do not have individual targets to help them assess their own learning and thereby gain an awareness of how well they are doing. Staff working with reception children regularly collect and record information on children's experiences and achievements. These records provide a comprehensive picture of what children have achieved.
20. Many teachers mark pupils' work well. This helps them understand what they need to do to improve. Pupils who are aware of how well they are achieving are keen to engage in self-evaluations and reviews of their work. They are eager to persuade teachers how quickly they are progressing towards meeting their next target. However, not all teachers are providing this level of information regularly enough and there are particular weaknesses in mathematics. Appropriately, the school has identified consistency in marking as an area for development.

The curriculum

A good curriculum is provided for all pupils. The overall quality of accommodation is satisfactory and resources are good.

Main strengths and weaknesses

- All pupils receive a good range of learning experiences that are enriched by very good provision of extra curricular clubs and activities
- Provision for information and communication technology is very good
- There are not enough opportunities for pupils to investigate in mathematics and science
- There is a good match of teachers to the curriculum
- Aspects of accommodation are unsatisfactory

Commentary

21. The school places pupils' learning and individual needs at the forefront of curriculum decisions. The basic national curriculum is in place and teachers are regularly updating their knowledge and expertise in teaching it. Needs are prioritised. For example, the awareness that pupils need to develop language skills influences provision in this aspect and is resulting in an improvement in standards in English. Additionally, extra work programmes are provided to reinforce learning in both English and mathematics, such as individual numeracy booster programmes on the computer. This is resulting in increasing proficiency in numeracy as well as enhancing ICT skills. A wide range of additional opportunities is provided. They include visits to art galleries, museums and theatres. A variety of clubs after school and at lunchtime provides activities in various sports, music, art and computers. Visits, such as to Headingley Cricket School, the ice rink and to partner schools, provide not only for learning of practical skills, but also the enhancement of social skills.
22. Provision for ICT is very good. Thoughtful investment in this subject is paying off in terms of rising standards. The accommodation and resources for ICT provide very good facilities for pupils to learn. In addition, there is an after school club and some year 6 pupils have attended an external course leading to their own production of two videos filmed when a Zulu cultural group visited the school.

23. In numeracy lessons, pupils acquire basic number skills well because there is a good emphasis on this element. However, skills are not being reinforced and applied sufficiently well in investigative tasks. In science too the element of investigation is not planned for or implemented satisfactorily.
24. There is a good match of experienced teachers to meet pupils' needs. They are deployed effectively so that specific expertise in a number of subjects benefits a wide range of pupils. The overall quality of resources is generally good, but they are unsatisfactory in science.
25. The accommodation is spacious with many additional rooms. Good and full use is made of what is available and staff work hard to enhance the environment with some very attractive and pertinent displays. However, there are a number of weaknesses. For example, the playing field easily becomes waterlogged and unusable in the winter months; the layout of the main building means that the large hall is a thoroughfare, which disrupts some lessons and assemblies.
26. Care is taken to manage and deploy resources effectively. However, the location of the SENCO's teaching base in a partial thoroughfare that is very noisy is unsuitable as it has a negative impact on pupils' concentration and learning.

Care, guidance and support

The overall level of care, welfare, health and safety is satisfactory. Pupils are given good support, advice and guidance. The school makes satisfactory provision for seeking and taking into account pupils' views.

Main strengths and weaknesses

- Teachers' in depth knowledge of pupils allows them to provide good advice, support and guidance
- Learning mentors make a valuable contribution, particularly in promoting pupils' personal development
- There are limited systems to allow pupils to contribute to the school's work and development
- Governors have no direct involvement in monitoring health and safety matters

Commentary

27. Pupils are given very good pastoral support. Teachers, learning mentors and other staff view pupils' wellbeing as a priority. Consequently, pupils' trust in adults and the good relationships that they have with them are clearly evident. This contributes to their very good attitudes to school and receptiveness to learning. Reception children quickly and easily settle into school life in response to the care and support of all the staff who teach and look after them. This prepares them well for learning. The oldest pupils are helped to make a confident transition to secondary school.
28. Teachers listen to and respect pupils' views and provide opportunities for them to air these and to discuss problems and difficulties, for example, during circle times. However, there are limited systems for consulting pupils about what they think of the school or to enable them to make a positive difference in formulating plans for its improvement.
29. Procedures for child protection are satisfactory. Good records are kept of any accidents, which are few. Effective use is made of these records to determine indications of where possible improvements can be made to avoid future occurrences. Although governors are not directly involved in monitoring health and safety matters, this aspect is dealt with effectively by the headteacher.

Partnership with parents, other schools and the community

The school has good links with parents, other schools and colleges. Community links are satisfactory.

Main strengths and weaknesses

- Parents have positive views of the school
- The home/school liaison officer enhances communication with parents
- Complaints and concerns are dealt with promptly and effectively
- There are no systems for formally consulting parents about the school and the way it functions
- Links with other schools and colleges promote pupils' personal and academic progress well

Commentary

30. Parents are very happy with what the school provides for their children. They are particularly pleased that any complaints or queries that they may have are taken seriously and dealt with very quickly.
31. The home/school liaison officer plays an especially important role in communicating with and involving parents who do not speak English. This enhances parents' understanding of their children's progress, the school's work and how they can help at home. The school's involvement in hosting courses for parents is also supporting the latter aspect well. In addition to providing formal parents' meetings and annual progress reports, there are daily opportunities for parents to talk to teachers. Many parents help to raise funds to support the school, for instance in purchasing learning resources.
32. Links with other schools and colleges are particularly effective in extending provision, for example, in sports and the arts. The school's association with a local college has resulted in the publication of a number of big books written by the pupils as part of their English studies. There is also an impressive partnership with a primary school in a contrasting locality. This broadens pupils' understanding of life and promotes social skills effectively. This was seen during the inspection when the school hosted a visit from pupils and teachers from the partner school.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is good. Both leadership and management are good and governance is satisfactory.

Main strengths and weaknesses

- A very caring ethos and high aspirations for pupils' achievement underpin the school's work
- The headteacher has a clear understanding of the school's strengths and weaknesses
- There is good teamwork and a shared commitment to improvement
- Co-ordinators are not involved enough in checking on pupils' learning and the quality of provision
- Finances are managed well

Commentary

33. The headteacher leads and manages the school well. His commitment to providing a very caring ethos, coupled with a vision that has raising standards and the success of pupils at its heart, underpins this school's work. A notable strength is the tangible commitment of all staff and governors to ensuring that all pupils are treated equally well and fairly and are fully included and able to benefit from the provision.
34. Since the school's reorganisation in 2000, the headteacher has worked very successfully at ensuring effective teamwork. The impact of this can be seen in the consistency of teaching throughout the school and the shared commitment to raise standards. This corporate approach is steering the school effectively toward continued improvements. The headteacher's view of the school's strengths and weaknesses is well informed. He is closely

involved with the analysis of test and assessment data to determine pupils' progress and to help set improvement targets. Frequent, informal, visits to classrooms are supplemented by more formal observations linked to statutory performance management. The impact of these monitoring systems can be seen in the appropriateness of the priorities for improvement. These are clearly set out in the school's development plan, which is a useful document to support change and improvement.

35. A committed assistant headteacher supports the head very well and provides a very good role model for teaching. Other co-ordinators are dedicated, knowledgeable and keen to influence provision in their areas of responsibility. Overall, they are successful in this. However, there are limited opportunities for them to check on the quality of teaching and learning, through, for example, making regular and rigorous checks of pupils' work and observing colleagues. This is restricting their view of the quality of provision throughout the school. The school has identified the need to develop co-ordinators' role to include such monitoring. However, the general intention to balance the time equally between all subjects does not adequately reflect the priority of raising standards in the core subjects.
36. The provision for pupils with special educational needs is led and managed very well. The SENCO demonstrates a very good level of personal expertise, both as a teacher and manager. The varied facets of her role are well organized and prioritised. She is given positive support by the headteacher.
37. The headteacher provides governors with good information about the school's performance and, overall, they have a satisfactory understanding of its strengths and weaknesses. Governors are a committed and loyal team who give generously of their time and are keen to support the school's improvement. They fulfil their statutory duties satisfactorily.
38. Financial management is good. The school is vigilant in monitoring its finances and using them to best effect for the benefit of pupils. Governors make every effort to ensure that they get the best value possible for the spending decisions made. The large surplus will be utilized this year with the build of a nursery and new dining room.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,290,759
Total expenditure	1,233,676
Expenditure per pupil	2,625

Balances (£)	
Balance from previous year	76,760
Balance carried forward to the next	57,082

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

39. The overall quality of provision for children in the reception classes is good. A high proportion of teaching is good or better. Teachers and support staff have high expectations of what children can achieve. Speaking skills are promoted particularly well, as are basic literacy and numeracy skills. There is a very good balance between teacher initiated learning and learning stemming from activities children choose for themselves. The Foundation Stage is well led and managed, with a strong emphasis on team effort. Nursery nurses and other support staff are a crucial part of the teaching team and make an extremely valuable contribution.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good relationships between adults and children
- Good opportunities for the children to develop initiative, independence and good attitudes to school
- Very good behaviour
- More effective use could be made of snack time to promote skills in this area

Commentary

40. Children achieve well. Indications are that by the end of the year most will reach the expected learning goals. The difference between right and wrong is effectively communicated to children in a range of contexts and in ways that they understand. Consequently, behaviour is very good. All adults show considerable care and respect for children and treat them sensitively. So good is the level of pastoral support that it was very difficult to spot those children who had only begun school in the week of the inspection.
41. Staff have high expectations of what children can achieve and do not talk down to them. Children learn to take turns and share resources. Skills of independence are promoted well, for example, in the daily sessions where children make choices about the work that they will do. Children are also given good encouragement to be independent when undressing for PE lessons, being taught how best to remove different items of clothing and how to fold these. While snack time is clearly an enjoyable experience for children more could be made of this session to promote social skills and children's understanding of healthy eating. For instance, although many children spontaneously said 'thank you' when receiving their milk and biscuit, staff could encourage the promotion of good manners more explicitly and the biscuits could be substituted with fruit or other healthier snacks, which the children could have a hand in preparing.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- All staff constantly promote speaking, listening and literacy skills

Commentary

42. Many children's skills in speaking English are underdeveloped on beginning school. A significant proportion also has little experience of books or writing. However, this fairly low starting point is built upon well and although the indications are that standards will not be in line with expectations by the end of the year, children make very good progress. Staff constantly speak to children and give them good opportunities to explain things and answer questions. The development of appropriate vocabulary has a high profile so that, for example, children knew exactly what the teacher meant when she talked about the 'author' and 'illustrator'. During the sessions where children choose their own activities, adults are well involved in interacting with them and helping them develop language skills. Children enjoy stories and listen attentively to them; they show good interest in books and handle them carefully. Children's knowledge of letter sounds is developing very well. Many who have been in school since September are able to identify the initial and final sounds in words. Through practical activities and games, children are learning to recognise some common words, including their names, which many attempt to write. The inclusion of writing materials in pretend play areas effectively encourages early writing skills.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Teachers' high expectations and good subject knowledge results in very good learning
- Key mathematical ideas are promoted very well in many situations

Commentary

43. Children achieve very well in this area and are on target to reach the expected goals by the end of the year. Teaching is very good, with questions and activities being carefully modified to match children's attainment. This, and the brisk pace of lessons mean that all children are well challenged. Children count forwards and backwards, in ones, to and from ten and in tens, to and from 100. They have good knowledge of number order to ten and recognise the numerals. They understand terms such as 'before' 'after' and 'more than'. Number rhymes and songs are frequently sung to reinforce key mathematical ideas. Activities such as making long and short snakes in the dough, and water and sand play help children develop an early understanding of shape and measure.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Early scientific skills are promoted well
- Children use computers confidently and competently
- A well thought through curriculum helps children make relevant learning links

Commentary

44. Children achieve well in this area and most are on target to achieve the expected goals by the end of the year. Teaching is very good and learning experiences are thoughtfully planned so that children's knowledge, skills and understanding are effectively built and expanded upon. Children learn to use their senses to observe and describe. They have also gained a good scientific knowledge of 'the senses' knowing, for example, how the sense of touch, smell and

taste can help them identify things. Previous learning about the sense of sight was clearly evident as they named different parts of the eye remembering, for example, the 'iris', 'pupil' and 'tear duct'. Work on the senses was effectively linked with the development of ICT skills when children were required to utilize newly developed skills using various tools and functions of an art program to draw pictures of eyes. They concentrated very well on this activity and produced some highly detailed drawings. Good links were also made with RE, with children learning to thank God for the gift of their senses.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Teaching is good
- Limited provision for outdoor learning

Commentary

45. Children make at least satisfactory progress in this area and most are on target to reach the expected goals by the end of the year. When the weather is suitable, resources are put out in the playground area close to the classrooms, but there is no specifically designated outdoor learning area that can be in constant use. This reduces opportunities for the ongoing development of physical skills. However, children have two PE sessions a week, with one being of good length to enable the effective development of skills. Teaching in the lesson seen, based on ball skills, was good. Children had plenty of time to improve control and co-ordination whilst working alone or with a partner. Warm-up activities promoted skills in jumping, skipping, hopping and running in different directions. Past experiences of this type have obviously given children a good understanding of how to utilize space and be aware of others as they move around. The teacher and nursery nurse were actively involved and ensured that all children felt confident enough to join in. There were a few opportunities for children to demonstrate their skills to others, but limited opportunities for them to make simple evaluations of their own and others' work. In classrooms, children are taught to hold pencils, crayons, brushes and scissors correctly. This helps them to work in a controlled way and develop dexterity and co-ordination.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Very good teaching of music
- Good opportunities for children to develop imagination in pretend play

Commentary

46. Children achieve well and are on target to reach the expected goals by the end of the year. Music is taught very well and many children are already working at a level above that which is expected. They know the names of a variety of instruments, accurately identify many from their sound, and explain how they should be played. Children join in enthusiastically with singing, keeping in tune and time with each other. A range of creative art activities is ongoing each day giving children good scope to develop skills in, for example, painting, collage and moulding clay. Pretend play inspires children to use their imaginations well. For instance, one group of girls devised an elaborate scenario about a journey to Africa and the medicines that they would need if one got sick!

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching and learning are good
- Pupils make good progress
- Initiatives to raise standards are having a positive impact

Commentary

47. The school's specific focus on promoting pupils' speaking skills with a view to improving literacy, and particularly writing, is working effectively. Pupils achieve well in this aspect and reach broadly average standards by year 6. Teachers consistently encourage discussion and the use of relevant vocabulary. The introduction of the 'talking partners' scheme, where pupils have opportunities to verbalise their thoughts to a partner before expressing them to the class, is having a positive impact. For instance, pupils, many of whom speak English as an additional language, are gaining much confidence and learning to formulate well-constructed sentences. Pupils of all ages demonstrate their understanding of technical terms. For example, infant pupils aim to include 'connectives' in their work and suggest making a 'summary'. Older pupils recognise 'figurative' and 'emotive' language and 'onomatopoeia'.
48. Provision for reading is very well planned and managed. This is having a particularly good impact on standards, which are broadly average by the end of year 6. Pupils' reading clearly demonstrates that there has been a concerted and successful effort to improve skills. Pupils in years 1 and 2 show confidence and enjoyment in reading. They understand how to blend sounds and know a good number of spelling rules. The test results of year 2 pupils over time show that standards are definitely rising. Older juniors in the higher and middle sets read accurately and widely. In years 3 and 4, pupils at all levels of attainment read with expression, showing good attention to punctuation. All classes have a range of good, easily accessible, fiction books and the school's library is well resourced with a wide selection of non-fiction.
49. Writing is the weakest area and accounts for the well below average test results. The school is aware that standards, particularly by year 6, are not high enough and staff are working extremely hard to improve things; writing is a continual priority. Through the many initiatives implemented, such as setting, booster classes and effective deployment and use of support staff, junior pupils are achieving at least satisfactorily; those in years 1 and 2 are achieving well. By year 6, pupils have experienced writing in a range of styles and for different purposes. Through the focus on speaking and listening, they are learning to express their thoughts well. For example, in exploring abstract noun poems one writes, 'Anger is like fire burning, it smells like steam in an old cooking pot.'
50. A dedicated team of teachers and support staff teach well-planned, challenging and effective lessons. The very good relationships with pupils encourage them to participate fully and do their best work. Assessment is very effective. Pupils are fully involved in setting their own literacy targets and also in the decision to determine when these have been wholly or partially met. The marking policy is, in the main, adhered to, with most staff giving constructive comments to help pupils improve.
51. The two, knowledgeable, co-ordinators are effectively leading initiatives to raise standards. They gain a useful insight of areas in need of improvement through analysing test data, monitoring colleagues' planning and pupils' work. However, they have not been involved in, for example, observing teaching and learning first-hand, to ensure parity between year groups and sets.

Language and literacy across the curriculum

52. There are good opportunities for pupils to extend reading and writing skills in other subjects. In RE, juniors write extensively about the Bible and the Torah; in history they retell stories and write accounts of life in Viking or Victorian times. Subject specific vocabulary, for example in science, is promoted in lessons and pupils learn how to take notes using shortened forms of words and graphics.

MATHEMATICS

Provision in mathematics is **satisfactory**.

- The overall quality of teaching and learning is good
- Good assessment systems
- Pupils in years 3 to 6 do not have sufficient opportunities to investigate mathematical problems
- Pupils benefit from some good additional learning programmes
- Marking of work rarely gives pupils guidance about their progress and how to improve

Commentary

53. Although the school's test results compare unfavourably with those nationally, standards are rising steadily. Bearing in mind the level at which pupils begin school, that many have learning difficulties and a high proportion are learning English, achievement is satisfactory. This is because teachers work hard to ensure that they provide for all pupils. They plan conscientiously and share this with pupils to ensure that they know what they are going to learn in each lesson.
54. A good deal of effective training has resulted in teachers understanding and applying the national numeracy strategy effectively. In lessons, pupils are encouraged to share different strategies for calculations and solving problems. Resources are used well so that, for example, pupils who need additional materials to help in their calculations are provided with them. In year 5, for instance, good use was made of the laptop computer, initially for pupils to reinforce skills of multiplication and later, when linked to a large screen, to demonstrate to the class some new and exciting learning opportunities. Often, the best parts of lessons are mental and oral work at the beginning, which is generally challenging and lively. This is resulting in pupils acquiring stronger skills in number calculation than in other aspects of the subject. Whilst mathematical vocabulary is promoted well, in terms of teachers' use of this and displays of key words, too often pupils are not challenged enough to use it in giving full explanations. A particularly good example, however, was seen in a year 2 group that contained a significant number of pupils who were learning English; here the teacher explained and demonstrated the mathematical idea of estimation very well so that pupils' understanding and skill increased at a very good rate.
55. Whilst there is a significant proportion of good teaching, overall, there are too few opportunities for junior pupils to investigate mathematical problems, applying what they know to solve these. An exception was in a very good year 6 lesson where pupils were given a complicated problem requiring depth of thought and planning, allied to skills in computation. They applied themselves excellently and with great determination and interest, resulting in very good success. Pupils enjoy such opportunities and benefit greatly from them, but they are not being provided regularly enough.
56. Setting is proving successful. Pupils are frequently provided with targeted teaching and materials suitable for their specific needs. For example, a year 6 set with learning difficulties bubbled with enthusiasm as the teacher, supported by well-briefed and competent teaching assistants, used a range of resources and methods that promoted good attitudes and learning. Occasionally, insufficient attention is paid to pupils' different levels of attainment in

setting them work. This was noted on a few occasions in both infant and junior sets, resulting in pupils not making as much progress as they were capable of doing.

57. The systems for assessing and recording pupils' attainment allow progress to be effectively tracked through the school and reliable forecasts made about future performance. The information is also used well to provide additional learning opportunities for small groups or through individual ICT-based programs. Progress in these is tracked effectively and shows very good improvement in skills and understanding. Whilst these aspects are strong, there are some weaknesses. For instance, assessment information is not used to set pupils' individual improvement targets. Marking is also inconsistent, with very few teachers providing sufficient guidance to help pupils improve. In some sets, too much of the work is marked by the pupils themselves. This sometimes results in pupils not being moved on to more challenging work quickly enough or repeated errors not being spotted early enough. Subject co-ordinators check teachers' planning, analyse test results and arrange for further training. However, they are not paying sufficient attention to monitoring the quality of teaching and learning by looking at samples of work and observing lessons. This means that they are unaware of some of the inconsistencies that exist. This is acknowledged and action to remedy the situation is planned.

Mathematics across the curriculum

58. This is satisfactory. For example, in geography, pupils use different types of graphs to record information about the uses of water and mountain weather. In physical education (PE), year 6 pupils count and operate stopwatches to time athletics activities.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils in years 3 and 4 do not make enough progress
- Throughout the school, pupils do not get enough experience in practical, investigative work and there are insufficient resources to support this aspect
- Pupils have a good knowledge and understanding of scientific vocabulary and are keen to learn
- Not enough use is made of ICT or mathematics to support learning in science

Commentary

59. Pupils' attainment is well below that found nationally and, over time, they have not achieved as well as those in similar schools. However, assessment information shows clear indications that standards are now rising. An exception is in the work of pupils in years 3 and 4 where progress is unsatisfactory. Pupils in these year groups do not build sufficiently well on what they already know. Consequently, teachers in years 5 and 6 have to teach aspects of the subject that pupils should already have learned. Pupils in Years 1, 2, 5 and 6 make satisfactory progress. There are weaknesses, however, in the quality and use of experimental and investigative work. This is not an intrinsic part of pupils' learning so key skills remain undeveloped. Partly, this is due to a lack of practical equipment and resources, but also because some teachers are not confident in their own knowledge and understanding of the subject.
60. The overall quality of teaching and learning is satisfactory. However, during the inspection some good and very good lessons were seen. These were characterised by teachers having a secure understanding of the subject and being able to enliven pupils' learning through creative and imaginative use of resources and questions. Their expectations of pupils' work and behaviour were high and for those in the class who were capable of attempting more difficult work the challenges were exciting. Pupils with learning difficulties were given very

good support and no opportunities were missed to develop and consolidate what each pupil understood.

61. Pupils are very keen and enthusiastic to learn. They listen carefully to teachers' instructions and readily show their knowledge and understanding through eager responses to questions. This was especially evident when teachers were concentrating on developing scientific vocabulary. The vast majority were able to demonstrate their knowledge of definitions given by the teacher. Work is generally very well presented and pupils show a pride in completing tasks to the best of their ability. Good opportunities are provided for pupils to use and apply literacy skills, but chances to develop numeracy and ICT skills through the subject are not good enough. Marking is variable in quality. Older pupils have some awareness of how well they are achieving, but generally pupils do not know enough about what they do well or how they can improve because they have no targets to work towards.
62. The three co-ordinators show good commitment and are keen to drive up standards. They are aware of the need to raise the profile of experimental and investigative work but their role in checking on the quality of teaching and learning is only just beginning.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **very good**.

Main strengths and weaknesses

- Achievement is good throughout the school
- The subject is led and managed very well
- A skilled technician provides very good support in lessons
- The curriculum is good
- Accommodation and resources are very good
- Not enough use is made of ICT to support work in other subjects

Commentary

63. The school has invested heavily, but wisely, in ICT, resulting in pupils having very good opportunities to use technology effectively. This is promoting good achievement and underpinning rising standards. The improvements have been driven by an extremely effective subject co-ordinator who also provides a very good role model for teaching. The subject's high profile is also evident in good quality displays. The large ICT suite enables a whole class to be seated at individual computers, with space for adults to move around freely to give support. There is also a separate bank of computers outside the suite, which are constantly in use by pupils.
64. Teaching and learning are good overall, with some very effective teaching. For example, in an excellent lesson in the ICT suite, year 5 pupils learned how to locate and download information. The high expectations of pupils' behaviour, attitudes and application were met because of the teacher's own high-level skills, liveliness and very good rapport with pupils who were 'switched on' from the outset. Their wonderment at the 'magic' of technology was clearly apparent as they saw images of brightly coloured butterflies appear on the large screen, seemingly out of nowhere. Whilst not all teachers are as skilled, there is good awareness of training needs and all adults working with pupils are confident and competent to teach basic skills. A particular strength is the technician who provides very good support for teaching and learning. Good guidance results in lessons being well planned, thus promoting pupils' good progress.
65. The very good level of resourcing provides pupils with a number of additional learning opportunities, for example, individualised work programs in mathematics. A number of year 6 pupils choose to spend time before or after school participating in these activities. A

computer club is provided for pupils in years 5 and 6 and, during the summer, a group of year 6 pupils attended an ICT course at a local college. This has resulted in them being able to use video cameras skilfully to produce and edit some very good films, such as the one documenting a visit to school from a Zulu cultural group. The residential visit for year 6 pupils also includes ICT-based activities.

Information and communication technology across the curriculum

66. Whilst the lessons seen were linked to subjects such as history, science and geography, overall, there is scope to use ICT more to support learning across the curriculum. Part of the problem is that some class-based computers are not working efficiently. This is recognised, however, and there are plans to address this weakness.

HUMANITIES

Geography

Commentary

67. The subject was not a focus of the inspection and insufficient work was seen from which to gauge standards and judge the quality of provision. However, discussion with year 6 pupils and an analysis of the work of pupils from different year groups suggest that provision is broadly satisfactory. Pupils are provided with a range of experiences to promote their knowledge and skills although practical fieldwork is limited.

History

Commentary

68. In history, work was sampled. Consequently, secure judgements about provision, standards, and achievement are not made. However, analysis of pupils' work, teachers' planning and discussions with pupils and staff suggest that provision is at least satisfactory. Pupils enthuse about their history lessons and show good recall of the periods and people that they have studied. Good displays, resources and a range of artefacts enhance learning. Good use is made of visits and visitors to encourage the development of historical skills. For example, during the inspection a visitor talked to the pupils about Ancient Greece. They were shown photographs and listened to her first-hand experiences at Knossos. The work that pupils record is extensive and provides good support for the development of literacy skills. The subject also makes a valuable contribution to pupils' moral, social and cultural development.

Religious education (RE)

Provision in RE is **good**.

Main strengths and weaknesses

- Good teaching and learning
- A good curriculum that embraces all six religions of the school community
- Subject supports literacy and pupils' spiritual, moral, social and cultural development very well

Commentary

69. By the end of years 2 and 6, pupils reach standards that are in line with expectations of the locally agreed syllabus. Younger pupils gain a good understanding of the books, people, festivals and places of worship that are special for Christians, Muslims and Jews. Lessons also support the development of language and social skills. For example, year 2 pupils

listened carefully and with understanding whilst their friends talked about and showed photographs of people who were special to them.

70. During years 3 to 6, the curriculum widens. Pupils build on previous knowledge of the three main faiths studied and learn about the main features of worship for Sikhs, Buddhists and Hindus. In discussion, pupils use the specific terms relating to the range of religions accurately and their written work shows good coverage of the topics.
71. Teaching is good. In response, pupils show great interest and are eager to learn. Lessons and assemblies, together with visits to places of worship and visitors from different faiths, help pupils to respect and understand people's differing beliefs. These also help to promote the happy and harmonious ethos in the school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and design and technology

Commentary

72. Not enough evidence was secured to make a judgement about provision or pupils' standards in art and design, and design and technology. The two subjects are taught alternately, therefore, at the time of the inspection, few pupils were being taught design technology. Displays around the school indicate that pupils cover a satisfactory range of art activities. Whilst less evidence was found of work using three-dimensional materials, pupils produce some good quality work in the style of a wide range of known artists, craftspeople and designers.

Music

Commentary

73. In music, work was sampled, therefore, judgements about provision, standards and progress are not made. However, in the two lessons seen, one in the infants and one in the juniors, teaching was very effective. Teachers' subject knowledge was strong and there were high expectations of what pupils could achieve. Subject specific vocabulary was promoted and explained well. Year 1 pupils learned the meaning of pulse and rhythm and by the end of the lesson could identify these in music and perform increasingly complex clapping and tapping patterns based on these ideas. Year 6 pupils also explored these concepts, but at a much more demanding level. Singing skills in this lesson and in the choir session observed were very good. Pupils joined in enthusiastically demonstrating their knowledge of a wide repertoire of songs from different times and cultural traditions. Their breathing and timing was good and they were able to hold their part well against others when singing a round. The subject makes a very good contribution to pupils' personal development.

Physical education (PE)

Commentary

74. The subject was not a focus of the inspection and no lessons were seen. Although it was not possible to gauge standards of performance, the curriculum provides pupils with a very good range of opportunities. The school is part of a local School Sports Co-ordinator Programme that involves pupils receiving a wide range of sporting experiences. Specialist coaches are involved in supporting teachers and providing staff training. Funding is provided for additional equipment, extra-curricular clubs and visits for pupils to experience activities such as orienteering, sailing and team building. Social and competitive meetings are arranged where pupils interact with others from different schools. In discussion with year 6 pupils, it was clear

that they have great enthusiasm for PE, which is given a strong lead by the subject co-ordinator

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The provision for personal, social and health education is **satisfactory**.

Main strengths and weaknesses

- There is a planned programme for all pupils
- The school provides many different opportunities for pupils which reflect high levels of care and concern
- There is no assessment of pupils' personal development

Commentary

75. The pupils' behaviour and very good attitudes to work reflect the good relationships that exist between pupils and teachers. This is because pupils know that teachers and other adults care and give of their best for them. Opportunities for pupils to attend breakfast and homework clubs, and residential visits reflect the caring nature of the school. Year 6 pupils have a very high regard for both the school and their teachers. They express their views articulately and maturely.
76. There is a planned whole-school programme for PSHCE; weekly lessons are timetabled for all classes. Suitable arrangements are in place for sex and drugs awareness education. The subject co-ordinator teaches most year groups but does not have a full monitoring system in place. There are plans to introduce assessment in the near future. A number of outside specialists such as the nurse, dental hygienist and the NSPCC support the subject.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

