

INSPECTION REPORT

ORCHARD HEAD JUNIOR AND INFANT SCHOOL

Pontefract

LEA area: Wakefield

Unique reference number: 108173

Headteacher: Mr T Forster

Lead inspector: Lynne Read

Dates of inspection: 26 – 28 April 2004

Inspection number: 257205

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Primary |
| School category: | Community |
| Age range of pupils: | 3 to 11 years |
| Gender of pupils: | Mixed |
| Number on roll: | 264 |
| School address: | Orchard Head Lane Nevison Pontefract West Yorkshire |
| Postcode: | WF8 2NJ |
| Telephone number: | 01977 723495 |
| Fax number: | 01977 723495 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr Les Foreman |
| Date of previous inspection: | 21 June 1999 |

CHARACTERISTICS OF THE SCHOOL

Orchard Head Junior and Infants is an average sized school with 263 pupils on roll. It is situated close to Pontefract, serving an estate that was originally built for the families of miners. A few children come from the private houses which have recently been built. Overall, social and economic circumstances are below average and children entering the nursery have a range of learning experiences and attainments that are well below average for the age group. The proportion of pupils who have special educational needs (16 per cent) is around average, some of these have difficulties with learning, behaviour or speech. Just under two per cent of the school population has a statement of special educational needs and this is above the national average. Around 28 per cent of pupils claim their entitlement to free school meals, which is above average. Most pupils are of a White British background and a few have Asian heritage. There are no pupils who are in the early stages of learning English as an additional language. In recognition of the work done, the school holds the local authority's Excellent Attendance award.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|-----------------|----------------|---|
| 21199 | Lynne Read | Lead inspector | English Design and technology Music |
| 9874 | Malcolm Milwain | Lay inspector | |
| 26405 | Carole Bond | Team inspector | Foundation stage Special educational needs Geography Religious education |
| 28170 | Ian Chearman | Team inspector | Art and design History Physical education |
| 22482 | Bruce Potter | Team inspector | English as an additional language Mathematics Science Information and communication technology |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Orchard Head is a good school where standards are improving. There is very good provision for pupils' personal development and they have very good attitudes. Teaching is good and, as a result, pupils achieve well. Leadership is good and focused on high standards. The school provides good value for money.

The school's main strengths and weaknesses are:

- Achievement is good in English, mathematics and science.
- Good teaching is responsible for good learning.
- Good leadership is driving the school forward successfully.
- There is very good provision for pupils' social and moral development and, as a result, they have very good attitudes to learning, there are very good relationships and behaviour is very good.
- The curriculum provides a good emphasis on pupils' creative and physical development.
- The organisation of group and individual learning programmes sometimes causes disruption in the continuity of classroom learning, although full access to lessons is maintained.
- The individual education programmes for pupils who have special educational needs do not provide a useful guide for the planning of classroom activities.
- The monitoring of timetables is not rigorous enough to ensure that good use is always made of time.

Improvements: There have been good improvements since the last inspection, especially in improved standards and achievement and much better teaching. All the key issues from the previous report have been 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 | E | E* | D | D |
| mathematics | E | E | C | C |
| science | E | E | D | D |

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

Standards/achievement: The children make good progress in all areas of learning in the Foundation Stage classes and, by the time they enter Year 1, they are working at a level that is just below average. The work seen in Year 6 during the inspection is better than the grades above indicate and is judged as average in English, mathematics and science. Achievement over time is good. The focus over recent years has been on improving standards. The trend of rising attainment shows that this has been successful. The 2003 test results did not fairly reflect the efforts made by both staff and pupils to raise standards, largely because more than 30 per cent of the pupils had not received all of their junior education at the school. Some good standards of work were seen in Years 5 and 4, which is a promising indicator for the future. Standards seen in Year 2 during the inspection are judged as average in reading, writing and mathematics and there have been good improvements. Some especially good standards were observed in Year 1, mostly in writing and mathematics. There are good improvements to the provision for ICT but there remains some work to do. Attainment in the subject is below average for the Year 6 pupils but is improving well. Indications are that the 'catch-up' programmes in place for Year 5 and younger pupils will lead to attainment that is at least average by the time they reach the end of Year 6. Attainment in art and design is above average and it is average for the other subjects. Pupils who have special

educational needs make good progress in relation to their education plans but sometimes miss parts of class lessons. Teachers repeat work so that access to the full curriculum is maintained but the practice causes some disruption to the pattern of learning and can be counter-productive.

Attitudes: The school promotes social and moral development very well; provision for cultural development is good and for spiritual education is satisfactory. The resulting high standards of pupils' behaviour and their very positive attitudes underpin the high rates of attendance and the good learning seen.

QUALITY OF EDUCATION

The quality of education is good, overall.

Teaching: The quality of teaching is good and often very good, both in the nursery and reception classes and in Years 1 to 6. Consequently, there is good learning. Teaching assistants are experienced and well briefed but they work mostly in group situations outside the classroom and so cannot benefit from the good models provided by the classteachers.

Curriculum: There is a satisfactory, broad curriculum that promotes pupils' creative, physical and aesthetic skills effectively as well as attainment in the academic areas. Higher-attaining pupils have appropriate challenges in their work. A few lessons, however, are too long to maintain a good pace of learning and group work sometimes disrupts the flow of lessons. The accommodation and resources are satisfactory. There have been some good improvements but there are weaknesses in the accommodation in the mobile classroom. The range of out-of-school activities is good.

Care and guidance are good. Pupils form trusting relationships with adults and say that they feel safe. Pupils' progress is checked regularly and they have clear and useful targets for improvement in English and mathematics. Similar procedures are being developed in the other subjects. Overall, guidance for pupils to help them improve is satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership is good and management is satisfactory; there are many strengths and some areas for improvement. The school is soundly run and all staff have high aspirations and share in the drive for improvement through good teamwork. The effectiveness of procedures to monitor performance is seen in the rising standards and good achievement. However, the monitoring of the provision for special educational needs is too narrow. Governors have a good overview of the school's work. They contribute a good range of expertise and experience to the school and are fully committed to its aims and ethos. Governance is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The results of the parents' questionnaires, discussions and meetings show that parents and pupils have very good and positive views of the school. There are no systems, however, to collect opinions from families on a regular basis and there is no school council in place.

IMPROVEMENTS NEEDED

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

- to review the provision for pupils who have special educational needs to ensure that they do not miss parts of lessons.
- involve teachers in the development of individual education plans so that they provide a useful guide for planning across all subjects and in all lessons.
- ensure closer monitoring of timetables to ensure that good use is made of time.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards seen during the inspection in English, mathematics and science are broadly average in Years 2 and 6. Achievement is good.

Main strengths and weaknesses

- Standards at the school are rising.
- In lessons seen, attainment in English, mathematics and science is average. This represents good achievement over time.
- Achievement in information and communication technology (ICT) is good, and attainment is in line with expectations for all year groups except for Year 6, where it is below.
- Achievement in the Foundation Stage is good.
- Attainment in art and design throughout school, and in design and technology in Year 2, is above expectations.
- Pupils who have special educational needs make good progress, mostly, but there are some lessons where progress drops to satisfactory.

Commentary

1. When children enter the nursery, their skills and knowledge are well below those expected for the age group, especially in language and personal development. By the end of the reception year, attainment is just below the expected levels, overall. Children make good progress and they have rich opportunities to explore, ask questions and to become independent learners.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| Reading | 15.1 (15.4) | 15.7 (15.8) |
| Writing | 15.4 (14.1) | 14.6 (14.4) |
| Mathematics | 14.3 (15.1) | 16.3 (16.5) |

There were 38 pupils in the year group. Figures in brackets are for the previous year.

2. In 2003, the results for Year 2 pupils were above the national average for writing, below average in reading and well below average in mathematics. When compared with schools in similar circumstances, writing was well above average, reading matched the average and mathematics was well below average. The reason for the lower attainment in reading was because few pupils attained the higher level 3, although a much higher-than-average percentage attained the 2B and 2A levels. Booster groups in reading are helping pupils to prepare for the tests this year, especially by helping them with the techniques of reading and understanding comprehension questions, which was the identified weakness in 2003. The school took immediate action to improve attainment in mathematics, which had dipped from the usual average mark. They secured the support of the local authority's consultant and produced a detailed action plan to improve attainment. This is proving to be effective. Inspection findings are that attainment for the current group of Year 2 pupils is around the average in reading, writing and mathematics. The higher-attaining pupils are suitably challenged and work at above-average levels. Some especially good standards were seen in Year 1 and this is a promising indicator for the future. In reading and writing, some of these pupils are already attaining the level expected by the end of the year and have made very good progress.

- Most pupils in Year 2 read with confidence and fluency. They write in generally well-punctuated sentences and make logical attempts at spelling. Most take care with their handwriting, making sure that letters are formed and positioned accurately. In mathematics, pupils are confident in calculating mentally and have a secure understanding of shape, measures and graphs.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 26.4 (23.4) | 26.8 (27) |
| Mathematics | 26.7 (24.2) | 26.8 (26.7) |
| Science | 28 (25.9) | 28.6 (28.3) |

There were 44 pupils in the year group. Figures in brackets are for the previous year.

- The results for 2003 matched the national average in mathematics but were below average in English and science. The same grades apply when attainment is compared with schools where attainment at Year 2 was similar. This is not, however, a fair reflection of the pupils' achievement or the school's provision because only 68 per cent of pupils had received all of their junior education at the school. In spite of this fact, most targets for attainment were met, except for the percentage attaining level 4 and above in mathematics. The school has been working on improving standards for some time and there is a good amount of evidence that the strategies adopted have come to fruition. Standards seen in lessons and in completed work during the inspection are average for English, mathematics and science, and achievement over time is good. The school is on track to achieve its targets set for the percentage of pupils attaining level 4 or above in 2004. The introduction of booster groups outside school hours is another factor in the improved standards and they are also helping pupils to gain expertise in the techniques needed for doing well in written tests.
- By Year 6, pupils read with a good level of understanding; they write in various fiction and non-fiction styles. Grammar and punctuation are sound and pupils generally take care with spelling, making full use of their knowledge of word patterns and derivations. Handwriting and presentation are neat. In mathematics, pupils compute accurately using a good range of mental calculations and written methods. They apply their mathematical knowledge well in problem-solving and investigational work.
- Attainment in ICT across the school has improved and attainment is on track to match expectations by the end of junior education for all year groups, except for the current Year 6. These pupils have had limited time to benefit from the new scheme of planning, improved teacher expertise and the facilities of the computer suite. Although they and their teachers are working extremely hard to make up for the shortfalls in learning, they are unlikely to have completed the full range of study by the end of the year. Many good improvements have been made to the provision for ICT, especially in resourcing and planning, which means that pupils have good access to computers and plenty of time to consolidate the skills that they are learning. In religious education, pupils attain what is expected according to the locally agreed syllabus and the subject makes a sound contribution to their spiritual, social, cultural and moral education. Attainment is above expectations in art and design by Year 6 and in design and technology by Year 2. Standards meet the expected level in all other subjects, except for geography where no judgement was possible.
- Pupils with special educational needs make good progress in relation to their specific learning programmes. However, much of the teaching is done in groups outside the classroom. Because of the organisation of these sessions, some pupils miss parts of other lessons. Whilst teachers do all they can to repeat work for the individuals in this situation, there is still some discontinuity in classroom learning. The gains made in the group work can often be

compromised by gaps created, especially where part of the teacher's introduction is missed. In this situation, progress, is often reduced to satisfactory rather than the usual good. The individual learning programmes do not provide clear guidance for the teachers when planning lessons because they tend to focus on the specific skills taught in the group sessions. Again, the teachers' skills are in evidence here because they know their pupils well and generally cater for their needs effectively. However, if new or supply staff were to take the classes, they would need clear guidance to ensure that all pupils gained the best from the lessons.

8. Test results show a difference in attainment between boys and girls, with girls achieving lower standards in mathematics in the Year 6 tests. The school recognises this fact and has taken steps to ensure that each group has equal provision. During the inspection, no differences were evident in classroom learning, with both boys and girls well engaged in their tasks. There are no pupils at an early stage of learning English as an additional language and those from ethnic backgrounds achieve equally well as their peers. Pupils who are capable of higher attainment have work that is matched to the higher target levels and are challenged well in the majority of lessons.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour in and out of lessons are very good. Pupils' spiritual, moral, social and cultural development is good, overall. The current rate of attendance is well above the national median.

Main strengths and weaknesses

- Relationships throughout school are very good and are underpinned by the caring ethos.
- Pupils behave very well and show very positive attitudes both to lessons and other activities.
- The school has very high expectations of good conduct.
- There is a high level of attendance.

Commentary

9. Relationships are very good and this contributes significantly to the quality of teaching and learning. Pupils' behaviour is very good in lessons, in the playground and when moving around the building. They are polite and helpful. Harmony is a strong feature of the school and there is no evidence of bullying or oppressive behaviour. These very good standards are based on a strong foundation of mutual respect between adults and pupils. Through the questionnaire replies and in discussions with inspectors, pupils made it clear that they enjoy their lessons and like their teachers and their friends. There is good respect for the school site; there is no litter, no evidence of damage, and pupils take good care of classroom resources.
10. Pupils are willing to take responsibility and to use their initiative, for instance a group of older pupils conscientiously help to run the school library. Pupils get along well with one another and work easily in groups. For example, pupils in a mixed Years 1 and 2 ICT lesson were learning how to program a floor robot. They collaborated well, took turns and supported each other when mistakes were made. Pupils' enthusiasm for school is reflected in the good attendance at extra-curricular activities. The lunch-time and after-school booster groups in Years 2 and 6 are very well supported. The majority of the Year 6 pupils attend the out-of-school German classes and say that they enjoy the additional homework tasks.
11. Children's personal, social and emotional development in the nursery and reception classes is very good. Teaching staff and teaching assistants have created an environment in which pupils feel secure and safe. Most are on target to achieve the expected learning goals in personal and social development by the time they enter Year 1.

12. Pupils who have special educational needs have very positive attitudes to their work and good levels of self-esteem. They are confident to ask for assistance and assured that it will be readily available.
13. Pupils' spiritual moral, social and cultural development overall is well provided for and contributes effectively to their personal development. Provision for spiritual development is satisfactory. School assemblies contain a religious, mainly Christian, element but pupils are given little time for reflection. The high quality of artwork seen in school makes a good contribution to this aspect of pupils' development.
14. Provision for moral development has improved since the last inspection and is now very good. Pupils know right from wrong and are fully aware of how their actions affect others. The good conduct of pupils in and around the school is a result of their developing self-discipline and is reflected in the absence of exclusions over recent years at the school.
15. Pupils' social development is very good. A range of sporting activities outside the normal school day creates opportunities for many pupils to acquire social skills when playing team games such as football, cricket and netball. Opportunities are sought to enrich pupils' sense of community. For example, they sing to the residents of a local home for the elderly and take part in public performances.
16. Cultural development remains good, as it was at the previous inspection. Pupils have a good awareness of their own culture through lessons and visits to places of interest. They have a growing awareness of the customs and traditions of other cultures as they learn about world festivals and religions. For example, they study the significance of the Chinese New Year and learn about world faiths. Visitors to school also make a significant contribution to this aspect. During the period of the inspection a specialist instructor gave pupils an exciting introduction to Indian Classical dance as part of a series of lessons on world cultures. Pupils are also given good opportunities to experience the performing arts in visits to the theatre.

Attendance

The overall attendance rate for the school is well above the national average and is a further indication of pupils' enjoyment of school and of their very good attitudes. Most parents ensure that their children arrive punctually in the mornings and, as a result, lessons start on time. This has a beneficial effect on pupils' achievements.

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 3.1 | School data | 0.9 |
| 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.

Exclusions

There were no exclusions in the past year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good, overall.

The quality of teaching is good. There are many strengths in the curriculum but also some areas for development. Overall, the curriculum is satisfactory.

Teaching and learning

The quality of teaching is predominantly good throughout school and pupils learn well. There are improved and good processes in place for checking pupils' progress in English and mathematics and in the setting of targets for future learning.

Main strengths and weaknesses

- Teachers have a wide range of subject knowledge, including a thorough understanding of the needs of children in the nursery and reception classes.
- The teachers' planning is good and uses assessment information well to target the next steps in learning for pupils, especially in writing.
- Teachers use a range of strategies and resources to challenge, motivate and encourage pupils. They have high expectations.
- Teachers know their pupils very well and this helps them to cater for individual needs.

Commentary

17. The teaching in the nursery and reception classes is good and often very good. Children have an inviting range of activities and opportunities to follow their own lines of interest. Adults encourage them to be independent learners and place a strong emphasis on developing their communication and social skills. Thorough records of progress are kept and these are used well to plan the next steps in learning. As a result of the good provision, children achieve well.
18. In Years 1 and 2 teachers focus on developing a solid foundation in literacy and numeracy through all the work planned. There is a particularly good emphasis on promoting speaking and listening skills. These factors prepare pupils effectively for the more demanding curriculum in the junior classes. In Years 3 to 6, the teachers demonstrate writing to their classes in a very effective way. In a very good Year 5 lesson, the teacher and pupils worked together to create a paragraph written in the classical style. The teacher 'thought out loud' wondering whether she could find some more interesting vocabulary, use punctuation more creatively or make her sentence construction more interesting. The pupils copied these useful techniques and learning was very good. A wide range of strategies are taught in mathematics so that pupils have the option of using the method that suits them best. For example, in one lesson, pupils used 'rounding up and down', 'partitioning numbers' and conventional computation to add and subtract.
19. Throughout school, teachers prepare and plan their lessons with great care and with constant reference to prior learning. This ensures that pupils have the challenge or support that they need to do their best. Teachers share the learning target with the pupils at the beginning of each lesson and then review the success achieved at the end. They use skilful questioning to ensure that pupils are fully included in lessons. Teachers take particular care to ensure that pupils with special educational needs and both boys and girls are fully engaged and they choose interesting resources to capture the interests of all. Where teaching is satisfactory rather than good, there is a drop in the pace of learning, generally because of two main reasons. Firstly, some lessons are too long to maintain pupils' interests and, in some cases, the teacher's focus is switched to helping pupils who have returned from group work.
20. Teachers make sure that pupils are aware of their individual learning targets for English and mathematics. The new marking system for writing is good and proving to be very effective in guiding pupils and helping them to improve. Marking in the other subjects is satisfactory, but it could be improved along the lines of the system in use for writing. Pupils are constantly encouraged to evaluate their own progress, especially in English, and are becoming independent learners. Teachers use ICT effectively to prepare lessons and to find extra sources of information. Homework is used effectively to extend the learning that has taken place in class, and the majority is completed on time. The work is valued by teachers and carefully marked. Parents commented favourably on the high quality of teaching at the school

and value the fact that teachers are approachable and friendly. In returned questionnaires, 100 per cent of parents agreed that teaching is good.

21. Examples of very good teaching were seen across the age groups and subjects that illustrate the good breadth of teachers' knowledge and the good range of strategies they use. Below are some examples:

| | |
|---|--|
| Foundation Stage Knowledge and understanding of the world | Children were well supported as they worked on the computer. The teaching assistant used technical language and prompted children to use the on-screen facilities to colour in the shapes they had drawn. The higher-attaining children explored the uses of the tool bar. Learning was very good. |
| Years 1 and 2 English | The teacher intervened in the writing process, encouraging pupils to review their work. She encouraged them to rehearse sentences out loud to check the meaning and points out where punctuation and spelling could be improved. The lesson moved at a fast pace and resulted in some very good writing that, in many cases, was above the expected level for the age group. |
| Mathematics | Some lower-achieving pupils were very well supported as the teacher took them through small steps in a mathematics lesson based on computational skills. The pace was well suited to their needs and they achieved much success in identifying 'one less than' and 'ten less than'. |
| Years 3 to 6 Music | In a stimulating music lesson, the teacher supported pupils as they brought together their skills in listening, rehearsing and performance to produce a piece of music based on the pentatonic scale. She promoted self-evaluation as pupils listened to the recorded work and decided how they might improve it. |
| History | In a history lesson, skills of enquiry and interpretation were promoted very effectively as pupils investigated some artefacts and researched around the topic. |
| Religious education | The teacher invited some Muslim pupils to talk about their religious beliefs and culture before looking at English customs and Hindu festivals. There was a very good emphasis on respecting and celebrating similarities and differences. This lesson contributed well to pupils' spiritual and cultural education. |
| Physical education and cultural development. | A regular visiting specialist led a session based on Indian classical dance. Pupils were encouraged to use their imagination and concentrated very closely on the intricate movements demonstrated and the story behind the dance. The lesson contributed to pupils' skills in physical education and literacy as well as their spiritual and cultural development. |

22. The quality of teaching has improved well since the last inspection. The school is fortunate to have a leading teacher for literacy and one for mathematics. They influence, inspire and support their colleagues effectively and introduce new ideas. The headteacher and subject managers for English and mathematics evaluate the success of teaching and there are good opportunities for training or in-house support to enhance skills. Teachers work as a strong team, pooling their ideas and sharing good practice. Very good relationships are an important feature in lessons. Teachers set high standards and expect pupils to work hard. Pupils rise to the challenge because they know that their efforts are valued and will be rewarded through praise and encouragement. This is helping them to develop good industrious habits.
23. The teaching of pupils with special educational needs is good. Pupils who require additional help are identified as soon as possible when they begin school and, where there is a need for one-to-one classroom support, this is very good. The special educational needs co-ordinator develops pupils' education plans and these are implemented through short group sessions. However, the timing of sessions means that pupils sometimes miss parts of other lessons, usually English, and this provides extra work for teachers who have to find time to repeat work.
24. The teaching assistants deliver the learning programmes effectively and have good, productive relationships with their pupils. However, in Years 1 to 6 they spend hardly any time in class with teachers and so do not have opportunities to extend their skills or learn new techniques to

promote learning. The teaching assistants and nursery nurses in the nursery and reception classes are well deployed and experienced and make a good contribution to learning.

Summary of teaching observed during the inspection in 37 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|----------|--------------|----------------|------|-----------|
| 0 | 9 (24%) | 23 (62%) | 5 (14%) | 0 | 0 | 0 |

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

The curriculum

The school provides a satisfactory curriculum, which has many strengths and is enriched by a range of additional activities. The quality and range of accommodation and resources are sound, overall.

Main strengths and weaknesses

- The good breadth of the curriculum helps to ensure that pupils have a good, rounded education.
- There is an especially strong emphasis on the arts and creative subjects.
- There is a good range of extra-curricular activities.
- The organisation of group work for pupils who have special educational needs causes some disruptions in the continuity of learning, especially in English.
- Some lessons are too long, and time is not always used to best advantage.
- The learning environment in the main building is much improved; it is very pleasant and enhanced by interesting displays of pupils' work.
- The lack of toilet facilities and problems with the heating and ventilation in the mobile classroom are not conducive to learning.

Commentary

25. The school provides a broad curriculum for its pupils in which all subjects are securely and appropriately represented, as it did at the time of the last inspection. All statutory requirements are met. Planning across subjects includes a sound emphasis on social and health education. Literacy skills are developed well through other subjects as a means of raising standards in English. This is particularly important because of the low level of communication skills that many pupils have on admission to the school. However, some pupils experience disruption to their learning when they leave lessons to attend intensive teaching sessions in another room, which are designed to support specific learning needs. The timing of these sessions is unrelated to the content of class lessons, and often this means that teachers have to repeat work, or that pupils miss some interesting classroom discussions. The gains made in the support sessions are monitored through continuous assessment, but the losses to the continuity of classroom learning are not monitored closely enough.
26. Planning is good in the core subjects of English and mathematics. Pupils are set into groups based on prior learning from Year 2 upwards for these subjects. This means that pupils with special educational needs are together in one set and this is where the most disturbance takes place as different groups leave the room for group work rather than being supported within the class itself. There are good opportunities for pupils to consolidate their literacy, mathematics and ICT skills in other lessons.
27. Teachers have the autonomy to plan their own timetables, within the framework of the school's subject planning. This provides some flexibility to cover topics in depth but is not monitored by senior staff, to ensure that best use is made of time across each day. There are some over-long sessions in Years 3 to 6 where teachers find it difficult to maintain pupils' interests and the

pace of learning drops. For example, the daily 'literacy hour' is sometimes stretched to 80 minutes rather than creating a separate focused session of 20 minutes. Some lessons, such as science or geography, go on all afternoon in some classes. In returned questionnaires, a significant number of junior pupils commented that some lessons are too long.

28. A range of visits, visitors, activities and special events enrich the curriculum effectively. For example, there are regular visits by dance and drama specialists, and class visits to local theatres for live productions. The school's Arts Week is the highlight of the summer term, when younger pupils visit a local pottery, as well as joining in the many activities provided by visiting artists for the whole school. There is a range of after-school clubs, including recorder, netball, German and cricket; and local sports clubs, such as Wakefield Harriers and Leeds United, provide coaching sessions. The choir performs to audiences locally as well as at the annual whole-school production. This supports their personal development as well as building confidence.
29. Provision for pupils with special educational needs has some strengths but also some areas for development; overall, it is satisfactory. The school's co-ordinator for special educational needs has developed very specific teaching and learning programmes for a range of individual needs, which are taught in groups by a trained team of support assistants. Pupils make good progress towards the targets set and this is meticulously recorded. However, pupils' current individual education plans are related almost entirely to these programmes. They do not provide guidance for the classteacher in supporting pupils' progress in lessons throughout the day, when there is no teaching assistant available. Teachers are not directly involved in developing support programmes and this is an area for development.
30. The school is staffed by a dedicated and enthusiastic team of teachers and support staff. There are established arrangements for staff development guided by the school's improvement plan. Lunch-time supervisors provide a good standard of care at midday and know the pupils well. The caretaker and his team ensure a high standard of cleanliness at all times. The school's accommodation has been extended recently, creating good improvements to the main building. As a result, class sizes have been reduced, providing a good solution to the problems identified at the time of the last inspection. Classrooms are generally light and airy and enhanced by bright, eye-catching displays. The new ICT suite and two libraries are very beneficial, and well used. The temporary classroom in the playground, however, has no toilets and it is very difficult to maintain a good working temperature, whether in winter or summer. Pupils must cross the playground many times each day, whatever the weather. Parents commented on the unsuitability of the accommodation and inspection findings agree with their views. The governors are well aware of the situation and are anxious to build a new classroom in the main building, especially as statistics show that roll numbers are set to increase sharply. They do not, however, have the funds available to do so at present. There are extensive grounds and the playground is large, but it is bare and uninspiring. Pupils would very much like to see this improved. In wet weather the playground floods and poor drainage on the field means that this good facility is out of use for many months of the year.

Care, guidance and support

Pupils are well cared for by the school. Overall, there is a satisfactory degree of support and guidance given to pupils to help their academic and personal development.

Main strengths and weaknesses

- The headteacher and staff know the pupils very well.
- There are good health and safety procedures.
- Induction arrangements are good for pupils entering the nursery and reception classes.

- The target-setting system provides good advice to help pupils improve in English and mathematics and sound advice the other subjects.
- There is no school council in place.

Commentary

31. Teachers know their pupils well and are aware of their personal development needs. Pupils say they feel safe, know who to go to if they have a problem, and express confidence in the fact that adults sort out issues quickly and competently.
32. Pupils' successes, both academic and personal, are recognised and celebrated through praise and awards. Those pupils who have special educational needs have full access to all that the school has to offer. There are no pupils who are in the early stages of English language acquisition, and those who are bilingual benefit from the school's emphasis on speaking and listening skills generally. The school identifies and supports pupils who are gifted and talented and, as a result, these pupils have additional challenges in subjects across the curriculum such as art, English or physical education.
33. Pupils hold positive views of the school: the majority say that teachers listen to their ideas. However, pupils are not given a formal opportunity to express their views about the work of the school, for example, through a council or regular questionnaires.
34. There are good procedures for child protection in place and the headteacher ensures that all the staff are kept up to date with current legislation and good practice. The health and safety governor carries out regular inspections together with the headteacher and the caretaker to keep the school a safe place in which to work. Risk assessments are carried out for potentially hazardous areas and for activities both in school and on school visits.
35. There are good induction procedures for pupils entering the Foundation Stage; the programme of visits allows parents and children to become familiar with their new surroundings and with the adults who will teach them. As a result, pupils entering the nursery and reception classes are well prepared for learning.
36. There is a new, improved system for checking progress in English and mathematics and pupils have clear targets that clearly indicate where improvement is needed. The system in place for writing is especially good and pupils say that they find it very helpful indeed. Targets are shared with parents and, in the newly-developed reports to be used this year, these will be recorded. Information from the tracking records is well used to organise 'booster groups' for pupils to help them prepare for tests. In the other subjects, progress is checked regularly and the teachers use the information well in lesson planning. Subject managers are in the process of developing long-term records of progress to a consistent format in order to make it easier to track attainment over time and to check the effectiveness of planning for the individual topics. At present, the guidance for pupils is satisfactory and improving.

Partnership with parents, other schools and the community

The school has a good relationship with parents. Links with the community and relationship with other schools are also good.

Main strengths and weaknesses

- Parents have a high opinion of the school and support their children well.
- The headteacher and staff are approachable and sort out issues quickly and to the satisfaction of all concerned.
- Links with the local community and other schools help to expand pupils' learning experiences.

Commentary

37. The results of the pre-inspection questionnaire and the comments made at the parents meeting indicate that the vast majority of parents are pleased with the quality of education that the school provides. There are no regular formal consultation procedures to obtain parents' views but most parents (97 per cent) feel comfortable about approaching the school with any concerns or suggestions. Pupils' learning experiences are enriched through the voluntary help of parents, governors and other members of the local community. For instance, on one day of the inspection, a volunteer helper was seen helping the reception class to do their baking.
38. The school provides a satisfactory level of information for parents. In returned questionnaires, 96 per cent of parents agreed that they felt well informed about how their child was progressing. Through the school prospectus, the governor's annual report and newsletters parents are kept up to date about events in school. There are three consultation evenings each year, which provide good opportunities for parents to discuss their child's progress with their teachers. Parents say that they find them helpful and they are very well attended. Pupils also take part in these consultations and are involved in setting their individual targets for the next term's work. At present, annual reports provide parents with basic information on their child's academic progress and are satisfactory. A more comprehensive format has been developed for this year and this will include the recording of pupils' targets. There are good arrangements for the transfer of pupils to the next phase of education at secondary school. Pupils have opportunities to visit local high schools where they take advantage of specialist facilities and are involved in learning projects. Year six pupils work on bridging projects in road safety, mathematics, science and ICT to link the two stages of their education. This gives them a feeling of continuity that helps them to settle more quickly into lessons at the secondary school. Gifted and talented pupils from the local high school work at Orchard Head during Arts Week and provide good role models to stimulate an interest in creative activities.
39. Through the vicar, who makes regular visits to school, there are links with the local parish church. Good, further links operate through the involvement of the local youth worker and the scout leader, both of whom help to widen pupils' horizons. One class works alongside other primary school pupils as part of their involvement in the local heritage group. There are good opportunities to experience live performances through visits to theatres in Leeds and Sheffield, and the choir sings at local and regional events. The school also works with Wakefield Harriers and Leeds United Football Club to provide sports coaching for pupils. The additional provision is developing education well outside of the classroom and is helping to develop pupils' sense of citizenship.

LEADERSHIP AND MANAGEMENT

Leadership is good and management at the school is satisfactory, overall. The latter judgement reflects strengths and areas for development. Strengths lie in the efficient organisation of the school, the delegation of responsibilities and the newly-developed tracking and target-setting system in place. However, the monitoring and evaluation of the provision for special educational needs and of the use of time is in need of further development. Governors provide good support and challenge for senior management and have high aspirations for the school.

Main strengths and weaknesses

- The leadership of the headteacher, senior and subject managers is driving standards upwards.
- Governors have a thorough overview of the strengths and weaknesses of the school and have a long-term vision for development.
- Information gathered from the self-evaluation programme is used effectively in school improvement planning.
- The tracking and target-setting system provides good information to guide teachers' planning and to devise precise targets for pupils.
- Staff and governors are committed to providing full access for all pupils to all areas of school life.

- There is insufficient emphasis and time given to the monitoring and evaluation of the provision for special educational needs in classes.
- There is a need to monitor the use of time in order to ensure that this precious resource is used to maximum effect.

Commentary

40. The headteacher is well regarded by parents, who value his approachability and commitment. There is a clear vision for future development based on improving standards further. Staff eagerly accept the challenges set before them and, through their developing leadership roles, are considering some innovative approaches. At the same time, leadership is successful in promoting an all-round education where creative, aesthetic and physical skills are valued. The strong ethos of the school is reflected in the very good standard of pupils' personal development, their enjoyment of lessons and their willingness to work hard. All statutory requirements are met.
41. There is an effective cycle of self-evaluation, which includes a planned programme of monitoring teaching and learning by the headteacher and some subject managers. This is planned to be extended next year to include all subject managers. However, at present, there is insufficient time allocated to the monitoring of the provision for special educational needs within classes. Within the brief given, the co-ordinator has the main responsibility for writing and reviewing individual and group education plans and for checking pupils' progress along them. She does not, however, have release time to monitor the actual teaching of the programmes and how it ties in with classroom provision. The individual pupils involved and the times and days of the tuition sessions change and teachers often repeat work where needed. Therefore, the school is able to maintain its commitment to involving all pupils in all aspects of school life and so meet the requirements of the equal opportunities policy. The main issue identified by the inspection is related to breaks in the continuity of pupils' learning and inefficiencies in the organisation of the support. Teachers' termly planning is checked with the school's long-term curriculum plans to ensure coverage of subjects. There are no systems in place, however, to check that class timetables make the most efficient use of the school day and this is an area for development.
42. Data from national and optional tests are analysed and the results lead to direct action. For example, last year's results led to the development of the action plan for numeracy in Years 1 and 2 and subsequent improvements to standards achieved. The new tracking and target-setting system is useful in setting targets for pupils' attainment and allows the headteacher and subject managers to check that individuals, classes and year groups are making the expected progress.
43. All staff are included in regular performance reviews, where a programme of training and development needs is established. Teachers are deployed effectively to meet the demands of the National Curriculum and to maintain good provision for the children in the nursery and reception classes. The programme for supporting newly qualified teachers is good, preparing them well for their future leadership roles as well as developing their professional skills in the classroom.
44. The school administrator has a good deal of expertise and covers a varied range of duties to provide good support. She uses ICT effectively and efficiently. The accommodation and resources are generally used efficiently but there is a need to check the use of time more carefully. The governors are fully aware of the accommodation problems in the mobile classroom and are anxious to rehouse those pupils in the main building, as and when funds allow. Best value is routinely sought when making purchases and governors have sound processes in place to check whether spending allocations have led to improvements in teaching and learning. For example, they evaluated the success of the booster groups last year before allocating funding for them to continue.

45. Staff work hard to overcome the main barriers to learning. From the first days, adults in the Foundation Stage promote communication and social skills effectively and all teachers pay good attention to developing speaking, listening and social skills.
46. The school provides good value for money taking into account:
- the good quality of teaching.
 - the good achievement and improving standards.
 - the breadth of the curriculum and the good emphasis on the arts.
 - the strengths in leadership.
- and
- costs that are about average.

Financial information

Financial information for the year April 2002 to March 2003

| Income and expenditure (£) | |
|----------------------------|---------|
| Total income | 641,514 |
| Total expenditure | 674,171 |
| Expenditure per pupil | 2,225 |

| Balances (£) | |
|-------------------------------------|--------|
| Balance from previous year | 62,270 |
| Balance carried forward to the next | 29,613 |

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is good.

Main strengths and weaknesses

- Children's levels of communication and social skills are low on entry.
- The quality of teaching is good.
- The children make good progress and have very good behaviour and attitudes.
- There is good leadership by the Foundation Stage manager.
- The reception children do not have continuous access to outdoor facilities.
- Assessment procedures are very thorough but time-consuming.

Provision in the nursery and reception classes is good, enabling children to make a good start to their learning, in a very stimulating environment. Standards on entry to the nursery are well below the levels expected for children of this age, particularly in the key areas of language development and social skills. Many children have immature speech and a very limited vocabulary. Few are able to speak in sentences, or to make independent choices in their play activities. There are appropriate induction procedures so that children feel secure and comfortable from the outset, and this emphasis on care for the individual child is evident throughout the Foundation Stage. There is a good ratio of adults to children in the nursery, and good use is made of voluntary help in the reception class. Children, including those with special educational needs, make good progress and achieve well. However, only a small group of higher-attaining children are likely to achieve the early learning goals in all six areas by the time they move to Year 1. Overall, attainment on entry to Year 1 is just below expectations.

Accommodation in the nursery is very good, and there is an appropriate secure outdoor area which nursery children use well throughout the year. The classroom for reception children provides a very stimulating environment, but is cramped now that the summer term children have been admitted. There is no designated outdoor area that reception children can use to enrich their daily learning, and the distance between the two classrooms is too great to allow reception children to make continuous use of the nursery outdoor equipment.

Leadership and management of the Foundation Stage are good. The manager works hard to ensure that both classes provide an appropriate curriculum; she works closely with the newly appointed reception teacher. Together with the support staff, the teachers form an effective team, which is deployed well. All helpers are well briefed about their roles and make a significant contribution to children's progress. Teaching is good, and often very good, particularly in the focused activities for small groups. Strengths of teaching are good planning, the encouragement and engagement of the children through very positive relationships, and insistence on high standards of behaviour. Thorough assessment procedures enable staff to track children's progress through the Foundation Stage, and information is used to respond to individual learning needs. The school recognises that assessment procedures are in need of streamlining in order to make better use of the vast amount of information gathered.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- There are effective induction procedures that help children to adapt to new routines quickly.
- There is a good emphasis on developing appropriate social skills.
- Staff provide good role models and promote good relationships.

Commentary

48. There are sensitive procedures for admitting children to the nursery, which ensure that these early experiences inspire confidence. As a result, routines are quickly followed, and children demonstrate an eagerness to become involved. The stimulating environment invites participation. The very good teaching and learning in this area of development are based on adults' high expectations of behaviour, which are constantly reinforced. Personal, social and emotional development is a planned element in all areas of the nursery curriculum. Children's independence progresses well, as does their ability to work and play alongside one another. Children select easily from a wide range of suitable activities when they are not engaged in focused group work. They show good concentration and are eager to learn. Children are encouraged to care for themselves and to manage their own hygiene. They are taught to listen carefully and take part in group activities. Good teamwork between all staff makes a valuable contribution to the quality of learning, as adults seize every opportunity to encourage social development and independence.
49. Children in the reception class respond well to what is provided, and, with sensitive direction and support, become independent users of the classroom. The teacher makes good use of the accommodation, despite the cramped nature of the area, so that appropriate equipment and resources are readily accessible at all times. All adults are good role models for the children in the daily routines. Consequently, the children help one another well, and show sensitivity towards others in their play. They have a clear understanding of the difference between right and wrong, and recognise the need for a common code of behaviour. By the time they transfer to Year 1 most children are likely to reach the standards expected for their age in this area of learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Staff provide good and varied opportunities for speaking and listening.
- Strong relationships encourage children to share conversation and ideas freely.
- There are regular opportunities to learn to read and write.
- In the reception class there are limited opportunities for role-play activities.

Commentary

50. Children progress well because adults in both classes constantly encourage them to talk and expect them to listen. Language development opportunities are built into the planning for each day, and all staff take every chance to extend children's vocabulary, which is a strength of the good teaching. Children have very positive attitudes to books in the nursery, and have great confidence in talking about the stories and characters. Parents are encouraged to share library books at home, and this is an area that the school plans to develop further.

51. There is an appropriate emphasis on developing reading skills in the reception class, where children build on the knowledge and skills that their nursery experience has given them. Children make good progress in reading, and around half of the children are expected to reach the expected standard for their age by the end of the year. Writing skills are also given prominence, in play and in more formal activities. Children form their letters well, and many of the oldest group are able to write independently. This term, opportunities are regularly provided for children to become familiar with the process and content of the National Literacy Strategy. Classrooms are rich in annotated displays of children's work and useful vocabulary. However, despite their good progress and achievement most pupils are unlikely to have reached the standards expected for their age by the time they transfer to Year 1.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- A wide range of practical activities is provided every day to develop mathematical skills.
- Few children are confident with counting on entry to the nursery

Commentary

52. Teaching is good and teachers develop children's understanding of numbers well. Nevertheless, only half of the pupils in the reception class are likely to achieve the expected standards for their age by the time they enter Year 1 and this is lower than expected nationally. Children in the nursery develop mathematical concepts and language through the good focused activities that adults lead. They have good support as they explore the properties of sand and water, discovering for themselves the meaning of such words as 'full' and 'empty'. Many can put different sized shapes in order, and can count the chairs accurately when re-enacting the story of Goldilocks.
53. In the reception class, children's learning has developed sufficiently to enable them to identify the number of spots on a ladybird, older children recognising numbers to 20. This group of children is also able to complete simple addition without adult support, and to record it. There are some good resources around the room to encourage mathematical thinking, which teachers and support staff use to enhance learning, and children achieve well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Staff provide a wide range of stimulating activities to develop children's understanding and knowledge.
- Children enter the nursery with limited general knowledge.

Commentary

54. The good teaching in this area means that the children take part in many first-hand experiences that widen their knowledge and understanding of the world. Many enter the nursery with limited experiences of learning in this area, and have had few opportunities to develop their observational skills. Planned activities, such as walking round the school grounds, or building with construction equipment, are used well to provide children with opportunities to build up their knowledge, and to see the world from different viewpoints.

Children investigate objects and materials as they play, with supportive adults on hand to extend learning or suggest modifications. They use computers to 'draw' pictures of story characters, demonstrating good mouse skills.

55. Reception children put this knowledge to good use as they follow a 'Colour Magic' program to produce a shape pattern, with support from a classroom assistant. They are able to click on an icon, drag and draw a shape, and fill it with colour. In the classroom they explore the joining mechanisms of different constructional games, and observe the daily changes in the plants they are growing. Children begin to think about their own culture and beliefs, and those of others, as they learn about special times and celebrations. They make good progress and achieve well, but only a small percentage of children is likely to reach the expected standard at the end of the reception year, and this is below average.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- An interesting range of appropriate activities and resources is provided.
- The nursery children have good, regular access to a safe outdoor area.
- The reception children do not have continuous access to a designated outdoor play area.

Commentary

56. Teaching is sound in this area of learning. Achievement is good, and most children are likely to reach the expected levels for their age group by the time they leave the reception class. Particular emphasis is placed on using pencils and paint-brushes to produce recognisable drawings and to develop hand control. Children in both classes are able to negotiate space well. Nursery children adjust their speed well when pedalling wheeled toys, and change direction appropriately to avoid obstacles. They are encouraged to move with confidence and imagination, using the outdoor area imaginatively and at will.
57. Reception children use the school playground, three times each week, for a timetabled session of outdoor activity, as there is no designated area beside the classroom for their daily use. Specific equipment has been bought for these lessons, which is used effectively to give children some good opportunities. The teacher does her best to provide a suitable curriculum for this area of learning. There are good opportunities to develop hand/eye co-ordination and reception children show increasing skill and control in handling tools, objects and malleable materials.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- There is a wide range of opportunities for children to explore a variety of media in art, make and listen to music and use their imagination.
- Teaching and learning in painting and drawing are very good.
- The level of children's creative experiences is low on admission.

Commentary

58. Children develop their skills well, particularly in painting and drawing, and make good progress. The good teaching ensures that children have a thorough understanding of their learning, which is reflected in the good standards of art throughout school. Line, perspective and clarity

are features of the nursery children's pictures, achieving standards in this aspect that are above expected levels. Reception children build on that learning as they mix colours, paint inside shape pictures with great care and compare the finished product with the work of famous artists such as Paul Klee. Children's work is enhanced by the very effective display techniques that contribute well to a stimulating learning environment. Classroom displays demonstrate clear progress over time.

59. In both classes, children's ability to cut and join a variety of materials develops through practical experiences. As adults work alongside children, they encourage them to talk about their work, using appropriate vocabulary. Children enjoy the music they make, using a range of instruments as well as their voices. Adults encourage them to use their imaginations and communicate ideas through music, dance and role-play, and most children are likely to achieve the standards expected by the time they leave the reception class.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good** and pupils achieve well from Year 1 to Year 6. Teaching is good and there is some very good practice in the teaching of writing.

Main strengths and weaknesses

- Achievement in speaking and listening, reading and writing is good.
- Teachers have good subject knowledge and deliver their lessons with flair.
- Pupils have individual targets that are based on careful assessments of work completed and this helps them to improve.
- The new marking strategy for writing is good and is helping pupils to improve effectively.
- There is good leadership for the subject.

Commentary

60. Attainment in English in Years 2 and 6 is broadly average and this is a good improvement on the findings of the previous inspection and the results of last year's tests. Pupils are now achieving well because they have good teaching and clear targets that show them how to improve their writing. The new marking system is a good innovation; it indicates where pupils are reaching their targets and where they need to do more work. Pupils said that they find it very useful and their written responses show that it has helped them to move forward. The school has been working on improving progress and attainment in English for some time. The results of the 2003 National Curriculum tests for Year 6 pupils were below average, but as less than 70 per cent of pupils received all of their junior education at the school the results are therefore not a reliable indicator of the school's provision. Some especially good standards of writing and reading were seen in Years 4 and 5, indicating that future attainment is likely to improve further.
61. There is a good emphasis in Years 1 and 2 on teaching pupils to blend and segment letter sounds within words. This promotes good progress in reading in Years 1 and 2 and in spelling across the school. Speaking and listening skills are constantly promoted through discussions and progress is good. The development of writing skills has been a focus of school improvement. Year 2 pupils identified the strong pattern in a story they had read and were then planning how to use this structure in their own work. Some good standards were seen in Year 1 writing, with some pupils already working at the expected level 1 after just two terms. These pupils rehearse their sentences out loud to check the meaning, their spelling is logical and they know many words from memory. Most know when to use capital letters and full stops.

62. In Years 3 to 6 pupils read with good understanding across a wide range of styles, including classic texts. They are able to infer meanings and to deduce facts. Writing skills are broadly average in Year 6 and good in Years 4 and 5, illustrating the success of the focused action to improve attainment in this area. Pupils use a good range of strategies to make their work interesting. These include:
- adventurous use of vocabulary.
 - complex sentences to give detail.
 - short sentences to create suspense.
 - the use of vocabulary to move the plot forwards.
 - addressing the reader directly to engage interest.
 - using the full range of punctuation to guide the reader.
63. Teachers have good subject knowledge and know how to inspire their pupils. They choose interesting books to study, which cover the interests of both boys and girls. Throughout school, teachers ensure that there is a very strong link between reading and writing. This provides a model for pupils' work and extends their experiences of fiction and non-fiction styles.
64. Teachers demonstrate the skills of writing effectively and pupils copy the useful techniques illustrated. Pupils are encouraged to 'have a go' at vocabulary or sentence construction using the wipe-off boards. They can then discuss and improve their work before committing it to paper. Much evaluation of work is completed orally as teachers intervene skilfully in the writing process, prompting pupils to edit or reconsider parts of their work. There is very good use of praise. Pupils enjoy opportunities to read out their compositions and to invite comments. This is done in a very positive way, with many pupils offering constructive criticisms that are well received. Homework is used effectively to extend work done in the classroom and is completed conscientiously.
65. Pupils' progress is assessed regularly in reading and writing. Their achievements are plotted along the new tracking records and this provides the information to set targets for future learning. This system informs teachers' planning and the setting of pupils in Years 2 to 6. Pupils who have special educational needs have tuition in groups that are withdrawn from lessons. They make good progress along with their individual 'catch-up' programmes but sometimes miss parts of lessons, mainly those in English, because of the organisation of these sessions. The discontinuity in learning has a detrimental effect on progress in relation to the National Curriculum Programme of Study since the individual programmes are not related to the work done in class. Some pupils, on a rota basis, take time out of their literacy programme to complete their individual mathematics programme, and they also can miss vital parts of lessons. Teachers work hard to ensure that work missed is covered later, but this creates an additional burden. Pupils from ethnic minority groups are well catered for and achieve at a similar rate to their peers.
66. Leadership is focused on constant improvement and is good. The subject manager has a sound overview of standards, teaching and learning and resources across the school. As a 'leading teacher' of the subject, she provides inspiration and useful support for colleagues. Two new libraries have been developed and this represents a good improvement since the inspection of 1999. The junior library is very well stocked with good quality books. It is kept well ordered through the work of the conscientious volunteer librarians who give up their lunch-times to provide lending services. The infant library has an attractive selection of quality material but is in need of more books.

Language and literacy across the curriculum

67. English skills are well applied across the curriculum. Pupils in Years 3 to 6 write at length when recording their work, using an appropriate non-fiction style to match the subject matter. Speaking and listening skills are constantly extended during whole-class introductions or discussions. As a result, pupils are confident in expressing their views and in providing

evidence to justify their opinions. Pupils word-process and edit their work successfully, using a range of computer facilities to enhance the presentation of the finished composition. Some good use is made of CD-ROMs and websites for research that help to promote reading skills.

MATHEMATICS

Provision in mathematics is **good** and pupils achieve well throughout the school.

Main strengths and weaknesses

- Standards have risen and are in line with national expectations by Years 2 and 6.
- The quality of teaching and learning is good.
- Pupils show very positive attitudes to mathematics.
- Pupils are placed in ability sets. Teachers usually provide work matched to the grouping within the set for the higher achievers, but this is not always the case.

Commentary

68. Standards found in the inspection match those expected nationally for pupils in Years 2 and 6. This is an improvement on the findings of the previous inspection and reflects the standards achieved in the 2003 tests that matched the national average and that for similar schools. Trends show a general rise in attainment since 2000, except for the dip in 2002 when there was a much higher-than-average number of pupils who had special educational needs.
69. Pupils are achieving well, especially considering that they have low levels of prior learning when they enter the nursery. They benefit from good teaching and quickly adopt the very positive learning culture of the school. They have very good attitudes to their work and eagerly accept the challenges that they are given. Those pupils with special educational needs receive additional help by which basic numeracy skills are reinforced. However, at times, their withdrawal from classes can result in important class teaching being missed, which means that the continuity of their learning is compromised. The pupils from ethnic minority groups achieve as well as their classmates.
70. There were six lessons observed in mathematics in which the quality of teaching was good or better. Key issues from the previous inspection about the quality of the curriculum have been well addressed. Teachers' planning, based firmly on the National Numeracy Strategy, makes clear what pupils are to learn in the lesson and usually builds effectively on pupils' prior attainment. Pupils are taught in sets based on prior learning from Year 2 upwards. Work is generally well-matched to provide that extra challenge needed by the higher achievers, but there are a few occasions when this is not so. Teachers have various strategies to motivate and maintain the interest and enthusiasm of their pupils. They play games, such as number bingo, and provide a strong emphasis on mental calculation. Pupils are managed very well and all relationships are very good. These positive factors show in pupils' willingness to work hard and to persevere. There is good co-operation in lessons, especially when pupils are engaged in problem-solving activities, and this contributes successfully to their social development
71. Every lessons starts with mental arithmetic and most pupils are readily able to explain the strategies they use for finding answers. For example, a Year 4 pupil is able to explain how he adds 99 to 83 by saying $100 + 83 = 183 - 1 = 182$. They then discuss other methods and decide which is the easiest to use. Teachers know how to build skilfully on previous learning. In Year 6, the pupils have a good understanding of fractions and decimals. One lesson extended this knowledge to develop the principles of ratio and proportion.
72. There is plenty of evidence from work in pupils' books, from planning and from display, that a full and varied curriculum is taught. Year 2 pupils are able to recognise common two- and

three-dimensional shapes and can tell the time. They recognise pattern in number and understand simple fractions. There is evidence that they can measure lines and use mathematical language accurately. There is a good range of work to show the wider experience of the older pupils. For example, they identify, draw and measure angles and their work on data is very well supported by ICT, which is increasingly being used in mathematics.

73. The school makes much use of an individual, computerised teaching programme, which is part of the schools' ongoing monitoring of pupils' performance. The aim is that every pupil works on this frequently and, in some cases, it means that pupils lose the thread of the class teaching. Sometimes, pupils use time from other lessons, such as English, to complete their programme and, therefore, time is lost from this key area. Other assessment procedures are satisfactory and made at the end of each half term against the learning targets of the National Numeracy Strategy.
74. Leadership of the subject is satisfactory in all respects. Several measures that have been put in place to raise standards are reflected in the better attainment seen last year and this. The subject manager accepts that there is scope to challenge the higher achievers even further. The leading teacher for the subject is enthusiastic and offers some good advice for colleagues. Homework is good, it is systematically and regularly set, at least once a week, and pupils' efforts are valued. Except for the inconvenient location of the mobile classroom, accommodation is good and the resources support the teaching of the subject satisfactorily.

Mathematics across the curriculum

75. Mathematic is well used in the teaching and learning of other subjects. For example, in science, pupils measure temperature and draw graphs, often using the computer. Pupils use their knowledge of measurement and shape in design technology and make time-lines in history.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- An impressive range of work across all programmes of study is seen in scrutiny of the work.
- Pupils benefit from an interesting and varied curriculum that includes a sound emphasis on practical activities.
- Some lessons are too long, especially those lessons that do not require the pupils' active involvement in investigation or experiments.

Commentary

76. The standard of work seen in lessons and books confirms standards as being in line with national expectations at both Year 6 and Year 2. This is an improvement on the findings of the previous inspection. There is good achievement from the time that pupils enter the nursery with very limited knowledge and understanding of the world.
77. The teacher assessments in 2003 judged the Year 2 pupils' achievement to match that of national standards and those of similar schools. For Year 6, the results were below average but showed a good improvement on previous years, indicating the success of the school's drive for better standards. The results do not fully reflect the extent of the improving attainment since less than 70 per cent of pupils received all of their education at the school.
78. Pupils who have special educational needs achieve in line with their peers, with the help of their teacher, but additional help for them is rarely available in science lessons. Those children

from ethnic minorities achieve and reach standards comparable with their class mates. Pupils display very good and positive attitudes and work collaboratively on their tasks.

79. Teaching is good. Year 2 pupils develop a good understanding of scientific principles and of experimentation. In the lesson seen, scientific terminology was well developed and the lesson was strong in its use of literacy skills as pupils wrote a set of instructions for setting up an experiment. The Year 6 lesson began at a good pace but was timetabled to last all afternoon. There was a good introduction in which the pupils learned about the rotation of the earth in space, but too much time was allocated for recording the work and the pace of learning dropped to satisfactory. The problems with this lesson were not typical and there is plenty of evidence of investigational work and the understanding of fair testing principals.
80. Leadership and subject management are satisfactory. The subject leader has a sound overview of provision and attainment and will have time next year for a series of classroom observations so that teaching can be evaluated in detail. Assessment procedures are satisfactory and provide sufficient information to identify areas of curriculum for improvement. Resources are sufficient and well organised.
81. Pupils have good opportunity to use their mathematical skills in science. Pupils are increasingly using the computer for research and they record detailed findings through their computer-generated graphs and charts.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The teaching is good.
- Resources, staff confidence and staff expertise have all improved.
- Pupils achieve well and are making good progress, although the attainment for Year 6 pupils is below expectations.
- There is good overall use of ICT in most subjects to support learning.
- The school has a good scheme for planning to guide its work.

Commentary

82. By Year 2, children have satisfactory skills in ICT and reach standards in line with expectations. They have a confident approach to their work and have benefited well from the school's enhanced provision, especially the facilities afforded by the new computer suite. Year 6 pupils are achieving well but their learning is not based upon secure foundations and they have had much catching-up to do. They embarked upon the new curriculum from September 2002, when they were in Year 4, and are currently working mainly on the Year 5 Programme of Study. The standards they achieve are therefore below expected standards but this judgement should in no way detract from recognition of their current achievement, interest and hard work. The other year groups will have enough time to make up the shortfalls in learning that result from the time when there was major building work in school and limited access to computers.
83. Judgements at the time of the previous inspection found standards to be in line with expectations by Year 6 but below at Year 2. This is the reverse of the present situation and it might appear that the school has not made progress. This is most certainly not the case; there has been a great deal of development and hard work over the last two years from which the pupils are benefiting significantly.
84. The provision for pupils with special educational needs in this subject is good. Teachers pair pupils together carefully so that they receive support from friends as well as interventions by

adults. This helps to ensure that they make equal progress to that of their classmates. Pupils from ethnic minorities achieve as well as the majority.

85. In Year 2, keyboard skills and mouse control are well developed and children have opportunities to learn about, and use, many of the computer functions. They know how to present their work using different font styles, size and colour and illustrate it using the tools of the paint program. They are able to combine graphics with text. Children are aware that computers offer a rich source of information and Year 1 pupils enjoy find characters from a story they have read in literacy.
86. By Year 6, pupils are able to work with greater independence for many purposes, often in support of other areas of the curriculum. They generate and amend work, exploring the options available. For example, they create a plan of their classroom and consider the variations in furniture arrangement. Pupils produce some good work on data-handling and are able to extract detailed information from charts. There are several examples of computer work to support both the mathematic and the science curriculum.
87. The internet is used well for research and pupils are beginning to explore the possibilities of e-mail. At present, this facility is mainly used by pupils to send messages to each other internally.
88. Teaching, learning and achievement were good in the two lessons seen and very good attitudes were clearly evident. The teachers are confident and show good subject knowledge and understanding. In a Year 3 lesson, pupils were using a music composition program with great success. The lesson had been well planned, with good account taken of the various levels of prior learning in the class.
89. A good feature of the ICT curriculum is the strong link with other subjects. Many examples are to be seen, for example, in artwork when pupils attempt to recreate Seurat's pointillism using a Colour Magic program. In so doing, they enhance and bring a new dimension to their art and ICT work.
90. The subject manager is very enthusiastic and very effective. She has done much to bring about improvement in the curriculum and provide guidance for colleagues. There is good monitoring to ensure full coverage of the Programmes of Study and progression in learning. The latest training for teachers was only completed in March 2003 and this is much later than in most schools. It was delayed because of major building works and to ensure that staff could make the most of training in the new suite. The school is now very well resourced. Assessment is satisfactory and, with the further developments planned, is potentially good.

HUMANITIES

91. In **geography**, there was insufficient evidence available on teaching to make an overall judgement on provision and attainment. Pupils cover the full range of study. In Year 5, they are working on the topic of coastlines. Most pupils are able to talk about erosion, using appropriate geographical terms such as *stack*, *arch* and *rock formation*, and can identify specific areas in Great Britain where this occurs. By following a computer program designed to illustrate this process, they develop and extend their knowledge. They record the key learning appropriately, showing good use of writing skills. The lesson seen was well planned, where the teacher used time very well to ensure that learning was thorough and appropriate for all pupils. Those with special educational needs were given effective support by the teacher and made appropriate progress. There was no opportunity to observe lessons in the rest of the school, but a scrutiny of pupils' work and displays indicates that there is satisfactory progress in learning throughout school. The subject manager has worked hard to ensure that resources are now good, with teaching packs readily available for teachers to use with all topics. This shows good leadership and management. Assessment procedures are being developed further to ensure that they relate specifically to the learning targets in the study units.

History

The provision for history is **good** and there are strengths in the development of historical enquiry and investigation.

Main strengths and weaknesses

- Teachers have a good level of subject knowledge.
- Pupils are enthusiastic about the subject.
- Attractive displays around the school encourage interest.
- There are good links between history and other subjects and some good extra-curricular opportunities.

Commentary

92. Only two lessons were seen during the inspection. In addition, information was gained from pupils' completed work, displays, and by talking to pupils and teachers. Attainment in history is in line with national expectations in Year 6 and in Year 2, and has been maintained since the previous inspection. Planning is based on national guidelines and ensures that there is good continuity in learning. Pupils say lessons are interesting.
93. Pupils achieve well throughout the school because the quality of teaching and learning is good. In discussions, Year 6 pupils were able to talk about different historical periods and name important people. They had a good knowledge of important events and could put them into chronological order. Pupils describe how they use sources of evidence, such as artefacts or the Internet in their studies. Their written work is well presented and supports learning in literacy well. For instance, pupils wrote diaries imagining themselves as sailors engaged on Tudor voyages of exploration.
94. Teachers make learning exciting and interesting, they have high expectations and the work is well planned. Lessons link the past to the present, contrasting the two successfully. For instance, older pupils relate democracy in ancient Greece to the present-day government, and younger pupils compare conditions in hospitals past and present when they learn about Florence Nightingale.
95. History work is linked effectively to studies in art and design and there are some well-presented displays. Computers are used effectively in the subject. Pupils word process their findings about the Incas and research sources through the Internet to find out more about settlement in the Indus Valley. The subject leadership and management are good. Links with the local heritage society provide good, practical opportunities for pupils to be involved in restoration and the promotion of interest in the subject.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Teachers are skilled in making links with pupils' everyday lives and in explaining difficult concepts.
- Pupils show respect for one another and the major faiths.
- Lessons pay good attention to supporting pupils' personal development.
- Assessments have begun but are in the developmental stage.

Commentary

96. The school uses the local guidelines effectively to make sure that pupils reach the expected standards for their age at Years 2 and 6. This is an improvement on the last inspection report, when younger pupils' attainment was below expectations.
97. Many pupils begin school with low communication skills and limited experience of the world beyond their home and family. Some good teaching helps them overcome these difficulties and pupils make good progress as a result. Teachers have thorough subject knowledge, enabling them to use personal experiences to illustrate difficult concepts and to bring the lessons alive. As a result, pupils develop a sense of spirituality and a sound knowledge of the major world faiths. In Year 2, for example, pupils were introduced very sensitively to the practices of Islam by carefully comparing and contrasting how Muslims and Christians pray. Pupils progressed to studying the Five Pillars of Islam and how these influence the believer's everyday life. Year 4 pupils learned about the sacred beliefs of Hindus, where again, the wealth of the teacher's knowledge contributed well to pupils' interest and understanding. By Year 6, pupils have begun to use this learning to make sense of everyday experiences, and to think about the implications of beliefs. They consider the need for charities, and how the school and individual pupils can make a difference in the community by sharing what they have.
98. Teaching and learning are sound, overall. The adults have an empathetic approach, insisting on a respect for everyone's ideas and beliefs. As a result, pupils listen carefully to the teacher and to one another, and respond to questions eagerly. Recording of work is satisfactory and marking is carried out regularly, offering praise and encouragement. Assessment procedures are being reviewed. At present, they do not reflect the attainment targets in the local guidance, but do give an indication of pupils' recent curriculum experiences. Resources are appropriate and of good quality and they are used well. An interesting selection of photographs, artefacts and books allow pupils to find things out for themselves.
99. Leadership and management in the subject are sound. The subject manager provides clear guidance for teachers. Action planning for next year includes opportunities for the subject manager to check on teaching and learning in the classrooms, and to develop a more relevant assessment system.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision in art and design is **very good** and has been improved since the last inspection.

Main strengths and weaknesses

- The curriculum provides a wide range of stimulating learning experiences for both two- and three-dimensional work.
- Planning to develop pupils' skills and techniques is good.
- The range of materials and resources available to teachers and pupils is good.

Commentary

100. One lesson was seen during the inspection and much evidence was drawn from displays of work, the scrutiny of sketch-books, a check on planning and discussions with pupils and teachers. Evidence clearly shows that all groups of pupils achieve well and that standards of work are above average, both in Year 2 and in Year 6. A wide range of quality work was seen, including drawing, painting, collage, three-dimensional modelling and ceramics.

101. Pupils develop as confident artists. This is because teachers' planning is focused on the development of skills so that pupils continually build on their previous experience. They develop their evaluation skills through design and discussion. Art is used well to enhance other areas of the curriculum, for instance, some high quality portraits of Henry VIII and his wives were completed in history.
102. Teaching is good, overall. Teachers have a good knowledge and understanding of the subject. Specific skills and ideas are carefully demonstrated and discussed before pupils carry out independent work. For example, pupils had recorded their ideas for a collage of the Minotaur. Through expertly led questioning, the teacher encouraged groups to consider and select the most appropriate materials to create the intended effect. Collaborative work is good because of good teaching that encourages new ideas. The work of artists is used well to inspire pupils. There are some good examples of Pop Art in the style of Andy Warhol. After studying work by Leonardo da Vinci pupils produced observational drawings, with good use of tone, shading, colour and texture. The Years 1 and 2 pupils talk knowledgeably about their study of animal forms and how this influenced their clay sculptures. Computers are used well and graphics programs help pupils to try different effects or to model their ideas. Links to drama and dance through artistic expression are good. Creative work has a high profile at the school and is celebrated effectively through high-quality, eye-catching displays.
103. The subject manager leads teachers well and encourages them to try out new ideas. Visits to art venues and the visiting sculptors who work with pupils both serve to enrich learning and extend experience. Pupils who are gifted are recognised by the school and receive additional challenges to extend skills. The annual Arts Week makes a major contribution to learning and interest in the subject. Pupils talk excitedly about the projects that they covered last year, the professional artists who inspired them and the joint activities. Photographs record pupils' imaginative and expressive responses to the stimuli given and indicate much enjoyment of the event.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Pupils have opportunities to appreciate a good range of music.
- They enjoy performing and creating music.
- Pupils achieve well.
- Teaching is good.
- Out-of-school clubs and performances provide good enhancement for learning.

Commentary

104. Overall, by Year 6, pupils' attainment matches expectations and there are strengths in some classes in appraising and performing. Pupils sing tunefully and with good expression. Their rousing performances during singing sessions showed their enjoyment and enthusiasm. In Years 1 and 2 pupils learn to recognise a good range of instruments and know how to create different effects when playing them. In a very good Year 3 lesson, pupils rehearsed, improved and performed a piece of music to a high standard using tuned and untuned percussion instruments. They played the pentatonic scale, maintained a steady beat and followed conventional notation. The result was an interesting combination of sounds to represent music typical of the East. In another good lesson, pupils appraised some music, deciding that it sounded like 'cars and people dashing about'. They were delighted to discover that the composer was trying to represent a 'busy city'.

105. Teachers are knowledgeable and allow good opportunities for pupils to experiment with sound and music and to use their imagination. Lessons consist of different short activities that promote a good pace of learning and much enjoyment. Members of the drama club and choir are working hard on their performance of *Jack and the Beanstalk* to be presented later in the term. The annual performances and extra-curricular activities provide good enhancement and enrichment for the subject. The choir members have opportunities to sing in the local church and this year, performed a melody of songs at parents' evening. There is some good use of ICT in the subject, especially for recording work, so that pupils can evaluate their own performances. In one lesson, pupils used a composition program to select and control sounds and organise appropriately to create musical phrases. There have been good improvements in the subject since the last inspection, especially in the range and quality of instruments and recorded material.
106. Pupils experience a wide range of music from different times and cultures, which supports their cultural development effectively. Those who have special educational needs often do well in this creative subject and those who have special talents are recognised and challenged appropriately. There is good leadership and management for music. The scheme of work has been re-written in a simpler, shorter format and some useful teacher resources purchased, both of which are providing good support for the non-specialist staff. New assessment procedures are being introduced that provide a clear record of pupils' progress.

Design and technology

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

Main strengths and weaknesses

- Pupils are presented with an interesting range of projects.
- They have good attitudes to the subject.
- There are secure links between designing and making.
- There is good use of writing, art and mathematical skills in the subject.
- Work is well celebrated in displays around school.

Commentary

107. Attainment is above expectations at Year 2 and in line with expectations at Year 6. There are strengths in design work and pupils achieve well. Pupils in Year 1 have produced some good models of wheeled vehicles, showing great detail in their finishes of the bus or police car. Good use was made of ICT in this project. Pupils used the knowledge about wheels and axles that they had gathered during their science project on moving toys, and this represents a profitable link between the two subjects. The land-yachts designed and made by Year 2 pupils are of a very high quality. They show how pupils have used spacers on the axles and triangular strengtheners on the frame, illustrating good understanding of technology for this age group. The above-average measuring and making skills are evident in the products on display.
108. In Years 3 to 6, pupils extend their skills, especially in relation to planning and evaluating. In a good Year 4 lesson, pupils experimented with different ways to make a free-standing and stable structure. Some innovative ideas were seen, together with a secure understanding of the need to review and revise original thoughts. Strong links with art and design promote progress very well in this subject and are seen in the high quality of the finish of products. By Year 6, pupils are able to plan a project using labelled diagrams, make a detailed list of the materials needed and a work schedule covering all essential steps.
109. Pupils of all abilities, including those with special educational needs and those from ethnic minority groups, progress equally well. Personal, health and safety education is promoted effectively through this subject. For example, when evaluating the taste and texture of sandwiches, pupils talk about nutrition and know which are the healthy options. Writing skills

are well deployed in planning and writing instructions and accurate measurements are used to good advantage in the making process. The subject is led and managed soundly. Planning and completed work are monitored to ensure satisfactory coverage of National Curriculum requirements, including food technology, designing, evaluating and the refining of products. Visits to the local high school's technology facilities enhance work for the older pupils. Design and technology has a high profile in school, along with art and design. Eye-catching displays invite pupils to investigate how models work and help to stimulate an interest in the subject.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Out-of-school activities enrich pupils' learning well.
- Teaching is well planned to support the progressive learning of skills.
- Dance is a strong feature of the curriculum and attainment is good.
- Systematic arrangements for the assessment of pupils' progression in skills are in the developmental stage.

Commentary

110. Pupils' attainment is in line with that expected nationally in Year 2 and in Year 6. These standards have been maintained since the last inspection. Pupils' achievement is good.
111. Observations of after-school activities and on the playground indicate sound skills and good teamwork. Year 6 records show that most pupils' attainment in swimming meets the requirements of the National Curriculum. Observations of dance lessons, including work on Indian classical dance, showed a high level of interest and good progress for both boys and girls. There was good interpretation of the music and pupils executed some complicated sequences of movements in the more formal lesson.
112. Teaching is good, overall. High expectations of pupils, together with challenging activities, foster good learning and ensure pupils' sustained concentration and enthusiasm. Their very good attitudes and behaviour enable good teamwork. There are clear demonstrations by teachers of skills and techniques and good opportunities for pupils to observe and evaluate one another's performance. Both factors promote learning well. Teachers emphasise the importance of safety and promote health education effectively. As a result, pupils are well aware of the effect of exercise on the body and the importance of warming-up and cooling-down.
113. Leadership of the subject is satisfactory. The subject manager maintains good links with sporting organisations in the community. Pupils benefit, for example, from athletics coaching from the local Harriers club, entries into the local swimming gala and football coaching from professionals. There is a good range of activities out of school time that are well supported. These include opportunities in cricket, netball and cross-country.
114. A significant minority of pupils achieve high standards and are encouraged to develop their skills, because good teaching stretches all abilities. Similarly, pupils with special education needs often have the opportunity to do well in this practical subject and are encouraged effectively.
115. There is a well-planned curriculum to ensure logical progress in the learning of skills and a good balance across all elements of the Programmes of Study. Teachers assess pupil's attainments satisfactorily. There is a good amount of outdoor space for physical education but problems with drainage mean that the field is not accessible all year round.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

116. No dedicated lessons in this subject were observed and it is therefore not possible to make a judgement about teaching. However, provision through other subject areas was seen.
117. The school makes satisfactory provision for the teaching of personal and social and health education and citizenship through themes that are well-integrated into other subject areas such as science, geography or religious education.
118. In food technology, pupils learn and follow hygiene rules and know the importance of clean hands. The school has followed a policy of healthy eating for some time and pupils know what constitutes a healthy diet. As part of their religious education lessons, pupils study different religions and cultures to help them prepare for life in a multicultural society. They discuss issues that trouble them in a safe and unobtrusive manner. In geography, pupils learn about conservation issues and fair trade. In science, they gain a good grounding in the delicate balance of nature and of the interdependence between living things. The caring attitudes of adults in school are reflected in pupils' attitudes and promote mutual respect effectively. There are satisfactory opportunities for pupils of all ages to take responsibility, to act as monitors and to take initiative.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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