

INSPECTION REPORT

NORRISTHORPE INFANT AND JUNIOR SCHOOL

Liversedge

LEA area: Kirklees

Unique reference number: 107685

Headteacher: Mr John Skelton

Lead inspector: Dr Brian Male

Dates of inspection: 6th – 8th May 2004

Inspection number: 257034

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
Gender of pupils:	Mixed
Number on roll:	363
School address:	School Street Norrithorpe Liversedge West Yorkshire
Postcode:	WF15 7AW
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Appropriate authority:	Governing Body
Name of chair of governors:	Ms Gail Wilson
Date of previous inspection:	April 1998

CHARACTERISTICS OF THE SCHOOL

This large community primary school takes pupils from four to eleven years old, and is maintained by the Kirklees Local Education Authority. At the time of the inspection there were 363 full-time pupils in 13 classes. Most pupils start school with standards of attainment in line with those usually found. The percentage of pupils known to be eligible for free school meals is very low. The percentage of pupils identified as having special educational needs is well below the national average. There are very few pupils from ethnic minorities and only two requiring extra support for learning English. A relatively high number of pupils join the school in Years 3 to 6 each year. The school received the national Activemark in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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32596	Mrs Gill Phillips	Team inspector	Foundation Stage History Geography
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school where pupils achieve very well. There is a very positive ethos that encourages pupils' very good behaviour and very positive attitudes to school. The very good achievement is promoted by the quality of the teaching, especially for the oldest pupils. Under the very good leadership of the headteacher the school has been very successful in developing key areas. The school provides very good value for money.

The school's main strengths and weaknesses are:

- Standards of attainment are well above the national average in English, mathematics and science
- Behaviour is very good, and pupils have very positive attitudes to their work
- Teaching is good overall with a significant amount of very good teaching, especially in Years 5 and 6, that serves as a model for all classes
- The headteacher provides very good leadership for the school
- There is a very positive ethos in which pupils are very well involved in the life and work of the school
- The school has a very good partnership with parents that enhances learning
- There are very good arrangements for assessment in English and mathematics that could be built on in other subjects
- More use could be made of the outdoor environment in the reception classes

The school has made very good progress since the previous inspection. Standards of attainment have risen, and pupils' attitudes and behaviour have improved. The quality of teaching is better and work is now appropriately challenging. The partnership with parents has been improved. The quality of leadership and management has been improved, and all of the key issues have been successfully addressed.

STANDARDS ACHIEVED

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

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those where a similar proportion of pupils are entitled to free school meals.*

Pupils' achievement is very good overall. Overall standards are higher in Year 6 this year than in 2003, and inspection evidence indicated that standards are now well above average in all three subjects. Standards in Year 2 are well above the national average in reading, and above average in writing, mathematics and science. Standards in information and communication technology (ICT) and in physical education (PE) are average in Year 2 and above average in Year 6. Other subjects were only sampled, but standards are generally in line with those usually found. Children make good progress through reception classes, and many exceed the nationally expected goals by the time they move into Year 1, but more use could be made of the outdoor environment. There is some good support for pupils with special educational needs, and they make good progress.

These overall standards represent very good overall achievement for the pupils, particularly in the core subjects of English, mathematics and science.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Pupils have very positive attitudes to school and are very confident in their work. Their behaviour is very good in class and around the school. Their personal qualities such as relationships and concern for others are very good. Pupils have a strong sense of belonging to the school and a particularly good commitment to its values. Relationships are very good, and pupils are open, friendly, confident and thoughtful of others. The rate of attendance is high, and most pupils arrive promptly for school.

QUALITY OF EDUCATION

The quality of education is good overall. The quality of teaching is good and often very good, particularly for the oldest pupils. Teachers prepare lessons very thoroughly and are very concerned for the welfare of their pupils. In the most effective lessons, there is very high challenge together with very effective methods that involve pupils in co-operative discussion and interesting practical activities. The use of 'writing buddies' in Years 5 and 6 is outstanding and a significant factor in raising standards. These methods could now be used more extensively in other lessons throughout the school, and the very effective assessment methods used in English and mathematics could be extended to other subject areas to build on the already good teaching.

There is a broad and balanced curriculum enhanced by a good programme of extra-curricular activities. There are generally good arrangements for pupils' support and guidance. The school's partnership with parents is very good and enhances learning. The outside areas, such as the pond, provide a very rich environment to enhance learning.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The headteacher provides very good leadership for the school. He is well supported by the deputy head and by the structure of senior staff. The governors are very well led, are very supportive of the school and provide effective governance. The school is managed effectively, and resources are used well to support learning.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school, and there is no area where a significant number would like to see improvement. Pupils are also very positive about the school, and the school takes effective steps to ensure that pupils' views are sought.

IMPROVEMENTS NEEDED

In order to build on its already good provision, the next steps for the school are to:

- Extend the very good teaching methods that are presently used particularly with the older pupils, where lessons involve pupils in challenging, practical activities
- Build on the very good assessment practice to ensure that challenging targets are set in all subjects and subject leaders maintain a close overview of progress
- Make more use of the outdoor environment in the reception classes

The school has already identified in its development planning the need to extend assessment procedures and to make more use of the outdoor area.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is very good, particularly in English, mathematics and science. Standards in English, mathematics and science are well above the national average by Year 6. Progress is particularly quick in these subjects in Years 5 and 6. The school is very successful in ensuring that pupils capable of higher attainment are given the scope to progress.

Main strengths and weaknesses

- The school's focus on English, mathematics and science, together with some very good teaching of the oldest pupils, promotes pupils' particularly good achievement by the end of Year 6
- Particularly good opportunities for learning in reading, speaking and listening ensure that standards and achievement in these aspects are very good across the school
- There is good challenge in lessons for pupils capable of higher attainment
- Overall standards have risen since the previous inspection
- Standards in ICT have risen since the fairly recent acquisition of new equipment and are now above average by the end of Year 6

Commentary

1. There is a rising trend in the school's scores in national tests for eleven year olds. Scores have varied between subjects over previous years, but overall standards have tended to be at least above the national average and the average of similar schools. The school's scores in national tests for seven year olds have been at least above average in all aspects tested over the last four years. Inspection evidence shows that overall standards are higher this year and significantly higher in English and science in Year 6.
2. Most children enter the reception classes with standards of attainment in line with those usually found. By the time pupils leave the school in Year 6, standards of attainment are well above the national average in English, mathematics and science, above average in ICT and generally in line with those usually found in other subjects. These standards represent very good overall achievement for the pupils, and are promoted by the quality of teaching, particularly for the oldest pupils, and by the school's very positive ethos that encourages confidence and pupils' very good attitudes to their work.
3. Children make good progress through the reception classes and almost all attain the nationally expected early learning goals for children of this age by the time they move into Year 1, and many exceed these expectations. This is good achievement and is promoted by a good range of learning experiences in which children are involved, and the very positive way in which they go about their tasks.
4. Pupils continue their good progress through Years 1 and 2, and by the end of Year 2, standards are well above the national average in reading and above average in writing, science and mathematics. These standards are higher than the scores in national tests in 2003 when scores were lower than usual, and continue the trend of higher scores in previous years. Standards are above those of similar schools and represent good achievement for the pupils.

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

Standards in:	School results	National results
reading	16.8 (17.4)	15.7 (15.8)
writing	15.5 (16.4)	14.6 (14.4)
mathematics	17.4 (17.9)	16.3 (16.5)

There were 52 pupils in the year group. Figures in brackets are for the previous year

5. By the end of Year 6, standards are well above the national average in English, mathematics and science. These are much higher in English than in previous years, and the improvement is due to the identification of issues needing to be addressed, the implementation of successful strategies and some very effective teaching for the oldest pupils. Standards are also higher in science than in previous years, again through some very good teaching and attention being paid to areas identified as needing improvement. The well above average standards in mathematics over previous years have been maintained. The present standards represent very good achievement for the pupils, and are well above those of similar schools.

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

Standards in:	School results	National results
English	27.2 (28.1)	26.8 (27.0)
mathematics	29.2 (28.6)	26.8 (26.7)
science	29.9 (28.4)	28.6 (28.3)

There were 57 pupils in the year group. Figures in brackets are for the previous year

6. Standards in ICT are average at the end of Year 2 and above average by the end of Year 6. Much of the school's computer equipment is relatively new and standards are now rising, but there has not been time for standards to rise to the levels of English, mathematics and science. Standards in religious education are above average across the school. Standards in physical education are also average at the end of Year 2 and above average by the end of Year 6. A good programme for physical education, particularly in Years 5 and 6 where there is a strong emphasis on evaluation, improves skills well.
7. As other subjects (history, geography, art, music and design and technology) were only sampled, there is no formal judgement about attainment in these, but standards overall are generally in line with those usually found. There is some good work in design and technology, particularly with the oldest pupils.
8. Provision for pupils with special educational needs is good and pupils make good progress in terms of their targets. There are very few pupils from minority ethnic backgrounds, and none at an early stage of learning English. Their attainment is in line with other pupils. A relatively high number of pupils join the school in Years 3 to 6 each year, and a number of these start with lower attainment than other pupils, but they also make good progress. The school is particularly successful in ensuring that pupils capable of higher attainment are given the scope to progress, and so an above average proportion of pupils attain the higher levels (Levels 3 and 5 respectively) by Year 2 and Year 6.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and personal development, including their spiritual, moral, social and cultural development, are very good. Attendance and punctuality are very good.

Main strengths and weaknesses

- Pupils show great commitment to the school's values and ethos
- Pupils behave very well in lessons and around the school
- Attendance is well above the national average
- All of these aspects have improved since the previous inspection

Commentary

9. Pupils are happy and confident in school. They are keen to learn, and work hard. This is because they feel well supported, and because their parents are very positive about the school. Pupils have a strong sense of belonging to the school and a particularly good commitment to its values. This is encouraged by the school's very positive ethos and the scope pupils are given to take responsibility. This is particularly the case for the oldest pupils.
10. The atmosphere in the school is relaxed, yet orderly. Expectations for behaviour are very high, and pupils meet these expectations. The school's approach is pleasantly understated, with pupils not being constantly harassed about their behaviour. This gives plenty of scope for self-discipline to which pupils respond very well, by being sensible and well behaved. Pupils are generally attentive in lessons, but younger pupils understandably lose concentration when they are expected to sit and listen to their teachers for long periods. Exclusion has not needed to be used in recent years.
11. An important feature of provision for personal development is the way in which pupils are supported to take responsibility and to use their initiative. Pupils are valued as individuals and they respond well to this by being respectful to adults and to each other. This valuing of pupils very effectively supports their spiritual and social development by giving them ways of relating to others that are based on respect, and an awareness of the needs of others. Cultural and, particularly, multicultural provision is linked well to these values with great thought and sensitivity given to the provision for multicultural education. As a consequence, relationships between pupils and between pupils and adults are very good.
12. Pupils generally get on very well with each other, and work particularly well together in lessons. In these situations they co-operate very well, and help each other. They play very well together in the playground, but there are, just very occasionally, minor incidents. The school picks up well on issues, and deals with them effectively.
13. Attendance and punctuality are very good. They are encouraged in this by their parents and because they like school. Through careful monitoring the school identifies the extremely small numbers of pupils whose attendance and punctuality are a cause for concern and gives appropriate support.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.6	School data	0.4
National data	5.4	National data	0.4

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 quality of education provided by the school is good. Teaching is good overall, and is particularly strong in Years 5 and 6. There is very good partnership with parents, and the headteacher provides very good leadership. Other aspects of provision are at least good.

Teaching and learning

Teaching and learning are good overall, and often very good, particularly in Years 5 and 6. The quality of both teaching and learning has improved since the previous inspection. Assessment is good overall and particularly effective in English and mathematics.

Main strengths and weaknesses

- Teaching is good overall with a significant amount of very good teaching, especially in Years 5 and 6, that serves as a model for all classes
- The use of reading buddies in Years 5 and 6 is an example of excellent teaching and learning
- There are very good arrangements for assessment in English and mathematics that could be built on in other subjects
- The outdoor element of the Foundation Stage curriculum needs further development

Commentary

Summary of teaching observed during the inspection in 58 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (3%)	15 (26%)	24 (41%)	17 (29%)	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.

14. Teachers prepare lessons very thoroughly and are very concerned for the welfare of their pupils. Relationships between teachers and pupils are very positive and these help develop pupils' self-confidence and positive attitudes to their work.
15. Teaching is good overall in the reception classes, but much less use is made of the outdoor element of learning than is recommended by the national Foundation Stage curriculum. Teaching is good in the aspects of communication and language, mathematics, and personal and social development. Teaching is satisfactory in the knowledge and understanding of the world, physical and creative aspects. This is mainly because the outdoor element is not fully used in these aspects. Children are provided with a good range of interesting activities that encourages their interest and involvement within the classroom, but the range is not so full outdoors. Children's very positive attitudes to learning and their very good co-operation with each other contribute significantly to their learning.
16. Teaching is good overall in Years 1 to 6, and often very good. Teaching is particularly strong for the oldest pupils. Teaching is good overall in English, mathematics, science, ICT, religious education and physical education. No overall judgement was made about other subjects. The teaching of writing and mathematics to the oldest pupils has been particularly effective, especially through the very clear identification of the key skills and structures and the very challenging tasks that enable pupils to develop the required skills in interesting ways.
17. Assessment is being used very effectively in English and mathematics to identify the key skills and concepts needed by different groups of pupils so that teaching can be sharply focused. This has played a significant part in raising standards in these subjects. These practices are

being developed well in science, but are not so well used in other subjects. As a result there is not such a sharp focus of the teaching or identification of groups who need to develop specific skills and concepts. The marking of pupils' work is often very effective, praising achievement and giving clear pointers for improvement. The particularly good practice in English and mathematics for the oldest pupils could be used more extensively in other subjects and classes.

18. Where teaching is best, there is very high challenge for the pupils together with very effective methods that involve pupils in co-operative discussion and interesting practical activities. The use of paired and groups work is particularly well developed in many classes and is very effective in extending understanding. For example, in a very good Year 5 and 6 religious education lesson, pupils worked in groups to sort information about the Christian gospels. They had to agree the criteria between themselves and then give their reasons to the rest of the class. The task was very challenging but the standard of discussion and reasoning was very high and enabled pupils to cope with the challenge.
19. The teaching of writing in Years 5 and 6 provides some example of particularly effective practice. For example, pupils in a Year 5 group were asked to analyse a letter of complaint. They did this in pairs, writing their analysis jointly on a whiteboard; this ensured that they shared ideas and reached agreement. The resulting standard of analysis was very high indeed. The teacher's very lively approach in a Year 6 writing lesson injected a very brisk pace to learning and generated a sense of excitement as pupils worked in pairs to plan their stories using the very clear structure they had been given. Excellent use of 'reading buddies' (where pupils discuss and appraise each other's work) was seen in the Year 6 lesson below:

Example of outstanding practice

In a Year 6 English lesson, pupils worked in pairs to appraise each other's writing. They did this perceptively, identifying not only errors, but places where the quality of writing could be improved. They also did it with sensitivity, using phrases such as, "Are you sure you mean...?" and, "Do you think that could be clearer?"

What made the activity so effective was the way this approach had been prepared by the teacher. There were three elements to this. Firstly, the pupils had been taught very effectively the criteria for good writing and for attaining Level 5, so they recognised the elements needing improvement. Secondly, they had been taught the elements of a sensitive approach, such as asking questions rather than scoring points, and they had discussed how others feel in this process. Thirdly, the teacher had provided an excellent model of the process with the whole class through her combination of perceptiveness, clarity and sensitivity.

20. The way in which pupils are asked to reflect upon their work and think of ways in which it can be improved is a very effective element of many lessons across the school. For example, in an excellent Year 6 physical education lesson in which pupils were working together in groups to develop a dance like the New Zealand rugby team's 'Haka', it was the way that pupils appraised each other's performance and made suggestions for improvement that extended the learning so well.
21. Where lessons were satisfactory rather than good or very good, it was often because the pace was slower or because the methods used did not challenge the pupils to think and work together in the same way as the lessons described above. In some lessons, pupils were expected to sit and listen to the teacher for extended periods without being involved in practical tasks that caught their interest or extended their understanding.
22. The teaching of pupils with special educational needs is good overall and enables them to make good progress in terms of their targets. Support from teaching assistants is particularly effective for pupils with statements of special needs.

The curriculum

The school provides a good overall curriculum although it is satisfactory in the reception classes where the outdoor aspects need developing. There is a good range of additional activities outside normal lessons. The accommodation and resources are satisfactory.

Main strengths and weaknesses

- Provision for pupils with special educational needs is good
- Very good curriculum development has emphasised links across the subjects and an investigative approach to learning
- The curriculum is enriched by visits, visitors, and a good range of activities outside lessons
- The provision for the development of pupils' personal, social and health education is good
- Reception children are made welcome and enjoy a satisfactory range of indoor experiences, but the external area is not developed sufficiently to support learning

Commentary

23. The curriculum is broad and balanced and provides well for the pupils in the school. It has been improved since the previous inspection. Good curriculum provision is made for pupils with special educational needs, and those particular needs are well met.
24. Curriculum development has placed a good emphasis on links across the subjects and an investigative approach to learning. Schemes of work in science, art, and design and technology for example, clearly identify these links. Links are also evident in teachers' planning and pupils' work. For example, music is used well to support the teaching of dance in physical education, drawing programs in ICT are used to create pictures in the style of famous artists, and pupils use their artistic skills to create collages and wall hangings interpreting the historical and geographical environment. The addition of French as a modern foreign language has extended cultural links and contributed to geographical studies. Pupils' literacy and numeracy skills are well developed in other subjects. Lessons seen in science, design and technology and music had a very strong practical element and pupils had opportunity to explore and investigate. A 'science week' raised the profile of the subject and also placed good emphasis on the investigative approach.
25. The school provides a good range of enrichment activities. These include very good opportunities to participate in a variety of sports through its links with local sports clubs and schools. After-school clubs include gymnastics and recorder groups. An appropriate range of visits and visitors supports learning in history and geography and visiting teachers provide additional tuition in French and music. Pupils also make good use of the school grounds and the local environment in their studies.
26. There are good arrangements in place to welcome pupils into the school. The reception teachers plan together and have in place an appropriate range of activities that reflects the agreed areas of learning. However, the external area for children under five is underdeveloped and this limits learning opportunities in the reception classes.
27. The school makes good provision for pupils' personal development through its strong ethos, very good relationships, and the independence given to pupils. Drugs and sex education is effectively delivered within the framework of the science syllabus. Pupils have good opportunities to play an active part as citizens by participating in the school council. The school is in the process of developing its programme for personal, social, health and citizenship education to ensure that there is appropriate progression. At the moment not all classes ensure that sufficient time and emphasis is given to the subject.

28. The accommodation is satisfactory overall. It is clean and well cared for and provides a safe and secure environment in which to learn. The interior of the older building is awkward in terms of access, although the classrooms are spacious. The outdoor environment has been developed well, especially the pond area, and it is used well in subjects such as science. Resources are adequate, although the outdoor element of the Foundation Stage Curriculum requires further development. Sufficient teachers and support staff are in place to deliver the curriculum.

Care, guidance and support

Arrangements for the care, welfare, health and safety of pupils are good. The provision of support and guidance based on monitoring is satisfactory. The involvement of pupils through seeking, valuing and acting on their views is very good.

Main strengths and weaknesses

- The school cares for its pupils well
- The school listens to its pupils very well , and acts on their ideas
- Targets for younger pupils could be sharper and more use could be made of them

Commentary

29. There is regular monitoring for health and safety, with good involvement in this by the governing body. Appropriate risk assessments are in place and there are good systems for ensuring that health and safety concerns are acted upon. Child protection procedures are well in place, and the school has appropriate systems to monitor concerns. Staff are caring and concerned for pupils' welfare. However, it is some time since all staff have had appropriate training in child protection.
30. On an informal, day-to-day basis, pupils are well supported in their learning. Most pupils have some idea about their learning targets, and generally the oldest pupils are very clear about this. Support for pupils' learning in English and mathematics is based effectively on careful assessments of pupils' attainment and in some cases on very clear targets. However, this is not always the case for other subjects, and the targets for younger pupils could be sharper and more use could be made of them.
31. Pupils know that they are listened to and their views are important. The school council is well established and has had a significant impact on school life. Councillors are very responsible and sensible, as well as enthusiastic about their work. Recent initiatives include the selling of fruit at break times.
32. Midday supervisory staff are generally very positive and supportive in their approach, and the senior midday supervisor sets a very good tone in this. They fulfil their caring role well, but there is scope for them to play a more active part in the playground, by playing with children more.
33. Lunchtimes arrangements in the dining room are very efficient, but rather rushed. The impact of this is that lunchtimes tend to be rather frenetic. This leaves some children, at times, feeling harassed.
34. Induction arrangements for children entering the Foundation Stage are good, with parents fully involved in the process. Pupils coming at other times are supported, and monitored carefully, and arrangements adapted to suit their need.

Partnership with parents, other schools and the community

Links with parents and other schools and colleges are very good. These have been strengthened since the previous inspection. Links with the community are satisfactory.

Main strengths and weaknesses

- The school's very good relationship with parents promotes pupils' very positive attitudes and their learning
- Links with local schools and colleges are very effectively supporting the curriculum

Commentary

35. The school has a very good reputation locally and parents are very positive in their views. The school is open, welcoming and friendly. Parents bring their children into the classrooms in the mornings, and chat to teachers and support staff. This provides a good start to the day for the pupils, enables adults to share issues, and gives parents an opportunity to see the work that has been done. The school has more recently offered workshops for parents, designed to enable them to support homework more effectively. A forum has been incorporated in these workshops, giving parents an opportunity to discuss more general issues. These are well attended and the school has responded well to parents' suggestions by adapting arrangements in the light of parental needs.
36. Parents' contribution to the life of the school is significant. The Friends Association organises very many social events that attract parents, pupils and the local community. It also raises a great deal of money for the school which is used to provide valuable additional resources. Parents are encouraged to help in the classrooms, and a good number do. They feel welcomed and their help is very much appreciated and makes a positive impact on learning.
37. Pupils' annual reports contain much very detailed information, and some are clear about the progress pupils have made. They are all very positive about what pupils know and can do, but there is little about what pupils need to do to improve their work.
38. The nature of the community makes links difficult, but local businesses give good support to the Friends Association, and the school has been able to attract some involvement from nearby industry, which has enhanced the science curriculum. The school's links with local organisations support pupils' personal development effectively.
39. The school's very good links with the local high school and college have been developed well to make good use of their specialist expertise. The links with the high school are very well established and support pupils very effectively when they transfer at the age of eleven. Other links, such as with a school in France, give pupils relevant insight into the lives of French children. The school is keen to develop this further.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides very good leadership for the school. Senior staff lead their areas very effectively. The school is well managed. The governors provide effective governance. Both leadership and management have improved since the previous inspection.

Main strengths and weaknesses

- The headteacher provides very good leadership for the school and has created a very positive ethos and very good achievement
- He is well supported by the deputy headteacher and senior staff
- The school's reflective approach has been particularly effective in ensuring that needs are identified and addressed

- English and mathematics are well led, but leaders of other subjects do not always have the detailed information about progress that would give them the same overview
- Governors are very well led and take an active interest in the school

Commentary

40. The headteacher sets a very good tone for the positive ethos of the school through his own example. His own very good teaching and involvement of pupils in particularly effective practical learning methods are a model for all staff. He has a very good overview of the school and is very reflective about its work. This reflective approach underpins the effective evaluation that promotes the very good standards. He is well respected by pupils, staff and parents.
41. The headteacher is well supported by the deputy headteacher and senior staff through an effective senior management team. The structure of leadership through key stage co-ordinators means that the role of subject leaders is narrower than usual, but it works very effectively. Subject leaders in English, mathematics and science have a good overview of progress, but the present assessment and tracking arrangements do not always give the leaders of other subjects the same detailed information; this limits their overview. The leadership of the Foundation Stage is satisfactory, but the relative responsibilities of the Foundation Stage and Key Stage 1 co-ordinators need clarifying to prevent an overlap. At the time of the inspection the co-ordinator for special educational needs had been in post for two week only, but was already making an impact on the school and working very well with support staff.
42. There has been a good commitment to staff development, and new staff have been supported very well and enabled to make a very effective contribution to the development of the school.
43. The school has been very effective in evaluating its performance through the tracking of pupils' progress and analysis of scores in national tests, particularly in English and mathematics. This resulted in some very effective strategies being developed that have raised standards in pupils' writing, especially in Years 5 and 6. The school's development plan is well linked to the budget and is derived securely from the analysis of performance.
44. The school's finances are managed effectively and the school has found the resources to create an extra class next year so that classes for the older pupils can be below 30 and single age range. A significant proportion of the school's resources have had to be spent on the fabric of the building to ensure it is safe and watertight. This has meant less has been available for other things, and there are a number of teaching and learning resources, some as basic as whiteboards, that need updating and renewing. Although the older part of the building is now safe and watertight, it is still rather drab and bleak inside. Taking account of its average basic income but the very good achievement of the pupils, the school provides very good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	804928	Balance from previous year	6615
Total expenditure	806200	Balance carried forward to the next	5343
Expenditure per pupil	2236		

45. The governing body is very well led by an active and perceptive chair, and provides effective governance. Governors are very supportive of the school, and many make an active contribution to its work.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

46. Provision in the Foundation Stage is **good**. Most children enter the reception classes with standards of attainment in line with those usually found. Good teaching enables them to make good progress, so that by the end of the reception year most exceed the expected levels for their age in personal, social and emotional development, communication, language and literacy, and mathematical development. In all other areas of learning they reach the expected levels.
47. All children settle quickly because there are good opportunities for them to visit the school before they start. Teachers develop a good partnership with parents and provide a very caring environment in which children feel secure and want to learn. There is just the right balance between activities provided by adults and opportunities for children to find out things for themselves. Provision has improved since the previous inspection, but teachers still make insufficient use of the outdoor area. This is adequately sized but is not well resourced and teachers do not make sufficient use of it to provide purposeful activities to develop all areas of learning. The leadership and management of the stage are satisfactory, but the roles of the Foundation Stage and Key Stage 1 leaders inevitably overlap in the present structure.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teachers give children plenty of help but encourage them to be independent and also to share, take turns and work together.

Commentary

48. Children achieve well because teaching is good. Most children exceed the expected levels for their age by the time they leave the reception classes. Teachers create a calm, secure environment with well-established routines so children know what they have to do and what is expected of them; for example, children changed their clothes for physical education, lined up quietly and walked quickly and sensibly into the hall. Adults give children just the right amount of help but also encourage them to be independent. As a result, children choose activities independently, and, for example, put their paintings on the rack to dry when they have finished them. The teachers' kind and supportive manner encourages all children to become more confident, and to help one another, share and take turns; for example, a group of children shared the construction equipment when they build a house and took turns to play with the containers in the water tray.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers provide good opportunities for children to listen and talk to other children and adults, so children talk clearly and listen attentively
- Teachers provide good opportunities for children to learn the skills they need for reading
- Children learn to write letters correctly but do not have many opportunities for writing by themselves

Commentary

49. Children achieve well because teaching is good. By the end of the reception year most children exceed the levels expected for their age, except in writing where they reach the expected levels. Effective use of praise and good questions encourage children to talk confidently in front of the class; for example, in 'talk time' one child confidently explained some of the skills of football, such as tackling the opponent. There is a good emphasis on the basic skills children need to read. A systematic approach to the teaching of letter sounds means that the majority of children know individual sounds by the time they leave the reception classes and most can read a wide variety of words independently. Good attention is given to children forming letters correctly, but there are not sufficient opportunities for children to write independently and practise linking letters to sounds.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Adults provide good opportunities for children to learn and use mathematical language and develop number skills

Commentary

50. Teaching is good overall and children achieve well. Most children will exceed the expected levels for their age by the end of the reception year. Children are beginning to use mathematical language correctly because teachers use this language when they talk to the children. For example, one teacher used the terms 'repeating pattern' and 'grid' as well as the names of regular shapes when explaining a task to children. As a result, children could identify shapes such as triangles and squares correctly. One child described the differences between shapes using terms such as 'pointed', 'straight' and 'curved' correctly. Children are given good opportunities to use their mathematical skills, for example, when they calculate the number of children in the class.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Although staff provide some good opportunities for children to learn from first hand experiences, there could be more opportunities to extend children's knowledge and understanding of the world, especially in the outdoor area

Commentary

51. Teaching is satisfactory overall and most children will achieve the expected levels by the end of the reception year. Children know that plants grow from seeds and many know that plants need light and water to grow because they have seen what happens to cress seeds when they do not have these. However, teachers do not develop first hand experiences sufficiently, especially in the outdoor area, and this limits progress to satisfactory rather than good. Children have good access to the computers and many use features such as the shift key and space bar correctly when they write their name. Some children are able to use computer tools, such as the 'spray can', when using a drawing program.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Some purposeful activities take place inside, but the outdoor area is insufficiently used and so the opportunities for physical development are limited

Commentary

52. Teaching and achievement are satisfactory and most children reach the expected levels by the end of the reception year. Children enjoyed a lesson observed in the hall, and confidently and safely jumped and skipped at different speeds around the hall following the teacher's instructions. The teacher explained how they could make their movements even better, for example, by using their arms to help them jump higher. Teachers provide good opportunities for children to develop their skills such as cutting and manipulating materials. They use tools such as paintbrushes and scissors well, and can roll, stretch and mould play dough. Most children hold pencils correctly and form recognisable letters.
53. Though children use the outdoor area every day, teachers do not provide sufficient opportunities for them to develop skills such as balancing, climbing, throwing and catching. Children do not often use the wheeled vehicles the school has.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Children enjoy singing and making music
- Children need more opportunities to develop their imagination during role-play and art activities

Commentary

54. Teaching and learning are satisfactory so children's achievements are satisfactory and they reach the goals expected for their age by the end of the reception year. Children sang enthusiastically and tunefully when, for example, they joined in the 'welcome' song at the beginning of the day. They chose their instruments independently and shook and beat them quickly, slowly, loudly and quietly as they sang. The displays in both classes show that children are developing their drawing skills well, and some children's pictures of flowers show details, such as individual petals and well-shaped leaves. Though there are activities such as painting and modelling, these are not always sufficiently varied to enable children to experiment and fully develop their imagination.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good** overall.

Main strengths and weaknesses

- Standards of reading, speaking and listening are well above average across the school
- Standards of writing are well above average by the end of Year 6
- Teaching is good overall with some very good and excellent teaching of the subject, particularly for the oldest pupils

Commentary

55. By the end of Year 6, standards are well above the national average in all aspects of the subject, and have risen significantly since the previous inspection. Year 6 standards are also much higher than the scores in national tests in 2003. This is because the school identified areas to develop and has devised very effective strategies to address these areas. Standards are also higher in Year 2 than the 2003 national test scores, particularly in reading, for similar reasons. The subject is well led and a very close overview is kept of the progress that pupils make.

Speaking and listening

56. Pupils enter Year 1 with standards of speaking and listening already above those usually found. These skills are developed well through Years 1 to 6 through a wide range of activities that encourages paired and group discussion and explaining things to the whole class. These discussions are an important feature of the most effective lessons as they involve pupils in extending their thinking as well as developing speaking and listening skills. Most pupils are particularly good listeners, taking account of what others say and responding accordingly. They have a wide vocabulary and speak with confidence in a range of situations. Many use sophisticated phrases such as, "Don't you think it would be better if we ..." when co-operating with each other. This is a facet of the very good relationships that prevail.

Reading

57. Standards of reading are high across the school, and this is very good achievement. The school devotes a significant amount of time to this through the literacy hour, extra guided reading sessions and pupils taking books home to read to their parents. All of this contributes to the high standards. The quality of teaching within the reading sessions is often very good for the groups with a teacher, but the extra sessions in Years 3 to 6 are sometimes too frequent and too long for those pupils reading by themselves. Teachers have a very good focus on the requirements of the higher levels of the National Curriculum and focus very effectively on the literary and structural features of the books they are reading and on other examples of writing. For example, the analysis of a letter of complaint in Year 5, made the structure very clear indeed.

Writing

58. Standards of writing are above average in Year 2 and well above average by Year 6, and this is very good achievement overall. These Year 6 standards are much higher than in previous years and are the result of the school's close focus and very successful strategies in this area. The key has been:

- the identification of the needs of different groups and the close focus on the teaching of the different skills needed
- the very clear teaching of the structures of writing
- the involvement of pupils in self-assessment so that they are very clear about the expectations of good writing
- the paired and group work that makes the process more interesting and extends ideas

The excellent practice in Year 6 has already been described. Teaching is particularly effective in Years 5 and 6, where the use of reading buddies is exemplary. Pupils also benefit from examples of very good literature being read to them. As well as extending vocabulary, this provides a model of the rhythms and cadences that are not always apparent when pupils read to themselves. A very good example of this was the Ted Hughes story read by a teacher and pupils in a Year 3 to 6 assembly.

Language and literacy across the curriculum

59. There is some very good use of other subjects to extend language and literacy skills. The use of discussion in other subjects has already been mentioned, and there are some very good opportunities for extended writing in subjects such as history, geography and religious education.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teachers' high expectations challenge pupils' thinking and make a significant contribution to the high standards they attain
- Teachers have a very good knowledge of the subject
- Assessment is used very effectively to extend the learning of older pupils
- There is an over-reliance on worksheets for younger pupils
- Management of the subject is good

Commentary

60. Standards of attainment are above average by the end of Year 2 and well above average by the end of Year 6. This represents very good achievement for the pupils. The achievement is promoted by the good teaching across the school, and the very good teaching for the oldest pupils. Standards at the end of both Year 2 and Year 6 are consistent with the pupils' scores in national tests over the last three years. Most pupils across the school enjoy mathematics because it is taught in an interesting and challenging way.
61. An important feature of the teaching is the way that pupils' mathematical thinking is constantly challenged so that they deepen their understanding and acquire very good strategies for solving problems. They apply these strategies to other areas of the curriculum; for example, in a Year 5 religious education lesson, pupils sorted the statements that had been produced on cards using mathematical features of size, colour and sequencing as well as the text.
62. Teaching is of consistently high quality in Years 5 and 6 and this extends pupils' understanding and keeps pupils' motivation high. As a result, pupils achieve very well. Assessment is used particularly well in these classes to focus teaching on different groups, and marking helps pupils improve their work by adding constructive comments and questions to challenge their thinking.

63. Across the school, teachers' very good relationships with their pupils enable them to set high challenge whilst giving the support necessary to maintain confidence. Questioning is well focused and precise because teachers' own subject knowledge is very good. Lessons proceed at a good pace, and a good range of techniques is used to maintain interest; for example, in a Year 1 lesson, the teacher ensured her pupils' involvement by making good use of a glove puppet to teach positional language. All teachers encourage pupils to explain their strategies, and this is a significant factor in the development of understanding.
64. Whilst these good techniques are employed in Years 1 and 2, there are too many worksheets in use to allow good thinking skills to be developed, or for pupils to take an investigative approach to the subject. A better balance is achieved by Year 4, and by Year 6 pupils are involved in a very stimulating range of practical and problem-solving tasks where the intellectual challenge is high and the emphasis is on understanding and not just the completion of a task.
65. Subject leadership is good. Monitoring, which was in the early stages of development at the time of the last inspection, is now fully operational. There are some very good assessment procedures in place, particularly with older pupils, and results are used well to inform future planning. Targets set for pupils are also shared with parents so that they can feel fully involved with their children's progress. These approaches are not used as extensively or precisely with younger pupils. Little money has been available to improve resources for the subject during recent years, and many teaching and learning resources now need renewing and updating.

Mathematics across the curriculum

66. Pupils make good use of their mathematical skills in subjects such as science and design and technology, where they need to measure and calculate accurately, but little use is made of ICT in mathematics beyond data handling and graphs.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils' scientific skills and knowledge are very good because of an emphasis on investigative activities and use of scientific vocabulary
- Teachers' high expectations and interesting lessons help pupils develop a very good attitude to learning
- There are very good links with literacy and numeracy skills
- Good leadership and management have developed a curriculum which challenges pupils and has contributed to very good standards.

Commentary

67. By the end of Year 2 standards in science are above the national average. This represents good achievement compared to pupils' average attainment on entry. Pupils continue to make progress in Years 3 to 6, and by the end of Year 6 standards are well above the national average. Overall this represents very good achievement, and standards are higher than those seen at the last inspection. All pupils, including those with special educational needs, achieve so well because the school emphasises the teaching of science through an investigative approach in all years. Some good use is made of the rich outdoor environment to enhance learning.
68. The science curriculum is well taught and all strands of knowledge are addressed. Lessons are activity based, and so pupils' investigative and scientific skills are well developed at an early stage. Rigorous use of scientific terminology in lessons ensures that by Year 6 pupils have

acquired very good vocabulary and can describe accurately how to set up a scientific investigation; for example, they understand the term 'fair test' and the need to minimise variables. Pupils can explain why it is necessary to repeat experiments before drawing firm conclusions and the need for accurate measurements. They understand the term 'hypothesis' and can make predictions based on sound scientific knowledge. Pupils throughout the school have opportunities to record their work in a variety of ways including diagrams, tables, graphs and written texts. This helps develop their understanding. In Years 5 and 6 pupils use their literacy skills well, writing detailed explanatory texts. ICT is used in graphical representations and in research.

69. Teaching overall is good with some being very good. Pupils' attitude to learning is very good because of interesting lessons and teachers' high expectations of behaviour. In a good Year 4 lesson pupils were very well behaved as they explored the school's wild life garden and investigated the relationship between habitat and the creatures' appearance. Teachers' subject knowledge is very good and lessons are carefully structured, building on pupils' prior learning. Thus pupils have a very secure scientific knowledge on which to base predictions and explanations of results. Very good questioning in a Year 5/6 and a Year 6 class challenged pupils to explain their prediction in an experiment simulating the effect of smoking on the lungs. Pupils were given 'thinking time' and opportunity to discuss and share their ideas in pairs. Well-led discussions and questioning helped Year 1 pupils understand how sound travels and, Year 2 pupils understand the life cycle of a plant.
70. Leadership and management of the subject are good. Documentation is in place which supports teachers' planning and emphasises an investigative approach. Work is assessed and records track pupils' progress.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **good**.

Main strengths and weaknesses

- Standards are improving and by the end of Year 6 pupils are attaining well
- Teaching is consistently good throughout the school
- Improving resources are impacting upon pupils' attainment
- Computers are increasingly used to support learning in other subjects

Commentary

71. By the end of Year 2, pupils are attaining standards similar to those in most schools whilst by the end of Year 6 standards are above average. Achievement is satisfactory in younger classes and good in the upper part of the school. The greater improvement in Year 3 to 6 is, in part, the result of teachers having the opportunity to allow individual pupils to use the computer suite outside teaching sessions, as it is adjacent to their classrooms. The suite is small, so older classes are divided and taught in two groups. Each pupil has, therefore, sole access to a computer and this has accelerated their progress. Younger pupils are taught as whole-class groups and are unable to visit the suite outside specific lesson times. This inequality has been recognised and two mini-suites have very recently been established in the lower school building but the impact is yet to be realised in terms of younger pupils' attainment.
72. Rising standards are a result of good teaching across the school. Good planning consistently focuses on improving pupils' skills. Teachers use the suite with confidence and demonstrate good subject knowledge. Lessons are brisk and good use is made of the inter-active whiteboard to demonstrate program use. As a result pupils are enthusiastic about lessons in the computer suite and learn well. The employment of a part-time ICT teaching assistant this

year has enhanced teaching, particularly for Years 5 and 6, as well as improving the level of technical support.

73. Subject leadership is satisfactory. The experienced subject leader is continuing to improve resources despite a limited budget, but assessment information is not detailed, and this limits her overview.

ICT across the curriculum

74. This is a developing area on which the school is focusing well. Good links have already been created with several subjects, for example with science in Year 3 lessons. When writing up the results of an experiment to discover what plants need to live, photographs taken with the school's digital camera were imported into a *Word* program and text added. Other pupils in Year 3 were creating a front page for the term's design and technology folder. In Year 1, pupils linked work on imported photographs of musical instruments to describing the sound they made. The amount of classroom computer use varies significantly across the school and the co-ordinator recognises this as an area for further development.

HUMANITIES

75. It was not possible to see sufficient lessons in either history or geography to make overall judgements. Religious education is reported on in full.
76. Teachers plan work well in **geography** and **history** so that pupils build on work they have learnt before, which is a good improvement since the previous inspection. For example, throughout the school, pupils' skills and knowledge develop well as they study maps and find out about the local environment, other parts of Britain and other countries of the world.
77. In the history lessons inspectors saw, pupils used primary and secondary sources well. For example, pupils in Year 4 used books and a video to find out about Viking culture and pupils in Years 5 and 6 used records of prisoners in York jail to find out the punishments for crimes in the early nineteenth century. The teacher constantly challenged the pupils to consider the reasons for people committing the crimes and whether the punishments were appropriate.
78. In both subjects teachers make good links to other subjects. For example, pupils in Year 2 showed a good understanding of the clothes worn in Elizabethan times when they completed collages of Queen Elizabeth 1. Pupils defined geographical terms such as tide and cliff in the seaside dictionaries they compiled and labelled them correctly on maps of Scarborough. Pupils in Year 6 clearly explained Anne Boleyn's problems in the diaries they wrote.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Religious education makes a good contribution to pupils' spiritual, moral, social and cultural development
- Teaching is good overall and is underpinned by good planning
- Good use is made of visits to enhance pupils' learning

Commentary

79. Standards of attainment are above average across the school. This is similar to the findings of the previous inspection and represents good achievement for the pupils. The achievement is promoted by the quality of the teaching and the pupils' positive attitudes. By Year 6, pupils have developed good knowledge and understanding of some of the main religions such as

Christianity, Hinduism and Islam. They know of key figures such as Jesus, Mohammed, Noah and Rama and Sita, religious places such as churches, temples and mosques, and festivals such as Easter, Diwali and E'id. Lessons make a good contribution to pupils' spiritual, moral, social and cultural development as time is given to reflect on such issues as what makes humans special, and the existence of good and evil. For example, Year 1 pupils were taken to the wild life area before talking about interaction with nature and the responsibility to care for the world.

80. The school's scheme of work reflects the latest national guidance and covers all aspects of the locally agreed syllabus. Teachers have high expectations of their pupils, and the pace and challenge of lessons maintain pupils' interest. Pupils are encouraged to listen sensitively to each other's ideas and opinions. This is especially well reflected in the teaching of the headteacher who works with classes in Years 5 and 6. It results in well-motivated pupils who display knowledge and understanding in religious education that are higher than is usually found in similar schools.
81. The subject is brought alive by visits to local churches and a nearby Hindu temple. The number and quality of books to support teaching are satisfactory and there is an adequate number of artefacts. The subject leader monitors planning for lessons and samples work from across the school, and this gives him an effective overview of the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

82. Insufficient lessons were seen in art and design, design and technology and music to enable a judgement on overall provision in these subjects. Physical education is reported on in full.

Art and design

83. No lessons were seen in art and design; however, analysis of pupils' work indicates that standards at the end of Year 2 and Year 6 are generally in line with those usually found. There is a good variety of techniques in use, for example the batik, sewing and tie-dye in the colourful wall hangings based on the themes of rivers and the rainforests. However, pupils' two-dimensional work does not seem to be as well developed as their collage work, and pupils' drawing and painting skills are not systematically developed in terms of composition, perspective, shade and tone as they move through the school.

Design and technology

84. Analysis of pupils' work and discussions with pupils indicate that standards are generally in line with those usually found. This represents an improvement on the below average standards seen in the last inspection. Standards have improved because there are clear guidelines for teachers which include all elements of the design process. The school is now well placed to raise standards further. Pupils are involved in a good range of design projects and techniques. In the lessons seen, both taken by the subject leader, good teaching extended pupils' understanding of levers and cams and how circular movement is translated into linear movement. Pupils were given good practical experiences disassembling mechanisms and designing their own. In both lessons pupils evaluated their mechanism and modified the design to improve efficiency of movement. Leadership and management are good and effective action has raised standards.

Music

85. In the two music lessons seen in Year 1 and Year 2, pupils' understanding of how different instruments produce different sounds was well developed. Pupils explored how different instruments could be played and this was linked to simple notation. Clear explanations extended pupils' understanding of musical vocabulary such as crescendo and diminuendo and

of how music can interpret the environment. Both lessons were well prepared and made good use of recorded music and visual aids to support the teaching.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Teachers have high expectations and pupils work hard in lessons.
- Teaching is good overall, and develops skills well
- A range of extra-curricular activities provides opportunities to further develop and extend skills.

Commentary

86. Standards by the end of Year 2 are average and by the end of Year 6 are above average. This represents good progress when compared to attainment on entry and is an improvement on the last inspection. Lessons are prepared well and teachers have high expectations of pupils' attainment. Pupils respond very well to these expectations, and co-operate with each other particularly well in lessons.
87. The best teaching seen included clear explanations and demonstrations, the practice of skills, the application of these skills, and opportunities to evaluate and improve performance. For example, in a very good Year 3 lesson clear explanations and demonstration helped pupils to make good progress in the skills of throwing and catching. Opportunity was then provided to apply these skills in small games situations. In an excellent Year 6 lesson the New Zealand rugby team's 'Haka' was used very effectively to engage all pupils, including boys, in a dance lesson. The teacher's enthusiasm and challenging teaching captivated the whole class. Carefully structured demonstrations of the movements and then practice helped the pupils to perform the dance in the correct sequence. They then had to devise and incorporate their own eight-beat sequence into the dance. Working in groups the pupils demonstrated a high degree of commitment and co-operation and all groups completed the task. The groups thoroughly enjoyed performing the dance and were appreciative of each other's performance.
88. A good range of clubs and activities provides opportunities for pupils to extend their skills. These include gymnastics, football, 'multi-sport', netball and links with local sports clubs including tennis and rugby. The school has been awarded the nationally recognised Activemark recognising its commitment to developing pupils' physical education. All pupils have opportunity to learn water safely and the large majority can swim 25 metres by the time they leave school.

PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION

89. Too few lessons were seen for any overall judgements to be made. In the two lessons seen, the teaching was good, but too little time was allocated to either session for issues to be explored effectively. The school is in the process of developing its programme to ensure that there is appropriate progression, and needs to ensure that sufficient time and emphasis is given to the subject.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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