

INSPECTION REPORT

COPPICE VALLEY COMMUNITY PRIMARY SCHOOL

Harrogate

LEA area: North Yorkshire

Unique reference number: 121438

Headteacher: Mr R. Grindrod

Lead inspector: Mrs M. R. Shepherd

Dates of inspection: 15 – 18 September 2003

Inspection number: 256344

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;	195
School address:	Knapping Hill Harrogate
Postcode:	HG1 2DN
Telephone number:	01423 563760
Fax number:	01423 520488
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs R. Parsley
Date of previous inspection:	21 September 1998

CHARACTERISTICS OF THE SCHOOL

The school serves a predominantly private area of housing with some pupils coming from rented accommodation. There are good levels of employment in the area. The proportion of pupils entitled to free school meals is below average. When children join the school in reception their standards are average overall, but above average in personal, social and emotional development. There is a private nursery on the school site that feeds into the primary school. Seven per cent of pupils are on the special educational needs register, which is below average. Less than one per cent of pupils have statements of educational need, which is also below average. Three per cent of pupils come from ethnic minority groups, with just over one per cent having English as an additional language. Few pupils join or leave the school during their primary education.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11328	Mrs M. R. Shepherd	Lead inspector	Mathematics, Information and communication technology, Foundation Stage
9986	Mr W. Twiss	Lay inspector	
14991	Mr A. Hardwicke	Team inspector	Science, design and technology, geography, history, physical education, religious education
30785	Mrs S. Storer	Team inspector	English, art and design, music, special educational needs, English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a satisfactory school with good features that provides satisfactory value for money.

Teaching is very good in reception and children achieve very well. Teaching is good in the infant classes and pupils' achievement is good. However, teaching is inconsistent in the junior classes and the rate of progress slows overall. The leadership and management of the headteacher are satisfactory overall but good in the pastoral aspects of the school's work. This produces very good attitudes and behaviour from pupils throughout the school.

The school's main strengths and weaknesses are:-

- Standards in Year 6 are above average in English and mathematics. Standards in Year 2 are well above average in English and mathematics, and above average in science, art and design, and design and technology. Children achieve very well in reception.
- Standards are too low in information and communication technology at the end of both key stages, and science standards in Year 6 are not as good as those in English and mathematics.
- Attitudes and behaviour are very good. Pupils' spiritual, moral and social development is good.
- Teaching is very good in reception and good in the infants, but its quality varies from very good to satisfactory in the junior classes because the monitoring of teaching and learning is not effective enough.
- Pupils with special educational needs and those with English as an additional language achieve well because the school helps them very effectively.
- There is now a balance of expertise on the governing body, with the result that governors are now in a better position to be more involved in key decision-making.
- Classroom assistants play a valuable role in supporting groups and individuals.
- The school works in an effective partnership with parents and creates good links with the community.
- Pupils in the junior classes do not have a clear understanding of what they themselves can do to improve their work.

There has been satisfactory improvement since the previous inspection. Standards have risen at the average rate. The previous key issues have all been tackled successfully, apart from the monitoring of teaching and learning which still does not ensure consistent achievement through the school. The ethos of the school has improved.

STANDARDS ACHIEVED

Year 6 results

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

Key: A - well above average; B – above average; C – average; D – below average; E – well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils' achievement is satisfactory. It is good in English and mathematics. In reception, achievement is very good, and by the end of their first year in school, children's standards are well above the expected level in the areas of learning inspected. Pupils achieve well in the Years 1 and 2. By the end of Year 2, standards are well above average in speaking and listening, reading, writing and mathematics. They are above average in science, art and design and technology, but below expectations in information and communication technology. Achievement is satisfactory

overall in the junior classes. Standards in Year 6 are above average in English and mathematics but below average in information and communication technology.

Pupils' spiritual, moral and social development is good. Their cultural development is satisfactory. The school provides good quality assemblies to develop spiritual development, and the religious education programme covers a good range of religions. Staff reinforce moral and social development well.

Pupils' attitudes and behaviour are very good. The school sets a high priority on this aspect of pupils' development, and pupils respond very well to these strategies. There are very good relationships between pupils and with staff. **Attendance rates are very good.**

QUALITY OF EDUCATION

The quality of education is satisfactory.

Teaching is satisfactory. It is good in English and mathematics but unsatisfactory in information and communication technology. Teaching in reception is very good. It is good in the infant classes and satisfactory in the junior classes. All teachers encourage pupils to learn and pupils expect to work hard.

The curriculum is satisfactory. It is satisfactory in the junior classes, good in the infant classes, and very good in reception. The information and communication technology curriculum is not taught systematically. The organisation of personal, social, health, citizenship and emotional curriculum is good throughout the school. The curriculum for pupils with special educational needs and for pupils with English as an additional language is very carefully organised to support their individual needs. The school works hard to ensure that all pupils are included in every school activity.

The school takes good care of its pupils. There are very good quality and trusting relationships between staff and pupils. The school has good systems to ensure pupils' health and safety.

Partnership with parents and the community is good. There are very good links with the nursery school and good links with the secondary schools. Parents receive good quality information and receive a clear picture of their children's achievement. There are good links with parents to help them to support their children's learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The headteacher creates a positive ethos in the school and establishes management systems that produce efficient use of staff time. His leadership and management of academic provision are satisfactory. Key staff work hard to support their areas of responsibility. There is a clear commitment to the inclusion of all pupils in the school's work. There is a balance between the new members of the governing body and the well-established governors. Governors are not involved early enough in key decisions.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents value the work of the school. They particularly appreciate the arrangements for settling their children into school and they judge that staff expect their children to work hard. Some parents feel that they are not consulted enough. Pupils enjoy coming to school and appreciate the range of opportunities they receive to carry out key responsibilities around the school.

IMPROVEMENTS NEEDED

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

- monitor the quality of teaching and learning more effectively;
- raise standards in information and communication technology;
- systematically extend pupils' skills in the junior classes in writing about science;
- increase governors' involvement in key decision-making processes;
- increase all pupils' understanding of what they need to do themselves to improve their work.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement in reception is very good. It is good in the infant classes and satisfactory overall in the junior classes. Standards are well above the expected level at the end of reception. Standards in English and mathematics are well above average by Year 2 and above average in Year 6. Pupils with special educational needs and pupils with English as an additional language achieve well.

Main strengths and weaknesses

- Standards in all the areas of learning inspected are well above the expected level by the end of reception because children achieve very well.
- Infant pupils achieve well and standards by Year 2 are well above average in all the aspects of English and mathematics. Standards are above average in science and art and design, and design and technology.
- Standards are above average in English and mathematics in Year 6, and pupils achieve well in these subjects. Science standards are average.
- Standards are below average by the end of the infant and junior classes in information and communication technology, and pupils' achievement is inconsistent in this subject.
- Pupils with special educational needs and those with English as an additional language make good progress in relation to their targets.

Commentary

Foundation Stage

1. Children achieve very well in the reception class, and by the end of the year, their attainment is well above the expected level in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. There was not enough evidence to report on creative and physical development.

Key Stage 1

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	17.5 (15.7)	15.8 (15.7)
writing	16.3 (14.6)	14.4 (14.3)
mathematics	16.7 (15.2)	16.5 (16.2)

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

2. **Pupils in the infant classes achieve well** because teachers have a good understanding of what pupils have learned in the previous classes, and so build systematically on developing skills and understanding. The school's emphasis on raising standards in mathematics has had a positive impact on standards. Teachers extend pupils' mental mathematics well, and target more able pupils to ensure they fulfil their potential. Teachers work in close partnership with parents to ensure that pupils develop their reading skills systematically. There are carefully structured opportunities for pupils to develop reading, writing and mathematics across the curriculum. The school has concentrated on developing

investigative science, and infant pupils enjoy carrying out experiments and recording their work. Pupils receive regular opportunities to work with different materials in art and design, and paint sensitively. In design and technology, they have a good understanding of planning, making and evaluating, and make interesting individual artefacts to a good standard. Standards in information and communication technology are below expectations in Year 2 because pupils do not get enough time in this class to develop their skills across all the different aspects of this subject. Teachers use computers in group work to support learning in other subjects.

Key Stage 2

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

Standards in:	School results	National results
English	27.4 (29.8)	27.0 (27.0)
mathematics	26.8 (28.0)	26.7 (26.6)
science	28.0 (29.6)	28.3 (28.3)

There were 31 pupils in the year group. Figures in brackets are for the previous year

- Pupils achieve well in English and mathematics.** In mathematics, the school has worked hard to provide challenging work for all groups of pupils. There has been particular improvement in the proportion of more able pupils reaching the higher levels of the National Curriculum in this subject. Standards in speaking and listening are well above average because pupils benefit from a very good range of opportunities to develop these skills. Pupils' reading skills are also well above average by Year 6 because the school sustains the importance of individual reading, has worked hard to provide a stimulating range of fiction and covers literature well in lessons. However, standards in writing are not as high and are above average. More able pupils are not systematically challenged to ensure that they achieve consistently well. Standards in science are lower than those in English and mathematics. As in the infant classes, the school has focused on improving pupils' investigative skills. However, the systems set up to develop writing about science are inconsistently applied through the junior classes and pupils do not systematically develop these skills. The science writing is very good in Year 5. Achievement is very irregular in the junior classes in information and communication technology. It is very good in Year 4 because the teacher is very confident and uses the computer suite very well to develop pupils' skills across each of the aspects of this subject. However, some other teachers lack confidence in this subject and in the use of the computer suite. The lack of effective assessment systems means that teachers are unsure of pupils' previous levels of development. Altogether, this results in standards being too low in Year 6. The use of English and mathematics in other subjects is satisfactory. The use of information and communication technology is inconsistent.
- Pupils with special educational needs and those with English as an additional language achieve well through the school because the special educational needs co-ordinator carefully organises their individual work. Pupils also make good progress as a result of carefully structured work in lessons from most teachers, and sensitive and well-focused support from the very good quality classroom assistants, both in lessons and in withdrawal sessions. The expertise of external support also makes an important contribution to these pupils' achievement.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Their spiritual, moral and social development are **good** and their cultural development is **satisfactory**. Attendance levels are **very good**.

Main strengths and weaknesses

- The pupils have very good attitudes to their learning and behave well in and around the school.
- The pupils respond well to the high expectations set by the teachers. They apply themselves well to the tasks set in lessons, and take responsibility seriously.
- Standards of behaviour are very good.
- The pupils' spiritual, moral and social development is good.
- Attendance is consistently well above the national picture and pupils come to school on time.

Commentary

5. Pupils enjoy coming to school. They act as mature individuals, and show very confident and enthusiastic attitudes towards their work. They are courteous, respectful and considerate. Pupils of all ages often exhibit exemplary behaviour in lessons at play and lunchtimes. Pupils work hard and are eager to please their teachers. They enjoy going to the range of clubs that the school provides and take pride in the jobs and responsibilities entrusted to them.
6. The school successfully promotes the importance of attendance. The parents support its efforts and consequently, the pupils come to school on time every day and enjoy their learning. Pupils of all ages are encouraged to behave well, and like the rewards that they receive for their high standards of conduct. The staff work hard to foster positive self-esteem amongst all the pupils. This results in pupils becoming confident and enthusiastic learners who work diligently in lessons, clubs and performances. Pupils are courteous and polite at lunchtime because the lunchtime staff ensure that this time is enjoyable and civilised. The school expects pupils to work hard and succeeds in maintaining very good relationships between staff, visitors and pupils. Attendance and the standards of behaviour have improved since the previous inspection.
7. Through lessons, assemblies and visits, the pupils develop a healthy understanding of other faiths and religions. The teachers use opportunities well to reinforce this in their everyday work, and hence help the pupils to achieve a sensible appreciation of how faiths and beliefs deserve respect, and how they may differ. Pupils understand that others may hold views that are different from their own, and know that this is important in an orderly and diverse society. They understand the principles of fairness and openness in their actions, relationships and feelings. From joining the school, pupils are helped to understand the differences between right and wrong. Studies in personal and social education are successful in giving the pupils an understanding of their responsibilities in school and their wider surroundings. In order to develop maturity and a sense of responsibility, the school ensures that there is a fair and equitable allocation of jobs to pupils of all abilities and backgrounds.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	3.8
National data:	5.4

Unauthorised absence	
School data :	0.3
National data:	0.5

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	190	2	0
White – any other White background	2	0	0
Mixed – White and Asian	2	0	0
Asian or Asian British – Indian	2	0	0
No ethnic group recorded	7	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 is **satisfactory**. The quality of teaching and assessment is **satisfactory**. The curriculum is **satisfactory** but some aspects of information and communication technology are not taught systematically. There is a **good** level of out-of-school activities. The care, welfare and health provision for pupils is **good**. There are **good** links with parents and the community.

Teaching and learning

Overall, the quality of teaching and pupils' learning is satisfactory. The quality of teaching and learning is satisfactory in the junior classes, good in the infant classes and very good in the reception class.

Main strengths and weaknesses

- The quality of teaching and learning in the junior classes varies from very good to satisfactory.
- Both infant teachers plan carefully. Their lessons are well balanced and pupils make good progress in gaining skills and knowledge.
- The teacher and the nursery nurse work very effectively together in the reception class and children learn very well.
- The work of the classroom assistants is very good quality.
- All teachers encourage pupils very well, insist on high standards of behaviour and provide good quality homework.
- Teachers use assessment well in the infant classes, and very well in the reception class. In the junior classes, the teachers' use of assessment is satisfactory, but pupils do not have a clear understanding of what they themselves need to do next in order to improve.

Commentary

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	5 (14%)	17 (45%)	15 (41%)	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.

8. Teachers' planning in the junior classes varies considerably. The range includes careful consideration of each section of the lesson with very clear guidance for the classroom assistants to follow. In contrast, there is some minimal planning that does not always ensure that the tasks carefully enough meet the needs of different groups of pupils. The partnership with classroom assistants also varies across the classes. In the majority of cases, the partnership works very well. This includes teaching and learning in whole class sessions. Where the classroom assistants have a very good understanding of the learning to take place, they support individuals and groups so effectively that pupils with special educational needs or with English as an additional language play a full part in discussion. This ensures that these pupils gain in confidence and develop skills and understanding at a good rate. However, in a minority of lessons, the teacher does not make full use of the classroom assistant in the whole class sessions. Standards of display also vary across the junior classes. In some classes, pupils' work is displayed sensitively, with some very good combinations of work drawn from different subjects, such as the traffic survey in Year 5. However, some displays are of a lower standard. In some lessons, teachers try to cover too much content in one lesson, which reduces pupils' confidence in tackling new learning.
9. Teachers in the infant classes set a calm context for learning, and provide a good contrast of whole class, groups and individual work. This ensures that pupils concentrate well on their work because of the range of teaching approaches. These teachers plan carefully and use a variety of interesting resources to stimulate pupils' interest. The reception and Year 1 teachers work very effectively together to ensure that children move smoothly between the two classes. The Year 1 teacher provides a carefully balanced combination of tasks that either involves an adult or requires pupils to work independently. This strategy reinforces the learning from reception very effectively. The reception teacher and nursery nurse work very well together to provide carefully focused support for every child. They combine their talents to stimulate children to learn using all their senses, and this ensures a very good rate of learning across the different areas of the reception curriculum. They provide particularly good support for the more able children, who make remarkable progress in writing and mathematics.
10. All teachers encourage pupils effectively, resulting in pupils taking a pride in their work and presenting it carefully. The management of behaviour is very good throughout the school, and ensures that pupils concentrate well throughout lessons. Parents identify this as a positive feature of the school's work. There is a good range of homework with some very sensitive marking, which parents appreciate. Teachers have good subject knowledge in mathematics, but some teachers lack confidence in some aspects of information and communication technology. Classroom assistants all work very hard, and provide very sensitive support for individuals and groups whenever they have the opportunity to do so. When they withdraw pupils from classrooms, they record their progress carefully and ensure that pupils enjoy these sessions and work hard.
11. In reception, the teaching team uses assessment carefully to measure progress. Adults give very well focused feedback to individuals when they try hard or succeed at a new task. Infant teachers continue to use this verbal feedback well, and identify whole class targets to extend pupils' understanding of their own learning. In the junior classes, there are useful termly targets for pupils, but they are not used well enough to give pupils a clear idea of what they can do themselves to improve their work. This reduces their potential to work systematically to improve specific aspects of their own work.

The curriculum

The curriculum is **satisfactory** overall. It is **very good** in reception, **good** in the infant classes and **satisfactory** in the junior classes.

Main strengths and weaknesses

- The reception class curriculum is rich and varied. There is an interesting range of activities in the infant classes.
- There is some good use of themes that combine several different subjects effectively.
- There is a good range of extra-curricular activities.
- There is very good provision for pupils with special educational needs and pupils with English as an additional language.
- The information and communication technology curriculum is not covered systematically through the school and some equipment is not reliable.
- Accommodation and resources are good and support the curriculum well.

Commentary

12. The curriculum in reception is rich and varied. The teaching team provide a wide range of stimulating experiences for children, and mix the different areas of learning very effectively to make learning fun. Children receive many varying experiences in different parts of the school, which extends their personal, social and emotional development particularly well. The curriculum in the infant classes is good. Pupils carry out interesting projects and develop skills over many different aspects of the curriculum. In the junior classes, the coverage of the curriculum is satisfactory overall. When teachers use a theme as a basis for the curriculum, the pupils benefit from the links across the different subjects. The systems and organisation for the information and communication technology curriculum are inconsistent through the school. There is not a clear structure to the development of skills and understanding across the different strands of the subject. The co-ordinator has worked hard to install and set up the school's computer suite, and this has been very cost-effective. However, some of the equipment is unreliable in lessons, which reduces pupils' confidence and hence their achievement. At times, the suite becomes too hot because there is not enough ventilation. There is a good range of sports, music and other clubs provided after school and at lunchtime. The school ensures that pupils across different age groups are welcomed to these activities, and the attendance rate is good across the varying activities.
13. The curriculum for pupils with special educational needs and pupils with English as an additional language is very good. The co-ordinator ensures that there is a balanced programme for each of the pupils on the special educational needs register. Pupils receive well-focused individual education plans, and classroom assistants support them very effectively.
14. The hall, classrooms and school grounds are spacious and the school uses them well to support pupils' learning. The school has worked hard to provide interesting and well-organised resources which pupils enjoy using. There is a good match of teachers to the demands of the curriculum, and the match of support staff is very good. Teaching assistants are generally well directed, and make a valuable contribution to the curriculum for a variety of pupils. They are clear about their duties, and work sensitively with individuals and groups, showing appropriate initiative, and establishing very good working relationships. Their contribution to the curriculum is an asset to the school.

Care, guidance and support

The school takes **good** care of its pupils. There are very good quality and trusting relationships between staff and pupils. The school has effective systems to ensure health and safety.

Main strengths and weaknesses

- There are effective procedures for health and safety and child protection that are understood and applied.
- The school works very hard to ensure that children settle happily into school.
- There are established and trusting relationships in the school with all adults, who know the pupils very well.
- There are good procedures for taking pupils' views into account.

Commentary

15. Staff know the pupils well and take their care and needs seriously. Parents value this aspect of the school's work. Staff and governors have a clear understanding of the procedures that are in place for child protection and for looking after health and safety matters. There are high levels of supervision and staff are vigilant in making sure that the pupils work and play safely and responsibly. The school supplements its own expertise with that of the professional support agencies, and uses this well to provide comprehensive support for pupils, whatever their needs. Relationships with adults are very positive, and pupils talk confidently about the ease of approaching staff. Support staff make an effective contribution to dealing with any personal issues through circle time. The school has effective procedures for taking pupils' views into account and, where possible, it acts on these to make improvements. It does this through an annual survey of pupils' perceptions, and has recently built on this by introducing a school council.
16. **The school ensures that children settle well into school in reception and parents appreciate this. Staff also work hard to ensure that pupils who move into the school midway through their education settle quickly into their new classes. There is very good communication between the nursery and reception class, which enables the youngest children to take their first steps into formal education at a pace that suits their needs. Suitable arrangements are in place to prepare the pupils for their transfer to secondary schools. Lunchtime staff play a valuable role in ensuring that pupils behave well and enjoy their lunch break. The headteacher takes a strong, leading role in the care and guidance of the pupils.**

Partnership with parents, other schools and the community

Partnership with parents and the community is **good**. There are **very good** links with the nursery school and **good** links with secondary schools.

Main strengths and weaknesses

- The range and quality of information given to the parents is informative and presents a clear picture of their children's achievements as well as guidance for improvement.
- Parents are keen to help their children with their academic work and to support activities beyond school.
- There are productive links with the community, nursery and secondary schools.
- A few parents feel that consultation between them and the school could be better.

Commentary

17. Communication between home and the school is good. It keeps the parents well informed about their children's achievement, about what is being taught and about school events. It

has changed its approach to the final consultation meeting, and now many more parents attend. Parents are very satisfied with all that the school provides. The school gives clear guidance for how parents can support their children's learning at home and in school. This is particularly effective in supporting children's reading. There is an active association for the parents, which contributes well to the school's work. This includes successful fund-raising to help the school buy additional resources. The relationships with the parents have improved since the previous inspection.

18. Links between school and the community are productive and the staff create effective partnerships, such as displaying pupils' work in local shops. Relationships with the church provide good opportunities for the pupils to develop their spiritual awareness. Partnership with the nursery enables the staff to get to know the children before they come to school. There are positive arrangements with the secondary schools for informing and preparing the pupils for their new challenges. A minority of the parents felt that consultation with them was not as regular as they would like. However, inspection evidence revealed that consultation with the parents is regular and their views are sought on a range of topics.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The headteacher sets a clear lead for the school's work in personal development and sets a positive ethos for the work of the school. His leadership of the curriculum and teaching is satisfactory. The headteacher establishes satisfactory systems across the school. Most key staff work hard to support teachers and classroom assistants across the school. **The governance of the school is satisfactory.** Governors have a satisfactory understanding of the strengths and weaknesses of the school.

Main strengths and weaknesses

- The headteacher sets up management systems that produce efficient use of staff time and ensures the smooth running of the school.
- The headteacher does not ensure that monitoring of the quality of teaching and learning is effective.
- Key staff work hard to support their areas of responsibility.
- All leaders set a clear commitment to equality of opportunity for all pupils.
- The governing body has several new members, resulting in a good balance of expertise. The school does not involve governors enough in the early stages of whole school decision-making.

Commentary

19. The headteacher leads the personal aspects of the school's life well. He ensures this through the formal systems such as the good personal, social, health and citizenship education programme and the celebration of achievement in assemblies. He combines these formal systems with an emphasis on courtesy and consideration between pupils and staff. This produces very positive attitudes from pupils towards their work and very good levels of behaviour. Key staff provide good role models for ensuring each pupil has equal opportunities for learning. This ensures that all staff consider each pupil's needs carefully and provide balanced programmes to meet individual needs. The leadership of the headteacher in the curriculum and teaching is satisfactory. He sets up priorities for development, but he does not monitor the practical outcomes of these developments effectively enough. This produces inconsistencies across the school, particularly in the quality and effectiveness of teaching, and pupils do not achieve as well as they might in all subjects.
20. The headteacher establishes some efficient systems to manage the daily life of the school. The secretary is efficient and makes a very positive contribution to the daily smooth running of school life. The job-share deputy headteacher arrangements benefit the school because

these managers have a clear understanding of their complementary roles. There is a good balance in the expertise of these two deputies. Together with the headteacher, they make an effective senior management team. The new arrangements for leading the junior teaching team are working well. The new co-ordinator has set up efficient systems for tackling issues systematically. She communicates well with the infant co-ordinator, which is resulting in the sharing of effective strategies across the two teaching teams. The management of the special educational needs co-ordinator is very good. He has a clear understanding of the different needs of these pupils and organises support staff very effectively. There is very good support from outside experts, particularly for statemented pupils and pupils with English as an additional language. The careful organisation of the very good quality internal and external support ensures that these pupils make consistently good progress. The leadership and management of the mathematics co-ordinator are very good. She leads by example, monitors planning and teaching, and plays a significant part in raising standards in mathematics. The English co-ordinator works hard to improve the range and organisation of resources. This is particularly effective in the improvements in the library. In contrast, the headteacher has not set up efficient systems to support teaching and learning in information and communication technology. This results in very different rates of pupils' progress in each class in this subject, with standards below expectations by the time pupils leave the school. The headteacher organises regular opportunities for the monitoring of teaching. However, this monitoring does not identify development points clearly enough, and these points are not followed up rigorously enough in order to ensure that improvements are made.

21. There have been several changes on the governing body over the past year, but the new governors are settling well into their new roles. Vacancies remain for the local educational authority governors, despite the efforts of the school to fill them, and this puts more pressure on the existing governors to carry out all of their responsibilities. Some governors have very long-term associations with the school, which ensure a good level of continuity across the different changes taking place. All governors are keen to support the school in raising standards and they confidently identify the strengths of the school. However, governors are not involved enough in the preparatory stages of school improvement planning or the early stages of setting the budget. This reduces the opportunities to involve governors' contributions in shaping the direction of the school's work. It also reduces their understanding of the key developments being carried out.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	547,397	Balance from previous year	23,997*
Total expenditure	541,256	Balance carried forward to the next	6,141
Expenditure per pupil	2,761		

* This includes money used to provide the computer suite.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for reception children is **very good** and children achieve **very well**.

22. **Work was inspected in personal, social and emotional development, communication, literacy and language, mathematical development and knowledge and understanding of the world. It was not possible to make judgements on creative and physical development.**
23. The provision in all inspected areas of learning is very good. Inspection of the current Year 1 pupils shows that they made very good progress in their reception class. By the end of reception, standards are well above expectations in each of the areas of learning inspected. The teacher and the high quality nursery nurse work in a very effective partnership. They both have a very good understanding of the learning to take place in each lesson and ensure that each child is supported at their own capability. They both have high expectations of more able children, providing them with demanding challenges. There are very good arrangements for children to move to Year 1 and this ensures that there is a smooth transfer between these two classes. The reception teaching team provide a wide variety of experiences for the children, combining skilfully the different areas of learning within lessons.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- The teaching team know each child very well and work hard to ensure that each individual's needs are met.
- There are very good opportunities in each lesson for pupils to develop self-confidence and extend their relationships.
- There are very good quality lessons timetabled for this area of learning.
- Children develop confidence in working in many different parts of the school building.
- The outdoor play facilities are not completed.

Commentary

24. A very good foundation is laid for the future work in this area throughout the school, because timetabled lessons are devoted to developing these skills. Children tackle their work with enthusiasm and are willing to have a go at new experiences because the teaching team provide every encouragement to them. The organisation of group work ensures that children learn to work and co-operate with each other. Independent play is balanced carefully with whole class sessions and tasks led by adults. This ensures that children develop skills in working in different social groupings. The teaching team organise lessons in every part of the school, which results in children developing very good levels of confidence in the different situations. The funding for improving the outdoor play area has not yet been used and this restricts the range of work that is carried out in this context.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children are expected to listen carefully, and have very good opportunities to develop their speaking skills.
- Letter sounds are taught systematically.
- The teaching team uses literature very effectively to ensure that children develop a love of stories.
- Children have very good opportunities to learn how to write.
- There are not enough *Big Books* to support the different topics covered.

Commentary

25. The teaching team work very effectively together to provide a rich mixture of simple language tasks with the telling of stories. This ensures that children develop the technical skills they need, such as recognising and writing letter sounds within the context of developing a love of literature. The teaching team use stories as a basis for much of the work in other areas of learning, which extend children's understanding of literature very effectively. The organisation of the adults in this class ensures that children receive individual attention in developing speaking and listening skills. There is a wide range of interesting tasks through the day, to which children respond very well and allows them to extend their communication skills. Children begin the year making simple shapes to represent letters, and finish the year with correct letter formation and an enthusiasm for writing about their experiences. The lack of enough *Big Books* reduces the opportunities for children to read the text in the stories in whole class sessions.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- The teaching team use whole class sessions to extend children's skills in handling numbers.
- Children develop confidence in counting and recognising numbers in the computer suite.
- By the end of reception, children have a good understanding of tens and units and sequence numbers to 100, which is well above the expected standard.

Commentary

26. The teaching team organise a careful range of opportunities for children to gain confidence in mathematics. Lessons begin with whole class sessions, with interesting games that reinforce key skills very well. Children thoroughly enjoy singing and acting out different rhymes based on numbers. There is a careful programme of work through the year to build systematically on children's mathematical experiences.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children tackle investigations confidently.
- Children work in the computer suite regularly, and develop confidence in handling computers.

- The teaching team uses stories very effectively to develop children’s understanding of time and place.
- Children use materials imaginatively to design different objects.

Commentary

27. The teaching team provide high quality opportunities for children to explore their surroundings, both in the classroom and around the school. There is a very well balanced programme of work over each week to tackle the different aspects of this area of learning. Both the teacher and the nursery nurse encourage children to respond individually to these experiences and support children very effectively in understanding their new learning. Individuality is celebrated and children develop confidence in systematically developing their skills.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good** and pupils **achieve well**.

Main strengths and weaknesses

- Standards in speaking, listening and reading are very good throughout the school.
- Standards in writing are well above average in Year 2 and above average in Year 6.
- Teaching is very good in the infant classes, and pupils achieve very well.
- Teaching in the junior classes is good, and pupils achieve well.
- English is led and managed well.
- Literacy across the curriculum is very good in the infant classes and good in the junior classes.
- Challenge for the higher attaining pupils is inconsistent in junior classes.
- Pupils in the junior classes do not have a clear enough understanding of what to do themselves to improve their work.

Commentary

28. Standards in speaking and listening have improved since the previous inspection and are a strong feature of the English curriculum throughout the school. As a result, pupils are confident in expressing their views. All pupils work productively in pairs and groups to explore ideas in preparation for writing. As they move through the school, pupils develop their use of vocabulary very well. Teachers introduce pupils to subject specific language in the infant classes, and time is set aside for discussion and debate in all junior lessons. Pupils with English as an additional language make good progress because they are given carefully focused support.
29. Significant improvements in writing, particularly in Year 2, show more pupils now reach the higher levels in writing. This is a result of the very good teaching in infant classes, where detailed planning effectively links writing opportunities across the curriculum. Pupils are well motivated to write because teachers provide a range of purposes and audiences. Literacy lessons throughout the school are well structured, and planning makes good use of literature from other subjects to inspire pupils. As a result, standards in reading have also improved across the school. This is an improvement since the last inspection. Books are a central feature of literacy teaching, and are used as a starting point for writing. Pupils are encouraged to read at home and in school. Shared and guided reading in lessons supports the development of phonics, and provides the model for young writers. Good use of the school and local library provides a wealth of reading materials. Reading books are expertly organised to allow all pupils independent choice. This supports the reading appetites of all pupils very well.

30. All teachers have good subject knowledge and this leads to interesting questioning and pupil participation during lessons. The very high expectation of pupil behaviour allows teachers to maintain a brisk and lively pace that promotes high levels of interest and engagement. Teachers match work to pupils' ability very skilfully in the infant classes, and this leads to independent writing from an early age. Higher attaining pupils are challenged well and have specific targets to extend their vocabulary. However, this is not maintained in some junior classes, where some of the more able pupils have insufficient challenge. As a result, these pupils do not achieve as well as they could in lessons. Teaching assistants are very well used to support the learning of all groups. Pupils who have special educational needs make good progress as a result of the very good support provided. In the junior classes, pupils do not know specifically enough what to do to improve their work. Class targets have been introduced and these are used well to explain the learning focus of the lesson. These class targets can now be used to help shape individual targets, so pupils know more precisely how to improve their work. The handwriting and presentation of work has improved since the last inspection.
31. The co-ordinator is very committed and works hard to support all staff. Her subject expertise has led to improved planning and refurbishment of the library. Monitoring of teaching has begun, but needs to be more rigorous to improve the quality of teaching and assessment in the junior classes.

Language and literacy across the curriculum

32. **Pupils read a wide range of materials in all subjects. The non-fiction library is well used and topic books are available to all pupils. History and geography books and maps are read in literacy lessons. Religious education books support the celebration of festivals. The skills in writing in science do not develop systematically enough in the junior classes. Diary and letter writing is a feature in the history curriculum. Speaking and listening is very well developed in personal, social, health and citizenship education.**

MATHEMATICS

Provision in mathematics is **good** and pupils **achieve well**.

- Standards are well above average in Year 2 and above average in Year 6.
 - Staff have worked hard to raise standards by improving the quality of teaching through the school.
 - More able pupils and pupils with special educational needs achieve their potential.
 - The co-ordinator is very effective. She leads and manages the subject well.
 - Teaching is good.
 - Pupils themselves do not have a clear enough understanding of what to do next to improve.
 - Computers are not used enough in this subject.
33. **Over the past two years, the school has concentrated on raising standards in mathematics by improving the quality of teaching. This has been successful, and has resulted in a rise in standards since the last inspection. The school effectively combines the local education authority's training programme with its own staff development strategies. The co-ordinator leads these initiatives very well and monitors teaching to ensure that there is consistency in the teaching methods as pupils move through the school. All teachers use the National Numeracy Strategy well, providing a good balance across lessons.**
34. Throughout the school, teachers extend pupils' mental mathematics by conducting lively and challenging sessions that build on previous learning. All teachers use correct mathematical language, which effectively supports pupils' development in learning technical terms.

Teachers use a range of different resources well to stimulate pupils' interest. In most lessons, teachers challenge the more able pupils whilst supporting the pupils with special educational needs. They do this through the good use of termly planning that identifies different levels of learning for the below average, average and above average pupils. Most teachers work very effectively with their classroom assistants to support pupils with special educational needs and those with English as an additional language. The classroom assistants are of high quality and provide sensitive support for pupils, both within the classroom and in small withdrawal groups. This support greatly enhances these pupils' attitudes towards mathematics and they gain confidence in tackling new learning. This is particularly good in Year 2. However, in some lessons, the classroom assistant does not have enough understanding of the specific details of the tasks the pupils are going to do, which reduces the effectiveness of their support.

35. Teaching is very good in the infant classes. The Year 1 teacher builds carefully on the reception learning. In both Years 1 and 2, pupils rise to the challenge that their teachers provide, and enjoy keeping up with the fast pace that their teachers set in lessons. These teachers give very clear explanations, both when they are explaining new learning, and when they are outlining the tasks that pupils are expected to do. Infant pupils make particularly good progress in recording their mathematics in Year 2, which provides a very good start to their next stage of mathematical learning in Year 3. Teaching in the junior classes is good overall but inconsistent across the different classes. By Year 6, a larger proportion of pupils than expected reach the higher levels of mathematics. They tackle number problems confidently, and have a good understanding of shape and measures. Throughout the school, pupils take a pride in their work because teachers expect them to consider the way that they present their work. Teachers manage behaviour very well and this ensures that pupils concentrate hard on their learning, because there is a calm atmosphere in lessons. Teachers use homework well to extend the learning in lessons.
36. There is a good balance across the different aspects of the mathematics curriculum. However, teachers miss opportunities to extend mathematical thinking through the use of computers, particularly in data handling. Assessment systems are thorough and the use of whole class targets works well. However, individual pupils do not have a clear enough understanding of what they each specifically need to do in order to improve their work.

Mathematics across the curriculum

37. This is satisfactory overall. It is good in classes where teachers organise their work in topics that lend themselves to the use of statistics, such as the traffic survey in Year 5. There is some good use of mathematics in design and technology, where pupils include the measurement of different dimensions in their planning.

SCIENCE

Provision in science is **satisfactory**. Achievement is **good** in the infant classes and **satisfactory** in the junior classes.

Main strengths and weaknesses

- The school has worked hard to improve the investigative aspects of science and this is covered well.
- The school ensures that it tackles all the different aspects of science in a balanced way.
- The recently appointed co-ordinator has made a good start to her role.
- The skills of writing about science are not developed systematically through the junior classes.
- The monitoring of teaching and learning is not used effectively enough to make improvements.

Commentary

38. The school has worked hard to improve its teaching of scientific investigations, and teachers provide interesting experiments for pupils to carry out. Pupils are confident in discussing what they think might happen, and in describing their observations. Teachers ensure that pupils learn and use the correct technical terms in science lessons. These strategies have brought about improvements in the infant classes, where standards are above average. In the junior classes, there has been improvement in investigative science. However, inconsistencies in teaching approaches and varying opportunities in developing the skills of writing about science mean that standards are average by the end of Year 6. Recording of science in Year 5 is very good. When compared with mathematics, a smaller proportion of pupils reach the higher levels in the national tests in Year 6.
39. **Teaching in science is satisfactory overall, and good in the infant classes. A strength throughout the school, but particularly in the infants, is the quality of working relationships. Teachers encourage pupils of all abilities, and provide them with activities that engage their interest and enthusiasm. Pupils work hard to please their teachers, and mutual respect is shown, both between adults and pupils, and amongst the pupils too. Teachers insist on high standards of behaviour, and the work of teaching assistants provides very valuable support. In the infants, resources are very well prepared and provided, and used very effectively in well-planned lessons. As a consequence of these teaching approaches, pupils learn well in the infants. The quality of learning is satisfactory overall in the junior classes, although in some classes, the quality of teaching and learning is good**
40. The co-ordinator has made a good start in her role and has observed teaching in all the junior classes. This is a valuable start to gaining an overview of how teachers work. So far, however, there has not been time for the results of these observations to lead to a more unified approach. The monitoring process needs to be carried through, so that specific areas for improvement can be identified.
41. The school has recently adopted the nationally recommended guidelines for science. This, together with effective use of a commercial scheme of work, ensures that the science curriculum is appropriately broad, and that all the required areas of study are given the right attention. Good use is made of the school's surroundings to study aspects of environmental science. A range of visits outside school also gives opportunities, in science and other subjects, to enrich the basic curriculum provided in lessons.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **unsatisfactory** and pupils' achievement is **inconsistent**.

- Standards are below expectations by the end of Years 2 and 6, but progress is good in Year 4.
 - Pupils do not develop skills systematically across the different aspects of the subject through the school.
 - The quality of teaching is varied through the school.
 - The purchase of the computer suite was very good value for money, but it is not used efficiently.
 - Computer equipment systems are not reliable and interfere with pupils' learning.
 - Assessment systems are not effective enough and do not allow teachers to build on pupils' previous learning.
42. The school has worked hard to provide a computer suite to increase pupils' progress in developing skills. The co-ordinator has a high level of technical expertise, which he has used to set up the systems at a low cost. However, although the suite has been in place for over a

term, not all teachers use it for their whole-class teaching. Some teachers do not have the confidence to organise whole-class lessons in the suite, and use it only for group work. This is an inefficient use of time and resources. A key factor in teachers' lack of confidence is the high incidence of technical difficulties during lessons. This interferes with pupils' learning. Some pupils lose sight of what they are trying to do and become frustrated. Teachers use ICT effectively to extend learning across different subjects, such as history. However, they do not all have a clear understanding of the ICT skills they expect to teach over a year, which reduces their effectiveness in covering the ICT curriculum systematically. The school has an action plan that identifies ways of improving the provision in this subject.

43. The programme for staff training has not yet been completed, and teachers do not all have secure subject knowledge across the different aspects of the subject. In contrast, the Year 4 teacher has good subject knowledge and very good organisational skills. She is very enthusiastic and the pupils in her class thoroughly enjoy lessons and achieve well. She encourages imaginative approaches to learning, and pupils respond very well. For example, pupils experimented with a program, and produced three sets of instructions instead of one.
44. In Year 1, pupils build well on the confidence and skills they have developed in reception, and cover a balanced programme of work. In Year 2, pupils produce some interesting work, such as the dramatic graphics of the Fire of London. However, these pupils do not have enough time on computers to develop their skills systematically at the expected rate across all aspects of ICT. There is a similarly inconsistent pattern of teaching and learning in the junior classes. By Year 6, pupils do not use the expected level of technical language to discuss their work, because it has not been taught systematically. Pupils access the Internet confidently but do not compare the different sites in enough depth. Pupils' levels of presenting information and use of graphics are well below expectations by Year 6. Standards have fallen since the previous inspection.
45. The infant and junior co-ordinators have recently introduced an assessment system, but this has not yet been in place long enough to provide a guide for teachers to check pupils' individual progress. The system identifies key categories across the subject, but does not identify the development of skills across the different strands of the subject well enough.

Information and communication technology across the curriculum

46. This is satisfactory overall. It is good in the Year 4 class, particularly in literacy, because pupils regularly use word processing to produce their work. Opportunities are missed in mathematics and science to develop data handling skills.

HUMANITIES

Religious education

Provision in religious education is **satisfactory** and pupils' achievement is **satisfactory**. Pupils learn about a wide range of religions.

Main strengths and weaknesses

- There is wide coverage of different world religions.
- There is good provision of resources to support teaching.
- In a minority of lessons, teachers try to cover too much content.

Commentary

47. **The school has chosen to cover a wider range of religions than required and this results in pupils having a general understanding of many of the major world religions. The co-ordinator has worked hard to improve the previous deficiencies in this**

subject, particularly in the area of resources. She provides clear guidance in using the Internet as a source of information and ideas for teachers. She has introduced an assessment grid to provide teachers with more information of how pupils are progressing through the school.

48. There are inconsistencies in the teaching of this subject, which is reducing the rate of progress of pupils' learning through the school. In some lessons, teachers create a sense of awe and wonder through the imaginative use of resources. Such experiences contribute to pupils' aesthetic appreciation, as well as enriching their knowledge and understanding. In the best lessons, teachers challenge pupils of all abilities and ensure that the tasks match their needs. However, in other lessons, teachers try to cover too much content, and pupils do not have time to come to terms with all the new learning. Teachers manage their classes very well and working relationships are very good, which set a positive context for religious education lessons to take place.
49. There was not enough evidence to make judgements on geography or history.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision in art and design is good in the infant classes and these pupils achieve well.

Provision is satisfactory in the junior classes and these pupils' achievement is satisfactory.

Main strengths and weaknesses

- Standards in the infant classes are good and pupils' achieve well.
- Quality of display is good in the infant classes.
- Art across the curriculum is good.
- Art is led and managed well.
- The standard of work is inconsistent in the junior classes.

Commentary

50. The standard of work in the infant classes is consistently good as a result of good teaching. This is an improvement since the last inspection. Pupils' work shows a wide range of experiences of different media and materials. Teachers make attractive and visually striking displays. Picture making is a focal point and various examples show pupils' good knowledge and understanding of the work of local artists. Teachers take every opportunity to provide first-hand experience. Big group collages depict visits to local places. Portrait drawings reveal pupils' increasing observational skills of the people around them. Emphasis is placed on the design element of the curriculum. This encourages pupils' to discuss and generate their own plans and designs. All pupils make good progress in the infant classes. The quality of display in the junior classes and shared spaces varies from barely satisfactory to very good. Pupils' work is not always carefully shown to good effect and the quality of finished pictures does not always show pupils' increasing understanding of the subject matter. All teachers follow the scheme of work that provides strong links with other subjects. Individual and paired work allows for pupils to adapt and improve their work.
51. The co-ordinator has very good subject expertise. She is enthusiastic and clear about her role, with a strong drive for improvement. She supports colleagues well through training and advice. The monitoring of teaching through the use of sketchbooks is in place, but now needs to lead to improvements in the consistency of teaching in the junior classes.

Design and technology

Provision in design and technology is **good** in the infant classes and pupils achieve **well**. Provision is **satisfactory** in the junior classes and pupils' achievement is **satisfactory**.

Main strengths and weaknesses

- There are interesting activities for pupils of all abilities in the infant classes.
- The full range of designing, making and evaluating activities is covered well in the infant classes and these pupils develop skills systematically.
- Teachers tackle this subject in different ways in the junior classes, and pupils' progress slows overall.
- Teachers use this subject well in whole class themes.

Commentary

52. Pupils in infant classes experience a range of exciting activities, such as making glove puppets. These experiences help to develop their skills appropriately, such as those involved in cutting and joining materials. They are taken through the whole process of designing, making and evaluating a variety of products. Good attention is paid to safety issues so that pupils can handle tools and materials without danger. Teachers choose activities which are exciting and interesting to all their pupils. The practical nature of much of the work makes it accessible to pupils of all abilities, including those with special educational needs, who are consequently fully included in the work.
53. In the junior classes, teachers generally build on these foundations, and pupils continue to develop skills. However, the curriculum is more variable in the junior classes, being better covered and presented in some classes than others.
54. When working in groups, where sharing, discussing and taking turns are necessary, pupils develop their interpersonal and social skills well. Activities such as discussions, planning what to do, and then evaluating completed products also provide many opportunities for pupils to develop their language skills.
55. There are some good links across the curriculum, so that the work on making moving vehicles, for example, gives opportunities for work related to science, mathematics and geography. In designing a playground, infant pupils learn about their local area, and how to make plans and sketches to represent their ideas. Some topics also give opportunities for pupils of different ages to work together, such as when infant pupils learned about bridges. Infant teachers use displays very well to celebrate pupils' achievements. Teachers use technical language well when labelling displays.
56. There was not enough evidence to report on music or physical education.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social, health and citizenship education is **good** and pupils achieve **well**.

Main strengths and weaknesses

- There is an enthusiastic co-ordinator.
- All teachers use formal lessons for this work each week and pupils regularly produce interesting written work.
- There are good quality whole school themes to provide a focus on these issues.
- Classroom assistants work very sensitively with pupils in these sessions.
- Older pupils speak confidently about these issues.
- The school council is in its infancy.

Commentary

57. The co-ordinator works hard to provide teachers with guidance in this area and ensures that there are clear systems that support pupils to steadily develop skills and understanding. By Year 6, pupils talk confidently about a range of personal issues. Pupils enjoy recording their work because they are given a range of different ways of doing this. All classes use the same type of exercise book for this work. This helps pupils to track their own progress and to understand what is distinctive about this subject. The school uses good quality outside experts to support focus on particular themes, such as bullying, and pupils develop a good understanding of these issues. The organisation of classroom assistants is very carefully planned and provides very valuable opportunities for pupils to discuss sensitive issues in small groups. The school council has been formed but does not have a high profile through the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

