

# INSPECTION REPORT

## **OATLANDS COMMUNITY JUNIOR SCHOOL**

Harrogate

LEA area: North Yorkshire

Unique reference number: 121431

Headteacher: Mr D Pool

Acting headteacher: Mrs M Curzon

Lead inspector: Mrs B Hudson

Dates of inspection: 17<sup>th</sup> - 19<sup>th</sup> May 2004

Inspection number: 257076

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
Number on roll:	297
School address:	Beechwood Grove Harrogate North Yorkshire
Postcode:	HG2 8QP
Telephone number:	01423 872827
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs H Goodier
Date of previous inspection:	6 <sup>th</sup> July 1998

## CHARACTERISTICS OF THE SCHOOL

Oatlands Community Junior School is a popular, larger than average school situated to the south of Harrogate town centre. The majority of the boys and girls have previously attended the nearby infants' school and attainment on entry is above the national average. The school serves an area of both private and rented accommodation and about 25 per cent of pupils come from outside this area. The parents who live further away choose to send their children because of its reputation for high standards.

Most parents and carers are in employment and the proportion of pupils eligible for free school meals is very low at two per cent. Very few pupils are from minority ethnic groups and one child has English as an additional language. The number of pupils identified as having special educational needs and statements is below the national average. Most of these pupils have moderate learning difficulties. In 2003 the school gained the local education authority awards for 'Highly Effective School' and the 'Special Educational Needs Quality Mark'.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
28772	Mrs B Hudson	Lead inspector	Science History Geography Religious education
11358	Mrs V Lamb	Lay inspector	
32588	Mrs A James	Team inspector	English Physical education Citizenship
21458	Mr P Smith	Team inspector	Mathematics Information and communication technology Art Design and technology Music

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# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

This is a **very effective** school where the high quality leadership and management and the very good teaching meet the needs of all pupils. All pupils enjoy learning and achieve highly, resulting in very high standards. The school provides **very good** value for money.

### The school's main strengths and weaknesses are:

- Very good teaching throughout the school enables pupils to achieve very high standards.
- The acting headteacher provides excellent leadership of the curriculum and teaching.
- The very effective leadership by the headteacher, acting headteacher, acting deputy headteacher and governors have enabled the school to maintain very high standards for a number of years.
- Staff take very good care of the pupils who respond positively by behaving very well and having very good attitudes to their work and school.
- Very good links with the parents have been established.
- Subject leaders do not use the information that they are gathering as effectively as they could.

This school has made **very good** progress since the last inspection. Standards have improved in all subjects and are now very high in English, mathematics, science and music. Teaching is better than in the last inspection and is very good overall. Leadership and management, including governance, are very good. Although the subject leaders' roles have been extended, the systems that are now in place need to be developed further. Links with the parents are now very positive.

## STANDARDS ACHIEVED

### Year 6 results

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

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

*A\* - the school's results were within the top five per cent of similar schools in the country*

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

Standards are consistently well above average in English, mathematics and science, and in 2003 pupils achieved standards that were in the top five per cent of similar schools in the country.

**Overall pupils achieve well** and in English, mathematics and science they achieve very well.

Pupils with special educational needs achieve very well. Standards in music are very high. In design and technology and art and design, standards are well above those expected nationally and this is a very good improvement on the last inspection when they were below. In information and communication technology (ICT), history, geography and physical education, standards are above those expected nationally. In religious education standards are above those expected in the locally agreed syllabus. The school sets very challenging targets for itself in all areas of work and achieves well against them. **Pupils' spiritual, moral, social and cultural development is very good**, resulting in very good behaviour, attitudes to work and respect for the feelings of others. Very good attendance and punctuality ensure that pupils make the most of their time at school.

## QUALITY OF EDUCATION

**The quality of education is very good.** It is characterised by very good teaching and learning, very good care and support of pupils and very good links with parents. The **very good teaching**, particularly of literacy and numeracy skills across all subjects, ensures that all pupils achieve well. Pupils respond very positively to the teachers' high expectations of them in terms of their attitudes towards their work and their behaviour. Assessment procedures in English and mathematics are very good; however, in the other subjects the information that teachers are now collecting could be more effectively used to identify pupils who are gifted and talented and to help teachers assess the standards pupils achieve.

The curriculum is well planned. It enables all pupils to achieve well in all subjects. The teachers make the curriculum interesting by providing pupils with a range of quality learning experiences, such as investigations in science and research skills in history, that really involve them. The use of visits and visitors further enriches the pupils' experiences. The teachers make very good links between the different subjects and plan for pupils to apply their literacy, numeracy and ICT skills across all subjects. Provision for music is very good and the school offers a good range of after-school and lunchtime clubs. Provision for sport in Year 6 is good but for all other pupils it is limited. There is a very good partnership with parents and good links with the community.

## LEADERSHIP AND MANAGEMENT

**The leadership and management are very good.** Governance is very good and all statutory requirements are met. The acting headteacher leads very well. She has continued to develop the very good systems that were in place when she took over the role in September 2003. She has established clearly expressed expectations that all staff and pupils should strive hard to achieve high standards. Very good management ensures that the school runs smoothly. All staff are clear about their roles in the school's improvement and are supported well in their development. Subject leadership has improved since the last inspection; however, the information that they are already collecting could be more effectively used.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views are very positive. They are particularly pleased with the high expectations staff have of their children, the quality of teaching and the progress that their children make. They feel that they can approach the school with questions or problems and very much appreciate the newly created reception area. Some parents expressed concerns about the lack of sporting opportunities for pupils in Year 3 to Year 5 and the evidence during the inspection supports this view.

Pupils enjoy coming to their school. They are happy, enjoy their lessons and working with their friends, and feel that the adults working in the school will help them if they have problems or worries.

## IMPROVEMENTS NEEDED

The school should build upon the high standards achieved and the very good quality of education provided, by:

- Subject leaders using the information that they are already collecting to:
  - identify pupils who are gifted and talented;
  - improve subject portfolios so that they can help teachers to assess the standards individual pupils achieve.

# PART B: COMMENTARY ON THE INSPECTION FINDINGS

## STANDARDS ACHIEVED BY PUPILS

### Standards achieved in subjects

Pupils' achievements are **good**. Standards in mathematics are consistently very high.

### Main strengths and weaknesses

- There are consistently very high standards in mathematics and high standards in English and science.
- By the end of Year 6 pupils achieve very high standards in music, and in art and design and design and technology they are well above those expected nationally.
- Standards in information and communication technology (ICT), history, geography, religious education and physical education standards are above expectations.
- Pupils, including those with special educational needs, achieve very well.

### Commentary

1. This school has been extremely successful in maintaining high standards over a number of years. Successive national tests show standards in mathematics are very high against national averages. Pupils show particular strengths in number and in the use and application of mathematical skills and knowledge. In English high standards are achieved in reading and writing and pupils have very good speaking and listening skills which help them achieve well in other subjects. Pupils' skills of investigation in science are very high and this significantly contributes to the high standards achieved. Music is a particular strength in this school and the standards are very high. Since the last inspection, good improvements have been made in all subjects, with the largest improvements being in design and technology and art and design where standards by the end of Year 6 are now well above expectations, whereas in the last inspection they were unsatisfactory.

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

Standards in:	School results	National results
English	32.0 (28.3)	26.8 (27.0)
Mathematics	30.9 (29.8)	26.8 (26.7)
Science	31.4 (30.6)	28.6 (28.3)

*There were 73 pupils in the year group. Figures in brackets are for the previous year*

2. Pupils' achievement is good, particularly in English, mathematics, science and music. By the age of eleven, standards in English are high because of the teachers' high expectations and the consistent approach to the teaching of reading and writing across all subjects. In mathematics, pupils consistently achieve very high standards because teachers provide them with many opportunities to apply knowledge and skills to solving problems. In science, standards are well above average because of the consistent approach by teachers to developing pupils' skills of investigation. Music is a particular strength, with the school's subject leader and specialist teachers making a significant contribution to the high standards and the pupils' high achievements. Standards by the end of Year 6 in design and technology and art and design are well above expectations and pupils achieve very well because of the teachers' focus on developing the pupils' skills in these subjects. In ICT, religious education, history, geography and physical education, standards are above expectations and pupils achieve well. Once again the teachers' focus on developing pupils' skills in these subjects

contributes to their good achievements. Teachers use all subjects very well to develop pupils' speaking and listening, reading and writing skills and this makes a significant contribution to the high standards that pupils achieve in English. There are no significant differences between the standards boys and girls achieve. Pupils with special educational needs achieve very well because of the very effective way in which they are included in whole class lessons and the focused support that they receive. More able pupils achieve very highly because they are given challenging work to complete. At present gifted and talented pupils are not identified by the school and therefore opportunities to develop their talents further are not addressed. The school has included this in its planned developments.

## Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and personal qualities are **very good**. Pupils are **very well** behaved and have **very good** relationships with each other and staff. The school is **excellent** at ensuring that pupils have a desire to learn, and attendance and punctuality are **very good**. The provision for pupils' spiritual, moral, social and cultural development is **very good** overall.

## Main strengths and weaknesses

- Attendance and punctuality are very good.
- Pupils enjoy coming to school and participate confidently and with great enthusiasm in all aspects of school life.
- Pupils behave very well and aspire to the school's high expectations of them.
- Opportunity for spiritual, moral, social and cultural development is promoted through all areas of school life.

## Commentary

3. Pupils have very good attitudes to work. They are attentive in lessons, persevere with tasks showing sustained concentration and as a result achieve very well. Teachers have very high expectations of pupils in all areas of school life and reward schemes are used effectively to motivate pupils to aspire to the attitudes and behaviour expected of them. A tiny minority of pupils can be challenging but this is well managed by teachers. Incidences of bullying and harassment are very rare and dealt with effectively.
4. Pupils communicate very well, are confident in their abilities and have very high levels of self-esteem. Very good relationships flourish in the caring atmosphere where pupils' views are valued. Pupils are helpful, considerate and very supportive of each other. They respond well to the many opportunities provided for them to take responsibility and show initiative. The pupils' elected School Forum is well established, operates effectively and makes a real contribution to school life. Pupils take their responsibilities seriously and the school's provision in this area helps pupils to mature well.

## Attendance

### *Attendance in the latest complete reporting year (%)*

Authorised absence		Unauthorised absence	
School data	3.8	School data	0.0
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.*

5. The school has developed very effective procedures to promote and monitor attendance. In particular, the school sets high expectations for attendance and punctuality that are clearly shared with pupils, parents and amongst staff. Well-established routines and the commitment of staff ensure that consistent responses are made quickly to check on reasons for absence and lateness and inappropriate absence is actively discouraged. Pupils like school and their parents are very supportive of the work of the school so the attendance rate is very good, unauthorised absence is nil and hardly any pupils arrive late to school.
6. Spiritual, moral, social and cultural development is fostered through the strong school ethos. Opportunities for quiet reflection through prayer in assembly and in religious education lessons promote pupils' good spiritual development.
7. The school effectively uses a range of strategies in the development of pupils' understanding of their own and others cultural traditions. The planned opportunities across the curriculum include educational visits and visitors to school. Recently pupils' knowledge and understanding of African culture have increased through their studies in geography, art, mathematics, ICT, music and dance.
8. Social and moral development is very good. The school is very effective in promoting fairness and pupils treat others with high levels of respect. Playtimes and lunchtimes are pleasant and relaxed with pupils sharing equipment and playing well together. House captains also fulfil the role of playground buddies, ensuring all pupils are included in activities.
9. Pupils care about the community in which they live in and the wider world. They participate in a range of fund-raising initiatives for charity, and work in this area is impressive. They have strong links with a local hospice.

## 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	220	0	0
Mixed – White and Asian	1	0	0
Black or Black British – African	2	0	0
No ethnic group recorded	4	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 school provides a **very good quality of education** underpinned by an effective curriculum, high quality teaching and learning, very good care and support of pupils and very good links with parents, which benefit pupils learning.

### Teaching and learning

The quality of teaching and learning is **very good**. Overall procedures for assessing pupils' work are **good**. They are very good in English and mathematics.

## Main strengths and weaknesses

- Teachers have high expectations of the pupils and appropriately challenge them in the work that they give them.
- The teaching of literacy and numeracy is very good across the whole school.
- There is excellent teaching in Year 6 and by the acting headteacher.
- Teachers are very good at including all pupils in the lessons.
- Rigorous assessment of English and mathematics significantly contributes to the high standards pupils achieve.
- In a small minority of lessons teachers do not manage time effectively.

## Commentary

### *Summary of teaching observed during the inspection in 43 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
7 (16%)	14 (33%)	18 (42%)	4 (9%)	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.*

10. The quality of teaching and learning is a significant strength of the school. Teaching is very good with excellent teaching in Year 6 and by the acting headteacher. Throughout the school, literacy and numeracy lessons are well planned and very well taught, resulting in pupils achieving high standards. Teachers focus their lessons on developing the skills within that subject, such as the investigative skills in science and the research skills in history, and this contributes to the improved quality of teaching and standards across all subjects since the last inspection.
11. Teachers throughout the school effectively use and adapt the planning guidance of the National Literacy and Numeracy Strategies. Priority is rightly given to the development of pupils' reading, writing and number skills. Teachers have high expectations of pupils' written work, mark their work thoroughly and provide them with very clear areas for improvement. Teachers maintain these high expectations when they provide pupils with more opportunities to develop their writing skills in other subjects. In mathematics teachers have high expectations, which again are transferred to other subjects such as art, geography, science and ICT. These high expectations significantly contribute to the very high standards pupils achieve.
12. Some excellent lessons were observed in English, mathematics, science, religious education and geography. The characteristics that made these lessons excellent included:
  - the way in which the teachers engage the pupils – this can simply be through their presence, the initial activity that grabs pupils' attention and may also include role-play and ICT presentations;
  - planning that clearly focuses on what pupils will be learning and follows a logical pattern;
  - the clarity of introductions and instructions, which enables pupils to know what they are going to learn and how they are going to achieve it;
  - activities that involve all pupils in their own learning;
  - the excellent links that are made between all subjects so that pupils' knowledge and understanding are being very well applied. This approach ensures that pupils become very adept at applying the skills that they learn in literacy, and numeracy and ICT across the curriculum;
  - the use of partner and group work to develop thinking, investigation, enquiry and research skills.

13. This active approach to their learning ensures that pupils become very motivated and keen to learn and complete a large amount of high quality work. One example of an excellent Year 3 lesson shows some of the points above:

### Example of outstanding practice

A Year 3 lesson focusing on onomatopoeia was very successful because of the teacher's excellent explanation of difference between the imaginative use of words to enhance the effect of descriptions, for example, the visual impact of a 'calm sea' in contrast to the auditory impact of 'the quietly lapping waves'. The careful use of the poem *The Sound Collector* followed by very clear instructions that enabled pupils to engage in very purposeful partner work discussing whether each line of the poem included a sound word and enhanced the description engaged all pupils of all abilities in their learning. The sustained partner work helped all pupils to develop some of their own sentences, showing that they had grasped a good understanding of onomatopoeia.

14. Other strengths in teaching include clear explanations as to what the pupils are expected to learn. As a result, pupils are clear about the purpose of the lessons, which generally proceed at a brisk pace. Teachers have very good knowledge and understanding of the subjects they teach. This can be seen in the quality of descriptions, their use of technical language and the quality of their questions. Teachers are very good at including all pupils in their lessons. Tasks set by teachers are simple, achievable and involve pupils in their own learning. Pupils therefore persevere with challenging tasks and respond positively to all of the adults who help them. The pupils are highly motivated and have a desire to learn and because of this they complete these tasks enthusiastically. Pupils take pride in their work and finish a considerable amount of very well presented work. This adds to the quality of their learning and to the progress they make. As a result of the very good teaching, pupils are very enthusiastic and eager to learn.
15. The most significant contributory factor to the satisfactory teaching is that teachers do not manage the time well and the pace of the lesson reduces. This is frequently because the teachers' explanations are too long, instructions are too complicated or the lesson finishes quickly without recapping with pupils what they have learned, and results in pupils becoming less eager to learn.
16. Overall the quality of assessment is good and it is very good in English and mathematics. In English and mathematics, the marking and feedback pupils receive about their work are very good and as a consequence pupils are very clear about what they need to do to improve their work. The English and mathematics subject leaders use data exceedingly well to review pupils' progress and to inform teachers of the strengths and areas for development in teaching. In other subjects the marking of pupils' work is good and in some classes pupils are aware of the improvements they can make. The use of the information that subject leaders are now collecting is not, as yet, used to identify pupils who are gifted and talented.
17. The specialist teaching for pupils with special educational needs is very good, as is their achievement. The teacher ensures that they are set challenging tasks, which they complete with enthusiasm. In whole class lessons, pupils with special educational needs are well supported by their teachers and classmates and they achieve well. Support assistants are particularly effective at encouraging pupils to learn effectively. This is an inclusive school, where work is very well planned to match the needs of pupils.

### The curriculum

The school provides a **good** curriculum and a varied programme of enrichment activities. Resources for the pupils to use are **good** and the accommodation is **satisfactory**.

## Main strengths and weaknesses

- Provision in English, mathematics, science and music is very good, with good provision in all other areas.
- Subjects are effectively linked to enhance learning opportunities.
- A broad range of curriculum enrichment opportunity is available with very good provision in music.
- The curriculum provides very good equality of access and opportunity.
- Deficiencies in the accommodation impact on pupils' learning.

## Commentary

18. The curriculum provided by the school is good. It meets all statutory requirements, including religious education and collective worship. Curriculum organisation ensures a balance across all subjects and areas of learning and this is an improvement on the last inspection. Curriculum design promotes high achievement and ensures equality of access and opportunity for all pupils.
19. There are consistent approaches to the very good teaching of English and mathematics. A particular strength is the quality of tasks provided within lessons that stimulates pupils' interest and enables them to achieve very high standards. Very effective links between subjects have been made to provide opportunities for learning. Teachers plan for pupils to apply their literacy, numeracy and ICT skills across the curriculum and speaking, listening, reading and writing skills are used very effectively.
20. The curriculum is enhanced through educational visits, special events and visitors to the school who come to share their experiences with pupils. A good range of enrichment activities is available. Provision in music is very good and significantly enhanced by the range of opportunities for pupils to learn to play an instrument through the use of specialist teachers. Extra-curricular opportunities in physical education are good for Year 6 but limited for all other pupils. There is a weakness in the quantity and timing of the provision for swimming within the physical education curriculum.
21. The school is committed to ensuring every pupil has full access to the curriculum. It is very effective in enabling pupils to achieve well in all areas. Pupils enjoy coming to school and participate with enthusiasm in the range of opportunities available to them. Personal development is promoted in all aspects of school life and pupils are secure and confident. This helps them to achieve high standards. The provision for pupils with special educational needs is good. They are provided with very good support and this helps these pupils to achieve well.
22. Accommodation is satisfactory overall and classrooms provide a stimulating learning environment. There are deficiencies in the accommodation and these have an adverse effect on pupils' education. The library is small and is also a thoroughfare and this impacts negatively on the use pupils and staff can make of the area. Provision for one Year 5 class in the dining room and a Year 4 class in a temporary classroom has a negative impact on pupils' learning.

## Care, guidance and support

The school takes **very good** care of pupils. Staff provide **very good** support, advice and guidance that help pupils enjoy school and try their best. The school involves pupils **very well** in its work.

## Main strengths and weaknesses

- The very good relationships between pupils and with adults in school make a very significant contribution to the very good care provided.
- The school has a well-established system for seeking and acting on pupils' views that ensures they are well involved in its work.

## Commentary

23. The school takes effective steps to ensure that pupils are provided with a clean, safe and secure environment where they are happy and have a trusted adult to turn to for help if they need it. Health and safety risk assessments are undertaken and the school has effective procedures for the protection of children in line with locally agreed arrangements. Relationships between adults and children are very good. Staff know pupils very well and respond in a warm and friendly way to their personal needs. They confidently share, with a more senior person, any concerns that they may have about the welfare of pupils. These high quality relationships between teachers and pupils form a firm basis for pupil endeavour that is well supported by constructive comments about their work that help pupils know what they are doing well and how to improve. Teachers use rewards well to further motivate pupils to do their best in their work and behaviour in a very supportive way. Staff actively promotes pupils' welfare by helping them learn how to keep healthy and safe. Parents are welcomed into school on a daily basis so that they can easily discuss any aspect of their child's welfare with staff.
24. The school encourages pupils to become actively involved in a wide range of activities that enable them to share views, understand issues and make valued contributions to school life and the wider world. For instance, a pupils' School Forum has long been established in the school to give pupils of all ages the opportunity to raise concerns and make improvements to their experiences at school. Pupils know that their views are taken seriously as they have been instrumental in several school developments such as developing areas in the playground where balls can and cannot be used. Pupils' involvement in their own learning through knowing how well they are doing in literacy and numeracy and taking some responsibility for improving, further enhances their academic progress and personal development. Pupils are also encouraged to work closely alongside staff and parents to raise funds towards helping those in need. For instance, the school has forged strong links with a local hospice and pupils regularly take part in range of local and national fund-raising events that raise their awareness of moral and social issues and enable them to make practical contributions towards the lives of others.

## Partnership with parents, other schools and the community

The school maintains **very good** links with parents that encourage a strong partnership between home and school. There are **good** links with other schools and the wider community.

## Main strengths and weaknesses

- Parents are very supportive of the school and make very good contributions to school life and to their children's learning.
- The school has developed several good links with partner schools that make a significant contribution to pupils' personal development.

## Commentary

25. Governors and staff have worked hard to improve communications with parents and this aspect has improved significantly since the last inspection. Parents feel that communications have improved and that the school is approachable. The school consults parents annually and takes good account of their suggestions and concerns. Staff recognise the important role of parents in supporting their children's learning at home and provide a good range of opportunities for them to become actively involved. For instance, parents receive good quality information about homework and children's progress, as well as about the high expectations that the school sets for work, behaviour and attendance, and this enables them to work together with staff to support their children. Annual written reports, however, are not always free from educational jargon and include targets for children that are too general so the information is not as useful as it could be in showing parents how they can help practically. Parents are given opportunities to meet staff to find out about new developments and to share their views. For instance, the school recently held meetings for present and prospective parents on accelerated learning and to explain the impending changes in class organisation to allay concerns expressed by some parents.
26. Several parents are deeply involved in the work of the school and make significant contributions to the learning and experiences of all children. The school enjoys the support of a strong Parent Teacher Association (PTA) that raises funds for extra resources and social events. In particular, the PTA contributed substantial funds for drinking fountains for pupils and towards the refurbishment of part of the school. The school benefits from the help of many parents, either for teachers in each class, the library and sports clubs or with trips, and many more support special events.
27. Links with the nearby infant school from which most pupils transfer have recently developed as a teacher now has specific responsibility for liaison. As well as staff sharing information about pupils ready to transfer, teachers visit their prospective pupils to help prepare them for transfer. The school's ICT suite provides a resource that is used by the infant classes and older pupils regularly read with infants. Both schools invite each other to their concerts and appropriate special events. Staff are working together to share common practices in several subject areas and to set up similar systems for monitoring and assessing pupils' progress. These links make a good contribution to pupils' progress and particularly to their personal development. The school has established a good range of links with other schools and links with secondary schools support pupils well in readiness for transferring to the next stage of their education.

## LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **very good**. Governance is **very good**. The very good leadership ensures that the high standards are maintained and the management uses resources and processes well to ensure that this happens. Governance effectively supports and challenges the school.

### Main strengths and weaknesses

- The headteacher and acting headteacher have high aspirations, which promotes a very effective school.
- Subject leaders are playing an increasing part in determining priorities for school improvement.
- Governors understand their role and ensure that all statutory responsibilities are met. They keep in close touch with the school and provide very good support.
- Management of the school is very effective. Procedures and interventions enable the school to meet its high aspirations.
- Limited accommodation limits the use of the library.

## Commentary

28. The headteacher has been absent since September 2003. His effective leadership, evident in the school's positive ethos and sustained high standards, has been maintained and developed by the very good leadership of the acting headteacher. The acting headteacher has taken her vision for high quality education and communicated it to staff, parents and governors through personal example. She has provided very good guidance to help staff support her vision for an exciting and rich curriculum where learning is fun and success seems a natural result of being in school. This includes a personal demonstration of high quality teaching and the development of an efficient and effective system of self-evaluation. Parents, staff and governors show confidence in her leadership and are quick to praise her commitment to the school. She has succeeded in further improving links with parents so that these are now very good. She has worked closely with other learning institutions to ensure that pupils' learning is not interrupted on transfer from the infant school and to each of five secondary schools. A very able acting deputy headteacher wholeheartedly supports the ambitions for all pupils and provides very good support, with some outstanding aspects in teaching and learning. The leadership team and all staff are committed to ensuring equality of opportunity with the result that this is a very inclusive school.
29. The subject leaders monitor and evaluate the work of the school well and this has improved since the previous inspection where it was judged to be unsatisfactory. Additional time has been recently allocated and a timetable organised for all staff to enable them to further develop their subject leadership. This has been valued, used efficiently and resulted in effective teamwork. School data is regularly monitored and pupils' performance in English, mathematics and science is closely monitored. For example, differences in attainment between English and mathematics were analysed and led to a whole-school approach to developing writing that has resulted in improved standards. In other subjects the leaders have established subject portfolios, which include examples of the very good pieces of work pupils' achieve in each year group. These do not, however, help teachers to assess the standards individual pupils achieve across the National Curriculum levels. The school has plans to develop systems similar to those for English and mathematics for all subjects.
30. The governors have a good involvement in the work of the school. They share the head teacher's ambitions for high quality provision and high standards in the pupils' work. The governing body has a wide range of expertise and there is an effective committee structure, which enables it to monitor activities and keep track of school developments. While governors give good support to the acting headteacher, they are prepared to question and challenge priorities or the direction of developments. Visits by governors are linked to monitoring the school's priorities or recent spending decisions. Governors visit the school with a specific area for evaluation, such as English, mathematics and special educational needs, and this regular contact with staff allows them to hold the school to account. Governors are eager to keep pace with national developments in education, and participate regularly in training and conferences.
31. The management of the school is very good. There is very good financial planning and the school makes effective use of available resources, though the pressure on existing accommodation limits effective use of the library. The school works to the principles of best value, for example when making decisions on staffing, services from the local education authority and major capital projects. The acting headteacher and governors ensure that there is a good level of consultation and comparison of price before major decisions are made. Specific grants are used effectively; for example, e-learning credits have been used to update ICT resources. The school makes good use of the national strategies for supporting underachieving pupils in literacy and numeracy. There is very good financial control and administration and there were no recommendations from the latest audit report.
32. Performance management for staff has been effectively introduced and action has been taken to put in place the national workforce reforms. These are focused on improving

standards and have been successful in developing a culture of teamwork and reflection amongst staff. Together with the system of self-review the school ensures that there is good support for staff's professional development.

33. Overall the leadership and management of the school have improved since the time of the last inspection. Taking into account the high standards achieved, the good provision and the modest spending for each pupil, the school is judged to give very good value for money.

### Financial information

#### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)		Balances (£)	
Total income	650,084	Balance from previous year	26,730
Total expenditure	636,584	Balance carried forward to the next	40,230
Expenditure per pupil	2,153		

# PART C: THE QUALITY OF EDUCATION IN SUBJECTS

## SUBJECTS IN KEY STAGE 2

### ENGLISH

Provision in English is **very good**.

#### Main strengths and weaknesses

- Pupils make very good progress and standards in Year 6 are well above the national average.
- Overall the teaching of English is very good, with strengths in Years 3 and 6.
- A high level of challenge is provided for all pupils.
- Assessment is very good and helps pupils to achieve very high standards.
- Very effective subject leadership has contributed to the very high standards in literacy.
- Pupils do not gain a full range of library opportunities.

#### Commentary

34. Standards in English are high with significant numbers of pupils achieving the higher levels. This is a result of the high priority placed by all teachers on the development of literacy skills and the very good teaching.
35. Standards in speaking and listening are very good. Pupils are confident and articulate and have a good command of language. Stimulating activities and very good questioning skills by teachers are used to develop pupils' speaking skills. Pupils listen, understand and respond appropriately to adults and other pupils.
36. Reading standards are very good and by Year 6 pupils can read fluently and analyse and compare a range of texts for their content, layout, audience, structure and setting, and use this information to help them to construct their own written work. There are good opportunities during the school day for pupils to engage in silent and guided reading.
37. A whole-school approach to the development of pupils' skills in writing has had a significant impact on raising standards. Pupils produce very good pieces of writing, using interesting words and phrases, for a range of audiences. The very good assessment helping pupils to understand what they do well and what they need to do next to improve and the opportunities to produce their own writing in other subject areas have contributed to the high standards pupils achieve. Presentation of work is very good with most pupils able to write with fluent, joined and legible handwriting.
38. Teaching in English is very good with excellent teaching seen in both Year 3 and Year 6.

#### Example of outstanding practice

In an excellent Year 6 lesson the teacher immediately engaged the pupils' interest by using relevant advertisements in order to develop their persuasive writing. Pupils watched videos of the selected advertisements and this was followed by carefully developed discussion about what these were about and to whom they might appeal. Pupils recounted what they had learned in previous lessons and also what they had learned in this one. Pupils worked with partners to design a 30-second advertisement for topics as 'strawberry flavoured crisps' aimed at five to 15 years olds. The teacher's well-timed input reminded pupils that they need a 'catchy slogan, clarity and information relevant to the age of the audience. This helped them to complete the task with enthusiasm. All pupils worked creatively producing some excellent work, which they performed at the end of the lesson whilst the rest of the class decided which advertisement they would commission.

39. Teachers use their subject knowledge to plan interesting and challenging lessons with tasks very well matched to pupils' needs, enabling pupils of all ability levels to be appropriately extended and to sustain high levels of achievement. Very good questioning challenges pupils' thinking and extends their literacy skills. Teachers have very high expectations of their pupils who respond with very good behaviour and are enthusiastic learners.
40. Very good assessment in English contributes to the good progress pupils make. Pupils' progress is effectively tracked to ensure they are achieving well. Marking both encourages pupils and helps them to understand what they need to improve next. Regular assessment of writing and reviewing individual targets with pupils assist them in understanding their achievements and provide good support and guidance for improvement. Consistent use of rewards motivates pupils to produce their best work.
41. Subject leadership is very effective and makes a significant contribution to the co-ordinated approach to English throughout the school. Very effective monitoring of results and delivery has identified areas for development and appropriate strategies have been implemented to sustain and further raise standards. These have included placing a high priority on writing across the curriculum, developing pupils' speaking skills and the implementation of setting in Years 5 and 6.
42. The small amount of space available for a library, which is also a thoroughfare, only allows for non-fiction and reading scheme books to be stored in the area. Fiction books are available in the classrooms. The number of books within the area is limited, plus the fragmented provision due to lack of space, means that the pupils do not gain the full range of library experiences.

### **Language and literacy across the curriculum**

43. Very good opportunities are provided for pupils to use their speaking, listening, reading and writing skills in all other subjects. The high expectations teachers have for their pupils in English lessons are transferred to the other subjects. Pupils are provided with many opportunities to write at length in subjects such as science, history and geography. The teachers' marking of pupils' writing across all subjects is of the same high standard as in English lessons and this supports and helps pupils to improve. Teachers are very good at extending pupils' spoken language, often asking them to share their ideas with a partner, asking them to clarify their thoughts when putting forward an opinion and offering them many opportunities to speak to the whole class. Reading opportunities are numerous and this usually takes the form of finding out information. The opportunities pupils have to extend their language and literacy skills plus the high expectations that teachers' transfer to all subjects significantly contribute to the high standards pupils achieve.

## **MATHEMATICS**

Provision for mathematics is **very good**.

### **Main strengths and weaknesses**

- Standards are very high and pupils achieve very well due to very good teaching and high expectations.
- Very good relationships foster positive attitudes to work.
- Leadership and management of the subject leader are very effective.
- Pupils are encouraged to use a range of approaches in their calculations.
- Learning could occasionally be better reinforced through a richer variety of mathematics games.
- Setting throughout the school has had a positive impact on raising standards.

### **Commentary**

44. Standards in mathematics are very high and a significant strength of the school. The school organises pupils in year group ability sets and this is having a positive impact on maintaining high standards. Pupils in the top and middle sets often achieve very well with work designed for older pupils, whilst those in the lower sets achieve very well against national expectations. Pupils with special educational needs achieve very well because the number of pupils in their sets is lower than the other sets. All pupils make at least good progress because teaching is effective and support, where needed, is available.
45. In all lessons basic skills are very well taught and pupils are given lots of opportunities to apply their knowledge and skills to solving problems. In a Year 4 lesson pupils answered quick-fire questions testing their knowledge of the 6 and 9 times tables. Pupils are given appropriate activities to develop and assess their knowledge and understanding; however, more games to reinforce mathematical concepts in 'fun' ways would be beneficial to the pupils' learning. The school has recently reviewed its policy for teaching calculations and the new whole-school approach has had an impact upon pupils' achievement and involvement in lessons. Year 3 pupils calculate addition up to 1000 using 'known facts' and Year 6 pupils calculate equivalent fractions, converting them to decimals. Pupils are not fearful of making mistakes because the very good relationship between teachers and pupils is supportive and misconceptions are usually dealt with sensitively.
46. Assessment for learning is very good. Pupils' work is regularly marked against the lesson objectives or an individual pupil target where appropriate and advice is given to the pupils so that they know how to improve their work. During lessons teachers make regular assessments of pupils' understanding with carefully chosen questions and adapt the lesson accordingly. Teachers know their pupils very well and lessons show a high degree of expectation and challenge, which motivates pupils to participate.
47. Leadership and management of the subject are very good. The subject leader leads by example to ensure high quality teaching and provides teachers with comprehensive data analysis of pupils' attainment in their annual tests. Data from national tests is also analysed to identify where the school can improve. Considerable effort has been taken to ensure that the best from the national strategy material is available to teachers and teaching assistants to support pupils' learning. ICT is beginning to have an impact on learning as the school acquires more resources. A recently purchased interactive whiteboard is used very effectively in some classes to show pupils what is expected of them.

### **Mathematics across the curriculum**

48. The use of numeracy to support other subjects is good. The best examples are to be found in art and design, geography, science, design and technology and ICT. The Year 6 production of Adventures in Pantoland provided rich opportunities for pupils to use their mathematical skills as they designed and made props and scenery, marketing materials and questionnaires. Teachers use familiar mathematical vocabulary in many lessons where it can help pupils understand new ideas. For example, when discussing the characteristics of African masks in an art lesson, pupils were asked about symmetry and shape to get them thinking about the overall design.

## SCIENCE

Provision in science is **very good**.

### Main strengths and weaknesses

- Standards by the end of Year 6 are high.
- There are excellent opportunities for pupils to learn from investigations.
- Teaching is very good and helps all pupils to achieve well.
- The subject leader role is developing and could be improved by using the information that is being collected more effectively.

### Commentary

49. Standards in science are well above average. By the end of Year 6 achievement is very good and standards are very high. These standards have been successfully maintained since the last inspection. Pupils with special educational needs make good progress and are well supported by teachers and classmates.
50. The school places great emphasis on the development of investigative work and the active involvement of pupils. As a result, pupils learn very good enquiry skills, developing a sense of curiosity and a wide range of knowledge as was very evident in the following.

### Example of outstanding practice

In an excellent Year 6 lesson, pupils in groups of four were asked to design one of four experiments that would find out which piece of material was the most durable, waterproof, thermally insulated or windproof. The preparation for this lesson was superb because the teacher set the problem, gave pupils time to consider their solutions, provided them with excellent written instructions and also a 'reveal more' card. Each group went about their task with enthusiasm, taking their thinking and decisions as far as they could before they used the 'reveal more' card. This card provided pupils with the opportunity to look at the equipment the teacher had put together to solve the problem and to make alterations to their designs. Pupils then made their tests, making good use of their previous learning about the importance of fair testing, accurate measurements and the value of repeating experiments to check outcomes. All groups could clearly articulate the findings of their tests and whether they would alter anything to make it fairer.

51. Teaching provided pupils with excellent opportunities to develop very good investigative skills. In Year 3 pupils developed these skills through the very good questioning of the teacher who set pupils small tasks such as "Do plants need water to grow?" and once they had designed an experiment and discussed the problems with the design, the teacher asked the pupils to modify the question to help them make their experiment fairer. The children, through the teacher's guidance, modified the question to "How much water do plants need to grow?" This developed their thinking skills, refined their understanding and helped them to make their experiment fairer.
52. Teaching in science is very good. Teachers plan interesting investigations with practical activities for the pupils to complete. This approach helps pupils learn effectively and develop very good science skills. Teachers have a very good knowledge of the subject and use correct scientific terms in their written and spoken language. Pupils achieve well because teachers are very effective at producing tasks that match pupils' needs. This supports the school's success at ensuring that good numbers of pupils reach the higher levels in the Year 6 tests. Pupils are encouraged to discuss ideas together and challenge each other. Pupils with special educational needs are fully included in lessons by the groups within which they are working and through teacher support. In one lesson a teaching assistant sensitively guided and supported a group of pupils in achieving their goal.

53. Subject leadership is good. An analysis of pupils' work has resulted in the subject leader implementing an initiative to improve pupils' investigation skills and this is having a positive impact on the quality of teaching and pupils' learning. The subject portfolio is a collection of high quality pieces of work and this does not provide teachers with an easy reference to assess the standards individual pupils achieve.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision for information and communication technology (ICT) is **good**.

### **Main strengths and weaknesses**

- Standards are rising because the subject is well led and managed, giving teachers the confidence to use ICT.
- Access to good quality resources in the ICT suite has improved pupils' achievement but access in classrooms is more limited.
- Pupils' enthusiasm for the subject makes a significant contribution to their good achievement.

### **Commentary**

54. Standards in ICT are above national expectations at the end of Year 6, which is an improvement on the previous inspection when they were judged to be satisfactory. Teaching is good. Resources have improved and this is having a positive impact on pupils' achievements.
55. The subject leader effectively provides plans, guidance, training and support to help teachers with the ICT curriculum. As a result, the youngest pupils are beginning to appreciate ICT in the world around them, recognising the everyday use of calculators, computers, radios, video and other devices. In Year 3 pupils are using the computer to make pictures and write text and some use the Internet, with help, to search for information. Pupils in lower Key Stage 2 make good progress and by the end of Year 4 standards are already above expectations. In examples of Aboriginal art, pupils use a range of graphics, rotating and resizing to enhance their pictures to good effect. The Year 5 and Year 6 pupils make use of spreadsheets, word processing and publishing software to present information to a range of audiences. They have well-developed skills in using multi-media software that enable them to combine moving images and text. Teachers have the confidence and skill to help pupils' use of the Internet to exchange e-mails and to use ICT to support learning in other subjects. This term Year 6 pupils are researching Internet sites, importing images and inserting their own graphs and text into their multi-media work on Kenya.
56. Pupils' achievement is good. In most lessons, pupils work individually and in pairs where collaboration between pupils raises achievement. Pupils work productively and with good concentration. For instance, Year 5 pupils work on a program to help improve their typing skills and respond enthusiastically to their success against the clock. High levels of access to computers at home are a factor in pupils' achievement. For example, in one Year 6 class many pupils have a computer at home and they use the applications for their homework.
57. Teaching in ICT is good and teachers capitalise on pupils' enthusiasm for the subject with lessons that have a good pace. Teachers familiarise themselves with applications they are to use and most lessons begin with a confident demonstration which keeps all pupils interested and eager to learn. For example, the teacher took control of all computers in the suite from her terminal and skilfully demonstrated how pupils were to construct a 'branching data base'. This technique kept pupils focused and enabled the teacher to keep all pupils on task. Teachers make increasing use of ICT in their teaching. For example, the school has recently

purchased an interactive whiteboard and some staff are making very effective use of this resource to show pupils what is expected of them.

58. The new ICT suite is a very good addition to the school's overall resources. Resources are well managed and the support from a part-time technician is highly valued. Resources in the suite provide the mainstay of teaching ICT skills but because of the limitations of the timetable, opportunities to use the suite independently to support learning in other subjects are limited. All classrooms have a computer but given the size of most classes this provides insufficient access at the point of learning for most of the class. Furthermore, some of these computers are becoming dated and in need of replacement.

### **Information and communication technology across the curriculum**

59. Cross-curricular links are developing well. Teachers identify in their plans areas where ICT can enrich the learning experience. For example Year 6 pupils in numeracy produced linear graphs, and in a literacy lesson they formatted their written work for presentation to the class. There were sufficient examples of ICT in art, history, geography and science on display in classrooms and in pupils' books; however, the access for individual pupils to use computers outside the lessons in the ICT suite is limited.

## **HUMANITIES**

The provision in history and geography is **good**.

### **Main strengths and weaknesses**

- Teaching and learning are effective.
- Teachers focus on developing pupils' research, enquiry and writing skills.
- Good use is made of visits and visitors to enrich the curriculum.
- Subject portfolios do not help teachers in assessing the standards pupils achieve.

### **Commentary**

60. Work was sampled in **history** and **geography** and two lessons were observed in each subject. In both these subjects, visits and visitors enhance the pupils' learning. ICT is well used in these subjects to support pupils' learning.
61. In **history**, pupils achieve well throughout the school and standards are above expectations by the end of Year 6. This is an improvement on the last inspection. Teachers focus on developing pupils' research skills by providing them with books, pamphlets and other information so that pupils have to find out information. In the Year 3 lessons on myths and legends pupils were given information about various Greek gods. In small groups they found out information about the god they had been given to research. Having completed this part of the lesson, each pupil moved to another group and reported what they had found out to this group so that by the end of the lesson all pupils knew something about six Greek gods. This approach enabled pupils to develop their research and presentation skills and kept all pupils involved in their learning.
62. In the lessons observed and from looking at pupils' work, teaching overall is good. This is because of the teachers' focus on developing pupils' research skills and the good links made between history and literacy. The teachers' consistent approach to marking pupils' writing across the curriculum makes a significant contribution to the high standards pupils achieve in English.
63. A planned development for the subject leader is to observe teaching, monitor pupils' work have a discussion with groups of pupils to evaluate the quality of provision in the school and identify, and inform teachers of, the successes and areas for development. The recently

developed subject portfolio does not help teachers assess the standards individual pupils achieve.

64. In **geography**, by the end of Year 6 standards are above expectations and pupils achieve well because of the consistent approach to developing geographical skills throughout the school. This is an improvement on the last inspection. Overall teaching is good. In an excellent Year 6 lesson, the pupils learned to apply their geographical understanding and enquiry skills very well.

### Example of outstanding practice

In this lesson, the teacher, 'in role', expounded her argument for 'building a magnificent hotel complex on the side of Mount Kenya'. The teacher's excellent subject knowledge and ICT presentation provided the pupils with excellent geographical information about Mount Kenya, the features of the hotel complex and the impact on the environment in terms of the wildlife and economy of the area. The presentation inspired the pupils to engage in this lesson. At the end of the presentation pupils were given the opportunity to ask questions which they did 'in role' until the teacher drew this part of the lesson to a close. Pupils were then asked to present their thoughts in favour and against the development through discussion in pairs and recording their thoughts and this provided pupils with another opportunity to develop their English skills. At the end of the lesson pupils held a lively discussion using their thoughts that showed the pupils' very good learning within the lesson and the in-depth knowledge and ability to apply their geographical and environmental knowledge to this lesson. The lesson also contributed to the pupils' speaking, listening, and co-operation skills.

65. In the other lesson observed, samples of pupils' work and teachers' planning show that the strengths of the teaching are in the use of resources such as videos to develop pupils' knowledge, the use of enquiry skills, and building upon what the pupils already know.
66. The subject leader for geography monitors pupils' work, observes teaching and talks to pupils about their work. The subject portfolio with examples of pupils achieving highly in this subject does not help teachers to assess the work of all pupils.

### Religious education

Provision for religious education is **good**.

#### Main strengths and weaknesses

- Teaching and learning are effective.
- Religious education contributes well to the pupils' social, moral, cultural and spiritual development.
- The subject is well led by an enthusiastic subject leader.

#### Commentary

67. Standards in **religious education** are above expectations of the locally agreed syllabus and pupils achieve well, which is an improvement on the last inspection. In the three lessons observed, teaching, overall, was very good and pupils gained a good understanding of Christianity and Islam. From pupils' work it is evident that pupils learn about the Bible, the stories in the Old and New Testaments and other world religions, make visits to religious places and receive visitors who talk about their beliefs. There is a good balance between learning about the knowledge of religion and values such as honesty, bravery and fairness.
68. Teaching in the lessons observed was very good because of the teachers' very good subject knowledge and their commitment to this subject. In lessons, the pupils' work and in assemblies, teachers provide pupils with knowledge, and opportunities to reflect on what they can learn from religious doctrine, and help them to make links between the different religious

ideas and practices. In an excellent Year 6 lesson pupils learned about Islam. The teacher's use of a video to engage the children was followed by a subtle question and answer session which gave pupils the opportunities to share what they already knew and what they had learned today. In a contrasting, very good Year 5 lesson about prayer, the calm, peaceful atmosphere created was so ideal for this lesson that it made pupils think about the importance of prayer in some people's lives and this positively contributed to the spiritual development of the pupils. Religious education makes a good contribution to the pupils' moral, social, cultural and spiritual development. Lessons help pupils to value and care for each other.

69. The subject leader has effectively used the opportunity to observe teaching, look at pupils' work and discuss with some pupils the work to gather information about the standards pupils achieve. The subject portfolio of pupils' work is annotated with the standards that pupils have achieved and this provides a useful resource for teachers to be consistent in their assessment of the standards pupils achieve.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **Art and design**

70. Only one lesson was seen in art and design. Teaching in this lesson was very good. Evidence of standards was taken from pupils' sketchbooks, work seen on display and the subject leader's portfolio. Standards throughout the school are above those expected and in Year 5 and 6 they are well above expectations. No judgement can be made on overall provision, although it is clear from discussions with the subject leader, planning and work seen, that pupils are given a wide range of opportunities to experiment with design, colour and media. For example, in Year 5 and 6 pupils produce work in the styles of past and present artists and some very good pop art and painting in the style of Georgia O'Keefe was on display.
71. The school has made good progress since the previous inspection where standards in art and design were judged to be unsatisfactory. This subject makes a good contribution to pupils' cultural awareness. Assessment procedures are good. However, pupils who are gifted and talented are not identified and therefore do not have planned opportunities to further develop their talents. Areas identified in the subject leader's action plan, such as providing training and monitoring progression in three-dimensional work, indicate that the school knows where it needs to improve.

### **Design and technology**

Provision for design and technology is **good**.

### **Main strengths and weaknesses**

- Standards are well above those expected in Year 6.
- Teaching is good and results in good achievement in lessons.

### **Commentary**

72. Only two design and technology lessons were seen; one was very good and the other good. Elements of design and technology also appeared in other lessons such as literacy and numeracy. The quality of pupils' work on display and in photographs and of written work based on their experiences gives a clear indication of the good provision.
73. Pupils have a very clear understanding of the design process. They think carefully about the task, sometimes experiment to achieve a desired effect and work patiently on their final

design, giving reasons for their choices. Work seen on display and in portfolios shows that pupils follow the design brief carefully. Work is very neatly finished and demonstrates a good level of skill in using different materials and equipment. Pupils evaluate the outcomes from their design and consider how they could improve. For example, Year 6 pupils designed and constructed shelters from natural resources in Mulgrave Woods and communicated their ideas to the school in multi-media presentations. This was an outstanding project that made a significant contribution to pupils' self-awareness and consideration for others.

74. Teaching is good. Teachers have good subject expertise, and high expectations of behaviour and attitudes result in pupils achieving well in lessons. Resources are well organised and there is plenty of opportunity for pupils to make choices. Health and safety issues are carefully managed although there is scope for pupils to be given more opportunities to handle tools for cutting resistant materials. Assessment procedures are good.

## Music

Provision in music is **very good**.

### Main strengths and weaknesses

- Standards are well above average in singing and instrumental performance.
- Music makes a significant contribution to enriching the curriculum and the school's relationship with its community.
- Teachers are well supported by a good, enthusiastic subject leader.

### Commentary

75. Standards in singing and interpretation of music are very good and well above expectations in Year 6 and Year 3. The coaching style adopted by both teachers in the lessons for these year groups and the challenges they gave their classes during the lessons resulted in good performances from individuals and larger groups. Pupils perform with clear diction, pitch and control and work hard to improve their work. For example, Year 6 pupils were confident to improvise movement and their musical performance of a well-known song from the musical *Oliver*. Some pupils sang solo parts whilst two groups echoed one another, ensuring that their phrasing was in time to the accompaniment provided by drums, violin and horn.
76. Music plays an important part in the life of the school. A variety of instrumental lessons is provided by the subject leader and visiting specialists. Several lessons were visited. In all of these lessons teaching is of a high standard, pupils are very enthusiastic and make very good progress. Instruments include recorder, cello, violin, viola, guitar, keyboard, drums, brass and woodwind. There are very good opportunities to extend pupils' experiences of music through a variety of music festivals, competitions and public performances. Pupils take their music into the community, maintaining long-established links with a local hospice.
77. The subject leader sets a very good example to other teachers through high expectations of standards, the quality of her teaching and commitment to a rich and varied music curriculum. She provides advice and guidance and, where required, demonstrates techniques to improve pupils' music skills. Assessment procedures are good; however, pupils who are gifted and talented are not 'formally' identified. However, many do gain opportunities to further develop their talents through the school's rich and varied provision.

## Physical education

Provision in physical education is **good**.

### Main strengths and weaknesses

- The quality of teaching is good overall with examples of very good teaching in Years 5 and 6.
- Pupils are enthusiastic and work effectively with others in competitive situations.
- Teachers are well supported by a good subject leader.
- Curriculum coverage is mainly good but there is a significant weakness in swimming provision.
- The range of extra-curricular activities provided for Year 6 is good but the provision for Years 3 to 5 is limited.

### Commentary

78. Standards in physical education are above expectations and pupils achieve well. This is an improvement on the last inspection. Teaching is good, with strengths in Years 5 and 6.
79. Lessons have clearly planned objectives and are structured to provide a variety of opportunities for pupils to practise skills and apply them in a competitive situation, and as a result achievement in most lessons is high. Effective organisation and management ensure a good pace to lessons, beginning with an energetic warm-up followed by individual and paired skill practice before the application of the skills in a game situation. Pupils clearly understand the importance of warming up and preparing their bodies for physical activity. The choice of activity is well matched to individual pupils' needs, enabling pupils of all abilities to make good progress in skill development. Pupils demonstrate good co-ordination and in Year 6 can combine stopping the ball with accurate throwing when fielding in cricket.
80. Teachers have high expectations of pupils. Good relationships and appropriately matched tasks ensure pupils of all abilities improve their co-ordination and develop their skills. Pupils understand and respect the rules of play and good use is made of competitive challenges. Pupils participate enthusiastically in all activities, working well with a partner and in a group and they enjoy physical education lessons.
81. A good and enthusiastic subject leader is helping to raise standards of attainment in physical education. Good support is provided for colleagues through practical workshops, help with planning, and team teaching of lessons. This is increasing the subject knowledge and confidence of teachers and as a result improving the quality of teaching and learning. Assessment procedures are good; however, pupils who are gifted and talented are not identified and planned opportunities for them to develop their talents are not provided. The school is working effectively towards meeting the requirement of two hours of high quality physical education per week by 2006.
82. Curriculum coverage is mainly good with appropriate emphasis placed on developing pupils' creative skills, and includes outdoor and adventurous activities in each year group. A significant weakness in the curriculum is the timing and length of programme provided for swimming. This does not ensure all pupils can achieve the required level in swimming.
83. The range of opportunities provided for Year 6 to extend their skills and play competitive games is good and they have the opportunity to participate in netball, football, cross-country running, rounders and a residential outdoor and adventurous activity week. The provision for all other pupils is limited, resulting in lower achievement.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision for pupils' personal, social, health and citizenship education is **good**.

### **Commentary**

84. The curriculum is effectively planned and includes work on sex education, drug and alcohol misuse and personal safety. The subject is well led and this has a positive impact on provision. Teaching is enhanced by educational visits and through effective links with members of the community who visit school to support the programme. Health initiatives are still in the early stages of development and are beginning to promote pupils' understanding of a healthy lifestyle.
85. The school clearly demonstrates the high priority given to pupils' personal development. Pupils' attitudes and behaviour are very good and they are helpful and considerate at all times. There are very good relationships between pupils and they play and work co-operatively together. They are caring towards each other, adults in school and the wider community, as exemplified through the significant funds raised for charity.
86. The school values the opinions of its pupils and as a result pupils are confident and articulate in sharing their views and ideas. The School Forum is well established and used effectively to inform decision-making. Pupils take their responsibilities seriously, for example maintaining records to bring the views of their peers to the forum.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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