

INSPECTION REPORT

POPPLETON ROAD PRIMARY SCHOOL

York

LEA area: City of York

Unique reference number: 121281

Headteacher: Ms S Eland

Lead inspector: Dr J N Thorp

Dates of inspection: 17th – 20th May 2004

Inspection number: 257212

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	374
School address:	Poppleton Road York North Yorkshire
Postcode:	YO26 4UP
Telephone number:	01904 798789
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr N Atkinson
Date of previous inspection:	September 1998

CHARACTERISTICS OF THE SCHOOL

Poppleton Road Primary School is located about a mile from the centre of York. The school is located in a large two-storey building, to which there has been recent modification to provide additional rooms for both school and community use. Most children come from the surrounding area, although a small number are brought to the school from some distance away. There are currently 374 pupils on roll, the majority of whom are white. The school is much larger in size than others of this type, with its pupils organised into 14 classes. There is significant mobility of pupils, with 31 joining the school at other than the usual time of first admission last year and 32 leaving; in some year groups as few as 40 per cent of pupils who started there complete their education at the school. The area around the school is very mixed in socio-economic terms, but around 10 per cent of children are entitled to a free school meal. Attainment on entry is well below average. There are 64 pupils (17.5 per cent) on the school's register of special educational needs, which is about average compared with schools nationally. Most of these pupils have learning difficulties, but some have emotional or behavioural difficulties. Seven pupils have statements of special educational need, which is above average. The school is involved with adult education, providing opportunities through the family learning programme.

The school won a Department for Education and Skills (DfES) Achievement Award in 2000 and achieved the Basic Skills Quality Mark in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
6327	J N Thorp	Lead inspector	English; English as an additional language; history; music
14404	A Rolfe	Lay inspector	
4676	M Griffiths	Team inspector	Mathematics; physical education; religious education; citizenship; special educational needs
16971	R W Hardaker	Team inspector	Science; information and communication technology; geography
27591	M Campbell	Team inspector	Foundation Stage; art and design; design and technology

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective and rapidly improving school. The very good leadership of the headteacher is having a most positive impact, ensuring purposeful and effective teamwork among a strong team of teaching and other staff. Teaching has improved and is good overall; some lessons are of very high quality. The significant movement of pupils in and out of the school and the high rate of those with special educational needs have a negative impact on overall standards. While the school has some real strengths and pupils achieve satisfactorily in relation to their starting points, standards remain below average in English, mathematics and science. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The very good leadership of the headteacher is ensuring the school is improving
- The ethos of the school is very good; relationships are strong and pupils are fully involved in *their* school, successfully developing a sense of community, responsibility and citizenship
- Standards in English, mathematics and science are below average by the end of Year 6
- Pupils' underdeveloped literacy skills hinder their learning in all subjects
- Pupils who complete their education in the school achieve well
- Outdoor provision to support children's learning in the Foundation Stage is unsatisfactory
- Teaching has improved and is now good and frequently very good, with some lessons of very high quality; classroom assistants provide high quality support
- There is strong teamwork, enthusiasm and a firm commitment to improvement amongst all staff

There has been satisfactory improvement overall since the previous inspection. There has been very good improvement in resources for information and communication technology (ICT), which is contributing positively to raising standards. There is now careful and rigorous monitoring of all the school's work, including teaching, which is enabling the headteacher and other senior managers to identify specific aspects for further improvement. Systems and procedures for assessment have been completely revised, providing good information to track pupils' progress, although this is not yet sufficiently helping teachers to plan. Major work has been started to improve the school's library, but pupils' research skills are still underdeveloped.

STANDARDS ACHIEVED

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

*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.*

Achievement is satisfactory overall, but among those pupils who complete their education in the school it is better, because the learning of pupils moving in and out of the school is often disrupted. Children start school with low overall attainment. They make progress and achieve well, but standards in relation to the goals children are expected to reach by the end of the reception year are likely to remain below average in all areas of learning. Overall achievement is satisfactory in Years 1 and 2, although standards are below average in reading, writing and mathematics. Pupils also achieve satisfactorily in Years 3 to 6, but again standards remain below average in English, mathematics and science. The standard of work seen in pupils' books is better than that indicated in

the results of national tests. Pupils with special educational needs make good progress and achieve well in relation to the targets set for them.

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. High levels of care and very good relationships contribute to pupils' positive attitudes and their good behaviour. Attendance is good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good overall, with some lessons of very high quality. Teachers have very good relationships with pupils and they manage behaviour very well. This ensures the school is calm, providing a secure environment in which pupils can learn. Significant development work has resulted in clear, consistent and effective assessment procedures, which provide detailed information to track pupils' progress. This information is not yet used effectively to help teachers plan learning activities for different groups in the class, because the system is so new.

Very high levels of care, guidance and support ensure that pupils' varied personal needs are identified and met. The curriculum is good overall, but the school provides a very good range of activities to enrich the curriculum. Provision for pupils with special educational needs is good. There is unsatisfactory outdoor provision to support the learning of children in the Foundation Stage. Pupils' views are valued and respected; they have a say in things, with the school council playing a very important part. The school has good links with parents and the community.

LEADERSHIP AND MANAGEMENT

Overall **leadership is very good and management is good.** The headteacher provides very good leadership, with a clear direction and focus on priorities, which inspires strong teamwork and a commitment to improvement. Management systems are good and ensure that the school runs smoothly; subject leaders are effective in supporting required improvements. The governing body fulfils its responsibilities well, making an effective contribution to the management of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The majority of parents have very positive views of the school. They are pleased with their children's progress, both academically and personally. Parents report that their children are very happy here. They are pleased that teachers are so enthusiastic and they value the fact that teaching is now more settled. Parents think that behaviour is generally very good.

Pupils have very positive views about school. They enjoy school, get on well with their teachers and like the wide range of activities provided for them, including residential visits. Some would like to see more playground equipment.

IMPROVEMENTS NEEDED

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

- Raise standards in English, mathematics and science
- Develop appropriate space and resources to support learning outdoors for children in the Foundation Stage
- Improve pupils' skills in literacy, including their research skills, to help them learn in other subjects

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall **pupils' achievement is satisfactory**. Standards on entry to the school vary considerably, but they are well below average overall. Achievement is good in the Foundation Stage, although few of the children are on course to attain the goals children are expected to reach by the end of the reception year. Achievement is satisfactory in Years 1 and 2, even though standards in reading, writing and mathematics remain below average by Year 2. Achievement in most subjects is satisfactory in Years 3 to 6, even though standards are below average in English, mathematics and science by the end of Year 6. Boys and girls achieve as well as each other.

Main strengths and weaknesses

- Standards on entry are well below average, but children achieve well in most areas of learning in the Foundation Stage;
- Limited facilities and resources restrict opportunities for children to extend their learning outdoors and inhibit their physical development;
- Standards are below average in reading, writing and mathematics by the end of Year 2;
- Standards are below average in English, mathematics, science and information and communication technology (ICT) by the end of Year 6;
- Pupils who start and complete their education in the school do much better than others;
- Better teaching is contributing effectively to improving standards;
- Pupils are doing much better in ICT than at the time of the previous inspection and standards are rising;
- Pupils with special educational needs are making good progress against the targets set for them.

Commentary

1. Children enter the school with wide-ranging levels of attainment, but overall standards are well below average. They are not as good as reported in the previous inspection. Analysis of trends in attainment on entry indicates that standards are falling, particularly in relation to children's personal, social and emotional development and their ability to communicate and use language. Nevertheless the provision made for children in the reception classes ensures that they make a sound start to their time in school. They achieve well in most areas of learning, although few of them are on course to achieve the goals children are expected to reach by the end of reception. There is a strong emphasis on personal, social and emotional development and children make good progress in this area of their learning because teaching is good. In some of the other areas, children's restricted language development inhibits their learning. While there are some opportunities to extend children's learning outdoors, in the growing zone for example, these are limited by the lack of facilities and resources.

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

Standards in:	School results	National results
Reading	14.3 (15.7)	15.7 (15.8)
Writing	13.5 (13.3)	14.6 (14.4)
Mathematics	14.8 (15.1)	16.3 (16.5)

There were 48 pupils in the year group. Figures in brackets are for the previous year.

2. This table shows that pupils achieved well below average standards in national tests at the end of Year 2 in 2003 in reading, writing and mathematics, compared with pupils in all other

schools. These test results also show that in reading and mathematics pupils in the school did less well than the previous year. The picture is similar when results are compared with those achieved by pupils in schools in similar contexts. There are fluctuations in standards from one year to the next because sometimes there is a higher proportion of pupils with special educational needs in a particular year group. This was the case in 2003 and contributed to the fall in standards of reading.

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

Standards in:	School results	National results
English	24.0 (26.3)	26.8 (27.0)
Mathematics	23.7 (27.2)	26.8 (26.7)
Science	25.8 (27.1)	28.6 (28.3)

There were 58 pupils in the year group. Figures in brackets are for the previous year.

3. This table shows that standards in national tests at the end of Year 6 in 2003 in English, mathematics and science were well below average compared with those achieved by pupils in all other schools. These results also indicate that in all three subjects pupils did not do as well as they had the previous year. However, there was a high proportion of pupils in this year group with special educational needs. Moreover, the mobility of pupils was also a significant factor with this year group, since results among pupils who started and finished their education in the school were much better. The school is rightly very concerned about the downward trend in test results for pupils of this age since 2000, when it received a Schools Achievement Award. However, the actions taken by the new headteacher and the improved quality of teaching of the new teaching teams are already having a positive impact on standards, as seen during the inspection.
4. Pupils of all ages achieve satisfactorily in reading. By the end of Year 2, however, the standards of reading of a significant proportion of pupils remain below average. Many pupils can read simple texts accurately, if sometimes hesitantly, but few are able to use expression to help them communicate meaning. By the end of Year 6, pupils have made satisfactory progress, but standards are again below average overall. Some higher attaining pupils read very well, with good expression and comprehension. They show interest in books and favourite authors, and they enjoy discussing characters in the stories they read. Many of the pupils at this stage, however, read more mechanically and, although their reading is mainly accurate, they do not have such well-developed skills of comprehension. This has a negative impact on their learning in other subjects. Throughout Years 3 to 6, pupils have underdeveloped library skills, the improvement of which has been unsatisfactory since the previous inspection. This also has a negative impact on their ability to learn for themselves.
5. Work seen during the inspection indicates that pupils achieve satisfactorily in writing and sometimes well. This is the result of the high priority given to improving pupils' writing over the past year and the more effective teaching of writing. Standards among pupils currently in Year 2 and in Year 6 remain lower than those expected, but inspection evidence shows that standards are rising. Many pupils now communicate their ideas effectively in writing by the time they leave the school. They often write imaginatively, although the limitations in their vocabulary inhibit the progress of some of them towards better standards.
6. The standard of pupils' work in mathematics by the end of Year 2 is below average. This is similar to last year, reflecting the results of statutory assessment. However, pupils are making satisfactory progress from a well below average starting point and so, although standards are still below average, this represents satisfactory achievement. Pupils continue to make progress through Years 3 to 6 so by the time they leave the school they have achieved satisfactorily. Although standards remain below average, they are improving because teaching is better.

7. Throughout the school pupils achieve satisfactorily in science, although standards among pupils currently in Years 2 and 6 are below average. Nevertheless standards are beginning to improve because teaching is better.
8. Pupils' learning and achievement in ICT are good and significantly better than reported in the previous inspection. This is because both teaching and available resources are better. Pupils make appropriate progress through Years 1 and 2, although by the end of Year 2 standards are below those expected of pupils of their age. Pupils continue to make progress in developing their skills in Years 3 to 6 and by the time they leave the school they have made up ground in some areas of the subject, particularly in word processing, data handling and using the Internet for research. Overall standards are below those expected by the end of Year 6, however.
9. Pupils with special educational needs make good progress towards their targets. This is due to good teaching and planning which take into account the wide variety of pupils' individual needs. The good support they receive also contributes positively to the progress they make. Additional provision in booster and springboard classes effectively supports pupils' learning and is contributing to the progress they make and improving overall standards. Pupils work hard, and levels of achievement are good.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Relationships throughout the school are very good. Pupils' social and moral development is very good and their spiritual and cultural development is good, making these aspects of personal development good overall. Their attendance and punctuality are good.

Main strengths and weaknesses

- Pupils' good attitudes and good behaviour make a positive contribution to their learning;
- Pupils' personal development, including their spiritual, moral, social and cultural development, is good;
- Relationships between staff and pupils are very good and contribute positively to pupils' learning;
- Attendance is good, and above the national average;
- There are insufficient resources in the library to promote pupils' understanding of contemporary multi-cultural society.

Commentary

10. Pupils' good attitudes to work make a positive contribution to their learning. Children in the Foundation Stage make good progress, although the majority lack basic social skills when they start school and therefore very few are likely to achieve the goals children are expected to reach by the end of reception. Teachers promote children's personal development well. Children quickly adopt the well-established routines and become independent in their day-to-day activities, such as finding the equipment they need to complete a task. They learn to follow instructions and are effectively taught the difference between right and wrong. Teachers and other staff are very good role models. They encourage children to make friends with one another and to share and play well together.
11. Discussions with pupils in all year groups indicate that they have positive attitudes to learning. Almost all pupils say they enjoy coming to school, and identify favourite subjects. A significant number of pupils participate in the wide range of extra-curricular activities provided by the school. The majority of pupils are interested in what they are doing and take an active part in all aspects of lessons. They listen attentively to their teachers' instructions, maintain concentration over time and make a positive contribution to classroom discussions. For example, in a mathematics lesson in a Year 4 class, pupils were keen to learn and showed obvious enjoyment in the work they were doing. They worked very well together, supporting and helping

each other, which contributed to their making very good progress. Most pupils take pride in their work and are keen to talk about their achievements.

12. Overall behaviour is good. In the majority of lessons seen behaviour was good and in some it was very good. This has a positive impact on learning. Most pupils are aware of what is and is not acceptable behaviour, have a good understanding of the school rules, like the school's merit system and readily accept the principle of sanctions as an appropriate response to instances of unacceptable behaviour. Before and after school, at breaks and lunchtimes, pupils interact well, although there is some boisterous behaviour on the playground. Whilst very little unsatisfactory behaviour was observed during the inspection, behaviour records indicate that there is a significant minority of pupils whose behaviour is on occasions unsatisfactory. Pupils treat the school's accommodation and equipment with care and respect; there is no evidence of pupil-generated vandalism and there is little or no litter around the school.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	303	4	
Mixed – White and Black African	1		
Mixed – White and Asian	2		
Mixed – any other mixed background	1		
Asian or Asian British – Indian	1		
No ethnic group recorded	4		

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

13. Bullying is an occasional problem. However, the school has a good anti-bullying policy that makes clear that it will not be tolerated. Staff react quickly and firmly to any instances which do occur. Parents and pupils have indicated that these procedures are effective. In the last school year four pupils were subject to fixed term exclusions; there were no permanent exclusions. Inspection of exclusion records indicates that the use of exclusion was appropriate in the circumstances. The school has good procedures to reintegrate pupils back into the school after exclusion.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.5	School data	0.3
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.

14. Attendance is good and slightly better than the national average, with slightly less than average unauthorised absence from school. There are good procedures for monitoring and promoting good attendance.

15. Pupils' personal development is very good. Pupils in all year groups show a willingness to undertake additional responsibilities and are given many opportunities to do so, including helping in the school office, the café area and the library, mentoring younger pupils and serving on the school council. Pupils are encouraged to apply for these positions of responsibility and they take their duties seriously. Such opportunities enhance pupils' sense of responsibility and citizenship, and their feeling of being part of a community. In one excellent activity, for example, members of the school council were observed hosting a buffet lunch for local business people where they were actively promoting the school within the community.
16. There is good provision for pupils' spiritual development. Regular assemblies include time for prayer and thoughtful reflection. Through the school's personal, social, health and citizenship education programme (PSHCE), particularly in circle time, pupils are encouraged to explore their feelings and emotions and their relationships with friends and family. Spiritual links are also found in subjects such as religious education, science and history.
17. The provision for pupils' moral and social development is very good. As a result, pupils gain a clear understanding of the difference between right and wrong and are aware of the school's code of conduct that encourages pupils to be responsible for their own actions and consider the impact of their actions on others. Pupils are encouraged to help one another and to show consideration for others. Relationships between staff and pupils and the pupils themselves are very good. Staff are very good role models, openly valuing pupils' opinions and ideas, which effectively promotes their self-esteem. Pupils have many opportunities to work collaboratively in pairs and small groups. The range of visits they undertake, including residential visits, the visitors to school they meet and the extra-curricular activities in which they participate also enhance pupils' social development.
18. The provision for pupils' cultural development is good. Pupils have a very good understanding of their own culture and traditions. In religious education, Judaism, Hinduism and Sikhism are studied along with Christianity, effectively promoting the pupils' cultural development through a greater awareness of the beliefs and traditions of other major world faiths. However, there is very little multiculturalism in displays around the school and the books in the library fail to promote pupils' understanding of the multi-cultural nature of the society in which they live.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school has been considerably improved recently. It enables pupils to learn and is now **good** overall. Teaching is good and the curriculum ensures that pupils have a good range of learning experiences; there are very good opportunities made to enrich the curriculum and for pupils to learn outside of lessons. Pupils are very well cared for. The school has good partnerships with parents and with the community.

Teaching and learning

Teaching is good overall. Pupils' learning is good and they achieve satisfactorily in most subjects. Assessment is satisfactory.

Main strengths and weaknesses

- The quality of teaching is now a real strength of the school and this is contributing positively to improving standards;
- Teachers' very good relationships with pupils enable them to manage behaviour well;
- There is a good emphasis on extending pupils' language skills;
- There is a clear focus on learning and teachers manage pupils' learning effectively;
- There are good new assessment systems in place to track pupils' progress, but the information they provide is not yet supporting teachers' planning;

- Teachers' marking is generally good, providing good guidance on how pupils can improve their work.

Commentary

19. Teaching in the school is good overall. Teachers have a firm commitment to raising standards. They have very good relationships with their pupils and this has a positive effect on pupils' attitudes to school and contributes to their good learning. Overall teaching has improved since the previous inspection when some lessons were judged unsatisfactory in Key Stage 2. In over eight out of ten of all lessons seen in this inspection teaching was good or better; there was only one unsatisfactory lesson. The teaching of literacy is now particularly effective. Teachers are skilful in this area and this is having a significant impact on pupils' learning and contributing most positively towards raising standards.

Summary of teaching observed during the inspection in 51 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (4%)	13 (25%)	27 (53%)	8 (16%)	1 (2%)	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.

20. Teachers have very good relationships with their pupils and this helps them manage behaviour well. This ensures that classrooms are orderly, so that pupils are able to learn. Teachers respond very positively to their pupils; they use praise effectively to encourage them and they are consistent in communicating what they expect, often providing extra challenge where needed. This is successful in promoting pupils' positive attitudes to learning.
21. Teachers manage pupils' learning well. Pupils are fully involved in sharing, understanding and reflecting on the purpose of the lesson and this focus on learning is kept to the fore throughout. Teachers are good at communicating their own enthusiasm for particular subjects. In an excellent mathematics lesson with Year 4, for example, the teacher's own enthusiasm had a most positive impact on his pupils' attitudes and ensured their maximum involvement. Teachers are also good at evaluating pupils' learning and are sensitive to their learning needs, which enables them to intervene effectively with individuals or small groups during lessons to re-direct those who need further challenge or to provide further input to help move others on. At times teachers make very good use of the skilful classroom assistants, who support pupils' learning effectively. These all help towards ensuring that pupils' learning is good and are contributing effectively to raising standards. Most pupils find lessons interesting and think that teachers explain things clearly.
22. There is a clear emphasis on extending pupils' language and communication skills. Teachers provide frequent and valuable opportunities for discussion in lessons. These include good opportunities for pupils to discuss aspects of their work with 'talking partners', for example, or in 'peer tutoring', where higher attaining pupils support the learning of others. Throughout the school teachers are good at using their displays of pupils' work to stimulate further thinking. They do this particularly well with questions, which are posed to attract attention, such as "How did we make our vehicles?" or "What is at the bottom of the pond?" or which demand a response like "What happened at the three bears' cottage?" Some displays provide good opportunities for pupils to respond in other ways, such as the display of poetry written by pupils in Year 1 using a writing frame. The poem used as a stimulus for this writing activity is also displayed, along with a blank frame with the caption "Have a go on the sheet below".
23. The school now has good systems for assessment in place. The new co-ordinator has worked very hard to revise and clarify procedures. He has established clear expectations and a timetable for assessment across the school. These new procedures enable the school to track pupils' progress accurately and efficiently. While this information helps provide teachers and

senior managers with a detailed picture of progress, the information is not yet supporting teachers' planning as they prepare and contributes effectively to their management of pupils' learning. It is particularly effective in to meet the different learning needs of pupils in their class. Teachers' marking is generally good literacy, with some teachers engaging pupils in dialogue about how to improve and extend their work, sometimes setting appropriate targets. The introduction of double page drafting has also been particularly effective in supporting this. At times, however, teachers' handwriting is not a good model for pupils trying to improve theirs.

24. On the very few occasions when the quality of teaching falls below this generally good standard, it is usually as a result of the teacher's inability to move pupils' learning on with sufficient pace. On these occasions pupils are insufficiently challenged and their interest wanes and this has a negative impact on their learning.

The curriculum

The curriculum is good overall. The school provides a very good range of activities to enrich the curriculum. Accommodation and learning resources are satisfactory.

Main strengths and weaknesses

- The curriculum in Years 1 to 6 meets the needs of pupils well;
- Provision to support children's learning outdoors in the Foundation Stage is unsatisfactory;
- There are very good opportunities for curricular enrichment;
- Pupils have very good opportunities to pursue activities outside the school day, including a good range of sporting activities, drama, art and music;
- There is insufficient provision for physical education for pupils in Year 4 in the term in which they go swimming.

Commentary

25. The quality and range of learning opportunities for pupils in Years 1 to 6 are good. The curriculum meets statutory requirements and provides sufficient time for teaching in most subjects. The exception to this is in physical education. When pupils go swimming during the summer term in Year 4, no further provision is made for physical activity, which is unsatisfactory. Provision to support children's learning outdoors in the Foundation Stage is unsatisfactory, because resources are inadequate and the small available space is undeveloped. Four pupils are withdrawn from religious education, but parents and the subject leader have devised a suitable learning programme in order to accommodate them. With boys making up two thirds of the school's population the school has been active in introducing a good range of strategies to help them become more involved. Effective in-service training has been provided on boys' literacy and 'bringing out the best in boys' for the purpose of accelerating their learning.
26. The curriculum is consistently well planned and this is an area where there has been significant improvement since the last inspection. Medium-term plans are closely linked to long-term plans and are regularly monitored. Year group teams plan effectively together and the new tracking system recently introduced is ensuring greater consistency and a better format for planning. Good evaluation of the curriculum enables teachers to plan for deficiencies and areas of weakness that are identified. Schemes of work and policies, which are consistently updated, are in place for all subjects. Where schemes of work have recently been changed, as in religious education and mathematics for example, these have been appropriately adapted to better serve the needs of the school.
27. Enrichment of the curriculum is very good. The school works with a range of artists and a sculptor in residence to produce some impressive art and textile work. Peripatetic music teachers enable pupils to learn a variety of instruments. Visits to the railway museum and a local allotment also serve to enrich the curriculum, as do residential and educational trips. The

provision of extra-curricular activities is good, with pupils offered a wide range of activities each term. These include African drumming, street dance, and a mathematics group for pupils identified as gifted and talented, as well as a range of sporting, drama, music and art activities. The 'Green Gang', consisting of some staff, pupils and parents, have helped to set up an area with a pond where flowers, vegetables and herbs are grown. This contributes well to curriculum enrichment and has links with the business community. A thriving breakfast club begins the day effectively for a good number of pupils.

28. The curriculum is regularly reviewed to ensure equality of opportunity, as well as progression and continuity and there have been strong moves to develop more independent learning. Good preparations are made in the Foundation Stage and in Year 6 for later stages of education. Transition lessons help prepare pupils well in Year 6 for what they can expect at the secondary stage. A useful transition group meets once a week and offers good support for pupils who feel vulnerable about the transfer to secondary education. Booster classes, additional literacy support and springboard classes are regularly reviewed to determine their overall effectiveness in raising standards.
29. Pupils with special educational needs have full access to the curriculum. This is due to good teaching, combined with high quality support and the school's strong commitment to inclusion. Pupils also have access to a wide range of out-of-school activities. Good curriculum planning clearly identifies ways in which tasks are adapted to enable pupils to work at an appropriate level. Setting arrangements in Years 2 and 6 in English and mathematics are proving successful in helping to raise standards.
30. Accommodation is satisfactory overall. The building poses many problems for getting in and out and there is no provision for disabled access, although a lift on the outside of the building is due to be installed in the near future. Poor acoustics detract from teaching and learning, especially in the two halls. Although the playground is large its surface is somewhat uneven. The adjoining grass playing field is very small for a school of this size. The outside space available for children in the Foundation Stage is small and undeveloped, and so is inadequate to stimulate or support their learning. Nevertheless, since the arrival of the new headteacher there have already been major improvements to the accommodation, including the creation of a Family Learning Centre, imaginatively created in the renovated basement. The environment is bright and stimulating with good examples of pupils' work on display in classrooms and around the school to promote interest and engagement. The separate community room and the art room are very valuable additional resources. The new library is well furnished but it is still being developed as an area for learning; its current unsatisfactory range of books is ineffective in supporting pupils' learning in some subjects. Accommodation for pupils with special educational needs is satisfactory, but it does not currently provide teachers with sufficient privacy when pupils are withdrawn for specific help. The planned learning support base will shortly be in operation and will address this weakness effectively.
31. Resources for learning are satisfactory at present and have improved significantly in some areas due to priorities identified by the new headteacher. In mathematics, for example, the quality and range of learning resources are now good. The same applies to science, physical education and design and technology. The resources for religious education, particularly artefacts from different faiths, are gradually building up. Resources for pupils with special educational needs, including ICT software to support their learning, are improving rapidly. There are very few resources available to support the learning of children in the Foundation Stage outdoors, which is unsatisfactory.

Care, guidance and support

This is a very caring school, in which pupils feel secure and happy and where they can learn and develop effectively. Procedures to support and guide pupils are good overall. The school actively seeks and values pupils' views of the school.

Main strengths and weaknesses

- Relationships between staff and pupils are very positive and contribute towards the high standard of care, guidance and support;
- Very good induction procedures ease the transition from home to school very well;
- The school actively seeks pupils' views, encourages them to take responsibilities and involves them in all aspects of school life.

Commentary

32. The good standard of individual care, support and guidance provided for pupils ensures that they feel happy, confident and secure. Staff and pupils interact well both inside and outside the classroom. Pastoral support for pupils is good; pupils feel confident to approach their teachers with any personal problems in the knowledge that they would get appropriate support and guidance. The provision for pupils' welfare is further enhanced by the provision of a breakfast club, which a significant number of pupils attend. Staff have made this a very warm and welcoming occasion when pupils across the age range and teachers socialise well together.
33. The school has established very good procedures for the induction of new entrants, which are effective in easing the transition from home to school. There are good links with other early years providers, including nursery schools, child minders and playgroups. Staff undertake valuable home visits for all children before they start school. Parents have good opportunities to visit the school with their children to meet with their teachers prior to admission. Parents are provided with a comprehensive pre-school induction package and advice on how they can help to prepare their children for school life. These procedures are effective in helping children settle quickly into school.
34. A strong feature of the school's ethos is the way pupils are encouraged and helped to participate in all aspects of school life. Pupils have a sense of ownership; because they are so involved in their school, they feel fully part of the school community. Members of the school council were involved in the recent interviews for a new deputy headteacher, for example. The strong relationships pupils have with adults and the responsibilities they are encouraged to take effectively enhance their understanding of citizenship. The strength of this aspect of its work was recognised recently, with the school receiving a British Telecom Citizenship Award. The school actively seeks pupils' views, values them and where practicable takes them into consideration when reviewing policies and procedures. For example, pupils had a major input into the provision of playground equipment.
35. The school provides a safe and secure environment in which pupils can learn. Although procedures for general risk assessments are in place and inspections are carried out on a regular basis, the school has not yet completed fire risk assessments. First aid provision is good and good records of accidents and injuries are maintained. The arrangements for child protection are good.

Partnership with parents, other schools and the community

The school has developed strong partnerships with parents, and links with the local community are good. There are very good links with other schools and colleges.

Main strengths and weaknesses

- The information provided for parents is very good;
- The school has had limited success in involving parents in their children's education, although staff have worked hard at this;
- Parents have very positive views of the school and of the education provided for their children;
- The school has developed good links with the community;
- There are very good links with other schools and colleges.

Commentary

36. The quality of information provided for parents is very good. Regular newsletters and letters about specific events ensure that parents are kept well up to date about current school activities. Parents are invited to three parents' meetings each year when they can discuss with teachers their children's progress. Pupils' annual reports are good, providing clear guidance on pupils' attainment and progress and targets for improvement. The school actively seeks the views of parents, which are then incorporated into new or revised school policies and procedures.
37. Overall, parents' involvement in their children's learning is satisfactory. The school works very hard to involve parents in their children's education but its efforts have had only limited success. Only a relatively small number of parents help in the school and attendance at the wide range of curriculum workshops arranged by the school is relatively low. There is an active Parent Teacher Association that organises social and fund-raising events; significant amounts of money have been raised to finance additional learning resources. There are good arrangements to involve the parents of pupils with special educational needs in the development and review of their children's individual education plans.
38. Parent workshops also help develop stronger links between home and school. Parents' views are sought and issues raised by them are acted upon. A valuable induction workshop was held during the inspection period for the parents of new starters where school routines and approaches were explained prior to home visiting. An exciting pre-school pack was discussed and parents' concerns, however basic, were addressed. This helps to break down any barriers between home and school.
39. Parents have very positive views of the school. In particular, they are pleased with the quality of teaching, the expectation that their children will work hard and the way in which the school is helping children to become more responsible and mature. They are also pleased with the progress their children make in their learning, how the school is led and managed, and the wide range of extra-curricular activities provided by the school. Evidence from the inspection confirms these positive views. A small number of parents expressed concerns about instances of bullying. However, bullying is rare, the supportive ethos in the school is strong, and the school reacts quickly and effectively to known instances of bullying.
40. The school's links with the community are good and make a significant contribution to pupils' learning. There is a range of visitors to the school, including artists, musicians and theatre companies, who enhance pupils' learning effectively. The school makes good use of the local community: visits to a local museum and countryside centre support pupils' learning in art, geography and science; local field trips support pupils' learning in history, science and geography; and links with the local parish church support pupils' spiritual and cultural development. Links with local businesses are very good and have resulted in significant financial support for the school; for example, the school's growing zone is funded by a local supermarket.
41. The school's links with other educational establishments are very good. There is very good liaison with the local secondary schools, to which the majority of pupils transfer, and good use is made of its facilities for sports, science and drama. The school has developed very good

transitional arrangements, including effective liaison between staff, the development of bridging units in English, mathematics and science, and the transfer of information relating to pupils' academic and social skills. Pupils have a valuable full day induction at the secondary school, when they meet their form tutor and experience a range of lessons. Links with a local 'beacon' school have provided opportunities for collaboration on a joint art and design project. The school's links with higher education institutions are good and are effective in enriching the school curriculum. Overall, these links have had a very positive impact on pupils' learning.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is very good. Key staff also provide good leadership. Governance of the school is good. The school is managed well.

Main strengths and weaknesses

- The school is very well led by an outstanding headteacher who has a clear vision and extremely high aspirations for the school;
- The headteacher has identified clear priorities for improvement, particularly in respect of raising standards;
- Staffing is now much more stable, and well-managed recruitment has contributed to the creation of an effective teaching team;
- Good management ensures that the school runs smoothly;
- Considerable improvements in the governance of the school have ensured that it is now good;
- Strong teamwork and subject leadership contribute effectively to school improvement;
- Financial management is good;
- The school is addressing some significant barriers to pupils' learning rapidly and effectively.

Commentary

42. The headteacher has had a major impact on school improvement during the short time she has been in post. She has successfully built an effective team, who support her very well. This has ensured much greater stability after the recent very unsettled period in the school. She has very high aspirations and a very strong vision for the school, which she communicates well to those around her. This has underpinned all the work undertaken to develop the school and has contributed effectively to the rapid improvements made.
43. The headteacher has identified clear priorities for improvement and has worked imaginatively and effectively to address them. The main priority remains to raise standards and there is firm evidence to show that this is happening. Some changes have been innovative, such as the recent focus on enhancing both teaching and learning strategies. The headteacher initiated discussion and led training in this area, and this has contributed to the improvement in the quality of teaching and learning.
44. There have been considerable changes of staff recently. Much care has gone into recruiting new teachers, whom the headteacher has skilfully managed to knit together into a very strong team. This has ensured that teaching has continued to improve and this is already having a significant impact on improving pupils' learning and on raising standards. Teachers work very hard and are constantly seeking ways to improve their teaching, constantly seeking to measure how effective they are being.
45. The school runs very smoothly on a day-to-day basis, because it is well managed. Skilful administrative staff support the headteacher very well. There are clear and effective administrative procedures in place. The induction of new staff is good; they are made to feel at home and given friendly support to help them settle into routines. Teaching staff receive good support from their team leaders. Teaching is systematically observed and evaluated; teachers are given constructive advice on how to improve their effectiveness in the classroom. The

headteacher places very firm emphasis on the effective ongoing training programme for teachers and teaching assistants. Its success is clearly reflected in the consistency of approach to learning seen in classrooms. As a result of the good quality of teaching, the school is an effective training partner for students training to be teachers.

46. Governance of the school has improved considerably since the last inspection and is now good. The chair is knowledgeable and fully committed to school improvement. Governors have worked hard to establish effective monitoring procedures, so that they have a good picture of the school's strengths and weaknesses. This enables them to play an informed role in the strategic management of the school and in shaping its future. Governors are very supportive of the headteacher, having taken great care over getting what they saw as the 'right person for the job'. They fully share her vision for the school.
47. There have been other good improvements in leadership and management since the last inspection. Team working is now a very strong feature of the way staff work together. Subject leaders are much more effective than they were, largely because they have a clear indication as to what is expected of them and they are given time to do it. Subject leaders play a crucial role in supporting the effective monitoring of the work of the school.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	901084	Balance from previous year	43913
Total expenditure	941505	Balance carried forward to the next	3492
Expenditure per pupil	2524		

48. Financial management is good. The chair of the governors' finance committee has a good grasp of the school's finances and funding issues. The principles of best value are clearly understood and well applied and all spending is effectively monitored and controlled. The school is now providing pupils with a good quality of education. Taking account of current standards and the need to raise them further, the school provides satisfactory value for money.

Particular aids and barriers to raising achievement

49. Many children enter the school with well below average attainment and skills. Their skills of communication are particularly weak and this impacts negatively on their ability to learn across the whole curriculum. Despite good teaching, many of them are not on course to achieve the goals children are expected to reach by the end of reception.
50. There has been a very unsettled period in the school recently, with five different headteachers over the six years since the previous inspection. There has also been a high turnover of staff, so many pupils have experienced frequent changes in their teacher during the course of a school year. There is also significant mobility of pupils in some year groups. These have both had a detrimental effect on pupils' learning and contributed to the gaps in their knowledge, understanding and skills, resulting from a lack of continuity in their learning. The slow development of their skills in literacy has been particularly disadvantageous, because this has had a negative impact on their learning across the curriculum.
51. The more settled period established by the current headteacher and the clear priority given to raising standards is now a considerable aid to pupils' learning. The school now achieves a good balance between providing very effective care for its pupils and promoting the development of their knowledge, understanding and skills. All staff want all children to do well.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall provision for children in the Foundation Stage is **satisfactory**.

Main strengths and weaknesses

- Most children do not reach the goals they are expected to achieve by the end of the reception year because they enter school with very low levels of attainment;
- Good teaching enables children to achieve well;
- The limited number of hours for support staff restricts the range of activities reception teachers can provide at times;
- Outdoor provision is unsatisfactory and the lack of appropriate resources inhibits children's physical development;
- The available space for children in reception is not used as effectively as it could be.

Commentary

52. Children in the reception classes make a sound start to their education. An innovative induction programme ensures that children make a smooth transition into school life. Most children start school with well below the expected levels of attainment in all areas of learning. Although their learning accelerates during the reception year, by the time children enter Year 1, most are still below the expected standards. All children achieve well during their first year of school due to overall good teaching. Joint planning ensures consistency of provision across both classes. A judicious blend of child-initiated and teacher-directed activities, which are appropriate to the age and abilities of most of the children, ensure sound foundations for later learning. The well-briefed teaching assistant adds to the quality of the provision but her limited hours mean that, on some days, children are unable to work in certain areas, such as the 'Red Room' or outdoors, due to a lack of supervision.
53. The curriculum is well planned and children are given a wide range of experiences, that are stimulating and interesting, apart from those in the outdoor area, where resource provision is limited and the physical environment bleak. However, all children are motivated to learn well, including those with special educational needs, and children enjoy all areas of learning. Assessment arrangements are effective and build up a clear picture of each child's development, enabling staff to match activities closely to individual needs so that all groups of children make progress. Staff bring enthusiasm, skill and understanding to the children's learning and every opportunity is taken to develop spoken language, literacy and numeracy skills. Although the reception class area as a whole is spacious, better use could be made of the available space to enrich the early years curriculum, especially for the youngest and most immature children.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well because of the good focus on developing their personal skills; teaching and learning are good;
- Staff have high expectations of how the children should behave and are good role models for the children to copy;
- Good relationships exist between staff and children in the reception classes.

Commentary

54. Because there are good teaching and learning in this area of development, children achieve well, although most will not achieve the goals they are expected to reach by the end of the reception year. All children receive patient, caring and appropriate support and much of the teaching in personal, social and emotional development underpins the work in the other areas of learning. This ensures that expectations are reinforced through the range of different activities on offer and that learning in this area is set within meaningful contexts. Once in school, a lot of time is spent settling children and they get to know daily routines and procedures. One class has a series of short, snappy songs which gets them prepared for work and children know what is expected of them. They understand the need to change activities and learn how to make independent choices. When they set off on their tasks, they show interest and share resources. Children play happily in the 'Red Room' or in 'Bob the Builder's yard' or are absorbed in constructing rockets. They take part willingly at tidy up time, because they have learnt that working together makes the task easier. Relationships are positive throughout the Foundation Stage and children have the opportunity to develop effective working relationships with one another and with the adults who work with them. Adults set a good example from which children learn well and interactions are positive; this plays an important part in the children's learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Staff promote children's talk well;
- Teaching and learning are good, enabling children to make good progress;
- The youngest and most immature children would benefit from greater support from the nursery nurse.

Commentary

55. During their first year in school, teachers and the nursery nurse take every opportunity to develop the children's speaking and listening skills and to promote their early reading skills. A small minority are on course to achieve the goals children are expected to reach by the end of reception. Children's achievement is good. In the reception classes, good teaching is characterised by a secure knowledge and understanding of the needs of young children and the well-organised activities that motivate them. Children develop their confidence in speaking and listening because staff engage in almost continual conversation with them. They chat, question and encourage the children to extend their vocabulary and their confidence in the spoken word. However, the youngest and most immature children would benefit from greater support from the nursery nurse, whose hours in class are limited. The children initiate and develop their own conversations and in both classes, children talked with enthusiasm about a train ride, using a big book as a stimulus.
56. Children regularly practise their phonic skills, which helps them to write new words. Some children can already recognise individual letters and use them in recognisable form in their writing when describing the train ride. Teachers provide a good range of activities to encourage children to explore writing. The children can write timetable notices in the 'train station' or they can write advertisements for the 'car wash'. Basic writing skills are taught and children see the purpose of writing because activities are often linked to work in other areas of learning, such as knowledge and understanding of the world. The development of reading skills has a high priority and is well supported by parents. Children are becoming confident about handling books and the reception classrooms are rich in notices and labels which children can read and copy.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- There are good opportunities for children to develop mathematical understanding;
- Teaching is good, children respond well and their achievement is good;
- Purposeful links are made between mathematical development and the other areas of learning.

Commentary

57. When children start school, their mathematical understanding is underdeveloped and well below average compared with that of children of the same age. Achievement is good although most children will not reach the standards that are expected by the end of the reception year. Nevertheless teachers make purposeful links between children's mathematical development and related activities, for example, topic work on wheels. A class picture asks 'How many wheels on the bus?' and 'How many people are waiting for the bus?' Higher attaining children add up simple numbers and are asked to explain how they arrive at their answer. A good range of attractive resources stimulates and focuses learning nicely, such as the use of toy cars when counting. Opportunities for children to learn and say number names, sing number rhymes, use the computers and play mathematical games ensure that they gain a secure understanding of the work they are covering. Children with special educational needs receive good support, with the steps in their learning being smaller. This builds in success and the children show great pleasure in their achievements.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children benefit from the good range of activities that extends their knowledge and understanding of the world;
- Limitations in the provision of classroom support impact negatively on the quality of teaching and learning, especially in ICT.

Commentary

58. Although achievement in this area of learning is good, standards at the end of the reception year are still likely to be below those expected. Staff plan a range of activities which help children learn about the world around them and help them develop an appropriate vocabulary. Following a visit to the Railway Museum, for example, children looked at different types of wheeled vehicles. Such activities provide opportunities for children to draw on their own experiences and this helps them develop an awareness of themselves and others. Children have access to the computer suite. They try to draw a bicycle wheel, with hub and spokes. Higher attaining children write about their work – "my weel gows rownd and rownd" – whilst others find the hand/eye co-ordination, necessary for writing, difficult. Staff try to give support and guidance at an appropriate level but large class numbers and limited support make the focused teaching of skills difficult to achieve. This limits opportunities for the children's development. Children learn about feasts and festivals and one child led a circle time about a baby brother's christening. Occasions like this enable children to learn how different groups of people are the same and yet different.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory** overall.

Main strengths and weaknesses

- Children have a satisfactory a range of opportunities to develop the necessary motor skills;
- Provision for outdoor activities is unsatisfactory and the limited resources for use in this area impact negatively on the quality of teaching and learning.

Commentary

59. Standards in physical development are likely to be below those expected by the end of the reception year, although achievement is good. Teaching is satisfactory and children learn quickly because they participate in both indoor and outdoor activities. However, at present, the outdoor area is unsatisfactory, providing a bleak and featureless environment for learning. Resources, especially large equipment, are very limited and this limits the development of children's gross motor skills. Some compensation is made since teachers use the hall for physical education lessons, using the available small apparatus. Children are able to run, jump, try to skip and make good attempts to throw and catch a bean bag, showing developing control of their bodies. All staff give children the opportunity to develop their manipulative skills by rolling and moulding dough, by using scissors and tools and by playing with small toys. The children also have access to a range of construction equipment which further enhances their physical development.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Lively and interesting activities capture children's interest and ensure that their learning is good.

Commentary

60. Children's creative development is well below average on entry to the school. They achieve well, but by the time they move into Year1, standards are below those expected for children of that age. Satisfactory teaching ensures that children have a sound understanding of their learning. They express their feelings through a range of materials and media, music and movement, story making and imaginative play. Children's skill development is secure because they have access to daily activities such as painting and collage, and a variety of papers and artist's materials. Conversations with adults in these activities are a strength of teaching, expanding ideas and vocabulary effectively. In the reception classes, children are surrounded by displays of their work and the use of colour and different materials stimulates them to produce good quality painting and collage work. In music, children sing with confidence and enthusiasm whilst rehearsing for the school's centenary celebrations. An exciting builder's yard role-play area provides children with good opportunities for large construction work. They draw plans for imaginary buildings and one child devised an escape tunnel in case the school was damaged, as it had been in the past. Creative development enables purposeful links to be made between the different areas of learning and this helps learning to become meaningful, especially for the youngest children.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- National tests indicate that standards are below average, but work in pupils' books is frequently better than this;
- Subject leadership is now very effective, with the co-ordinator establishing clear priorities for improvement and supporting the development of teaching;
- Teaching is now consistently good, with some lessons in Year 6 of very high quality;
- Good work in developing pupils' writing skills is contributing effectively to raising standards;
- Pupils have a good range of opportunities in all subjects to extend their speaking and listening skills;
- There has been unsatisfactory progress in developing pupils' library and research skills since the previous inspection and they remain weak;
- The range of books in the library is too narrow.

Commentary

61. At the time of the previous inspection, national tests indicated that standards were broadly average in Year 2, but below average by the end of Year 6. Results in national tests in 2003 indicate that standards by the end of Year 2 were not as high as they had been at the time of the previous inspection. Compared with the results in other schools, standards were well below average in reading and writing. Reading is a particular concern because results have been declining over the past three years. Results in 2003 also indicate that standards at the end of Year 6 were not as high as they had been at the time of the previous inspection, being well below average. Moreover, standards in English have fallen year on year since 2001, when the school received a School Achievement award.
62. Standards among pupils currently in Year 2 and Year 6 are higher than those indicated in recent test results, although they are still below average. A number of factors have contributed to standards falling, including the increasingly high rate of mobility and a very unsettled period in the school in which there have been rapid changes in leadership, and high staff turnover. The school is now much more stable. The new headteacher provides very strong leadership and staffing is now much more settled: all of this is contributing positively to improving standards.
63. Subject leadership is also now very effective. The co-ordinator has a firm grasp of standards and has established clear priorities for improvement. She leads by example, providing a model of very good teaching. This is enabling her to support the improvement of teaching across the school, which is contributing effectively to raising standards.
64. A high initial priority has been to improve standards of writing throughout the school. Careful planning has guided a well thought out whole-school approach, which is already having a positive impact. Pupils' learning is now good and they are making better progress. Although standards by the end of Year 2 are still below average, this nevertheless represents good achievement because attainment on entry to the school is low. Pupils' writing skills develop slowly at first and need constant reinforcement throughout Years 1 and 2. Pupils have wide-ranging capabilities. Higher attaining pupils write confidently and with some interesting sentences, although their vocabulary is often restricted. Most pupils at this stage find spelling all but the simplest words difficult and many of them are unable to use punctuation accurately. Teachers provide a good range of opportunities for pupils to extend their skills in writing for different purposes and different audiences. Right from the start there is a strong emphasis on planning for writing and at times pupils are helped effectively with writing frames. In re-telling a

story, like *Goldilocks* for example, careful consideration is given to the structure of the story and the sequence of events.

65. Although pupils continue to make progress and achieve satisfactorily, standards in writing are still below average by the end of Year 6. Pupils have good opportunities to write for different purposes and audiences, such as letters, diary, reports, pen portraits or recounting a story. Some also contribute to class newsletters. Again, throughout Years 3 to 6, there is a strong emphasis on planning for writing, often in separate planning books. Planning is particularly successful where appropriate speaking and listening activities are used to engage pupils in thinking about their writing as they prepare. This was the case in one very good lesson with Year 6 pupils, in which the teacher modelled 'hot seating', as the pupils prepared questions to extend their autobiographical writing, and then involved the pupils in pairs in the 'hot seating' game. Such effective preparation for writing ensures that pupils' learning is good and enables them to achieve well in these lessons. In Year 6, pupils plan their writing in a variety of ways, sometimes using both words and pictures effectively, as, for example, in their plans to write about a visit to Humphrey Head, an outdoor education centre. They use timelines effectively to help structure their writing, as when they wrote about George Mallory. The co-ordinator has recently led the development of the use of two pages for drafting, providing one page for a first draft and space on the opposite one for both teachers' comments and the pupils' own ideas for re-drafting. This is proving effective in helping pupils improve their writing skills. As in Years 1 and 2, however, spelling is a weakness among most pupils. Throughout the school pupils are making appropriate progress in developing their handwriting skills.
66. Pupils start at the school with poorly developed speaking and listening skills and they remain below average by the end of Year 2. There is a clear emphasis on developing these skills throughout the school. This contributes positively to pupils' learning in all subjects, because teachers plan a wide range of opportunities in most lessons to support the development of speaking and listening skills. These activities include role-play and drama, talking in pairs and small groups, 'hot seating', and 'question and answer' and reporting back sessions. This ensures that pupils make good progress and by the end of Year 6 many of them achieve standards that are in line with those expected of pupils of their age.
67. Reading has not been given such a high priority. Pupils make satisfactory progress through Years 1 and 2 but overall standards are below average by the end of Year 2. This represents satisfactory achievement because they start with skills that are below average. While higher attaining pupils can read appropriate texts accurately, with sound understanding and sometimes using expression to communicate meaning, many pupils at this stage lack confidence. Although they use both pictorial and phonic clues, many of them hesitate over many of the words they encounter. Pupils continue to make progress throughout Years 3 to 6. Again the minority of higher attaining pupils make good progress, reading clearly, accurately and with good expression by the end of Year 6. These pupils understand what they read, enjoy discussing their books and have formed clear preferences about what they read. Most pupils, however, make progress more slowly. While they read accurately from texts of an appropriate level, many of them make simple errors which they are not always able to correct, even when what they read makes no sense. Lower attaining pupils at this stage lack confidence and express little enjoyment in reading.
68. Throughout the school pupils have underdeveloped research skills. While most are able to use the contents or index to find things within a selected book, even by the end of Year 6 most pupils have insufficiently developed the skills of using the library to find books about particular topics. One reason is that the electronic cataloguing of the books in the library is not yet completed and pupils have not been taught how to use the library properly. This was an issue at the time of the previous inspection, so there has been unsatisfactory improvement since then. There has been considerable work undertaken to improve the library and its relocation now provides much better space. Furnishings are good and now contribute effectively towards the creation of a very pleasant working environment. The display of newspapers and magazines supports this well. There has been an audit of books and much outdated or

inappropriate material has been cleared out. New resources are being provided as funds allow, but the current range of books is inadequate to support pupils' learning other than in selected topics.

69. The teaching of literacy is now consistently good and contributes effectively to improving standards. Lessons seen in Year 6 were of a particularly high quality. In most lessons, teachers ensure that pupils are clear about what it is they are going to learn; they are demanding in what they expect and they manage pupils' learning effectively. The frequently good discussion of the specific learning objectives is very effective in enabling pupils to begin to understand something of their own learning. Teachers clearly interest and engage pupils in lessons, and motivate them well, and this helps ensure that learning is good.

Language and literacy across the curriculum

70. The limited development of pupils' literacy skills slows the pace at which they can learn in other subjects. Teachers are good at extending pupils' literacy skills in other subjects, however. In some lessons, like science for example, pupils learn to use appropriate technical vocabulary. In many lessons there are very valuable opportunities provided for discussion, and teachers are skilled at managing these so that pupils' learning is moved on well. Pupils with special educational needs make good progress because careful and detailed attention is paid to the development of their literacy skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching is consistently good or better in Years 3 to 6 and is appropriately planned to meet the needs of all pupils;
- Teachers have secure knowledge of the subject and are able to provide challenging work;
- Very good management of pupils ensures that behaviour is almost always good or better;
- Pupils are taught a range of strategies for calculating their answers, thus increasing their levels of understanding;
- Although standards are improving they are still below average;
- The lack of literacy skills has a detrimental impact on the progress of a large proportion of pupils and affects their ability to solve written problems;
- Teachers' marking is inconsistent and does not always inform pupils about how they might improve.

Commentary

71. Standards in mathematics are below average, but improving. The results of national tests in 2003 show that by the end of Year 2 standards were below average for similar schools. Standards were well below average by the end of Year 6. Results have shown a dramatic downward trend over the last three years. Reasons for this can be attributed to the fact that over this time there has been a lot of disruption in the school. Low attainment on entry to the school, a high proportion of pupils with special educational needs and the high rate of mobility among pupils in some year groups have also undoubtedly contributed to this situation. There is no significant difference between the performance of boys and girls. Since the appointment of a new co-ordinator there has been a complete overhaul of the subject. The purchase of a new scheme of work has provided a more coherent framework. Resources, particularly those for pupils with special educational needs, have improved and are now good. Pupils' work in lessons indicates that they are achieving well and are on target to raise standards.

72. By the end of Year 2 pupils are developing a good understanding of partitioning. They are beginning to use appropriate methods for addition and subtraction. They understand that millilitres refer to capacity, that kilograms refer to weight and that kilometres refer to distance. Most are able to add, subtract, double, halve and multiply by 10 numbers between 6 and 18. Pupils are becoming more proficient at using tables and this is an area of improvement throughout the school. Pupils of above average ability are competent at multiplying and dividing. There are occasional difficulties with 'time' and with monetary problems. Lack of literacy skills means that some pupils experience difficulty when trying to solve written problems.
73. By the end of Year 6 all pupils demonstrate clear understanding of addition, subtraction, multiplication and division. For above average pupils this is excellent. Most pupils understand how to calculate the measurement of angles and they are familiar with the properties of two- and three-dimensional shapes. Although the quality of work of some pupils is good, spelling remains poor and below average literacy skills are still hindering progress. The results of regularly administered tests indicate that more consolidation in all areas continues to be required. The policy of teaching pupils a range of strategies to help with their calculations increases their knowledge and understanding and enables them to check the reliability of their answers. Good mathematical investigation leads to pupils' expertise being shared in order to establish number patterns and correct functions. Pupils develop good understanding of mathematical vocabulary as they move through the school. The introduction of activities to ensure a smooth transition to secondary schools is now becoming well established.
74. The quality of teaching is good overall, but is better in Years 3 to 6, where there is very good and excellent teaching. The school's focus on mathematics has resulted in a distinct improvement in the enthusiastic way the subject is taught. This in turn has had a positive impact on pupils' interest and enjoyment and they respond positively to the challenges set. Very clear planning linked to both the National Numeracy Strategy and the new mathematics scheme is consistent across the school and clearly identifies what teachers expect pupils to achieve. Teachers' secure knowledge of the subject enables them to provide work that is both challenging and stimulating. They are good disciplinarians and yet at the same time are sympathetic to the needs of pupils. Good working relationships between class teachers and classroom assistants lead to effective support for pupils with special educational needs. The marking of pupils' work is very supportive but there is a wide variation among teachers in the way they inform pupils about how they might improve their work. Pupils of all abilities are encouraged to present their work well.
75. The quality of leadership and management is now very good and the co-ordinator is very well supported by the headteacher and the numeracy governor. New initiatives have been successful in improving assessment and the tracking of pupils' progress. Although the subject is still developing, a lot has been achieved in a relatively short time. Useful evaluation of such strategies as springboard and booster classes gives a clear picture of how successful they have been in improving standards. Thorough evaluation of test results has highlighted areas of strengths and weaknesses. As a result, weaknesses are corrected through careful planning of future work, which is then effectively monitored by the co-ordinator. There has been good overall improvement since the last inspection.

Mathematics across the curriculum

76. Opportunities for pupils to develop their numeracy skills in other areas of the curriculum are good. Science contains an appropriate focus on mathematics as pupils use graphs, and linear and temperature measures, along with activities involving capacity and time. In history, pupils are familiar with timelines and the sequencing of events. They use their measuring skills in design and technology and are able to identify proportion, while in physical education positioning, timing, scoring, measuring and counting are features of many lessons. Skills of using co-ordinates to plot features are used effectively in geography map work. The use of ICT to support learning in mathematics has greatly improved.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are below average by the end of Year 2 and Year 6, although they are improving;
- The teaching of science is good;
- Children have sound knowledge about plants and animals;
- Science is led and managed well by an enthusiastic and knowledgeable co-ordinator;
- Visits out of school make learning more relevant and interesting;
- Children enjoy lessons and work hard.

Commentary

77. Standards at the end of Year 2 and Year 6 are below average. As a result of recent improvements in teaching, standards show signs of improvement. Responding to initiatives set in place by the headteacher and the science manager, teachers adopt a range of teaching approaches focusing on the different ways individual children learn. They make good use of resources in order to explain scientific concepts. These include models, pictures and computer simulations. For example, when learning about the water cycle, Year 5 pupils were able to see a number of projected moving images which helped explain the processes involved. Teachers round off lessons well, helping pupils to review their own learning and to decide whether they have succeeded in the lesson. Careful examination of children's work completed over this year shows that most have made good learning gains in lessons. Overall, achievement throughout the school is satisfactory.
78. The range and content of work taught are overall satisfactory, with some strengths. Throughout the school there is a good emphasis placed on teaching about living things. As a result, pupils' learning in this area is good and they gain a sound knowledge about plants and animals. Standards in this area are close to the national average. Teachers communicate their enthusiasm for science effectively. They organise a good range of visits to places of scientific interest and these enhance pupils' learning. For example, Year 5 pupils visit the Yorkshire Water Treatment Plant, and Year 2 pupils visit a falconry centre. Teachers are good at arousing pupils' interest. They use questions well both to stimulate curiosity and to assess pupils' understanding. Teachers ensure pupils have many good opportunities to extend their literacy skills in science. Pupils record investigations and they discuss their ideas with each other, often doing this in pairs. They make satisfactory use of their ICT skills in science lessons and this contributes effectively to their learning. For example, Year 5 extended their understanding about water purification from information gained from computers. At times, pupils also use other technology to help them understand things better, as when Year 6 pupils used a digital microscope to study micro-organisms. The use teachers make of ICT to help pupils learn is an area to be further developed. For example, the school has recently purchased new equipment that will enable pupils to measure temperature changes. Some have already had an opportunity to use similar technology to measure sound levels.
79. The subject is led and managed well. As a result improvements since the last inspection have been good. Assessment procedures and teachers' planning have improved. Resources for teaching science are now good and ICT is used more extensively to support learning and understanding. In the classroom pupils respond well to these improvements. They are enthusiastic to learn, show appropriate inquisitiveness and work well together.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- There has been good improvement since the last inspection;
- Some pupils achieve well;
- Teachers are now confident and knowledgeable;
- The subject is led and managed well;
- Opportunities to use computers to support learning are sometimes missed.

Commentary

80. ICT has improved significantly since the last inspection. The improvements are evident in better resources in the computer suite, more competent and confident teaching, and consequent improvements in the standards that children attain. Current standards at the end of Year 2 and Year 6 are below those expected. Recent gains in the learning of both these year groups are good. This has resulted in Year 6 pupils being able to make up some of what previously were large gaps in their learning and represents a good level of achievement. These pupils are competent at word processing; they use spreadsheets and they research information using the Internet. They do not yet have a broad experience of producing multi-media presentations using animated images incorporating text, sound and pictures. They also do not have a broad experience of using ICT to model or control systems. Year 2 pupils amend text on the screen and are becoming familiar with using computers to improve their work in literacy. They also design and draw pictures on screen.
81. Teaching overall is good. Teachers benefit from good support given by an effective, enthusiastic and knowledgeable subject manager. She helps with planning, gives very sound advice when required, and organises and delivers training. Teachers' subject knowledge is secure and this results in confident teaching. The school has the services of a very effective technician who makes a significant contribution to pupils' learning in the computer suite. He is skilled at giving advice and help at just the right time, when he sees pupils need it. Teaching assistants are also capable of helping pupils and they contribute to the success of lessons. Pupils generally enjoy ICT lessons, co-operating well together when using the computers.

Information and communication technology across the curriculum

82. ICT is used across a number of subjects. Its most significant impact is on English and mathematics but it is also used in science, art and geography. For example, in art pupils have used programs to explore drawing techniques. Pupils have used sensing equipment during science lessons to measure volume of sound. The school has recently purchased other sensing devices so that this type of experience for pupils can be extended in the future. Pupils in Years 5 and 6 now benefit from the recent installation of modern technology in the classroom that enables the teacher and pupils to manipulate and animate images generated by computer technology onto a large screen. Such equipment makes a significant contribution to learning as it enables the teachers to develop ideas using visual images that explain things in small yet connected steps. The teachers in Years 5 and 6 have quickly learnt to use this equipment to good effect. Pupils use the computers regularly in the computer suite during ICT lessons with the result that they are making good learning gains and developing computing knowledge and skills. Teachers now need to plan further opportunities for pupils to use the computers in the classrooms to support their learning in all subject areas.

HUMANITIES

83. It was possible to observe only one lesson in history, and none in geography during the inspection. Consequently there is insufficient evidence to support a judgement about provision in these subjects.
84. In **history**, the evidence in pupils' completed work and on display around the school indicate that standards are broadly in line with those expected by the end of Year 2 and Year 6. This reflects the picture reported in the previous inspection.
85. Younger pupils develop their skills by learning about famous people in the past, like Florence Nightingale, or through their study of specific topics, like the development of writing. In their study of Britain since 1930, older pupils use a wide range of approaches and resources to help them learn and develop understanding of chronology. Artefacts are used very well. In a very good Year 6 lesson, for example, the teacher provided a wide range of pictorial, photographic and other primary and secondary sources to extend pupils' understanding of chronology by creating a timeline on which items could be placed. The teacher provided very good opportunities for pupils to discuss their opinions, share their conclusions or revise their initial thoughts on the basis of what pupils in other groups had discovered. Such skilful teaching contributed very effectively to pupils' very good learning. In some of their work in history pupils' writing skills are effectively enhanced, as in their extended work on Victorian schools.
86. In **geography**, a close examination of pupils' completed work and teachers' planning indicates that the school is providing a satisfactory curriculum in this subject. At times good links are made with other subjects, like ICT for example, when pupils use the Internet for research as part of their work on India.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Teaching is good and pupils explore a good range of topics;
- The school is building up a wide range of artefacts relating to the six major religions;
- There is a lack of display reflecting other cultures and religions;
- Pupils' underdeveloped literacy skills are a barrier to learning.

Commentary

87. Standards in religious education are in line with those expected in the locally agreed syllabus by the end of Year 2 and Year 6. This is similar to the standards found at the time of the previous inspection
88. By the end of Year 2, most pupils have a good understanding of why certain items and places are important to others. They learn about their development as individuals within a community, together with an acceptance of others' beliefs and values. Pupils appreciate that different symbols of religion hold different meanings for others. This was clearly seen when a teacher set up a Hindu shrine, informing them of its purpose. Pupils are familiar with a variety of festivals, welcoming ceremonies and webs of belonging. Year 1 pupils learn what it entails to live in our world and the importance of Jesus as a leader for Christians. They clearly understand signs of spring and what they can expect to see around this time.
89. From Year 3, pupils learn about rituals and symbols. They understand the significance of Christmas and Christingle and learn about such festivals as Lent, Harvest and the Chinese New Year. Teaching develops an insight into the celebrations of Diwali and Hanukkah, and

pupils learn about Buddhism and the Jewish faith during Year 4 and Year 5. By Year 6 pupils engage in the journey of life, looking at their roles and responsibilities, and the value of justice and freedom. By this stage all pupils are aware that religion can be found in other subjects of the curriculum. This is largely due to the thematic approach adopted by the school.

90. Teachers have secure knowledge of the new syllabus. Good teaching develops a keen interest among pupils and they are able to draw comparisons from other faiths and beliefs. Interesting presentations capture pupils' imagination. For example, the use of appropriate Indian music while looking at Hindu artefacts adds to the activity. Pupils get an opportunity to sample Indian food when learning about this culture and this promotes very good discussion. Teachers use displays well to support understanding. Unfortunately, there are no displays that provide a clear focal point for the range of religions being studied.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

91. It was possible to observe only a very small number of lessons in art and design, in design and technology, in music and in physical education during the inspection. Consequently there was insufficient evidence to support a judgement about provision in these subjects. In the lessons seen in these subjects, teaching and learning were satisfactory overall, but in the lesson in music they were very good.
92. In **art and design**, pupils' work on display around the school indicates that pupils are given a wide range of opportunities to develop and extend their knowledge, understanding and skills. The high quality displays around the school, a scrutiny of pupils' completed work and observation of them working with visiting artists all indicate that pupils really enjoy their work in art. Nevertheless, by the end of Years 2 and 6, standards are still below those expected. This is because there is a need for greater development of art skills. The school is providing good opportunities for pupils to develop these skills, and standards are rising. As a result pupils have a rich variety of experiences, using many techniques and materials and opportunities to work with professional artists. There is also skilful teaching, a wide range of resources offered to the pupils and high expectations, which all teachers have of their pupils. Young pupils worked with a visiting artist, who helped them to print with leaves, based on their topic work. Older children are also learning to print by creating a camouflaged animal scene. Year 6 pupils worked with a visiting potter. He enabled them to develop the skills of working with clay to create exotic lizards, part of the art work commissioned to celebrate the school's forthcoming centenary. This also contributes effectively to pupils' social development and to their sense of being part of the school community.
93. The subject is used well to enrich other areas of the curriculum. Art is used regularly in history. Year 6 pupils created a Victorian street and cameos of Prince Albert and Queen Victoria in clay, for example, while other pupils recorded their visit to Helmsley Castle with observational drawing. Work on the Ancient Greeks and the Egyptians is enhanced effectively with art work, with younger pupils drawing scooters and bikes using a range of drawing materials to link with their topic. The school promotes the subject skilfully and uses bright displays to celebrate pupils' achievements and enhance the learning environment.
94. In **design and technology**, pupils have a range of opportunities to plan, make and evaluate products. They carry out product surveys to inform planning and some are able to suggest possible modifications for their products in the light of the making experience. Infant pupils design and make postal vans, for example. They investigate the best types of wheels and know that some wheels work better than others. Year 2 pupils design and make a safe and interesting stick puppet. They spend time looking at puppets, make a design, and decide what resources will be needed and how the materials can be joined, such as glue or staples. They make a range of attractive puppets and then evaluate their work, suggesting possible changes to make them even better.

95. This design process was used again when Year 3 pupils made picture frames, as an extension of their geography work. They created a paisley motif to decorate their frames, which effectively linked their design work with their study of India. The good teaching in this lesson successfully catered for pupils' different learning styles and the work to date indicates the enjoyment pupils have when undertaking such practical activities. Year 6 pupils have undertaken work on 'Shelters'. As well as carrying out research, pupils erected tents as shelters, found different uses such as bus shelter, tepee and parasol, and investigated a variety of materials including plastic, metal and ice. Pupils made good use of literacy and numeracy skills in their making and recording work and higher attaining pupils were challenged by further evaluative activities. All pupils enjoy the subject and get great satisfaction from the making process.
96. **Music** plays a very important part in the life of the school and also makes a significant contribution to pupils' spiritual and personal development. The school's acts of collective worship include good opportunities for pupils to sing and they do so tunefully, sometimes singing unaccompanied. At times a visiting pianist provides good accompaniment for singing with the younger pupils. Teaching is good on these occasions, with teachers leading the sessions effectively, ensuring that diction is clear and that singing is tuneful. Pupils enjoy singing very much and join in with the actions enthusiastically.
97. Pupils have good opportunities to perform music, at times of celebration such as Christmas and Easter, for example, when they perform for parents and the community. Choral singing alongside older pupils contributes to the good links with the local secondary school. Pupils also have good opportunities to perform with the choir, both in school and in the community, supporting charity events in the city such as that for Children in Need. Each year pupils in Year 6 are involved in a major music and drama production, which they plan, write and perform for the community. These have recently included versions of *Snow White* and *Cinderella*, in which they achieved very good standards of singing and drama. The school provides good opportunities for pupils to develop their musical skills through the various recorder groups and with visiting teachers of woodwind and stringed instruments, guitar and keyboard. The Street Jazz group also provides good extra-curricular music making opportunities.
98. Effective displays are both instructive and engender interest in musical topics. In that about Gustav Holst's *The Planets*, for example, pupils are not only informed about musical terms such as 'piano', 'lento', 'forte', 'legato', they are also challenged to compose their own piece of music. This is effective in promoting pupils' involvement in music making.
99. It was possible to observe only one music lesson during the inspection. In this lesson teaching was very good, with a firm focus on improving the quality of pupils' work throughout. Good introductory work on pitch and posture was followed with effective diction exercises, which all helped pupils improve their singing. Pupils could sing *Land of the Silver Birch* as a round in two parts well, keeping a steady pulse and singing the parts clearly. The teacher then very effectively helped the pupils to evaluate their work, focusing their attention on both diction and phrasing. There was also good reinforcement of appropriate musical terminology, such as 'dynamics' or 'triad', which pupils could use as they discussed their work. Such lively and engaging teaching, with the teacher communicating a real enthusiasm, ensured that pupils not only enjoyed the lesson but that they made good progress in improving and extending their skills.
100. The co-ordinator leads the development of music across the school well. She assists non-specialists with their planning effectively and advises them on appropriate materials to support teaching and learning. She has established clear priorities for further development, but she has insufficient opportunities to monitor the effectiveness of teaching across the school and so contribute to its further improvement.
101. In **physical education** provision is satisfactory overall. Resources and accommodation are good and support learning well. Pupils attend the local swimming baths in Year 4 but receive no

further provision for physical education during the term in which this takes place, which is unsatisfactory.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education is **very good**.

Main strengths and weaknesses

- Pupils' moral and social development is supported very well through the programme for PSHCE;
- Links with local businesses increase the pupils' sense of community;
- Developing links with parents support the pupils in their learning out of school;
- The school council enables pupils to share their thoughts and opinions on school issues;
- A national citizenship award will allow pupils further opportunities for personal development.

Commentary

102. Teachers use PSHCE lessons to develop pupils' personal skills very well. During circle time pupils have the opportunity to express their views and listen to others. These sessions are well handled and pupils like the chance to talk about things they feel are important. The school council is given a high profile within school, and pupils from all age groups are proud to be involved. They feel they are being given the opportunity to play an important part in the life of the school and, during the inspection period, acted as hosts at a lunch for local business people.

103. The school has been pro-active in establishing a citizenship programme which will be launched later in the term. This will enable pupils throughout the school to undertake challenges – personal, social and community-based – which will contribute to an award as well as to their personal development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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