

ERRATUM SLIP

Prestwood Junior School

Unique Reference Number: 110304
Contract Number: 257226
Date of inspection: 24/05/04
Reporting inspector: John Messer

INSPECTION REPORT - the following paragraphs should read as follows:-

34. Pupils are eager to share their work with others. In one good lesson, pupils in Year 6 adopted the role of refugees and wrote letters home to their parents. They were justifiably proud of their work and many appealed to the teacher to be allowed to read their letters out to the class. Several showed remarkably good speaking skills as they read letters they had composed that they pretended were from evacuee children from East London. They captured the accent and speech patterns that resembled those of such refugees. In another good lesson, pupils in Year 3 were keen to share the alliterative poems they had written with the rest of the class. This eagerness to participate fully gives an added impetus to lessons and supports learning well.

67. Work of good quality was seen in **art and design**. Pupils in Year 5 have carefully painted a series of still-life paintings entitled, 'Raiding the Vegetable Garden'. These showed close attention to detail and were of high quality. These pupils have also painted good portraits of Henry VIII and his six wives. Again, these were of particularly good quality because they were painted painstakingly and with close attention to detail. Clearly, teachers maintain high expectations about the quality of work that pupils are required to produce. Pupils in Year 4 have completed good work inspired by their study of the works of Mondrian, whilst Year 6 have studied the work of Paul Klee and Andy Warhol. There is very little evidence of pupils producing much three-dimensional work. Pupils enjoy this subject. Many of the pupils who returned inspection questionnaires felt that more lesson time should be devoted to designing and painting.

INSPECTION REPORT

PRESTWOOD JUNIOR SCHOOL

Great Missenden, Buckinghamshire

LEA area: Buckinghamshire

Unique reference number: 110304

Headteacher: Mr T Dooks

Lead inspector: John Messer

Dates of inspection: 24 – 26 May 2004

Inspection number: 257266

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior school
School category:	Community
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
Number on roll:	252
School address:	Clare Road Prestwood Great Missenden Buckinghamshire
Postcode:	HP16 0NR
Telephone number:	01494 863687
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Andrew Noel
Date of previous inspection:	29 June 1998

CHARACTERISTICS OF THE SCHOOL

This junior school has 252 boys and girls on roll and is slightly larger than most other primary schools. Pupils come from a broad range of social backgrounds, but the circumstances of most are relatively advantaged. Most are from White British families, although a small proportion are from ethnic minority backgrounds. Nearly all pupils speak English as their home language, but a small number speak other European languages at home, although all speak English fluently. Children's attainment on entry to the school varies widely but is above average, overall. The proportion of pupils entitled to free school meals, around two per cent, is below average. There is no school meal service in the county. An average proportion of pupils, around 17 per cent, are entered on the school's record of special educational needs and most have moderate learning difficulties. A small number have a Statement of Special Educational Needs because they need considerable help with their learning. Overall, the proportion of pupils who enter or leave the school part-way through this phase of their education, around 5 per cent, is low but this varies from year to year; the current group of Year 6 pupils have had a much higher proportion entering and leaving than usual. There are rather more girls than boys. The school has been reorganised since the last inspection. At that time, in 1998, it was a middle school catering for pupils from Year 4 to Year 7 but now it has pupils from Year 3 to Year 6.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15477	John Messer	Lead inspector	English as an additional language English Art and design Design and technology French
14214	Gillian Smith	Lay inspector	
14806	John Stevens	Team inspector	Mathematics History Religious education
32021	Andy McClean	Team inspector	Special educational needs Science Geography Information and communication technology Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school that provides an effective education for its pupils and good value for money. Teaching is good and much of it is very good. As a result, pupils learn successfully. Pupils have an enthusiasm for learning and most achieve well, although the most able pupils do not always achieve as well as they should. The standards that pupils reach are well above average. The headteacher provides good leadership and is supported well by staff, governors and parents.

The school's main strengths and weaknesses are:

- Pupils reach standards that are well above average in English, mathematics, science, and information and communication technology.
- Teaching is good but teachers' expectations of the standards that should be reached by the most able pupils are not always high enough, especially in writing.
- Pupils' behaviour is excellent and their attitudes to learning are exceptionally good; they are keen to learn and eager to please.
- Provision for pupils' personal development is very good and helps them to be confident and self-assured.
- The headteacher's able leadership promotes a very positive ethos that produces a good climate for learning.
- Provision for pupils with special educational needs is very good and they make good progress in their learning.
- The data that the school collects on pupils' performance are not used effectively to pinpoint areas for improvement in order to raise standards.
- The roles of subject leaders are underdeveloped, so they do not have enough influence on improving the quality of teaching and learning across the school in order to raise standards further.
- Parents provide very good support for their children's learning and hold the school in high esteem.
- Pupils are proud of their school and enjoy the activities provided.

There has been a satisfactory degree of improvement since the last inspection and the school has maintained its effectiveness in providing a good quality of education. The governing body has addressed the issues raised at the time of the last inspection but the areas identified for improvement have not all been fully resolved. The development of the role of subject leaders remains an area for further improvement. The school's performance in national tests has been maintained and standards are now higher in English, mathematics and science than those reported at the time of the last inspection. There has been a significant improvement in provision for information and communication technology and standards are now much higher than they were.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools				similar schools
	2000	2001	2002	2003	2003
English	A	A	A	A	C
mathematics	A	A	C	A	B
science	A	A	A	A	C

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

Pupils' achievement is good. They enter the school with standards that are above average, make good progress from Year 3 to Year 6, and most are on course to reach standards that are well above average in English, mathematics, science, and information and communication technology by the

time they leave at the end of Year 6. Although achievement appears satisfactory in English and science when compared with similar schools, analysis of pupils' work demonstrates that their achievement is good. Standards in history are above average and standards in religious education exceed the expectations of the locally agreed syllabus. Although it was not possible to evaluate overall standards in the other subjects, good work was seen in art and design, music and physical education. Pupils with special educational needs achieve well and most reach standards that are at least average. The most able pupils do not always achieve as well as they should.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. They have exceptionally good attitudes to their work and are keen to succeed. Pupils develop particularly good levels of self-esteem. They are courteous and sensitive to the feelings of others. Pupils' behaviour is excellent. There are high levels of social harmony and pupils work and play happily together. Attendance is good.

QUALITY OF EDUCATION

The quality of education provided is good. The quality of teaching and learning is good. Teaching in a fifth of lessons seen was very good. Skills are taught systematically and teachers maintain high expectations of pupils' performance and their behaviour. Teachers are particularly successful in motivating pupils to learn. Teachers' planning is thorough but tasks are not always sufficiently adjusted so that the most able pupils achieve as well as they should. Assessment systems are satisfactory but data on pupils' attainment and progress are not analysed sufficiently to identify areas for development. Pupils' excellent attitudes to work and their excellent behaviour support learning well. Teachers mark pupils' work regularly but marking does not always show pupils how they can improve the quality of their work. Teaching assistants make a strong contribution to the quality of teaching and to the school's effectiveness. The high quality of care and guidance help to foster pupils' confidence, which contributes to their successful learning. Accommodation is good and resources are satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership and management are good and governors provide sound support and make a satisfactory contribution to the school's success. The headteacher provides wise leadership and maintains a clear vision for preserving the good quality of provision. The role of subject leaders in evaluating the quality of teaching and raising standards is underdeveloped. The governing body ensures that the school complies with all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with the education that the school provides for their children. Pupils like their school and are proud to be members of the school community. There is little that they would wish to change.

IMPROVEMENTS NEEDED

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

- Raise teachers' expectations of the standards that the most able pupils can reach, especially in writing.
- Develop the roles of subject leaders further so that they exert greater influence on teaching and learning across the school in order to raise standards.
- Use assessment data to pinpoint areas for improvement and to set appropriately challenging targets for all groups of pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

The good teaching in each year group helps pupils to achieve well. By the end of Year 6, most pupils attain standards that are well above average in English, mathematics, science, and information and communication technology.

Main strengths and weaknesses

- Pupils' achievement is good and they reach standards that are well above average.
- Pupils with special educational needs and slower learners do especially well.
- Most pupils use computers skilfully.
- The most able pupils do not always achieve as well as they should.

Commentary

1. Pupils enter the school with standards that are above average. They are keen to learn and their positive attitudes help to foster their good achievement. The teaching is good and this promotes good achievement across the curriculum. Inspection findings show that most pupils are on course to attain standards that are well above average by the end of this school year in reading, mathematics, science, and information and communication technology. Standards in writing are above average. The small number of pupils with English as an additional language are fluent in speaking English and achieve at least as well as the others. The achievement of pupils with special educational needs is very good. The school's performance in last year's tests was, when compared with similar schools, average in English and science and above average in mathematics. Despite the school's best efforts its performance in this year's national tests is likely to decline in English, mathematics and science because there is an unusually high proportion of lower-attaining pupils in the current Year 6 cohort. Also, there is an unusually high proportion of pupils in this group who entered the school partway through this phase of their education and this has interfered with the continuity of their learning.

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

Standards in:	School results	National results
English	28.6 (29.6)	26.8 (27.0)
Mathematics	29.1 (27.6)	26.8 (26.7)
Science	30.3 (30.3)	28.6 (28.3)

There were 66 pupils in the year group. Figures in brackets are for the previous year.

2. Pupils with special educational needs are supported very well so that their achievement is particularly good. Also, those pupils who do not learn as rapidly as most achieve especially well because tasks are carefully geared to their learning needs. The good match of tasks to the pace of pupils' learning helps them to attain standards that are similar to all the other pupils. The difference between the performance of different groups is in most years not as wide as in many schools. This is reflected in national test results. Nearly all pupils attain the national target of Level 4 in the tests and in 2002 all attained this level in reading and science.
3. Pupils' achievement in religious education is good and most exceed the standards defined in the locally agreed syllabus. Standards in history are above average and pupils demonstrate great enthusiasm for the subject. Good quality work was seen in art and design, music, physical education and in information and communication technology. Pupils use computers

confidently for research on the Internet, for word processing and to support their learning generally. They develop skills that demonstrate well above average standards. In one good lesson for pupils in Year 5, for example, pupils used spreadsheets effectively. They understood how to use the formula bar and how to use the 'auto fit' function when they had too many words to fit into a cell and how to follow a sequence of operations to input formulae. They learned new skills rapidly. However, they have too few opportunities to use their skills to support their learning across the curriculum.

- The most able pupils do not always attain the standards of which they are capable, especially in writing. This is reflected in national test results. In 2003, the school's performance in national tests for pupils in Year 6 was well above national averages in English, mathematics and science. However, analysis of the test results shows that the proportion of pupils who exceeded the national target of Level 4 in writing and attained the higher Level 5 standard was below the national average. There are several reasons for this. Teachers do not always maintain high enough expectations of the performance of these pupils. Also there are too few opportunities for them to write purposefully. A co-ordinator responsible for organising provision for these pupils has only recently been appointed. She has not yet had time to identify exactly how to improve provision and raise the standards that these pupils reach. The school quickly recognised this weakness and, as part of its performance management, incorporated a writing target in each teachers' annual objectives. The school also recognises that it is good at boosting pupils' performance from potentially a Level 3 to Level 4 but is not so good at identifying those pupils who, with a little extra support, could be boosted from Level 4 to Level 5.

Pupils' attitudes, values and other personal qualities

Pupils' attendance is good and their punctuality is very good. Pupils' attitudes and behaviour are excellent and there have been no exclusions. Pupils' personal development, including their spiritual, moral, social and cultural development, is very good.

Main strengths and weaknesses

- Pupils are highly motivated and have outstandingly positive attitudes to school and to their work.
- Teachers have high expectations of behaviour and pupils respond by behaving exceptionally well.
- Pupils are friendly and kind to one another and well established routines create a very positive environment for learning.
- Pupils take their responsibilities as members of the school community seriously and the school manages isolated incidents of bullying or harassment very well.
- Pupils have a very good moral awareness and their social skills are very well developed.

Commentary

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.0
National data	5.4	National data	0.4

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

- Pupils of all ages and abilities have exceptionally good attitudes to school and to their work. They are very proud of belonging to the school and thoroughly enjoy taking part in all the activities provided. There were no exclusions in the previous academic year. Throughout the school, pupils are very highly motivated and enthusiastic. They are very attentive during lessons and listen carefully to their teachers and to one another. Pupils have high

expectations of themselves and their 'can do' attitude make a major contribution to the high standards of work seen. Most of the pupils set their work out well and their books are nearly always neat and tidy. Very good working relationships give pupils the confidence to take risks in their work because they are not afraid of making mistakes. Pupils are very polite and helpful to each other and to visitors. They are quick to take the initiative, and this is demonstrated by the very good levels of support that pupils give to their classmates who have special educational needs. This enables them to be fully integrated into all aspects of school life.

6. Behaviour is usually excellent during lessons and pupils can be relied upon to behave equally well at other times, such as play and lunch-times. When they move from one classroom to another, pupils walk around the school in a very orderly manner. Members of staff have a very consistent approach towards behaviour management and behaving responsibly becomes a natural way of life. Analysis of the pre-inspection questionnaire, however, showed that around one third of pupils had concerns about the standard of behaviour. Inspectors followed this up during formal and informal discussions with pupils. Pupils were surprised and felt that the questionnaire responses were not a fair reflection of everyday school life. Bullying or harassment of any kind is not tolerated and pupils are confident that any such incidents are dealt with promptly and effectively.
7. Pupils' spiritual, moral, social and cultural development is very good. Their moral and social development is very well promoted through whole-school activities, such as the daily assembly and personal, social and health education lessons. The school has a very clear expectation of right and wrong, which is well understood by pupils of all ages. Pupils are confident and self-assured and know how to make the most appropriate choices and decisions. They fully understand the need for communities to abide by well-chosen rules and values to ensure harmony. Pupils' spiritual development is good and pupils of all ages and abilities are encouraged to be thoughtful and reflective. Pupils are sensitive when exploring emotions and understand concepts such as the importance of looking beyond initial appearances. Pupils' cultural awareness is also good. They have a clear understanding of major world faiths such as Hinduism and the cultures of, for example, the ancient Greeks and Romans.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are good. The curriculum is broad, balanced and relevant to pupils' needs. It is taught thoroughly and meets legal requirements. Very good arrangements are in place to ensure the welfare and care of pupils. This helps to promote a productive learning environment by encouraging pupils to feel confident and secure.

Teaching and learning

Teaching is good and helps pupils to learn effectively. Day-to-day assessments are satisfactory, overall, but work is not always sufficiently demanding for the most able pupils.

Main strengths and weaknesses

- Teaching is almost always good and much of it is very good.
- Work is not always adapted to meet the learning needs of the most able pupils.
- Assessment systems are underdeveloped.
- Teachers promote a serious approach to learning and an enthusiasm for discovering new things.
- Skills are taught thoroughly and systematically.

Commentary

Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8 (20%)	29 (71%)	4 (10%)	0	0	0

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

8. Teaching was at least good in over 90 per cent of the lessons seen and there was no unsatisfactory teaching. There is a consistency in the teaching and learning between the classes in each year group and across the school. This is because the headteacher gives clear guidance to teachers and because teachers in each year group plan closely together to maintain a consistently good quality of teaching and learning in each class. Teaching was very good in a fifth of lessons and there were examples of very good teaching in all year groups. There are many strengths in the quality of teaching. Planning is thorough. Relationships between teachers and pupils are very good and this helps pupils to feel confident about asking questions or requesting assistance if they are not sure what to do. Teachers are sensitive to the needs of all groups. High expectations of pupils' behaviour are maintained and pupils are expected to be courteous and sensitive to the feelings of others. Teachers insist that the pupils produce neat, carefully presented work. Most lessons proceed at a brisk pace so that no time is wasted. The pace of lessons keeps pupils on their toes and promotes concentration well. At a quarter to nine each morning pupils enter the classrooms and immediately settle down to work. This business-like approach to their studies promotes effective learning.
9. In many lessons pupils were bursting with enthusiasm. This was particularly the case in many history lessons. Teachers capitalise on pupils' curiosity and their interest in collecting interesting facts. In one good history lesson, for example, pupils in Year 4 were fascinated by the teacher's description of life in monasteries during Anglo-Saxon times and about the life of the Venerable Bede. They demonstrated a good knowledge and understanding of the period as they wrote diaries as if they were Bede himself. They knew that they should write in the first person and that monks would write on vellum made from calves' skins with ink made from mixing soot with egg white and honey. They even knew that Bede's History of England was strongly biased and not necessarily a factually accurate account of events. Similar enthusiasm for learning was shown in lessons in the other year groups. In Year 3 pupils were fascinated by the process of writing alliterative poems and thoroughly enjoyed playing and experimenting with words. Teachers are good at motivating pupils and pupils work willingly. Pupils complete a great quantity of work, much of which comprises exercises and assignments designed to develop a good range of skills, especially in literacy and numeracy.
10. Skills are taught systematically. In a good, carefully structured lesson in art and design for pupils in Year 5, for example, pupils learned how to paint trees effectively. The teacher took them outside to make sketches of trees where shape and proportion were emphasised. Back in the classroom, colour and texture were discussed and the teacher demonstrated techniques such as applying paint with a sponge, stippling to create the effect of foliage and how to achieve a balanced composition. Although this was a very long lesson pupils groaned with disappointment when it was time to finish. They were proud of the results they had achieved.
11. Teaching was not so effective where lessons were devoted to finding out what pupils already knew and understood rather than teaching them new skills and knowledge. This occurred in science lessons for pupils in Year 5 that were largely to do with assessing the stages that pupils had reached in their understanding of how plants function. Too long was spent on this activity and there was little advance in pupils' learning. The difference between the good and very good teaching was often the degree to which the learning needs of all groups of pupils

were addressed. In the better lessons tasks were modified carefully so that all groups made good progress. The lower-attaining groups and those of average ability are well supported and invariably make good progress. Teaching was not so effective when the most able pupils were not challenged sufficiently. This was the case in several lessons where these pupils were required to spend too long listening to teachers rather than getting on with practical work. There are lessons where teachers maintain high expectations of pupils' performance and where all achieve particularly well. Such high expectations were seen in a lesson on spreadsheets in information and communication technology, for example. However, there are occasions when expectations of the performance of the most able pupils are too low and, consequently, they do not achieve as well as they should.

12. Assessment systems are not sufficiently well developed to pinpoint areas for improvement or to set precise targets for the next steps in learning. Teachers assess pupils' work each day and mark it regularly. Marking of pupils' work is generally thorough and the best marking shows pupils how they can improve their work. Tests are given regularly to ascertain pupils' attainment and evaluate the progress they have made. Good records are kept, especially in mathematics. The data from such assessments are not always analysed sufficiently to determine precisely where improvements might be made.

The curriculum

Curriculum provision is good. It is enriched by the teaching of French and by a good range of activities outside the school day. Accommodation is good and resources are satisfactory.

Main strengths and weaknesses

- The school provides a broad, well-balanced and relevant curriculum.
- Pupils enjoy the special weeks that stimulate an enthusiasm for learning.
- Provision for pupils with special educational needs is very good.
- Pupils' personal, social, health education and citizenship features strongly in the curriculum.
- The school provides a good range of activities outside the classroom.
- There is a good range of interesting activities, clubs, visits and events, which enriches the curriculum and supports learning well.

Commentary

13. The curriculum is broad and balanced and fulfils the statutory requirements to teach all subjects of the National Curriculum. In addition, French is also taught to pupils in Years 4, 5, and 6. Information and communication features strongly in the curriculum. Pupils develop a good range of skills that are highly relevant to their future learning needs. A good range of up to date policies and a set of planning frameworks are in place to guide teachers' lesson preparation. These are used well and promote good coverage of the National Curriculum. Teachers in each year group plan their lessons together, which promotes good consistency in what is taught to the classes in each year. The school follows the National Literacy and National Numeracy strategies but has adapted the structure of lessons to get the most out of the teaching time available. The school seeks to ensure that pupils benefit equally from what is on offer and is largely successful, although the needs of the most able are not always fully met. The school has recently adopted a register for able and talented pupils and a co-ordinator to manage provision for these pupils, but this is at an early stage of development. The curriculum ensures that pupils are prepared very well for their next stage of education.
14. Provision is enhanced by the use of the nationally devised 'Additional Literacy Strategy' for lower-attaining pupils in Year 4 and 'booster' lessons in mathematics, English and science for the lower-attaining pupils in Year 6. These are tailored to meet the different learning needs of these pupils and help them to keep pace with all the others. Good links to support the development of basic skills across the curriculum are made. Pupils' literacy and communication skills are, for example, used well in many areas of the curriculum. There are

also certain weeks throughout the year set aside to promote enjoyment in learning, and to enhance the profile of subjects such as reading, mathematics, science and art and design. A theatre troupe, for example, recently visited the school to promote scientific investigations during the school's science week. These special weeks are very popular with pupils and help to support their enthusiasm for learning.

15. Provision for pupils with special educational needs is very good. They are fully integrated into the life of the school. Very good support by teaching assistants and a learning support teacher for these pupils is evident. Their specific needs are identified in individual education plans, which are updated and reviewed regularly. Parental support is welcomed, and pupils themselves benefit from this close liaison between home and school. Parents are kept fully informed of their children's progress and regularly attend review meetings. Those with special statements are given additional support. The recent employment of more teaching assistants provides focused support for pupils with special needs. Close liaison in planning and teaching between all staff results in pupils making good progress. This is a significant improvement since the last inspection. The co-ordinator for special educational needs provision is given an appropriate amount of non-class contact time to manage arrangements.
16. The strong supportive ethos of the school promotes pupils' personal, social and health education and citizenship well. Pupils have a planned curriculum that includes special class times for personal, social and health education. Drugs awareness and sex education are also taught systematically. Personal issues are handled sensitively and there is a set programme for sex education. There are appropriate policies for all aspects of health education, which are up to date and have recently been reviewed. There is, however, scope for preparing pupils more fully for life in a multicultural society.
17. There is a good range of activities outside the classroom that enrich the curriculum and add to the school's supportive ethos. All teaching staff volunteer to run at least one club or society. A quarter of pupils learn an instrument and form the school orchestra. There is also a choir, which sang well in an assembly during the inspection. In the summer term there are dance and yoga clubs, netball, rounders and cricket activities after school, which enhance learning opportunities well. The school has a good swimming pool, which is used well. This makes a good contribution to physical education. There are many well-planned educational visits, as well as visitors to the school, which add enjoyment and an extra depth to learning. Authors and theatre groups visit the school regularly. There is an annual French Breakfast where French only is spoken. A strong link has been developed with a local high school that enables pupils in Year 4 to work with sixth formers on aspects of music and art.

Care, guidance and support

Arrangements to ensure pupils' care, welfare, health and safety are very good. The school provides good support, advice and guidance and involves pupils well in its work and development.

Main strengths and weaknesses

- Health and safety and child protection procedures are very good.
- Pupils trust the adults in the school and say they would be able to confide in them, should any difficulties arise.
- Teachers track pupils' personal and academic development closely but insufficient use is made of some of the assessment information.
- The school encourages pupils to voice their opinions and acts upon them whenever it can.

Commentary

18. Strengths in care, support and guidance noted in the last inspection report have been maintained. Health and safety and child protection procedures are comprehensive and all

members of staff are aware of their responsibilities. The requirements of the local education authority are met in full.

19. During discussions, pupils say that they feel very well looked after at school and that they would not hesitate to seek help or advice, if they needed it. Parents are equally confident, and almost everyone who returned their pre-inspection questionnaire indicated that they would feel able to approach members of staff with a suggestion or complaint.
20. Procedures for monitoring pupils' personal development are good. Relationships are very good and extra-curricular clubs provide additional opportunities for adults and pupils to get to know each other. One example is the 'Friendship Club', which meets several times a week. Pupils take part in games and group activities and get to know one another in an informal but structured environment. This close contact also helps adults to spot any emerging difficulties and to address them at an early stage.
21. Pupils are consulted about the facilities provided and their views are taken into account. A School Council has recently been established and this is providing a useful forum within which pupils can make their views known. In addition, the school recently circulated a questionnaire and pupils were able to make various suggestions for improvement. For example, they were dissatisfied with the changing rooms and the school has responded by installing heaters and redecorating the facilities.

Partnership with parents, other schools and the community

Links with parents are very good. Links with the community are good and links with other schools are satisfactory.

Main strengths and weaknesses

- Links between the school and parents are very effective; parents provide very good support for their children's learning.
- Parents receive good information about the progress their children are making.
- Parents feel the school is very approachable and that they are able to voice their views.
- Close links with the community enrich the curriculum and promote pupils' personal development well.

Commentary

22. Links between the school and parents are very close and mutually supportive. Parents hold the school in high esteem and there is very little they would like to change. They are keen for their children to do well and do their very best to help. They ensure that their children attend school regularly and that they arrive on time and in a good frame of mind for learning. Most of the parents also abide by the school's wishes and avoid booking holidays during the school term. The parents' association is generously supported and very significant sums of money are raised. In addition, many parents help during the school day in the library and with practical activities, such as helping pupils to get changed before and after swimming.
23. Parents receive regular newsletters and these contain plenty of useful information about day-to-day events and activities. Annual reports give parents a good idea of what their children can and cannot do, but parents do not receive advance information about the work their children will be undertaking. This does not help them to provide additional activities and support their learning at home, should they wish to. There are two formal consultation evenings each year and alternative arrangements are made to see those who cannot attend. Links with parents of pupils with special educational needs are especially close and their attendance at annual review meetings is very good.
24. Although there are few formal procedures for obtaining parents' views, the school encourages them to be open and frank about voicing any suggestions or concerns. Parents like this

welcoming approach and analysis of the pre-inspection questionnaire shows that parents feel very comfortable about doing so.

25. Links with the local community are close. A wide range of visitors contributes to school life and representatives from community groups visit to tell the pupils about their roles in society. Links with local churches are also strong and pupils visit local sites of interest, such as a nearby farm.

LEADERSHIP AND MANAGEMENT

Leadership and management are good, overall. The headteacher provides experienced and able leadership. The leadership and management of the curriculum by subject leaders is under-developed. The governing body provides committed support and makes a satisfactory contribution to the school's success.

Main strengths and weaknesses

- The headteacher's strong leadership promotes an exceptionally good ethos and a productive learning environment.
- Subject leaders do not have sufficient opportunities to exert enough influence on raising standards across the school.
- The governing body have not succeeded in resolving all the issues raised at the time of the last inspection.
- The co-ordinator for provision for pupils with special educational needs ensures that these pupils are given very good support.
- Finances are managed efficiently.

Commentary

26. The headteacher has a wealth of relevant experience that has helped him to guide the school skilfully through the many changes it has faced in recent years. Soon after the last inspection the school was reorganised and changed from a middle school to a junior school. This transition was well managed and the school is now firmly established as a successful junior school. A distinctive ethos has been developed over the years, which is reflected in a highly productive learning environment, great sensitivity to the personal needs of all and the expectation that pupils and adults alike will be treated with respect and courtesy. Civilised behaviour and an enthusiasm for learning are particular strengths.
27. All members of the teaching staff have been delegated appropriate responsibility for developing different subjects and areas of the curriculum. They sample pupils' work regularly to assess standards. This is an improvement since the last inspection. Although they are accountable for raising standards in their particular subjects or areas of responsibility, they do not have enough opportunities to monitor and evaluate the quality of teaching across the school in order to identify areas for improvement. There is no expectation that they will produce an action plan detailing how they intend to improve provision in their areas of responsibility. Their contribution to the school improvement plan is limited. Consequently school development lacks precision and a clear focus.
28. The governing body provides satisfactory support. Governors are kept well informed about school issues and this is an improvement since the last inspection. They are effective in assisting the school to maintain the good quality of education that it provides. However, several of the issues identified as areas for improvement in the last inspection report remain unresolved. The role of subject leaders was identified as an area for improvement at the time of the last inspection but the governing body has still not resolved it fully. The issue regarding the development of assessment systems, so that individual progress can be monitored, has not been fully resolved and remains an area for improvement. The issue regarding the provision of more definite provision for higher-attaining pupils has been addressed but is still an area for further development. A new headteacher has been appointed and is due to take up his

post when the current headteacher retires at the end of this term. The governing body have made good arrangements for a smooth transition. They have, for example, delayed the appointment of a new deputy headteacher and have instead appointed two temporary assistant headteachers to assist with the leadership and management of the school during the changeover period.

29. The co-ordinator of the arrangements for pupils with special educational needs manages the provision very effectively. She ensures that pupils who may be in need of extra help are identified at an early stage. Good liaison with the infants' school ensures that she has a good understanding of most of the pupils' particular learning needs before they start at the school. She then ensures that appropriate systems are in place to support each individual's particular circumstances. Good individual education plans are written where appropriate. These include clear, crisp targets for learning. Teachers are well informed about the strategies to adopt for each individual. The co-ordinator then monitors their progress as they move through the school. Pupils' progress is reviewed regularly and parents are kept well informed at every stage. Plans are updated in the light of the reviews. The classroom assistants are deployed well to make the best use of their input. The very good provision helps to ensure that all pupils are treated fairly and that all are given equal access to the curriculum.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	628,159	Balance from previous year	21,590
Total expenditure	620,696	Balance carried forward to the next	29,053
Expenditure per pupil	2,473		

30. The school manages its resources well. It receives an income per pupil that is below the national average for junior schools. Finances are controlled prudently and the reserves left over at the end of each financial year are not excessive. The school secretary gives exceptionally good support. She helps to ensure that the day-to-day running of the school proceeds smoothly. All accounts are kept meticulously and the last auditor's report found that systems are managed efficiently. The governing body manages the school's finances particularly well and ensures that the principles of best value inform their spending decisions. Taking into account pupils' good achievement and the productive learning environment that the school has established, the school provides good value for money.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH AND MODERN FOREIGN LANGUAGE

English

Provision in English is **good**.

Main strengths and weaknesses

- Pupils' achievement is good and standards are well above average.
- Teaching is good and pupils are well motivated to learn, but the most able pupils do not always achieve as well as they should because expectations of the quality and quantity of work that they can produce are too modest.
- Assessments of pupils' attainment and progress are not always used effectively to set appropriate targets for further learning.
- Lower-attaining pupils and pupils with special needs are supported well and make good progress in their learning.
- Pupils are enthusiastic learners, with well-developed language skills, and most enjoy reading for pleasure as well as for finding out information.
- Handwriting is taught systematically and the work that pupils present is exceptionally neat and carefully crafted.
- The school organises stimulating events that promote a positive climate for learning.

Commentary

31. Pupils achieve well and make good progress. Standards are well above average and are higher than those reported at the time of the last inspection. Although there has been a decline in the school's overall performance in recent years, because fewer pupils each year are exceeding the national target of Level 4 and reaching the higher Level 5 standard, improvement has been satisfactory, overall. The school's assessments indicate that standards in national tests will again decline this year because the group of pupils currently in Year 6 have a higher proportion of lower-attaining pupils than usual. Most pupils have well-developed writing skills and attain standards that are above average. They have successfully completed many exercises to hone their ability to write effectively. There was one particularly good example, in which pupils in Year 5 had used their skills creatively to produce a well-written and exceptionally well-illustrated story book for younger readers. In a good lesson in Year 5, pupils assumed the role of headteacher and wrote letters to the Prime Minister expressing their fears about global warming.
32. Teaching is good and teachers promote a serious approach to learning. Lessons are carefully structured. They usually start with a review of previous learning that helps to focus the pupils' attention and are followed by a clear explanation of the new learning to be tackled. Teachers teach specific skills which the pupils then practise in a range of set activities. The tasks are usually modified well to match pupils' varying stages of development. However, the most able pupils are not always sufficiently extended and are sometimes rehearsing material that they have already mastered or have quickly grasped well before the end of the lesson. In Year 3, for example, there is an over-reliance on the use of worksheets that present limited challenge for the most able pupils and constrain opportunities for them to write independently. Teachers' expectations of what these pupils can achieve are not always high enough. All the other groups, including the lower-attaining pupils and those with special educational needs, often make particularly good progress. As a result, almost all pupils attain at least the national target of Level 4 in the annual tests for pupils in Year 6.

33. Pupils listen attentively and demonstrate speaking skills that are well above average. Most are articulate, express their thoughts and opinions clearly, and argue persuasively. Many are reflective and consider the views of others sensibly before presenting their own point of view. They have well-developed vocabularies and understand the language of complex texts as well as nuances and layers of meaning in fictional works. Teachers have a good knowledge of children's literature and encourage pupils' enthusiasm by displaying books attractively and by encouraging pupils to share thoughts and opinions about the books they have read. Pupils read widely and show a good knowledge of children's fiction. Authors such as Jacqueline Wilson are particularly popular among the girls, whilst boys expressed a liking for the works of Anthony Horowitz and Eoin Colfer. Philip Pullman's *Dark Matters* trilogy is popular among both boys and girls. Pupils attain standards in reading that are well above average.
34. Pupils are eager to share their work with others. In one good lesson, pupils in Year 5 adopted the role of refugees and wrote letters home to their parents. They were justifiably proud of their work and many appealed to the teacher to be allowed to read their letters out to the class. Several showed remarkably good speaking skills as they read letters they had composed that they pretended were from evacuee children from East London. They captured the accent and speech patterns that resembled those of such refugees. In another good lesson, pupils in Year 3 were keen to share the alliterative poems they had written with the rest of the class. This eagerness to participate fully gives an added impetus to lessons and supports learning well.
35. Teachers pay close attention to teaching handwriting skills regularly and according to the school's agreed policy. The teaching of this skill has been consistently good. Teachers maintain high expectations of the quality of the work that pupils present and, consequently, most reach a high standard. Similarly close attention is paid to teaching spelling and most pupils spell accurately. Standards are well above those normally found in most schools. The library is used well for research purposes. In a good lesson for pupils in Year 6, pupils showed that they knew how to use the classification system efficiently and could find relevant reference books rapidly. They used the indexes effectively and scanned pages rapidly in order to capture the particular pieces of information they required. Others showed great expertise in using the Internet to gather their information. Pupils were full of praise and admiration for classmates who had become particularly expert in, for example, the breadth of their knowledge about the Second World War.
36. The leadership and management of the subject are satisfactory. The subject leader has only recently accepted responsibility for the subject and has not yet had time or enough opportunity to exert a strong influence on raising standards. She has yet to monitor and evaluate the quality of teaching across the school in order to identify areas for improvement. She is not required to write an annual action plan describing how she intends to set about improving standards and she makes no significant contribution to the school improvement plan. However, she possesses the necessary vision and expertise and has a clear understanding of how to identify the steps that need to be taken to raise standards further. Teachers regularly make assessments of pupils' attainment and progress. The data from such assessments are not always used to identify particular weaknesses or to set precise targets for further learning. Targets are set but they are rather broad, and targets for the most able pupils are not geared to attaining the highest standards of which these pupils are capable. The school has correctly identified the need to improve pupils' creative writing skills and to provide a wider range of interesting fiction for the lower-attaining readers. Resources are adequate to support teaching and learning and are, for the most part, used well; but computers in classrooms are not used enough. The school organises many events that enrich the curriculum and support pupils' learning well. Annual book week activities include visits by authors and poets as well as visits by theatre troupes.

Language and literacy across the curriculum

37. Pupils have many useful opportunities to use their literacy skills in other subjects. In English, they write letters to the Prime Minister and in history pretend that they are evacuees writing letters home. In religious education, they retell Bible stories and in geography they write about conditions in the countries they have studied. Pupils have many opportunities to practise their reading skills when following instructions in computer programs or reading problems in mathematics. Good opportunities are provided to extend speaking and dramatic skills in the school musical productions.
38. **French** is taught by a well-qualified specialist teacher. Although it was not possible to observe any French lessons it is clear from discussions with a representative sample of pupils and from studying their written work that they have developed a good range of spoken capacity, and a good knowledge of the subject. Pupils learn how to answer everyday questions about, for example, their names, their ages, days of the week and where they live. They gain confidence in speaking, which prepares them well for transfer to secondary schools.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well and attain standards that are well above average.
- Teaching is good and the pace of learning is brisk.
- Pupils have excellent attitudes to work and behave well.
- A good assessment system has been introduced, but day-to-day assessments of pupils' work are inconsistent.
- Expectations of pupils' performance are high and most pupils are challenged appropriately, but there is scope for some of the higher-attaining pupils to be given more demanding work.

Commentary

39. Pupils attain standards that are well above average. This indicates an improvement since the last inspection. Pupils achieve well and make good progress. Apart from a dip in the school's performance in 2002, the national tests confirm that the standards that pupils attain are consistently high from one year to the next. In national tests, nearly all pupils reach the national target of Level 4 and nearly a half attain the higher Level 5 standard. This is because teaching is good in each year group and in each class all groups are helped to make good progress. Consequently, very few pupils fail to reach the standard expected by the age of Year 6. The range of performance is somewhat narrower than is found in most schools. All pupils are helped to succeed and this promotes confidence in learning. Provision for pupils with special educational needs is very good. They are supported well by teachers and teaching assistants and, consequently, make good progress.
40. The quality of teaching and learning varies from satisfactory to very good but is mostly good. Most teachers have become confident in using the National Numeracy Strategy and this helps to promote well-structured lessons. Teachers have secure knowledge of the subject and at the beginning of each lesson ensure that pupils are clear about what they are expected to do. New skills are taught clearly and systematically. The tasks that pupils are asked to complete are modified to meet the needs of groups of pupils who are at varying stages of development. Towards the end of each lesson the class usually reassembles to review what has been learned. A key feature of the good and very good lessons was the brisk pace of learning. In these lessons teachers often used good questioning strategies to keep the pace of the lesson moving. This was noted in a very good lesson with a class of Year 4 pupils, where the pupils

had to think of new coordinates when a shape had been translated or reflected. The teacher used the overhead projector well in this session to illustrate the translations and reflections clearly.

41. Pupils are polite, have excellent attitudes to their work and behave exceptionally well. Teachers promote an enthusiasm for learning and this helps to raise the quality of the work that is produced. Pupils also cover a lot of ground and produce a good quantity of work. In discussions, a good proportion of pupils cited mathematics as among their favourite subjects. Homework is set consistently and parents help their children at home. This helps to sustain good progress in learning.
42. The most able pupils are not always provided with tasks that are sufficiently demanding. The targets that they are set are not always sufficiently challenging. There are times when the work they are given helps to consolidate the learning of material already mastered rather than extending them further.
43. Assessment arrangements are improving. Teachers mark pupils' work carefully but the use of positive comments to develop learning varies. Sometimes the teacher annotates work so that pupils have a clear understanding of what they need to do to improve. At other times work is marked less constructively and is just annotated with comments that are mainly of the, 'Well done', variety. The school has introduced a good system to plot pupils' progress. It has identified key objectives that pupils must attain. At the end of each unit of work teachers assess whether or not the objectives have been reached. In this way they plot the effectiveness of pupils' learning. However, the information that results is not always used systematically to identify any gaps in learning.
44. The subject leadership and management are satisfactory. The co-ordinator has only recently taken over responsibility for managing the subject. She has made a sound start. She samples pupils' work from each year group each term and evaluates the progress that pupils are making. She has not yet had the opportunity to monitor the quality of teaching and learning across the school. Resources are adequate and are generally used well, although computers in classrooms are rarely used to support teaching and learning.

Mathematics across the curriculum

45. There is a clear focus on the use of mathematical skills across the curriculum. For example, in an information and communication technology lesson with pupils in Year 4, there was good use of mathematical language using degrees and making turns when using a program to draw squares. There are examples of pie charts being used to illustrate data in geography, in Year 5, and a good program is used in Year 3 for drawing graphs based on data collected. Graphs are used in science, whilst in design and technology, pupils use their measuring skills well to draw accurate working plans and to create their finished products.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well and attain standards that are well above average because teaching is good and teachers make good use of investigations and experiments to stimulate pupils' interest.
- Pupils are able to provide good explanations of their scientific observations.
- The work provided for the most able pupils is not always sufficiently demanding.
- Computers are not used enough to handle the data that result from investigations.

Commentary

46. Teaching is good and helps pupils to learn effectively. As a result, the standards that pupils attain are well above average. Improvement since the last inspection has been good. Teachers generally organise lessons that include a good amount of practical investigative work. This captures pupils' interest, sustains concentration and maintains enthusiasm for the subject.
47. Pupils are given various opportunities to observe experiments, to talk about their findings and to hypothesise about what may happen next. In a very effective lesson for pupils in Year 3 on how plants are helped to grow, for example, all pupils were able to make a significant contribution to a discussion that led to a very simple, yet scientific, definition of the differences between fruit and vegetables. In this lesson pupils demonstrated good reasoning skills and their well-developed speaking skills helped them to offer opinions confidently. Pupils made mature and informed comments about which plants could be classified as fruit or vegetables and reached secure conclusions. In a very good Year 6 lesson on micro organisms, pupils were placed into groups and acted out playlets to contrast the effects of disease and its treatment in the Victorian era with today's use of drugs and vaccinations. Due to the level of scientific discussion and the associated vocabulary, all groups made profound statements about the major differences in the treatment of such diseases as HIV today, in contrast with the diseases, such as cholera, that were prevalent 150 years ago. Here learning for all was good.
48. Teachers plan lessons thoroughly and resources are prepared well in advance of lessons. Most groups achieve consistently well but there are occasions when the most able pupils have completed tasks before the others and spend time consolidating their learning rather than making further advances. This is partly because assessments of pupils' prior learning do not always give teachers a clear understanding of the precise stages that pupils have reached in their learning. In lessons for pupils in Year 5, for example, too long was spent in lessons that were geared to assessing what pupils already knew about the growth of plants before moving on to new work. One of these lessons was more effective because the pupils created a bank of questions from their observations of plants that they wished to answer. In a parallel lesson for the same year group there was even less advance in learning and little progress was evident. Also, the most able pupils often carry out the same work as their peers, which does not enable them to use and develop their more advanced skills of hypothesising and deduction.
49. While computers are used in some lessons, they have yet to be incorporated into all teachers' planning to ensure full use of the investigative potential of the technology. They are not used enough, for example, to support pupils' independent learning, to analyse data from experiments or to record findings.
50. Leadership and management of the subject are good. The co-ordinator is forward looking and has a good understanding of the school's strengths and weaknesses. She offers good advice and guidance to colleagues and each year organises a stimulating 'Science Week'. She has good plans to develop the use of computers to support teaching and learning. She has identified the need to assess pupils' work systematically in order to establish precisely where further improvements are required.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The quality of teaching is good.
- Pupils' learning, when they are taught in the computer suite, is consistently good.
- The deployment of teachers to maximise their expertise is very effective in supporting learning.
- Pupils' behaviour and enthusiasm for the subject are very good.

- Computers are not always used enough to support teaching and learning.

Commentary

51. Teaching is good and helps pupils to achieve well. Standards are well above average. Improvement since the last inspection has been very good. The introduction of a new computer suite has been managed well and has provided a good impetus for improving pupils' learning and the rate at which they progress.
52. The computer suite is used well to teach specific skills. Skills are taught systematically in a step-by-step approach. As a result, pupils learn rapidly and demonstrate good levels of confidence when exploring new programs. In an effective lesson for pupils in Year 6, pupils demonstrated a good range of well-developed skills when they accessed information from various websites in order to produce a brochure to complement their forthcoming school visit to York. Pupils used the skills of combining both text and pictures, which they copied to their brochures. One good initiative that is practised by several teachers is to encourage pupils to evaluate constructively the work of others. Pupils thoroughly enjoy their time in the ICT suite, with behaviour being very good. They co-operate effectively with each other, with lots of animated discussion taking place. Pupils with special educational needs are given good support and achieve as well as all the others.
53. Staff are deployed well to maximise their expertise. In Year 5, for example, one teacher who is particularly confident in teaching the subject teaches both her own class and another parallel class. The employment of a teacher with particular expertise to teach the subject to all the other classes is particularly effective.
54. Computers in classrooms are not always used enough to support learning. Pupils have few opportunities to use the Internet to carry out their own research and investigations to support their learning. Teachers do not always identify in their planning opportunities to use appropriate programs to support teaching and learning in their classrooms.
55. Leadership and management of the subject are good. The effective co-ordination of the subject has made a major contribution to the very good improvement since the last inspection. The enthusiastic and knowledgeable co-ordinator has a very clear idea of where the subject needs to go to improve standards. As yet, opportunities to monitor and evaluate teaching and standards of pupils' work have been limited because insufficient time has been allocated for the co-ordinator to fulfil this part of her role. Resources are good. Assessments of pupils' progress are not used sufficiently to evaluate learning and to identify areas for improvement.

Information and communication technology across the curriculum

56. The use of information and communication technology across the curriculum is a developing feature of all learning. Computers were used to support mathematics in Year 4 to draw shapes using reflective symmetry. In Year 6, pupils made their own Christmas and Easter cards, using software to illustrate their work, but generally computers are not used much in religious education. Pupils conducted research via the Internet on the Second World War but, again, computers are not used systematically by all pupils to support their learning. In geography, pupils used the Internet to obtain statistics about climatic conditions from around the world and then used the data to draw charts and graphs. They used these to compare our climate with that of other countries. In English, good work was seen where pupils used a word processing program to write poems. A digital camera was used well in Year 3 to show plant growth as part of an investigation in science. In Year 5, very good paintings in the style of Mondrian were produced using appropriate software. Pupils in Year 6 created a good multi-media presentation about their educational visit to York, using sound, music, text and animation effectively. However, regular planned opportunities for pupils to use computers to carry out independent research are limited. Interactive computerised whiteboards have been

introduced in two classes, but they are new, and their impact on teaching and learning has yet to be evaluated by the school.

HUMANITIES

Two lessons were seen in religious education, discussions were held with pupils and a large amount of work was scrutinised. The subject is reported in full below. Three lessons in history were seen and there was a large amount of pupils' work to study so the subject was also inspected in full. No lessons in **geography** were seen and the subject was not inspected.

History

Provision in history is **good**.

Main strengths and weaknesses

- Pupils achieve well and attain standards that are above average.
- Pupils enjoy their work, have very good attitudes and behave well.
- Teaching and learning are good.

Commentary

57. Pupils work hard and attain above average standards. They achieve well because the teaching is good and many pupils develop exceptional enthusiasm for the subject. Standards are similar to those reported at the time of the last inspection.
58. The quality of teaching is good, overall, and on occasions very good. Lessons are characterised by a brisk pace and good attention to detail. Pupils are intrigued by interesting facts and enjoy collecting interesting pieces of information. This was noted in a lesson in Year 3, for example, where pupils were able to describe in detail what the ancient Greeks ate and from where they obtained their food.
59. Discussions with pupils showed that they are very articulate and particularly enthusiastic about the subject. Pupils in Year 6 were able to relate much that had happened in England from 1930 to 1960. They also remembered many facts about Queen Victoria's reign and their visit to Hughenden Manor, which was once owned by Disraeli. Other historical visits take place during the year, with Year 4 visiting Verulamium, Year 5 Hampton Court and Year 6 the City of York. Pupils have produced detailed accounts of their visit to York. These are very well written and carefully illustrated. The work has been collected together to create a beautifully crafted book that clearly demonstrates the value of this visit in extending pupils understanding of the subject. The book includes a great deal of information about historical sites in York, such as the Shambles, Eden Camp, Castle Museum, Kirkgate, York Minster, the Railway Museum and the Jorvik Centre. During the week of the inspection, pupils in Year 5 were preparing to visit Hampton Court as part of their project on the Tudors. They were bursting with enthusiasm and had compiled a long list of questions, such as 'Why did Henry VIII divorce Anne Boleyn?' that they were intending to answer on their visit.
60. Pupils in each year group produce an exceptionally good quantity of work. Although some of the work is over-reliant on worksheets, it is generally well presented and neat. The worksheets tend to restrict opportunities for pupils, especially the most able, to write independently and towards some purposeful end, such as a class reference book. Pupils in Year 3 develop a very good understanding of the lives and times of ancient Greeks and, in Year 4, of Romans and Anglo-Saxons. Pupils in Year 5 demonstrated a good knowledge of ancient Egypt and a good understanding of key events that took place during the Tudor period. Pupils in Year 6 have written extensively about the Victorians and Britain since 1930.

Their work shows a good depth of insight and they interpret information skilfully. Across the

school, work is well presented in a neat orderly manner and is illustrated by careful drawings and paintings.

61. The co-ordinator has been in position for less than a year and has not yet had much opportunity to evaluate standards and identify areas for improvement. She has not yet been able to monitor teaching and learning in lessons, although this is planned to take place in the near future. However, a sample of the work that pupils produce in each year group is examined each term. Pupils are interested and well motivated and generally have a good understanding of chronology. However, there is insufficient emphasis on interpreting first-hand evidence in order to make deductions. Resources are adequate and, for the most part, are used well, although computers are not used systematically to support teaching and learning.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Pupils have good attitudes to the subject and behave well.
- Assessment of learning is underdeveloped.

Commentary

62. The standards that pupils attain exceed the expectation of the locally agreed syllabus, as they did at the time of the last inspection. Pupils study the locally agreed syllabus, which has eight units covering Christianity, Islam and Judaism and, if considered appropriate, another religion, such as Buddhism. Pupils cover work from each unit and achieve well.
63. In the lessons seen, teaching and learning were good. Teachers used skilful questioning strategies to maintain interest and to help pupils to concentrate. This was noted in a lesson with Year 4 when pupils discussed Christian beliefs and traditions surrounding death. These sensitive issues were handled tactfully by the teacher. Consequently, all pupils felt comfortable about discussing the issues and all felt able to say something nice, mostly about grandparents, who had died. In another lesson, with pupils in Year 6 on Buddhism, the teacher used skilful questioning to tease out thoughts and opinions of what leads to happiness. Pupils responded thoughtfully and offered sensible contributions to the discussion.
64. Pupils have been able to visit a church and a synagogue and these visits have promoted understanding of different faiths well. A moral theme is often introduced in school assemblies, which contribute very well to the spiritual, moral, social and cultural development of the pupils. For example, in one assembly the theme was to try harder and be determined, like Sir Roger Bannister. In another, taken by a visitor, the theme was that it doesn't matter what people are like on the outside, it is what they are like inside that matters. The story of David from the Old Testament was used as an example.
65. The co-ordinator, who has been in position since September 2002, works only one day a week but has made a satisfactory start to improving provision. She has monitored and evaluated the work that a sample of pupils from different classes have produced, but has not yet evaluated the quality of teaching and learning in lessons. Resources are satisfactory and are for the most part used well, although there was very little evidence of computers being used to support teaching and learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

66. Two lessons were seen in art and design as well as one in music and one in physical education. This was not enough to enable a full evaluation of provision in these subjects across the school. A good quantity of pupils' work was examined in art and design. Discussions were held with pupils about their work in music and physical education. **Design and technology** was not inspected.
67. Work of good quality was seen in **art and design**. Pupils in Year 5 have carefully painted a series of still-life paintings entitled, 'Raiding the Vegetable Garden'. These showed close attention to detail and were of high quality. These pupils have also painted good portraits of Henry VIII and his six wives. Again, these were of particularly good quality because they were painted painstakingly and with close attention to detail. Clearly, teachers maintain high expectations about the quality of work that pupils are required to produce. Pupils in Year 4 have completed good work inspired by their study of the works of Mondrian, whilst Year 5 have studied the work of Paul Klee and Andy Warhol. There is very little evidence of pupils producing much three-dimensional work. Pupils enjoy this subject. Many of the pupils who returned inspection questionnaires felt that more lesson time should be devoted to designing and painting.
68. Pupils' enthusiasm for **music** is evident in all year groups. Active involvement of pupils in a wide variety of musical activities results in the subject being a major aspect of school life. In the one lesson seen, teaching was very good. Good use is made of a variety of percussion instruments, such as triangles, bells and cymbals. Music is present in the support of many religious activities in school and to support the celebration of Christian festivals throughout the year, such as Christmas and Easter. Leadership and management of the subject are good, from a knowledgeable and enthusiastic co-ordinator. Peripatetic support for a large number of pupils for woodwind, keyboards and violin is very well organised by the co-ordinator. Less evident is the use of music as a means to develop pupils' multicultural awareness.
69. Pupils are very enthusiastic about **physical education**. Opportunities for them to experience a wide range of activities enable all pupils to enjoy the subject. Co-ordination of the subject ensures that it maintains a high profile in the curriculum. The quality of teaching in the one lesson seen was very good. Employment of a published scheme of work results in all staff being confident to cover the physical education curriculum. Teachers insist on good behaviour and there is an emphasis on health and safety at all times. The quality and range of experiences is very good, with boys and girls of all abilities participating in football, cricket, rugby, netball and dance. The school's outdoor heated swimming pool is used regularly in the summer term to enable all pupils to improve their swimming proficiency. Resources are good, being monitored and upgraded regularly. Good use is made of the school hall and large fields for most lessons.
70. Leadership and management of physical education by a knowledgeable and enthusiastic co-ordinator are good. Planning has been monitored to measure continuity in teaching and learning. In-service training has been provided recently in an attempt to boost teachers' subject knowledge and confidence to teach a wider variety of games skills.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

71. Two lessons were seen and discussions were held with staff and pupils.
72. The school has established a caring ethos, which develops pupils' personal, social and health education effectively. Class discussions and lessons are used well to develop pupils' understanding of social issues.

73. Pupils take a full part in the newly developed School Council and grow up to be confident learners. In one School Council meeting observed, with two elected members from each class present, pupils all had their say in how to spend £400 for ten boxes of play equipment which could be used in break-times. Pupils learn about their role in the community through the School Council and develop a sense of responsibility by carrying out a wide range of duties. All classrooms have their monitor and there are monitors for the specialist room, the library, the bookshop and stationery store. These activities help to develop a good understanding of citizenship and the requirement to be responsible members of society.
74. The school has a warm and friendly ethos. Thorough attention is given to ensuring that each pupil is cared for well. The school has an appropriate programme for pupils' personal, social and health education and includes health, drugs and sex education, which is implemented well. The safe use of medicines was an issue raised in one lesson with pupils in Year 3 who realised they could be harmful if used wrongly. In Year 5, drama was used well as pupils presented short scenes about the effects of harmful substances such as alcohol, cigarettes and drugs. By skilful questioning and clear explanations, the teacher strongly emphasised the dangers of drug abuse and pupils gained a very good understanding. They reflected thoughtfully on the temptations they could encounter and forcefully expressed their intention to steer clear of drugs. A sex education evening is organised for girls in Year 6 to which their mothers are also invited. The school nurse talks to the whole of Year 6 about growing up and the changes that take place as they mature. Parents are informed and have the option to withdraw their child. There is a very good friendship club for pupils in Years 3 and 4 who find it difficult to make friends. These activities promote social and health education well.

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	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	1
Attendance	3
Attitudes	1
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
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).