

INSPECTION REPORT

SKIDBY CHURCH OF ENGLAND PRIMARY SCHOOL

Skidby, East Yorkshire

LEA area: East Riding

Unique reference number: 117992

Headteacher: Mr S Honey

Lead inspector: Mrs M Warburton
Dates of inspection: 22nd – 25th March 2004

Inspection number: 257487
Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	103
School address:	Skidby Church of England Primary School Main Street Skidby Cottingham
Postcode:	HU16 5TX
Telephone number:	01482 846169
Fax number:	01482 847278
Appropriate authority:	The governing body
Name of chair of governors:	Mr P West
Date of previous inspection:	29 June 1998

CHARACTERISTICS OF THE SCHOOL

The school is a small Church of England voluntary controlled primary school serving the village of Skidby, a socially advantaged area close to the city of Hull in the East Riding of Yorkshire. There are 103 pupils on roll, coming from the village and the surrounding area. Almost all pupils are of white British heritage and two pupils are from a traveller community. The percentage of pupils eligible for free school meals is below average, and the percentage with special educational needs is well below average. The percentage of pupils with a Statement of Special Educational Need is above average. Attainment on entry to the school is above average, with most pupils from the village having attended the local playgroup. No pupils speak English as an additional language. The school has grown considerably in size since the last inspection. Few pupils leave the school between Years 1 and 6, but a much higher than usual percentage of pupils join. The school has four classes, three of which are mixed age and one single age, Year 6.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22522	Mary Warburton	Lead inspector	English, science, information and communication technology, religious education, history, geography.
19335	Sue Dixon	Lay inspector	
20301	Peter Isherwood	Team inspector	Mathematics, art and design, design and technology, music, physical education, personal, social and health education and citizenship, Foundation Stage curriculum, special educational needs.

The inspection contractor was:

Altecq Education Ltd
102 Bath Road
Cheltenham
GL53 7JX

Any concerns or complaints about the inspection or the report should be made initially to the contractor. The procedures are set out in the leaflet 'Complaining about Ofsted Inspections', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** school, which provides a good quality of education for its pupils. Teaching and learning are good, and pupils throughout the school achieve well. Leadership and management are good. The school provides good value for money.

The school's main strengths and weaknesses are:

- Consistently good teaching and learning throughout the school ensure that pupils achieve well and attain standards that are above the expected levels in many subjects by the time they leave in Year 6.
- The very good provision for children in the Foundation Stage enables them to get off to a very good start to their education.
- Very good provision for pupils who have special educational needs and the high quality support they receive from teaching assistants enables them to achieve very well.
- Aspects of pupils' personal and social development could be improved.
- The attitudes to learning of a minority of older pupils could be better.
- The new headteacher is providing clear direction to the work of the school.

The school has made good improvement since the last inspection. Teaching and learning have improved, resulting in better achievement by the pupils. The curriculum is better and there is improved provision for children in the Foundation Stage. Leadership and management have improved. All of the key issues identified by the previous inspection have been addressed. The range and content of pupils' writing have improved, but handwriting and presentation could still be better. Assessment is now used well to inform planning for English and mathematics, and there is satisfactory assessment in other subjects. The role of co-ordinators has been improved and a rolling programme of review of all subjects is now being implemented.

STANDARDS ACHIEVED

Year 6 results

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

Key: A* - very high; A - well above average; B – above average; C – average; D – below average; E – well below average; E* - very low

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

The very small number of pupils in each cohort means that any comparisons must be treated with caution. Inspection findings are that pupils' achievement is **good**. The attainment of children on entry to the reception class is almost always at least average and often above. This year, attainment on entry to the reception class was broadly average. The children are well on target to reach the goals expected by the end of the Foundation Stage, and some are

likely to exceed them. Their achievement is good. The percentage of pupils who join the school after the reception year is very high, for example over half of the pupils in the current Year 6 joined the cohort after Year 2, and their attainment varies greatly. In Key Stage 1 and Key Stage 2, pupils make good progress and achieve well, given their prior attainment. Pupils with special educational needs achieve very well because of the very good support they receive.

Attainment in English and mathematics is above the expected levels by Year 6, and reading is a particular strength. In science, standards are in line with the expected levels in Year 6, and are improving as the school focuses on developing this subject. In Year 2, standards are above the expected levels in English and science. In mathematics, standards in Year 2 are in line with the expected levels and are improving. Standards in history, information and communication technology and art and design are above the expected levels in Year 2 and Year 6 because these subjects have recently been prioritised by the school. Standards in design technology and physical education are also above the expected levels by Year 6. Standards in religious education are above those expected by the locally agreed syllabus in Year 2 and Year 6. In all other subjects of the curriculum that were inspected, standards are in line with the expected levels and pupils' achievement is satisfactory.

Pupils' spiritual, moral, social and cultural development is **good** overall, but social development is satisfactory. Pupils' attitudes to learning are variable, but are good overall. Occasionally, a few pupils do not get on with their work and do not give of their best. The behaviour of most pupils is good. Although attendance was below the national average in the latest reported year, it is now satisfactory, as it has improved significantly since then. Punctuality is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**.

Throughout the school, teaching and learning are **good**. During the inspection, the teaching and learning observed were very good in the majority of lessons. Teaching in the Foundation Stage is very good and provides the children with a very positive start to their time at school. In Years 1 to 6, pupils are provided with a very good range of activities that stimulate and challenge them well, and good use of assessment in some subjects ensures that work is almost always well matched to the needs of all pupils. However, assessment procedures are not fully developed in all subjects. Occasionally, in Years 4 to 6, teachers' expectations of good behaviour and effort are not high enough.

The school offers a good curriculum for its pupils, which is enriched by a good variety of activities both within and beyond the school day. The accommodation and resources for the Foundation Stage are good, with the recently developed outdoor area a real asset to pupils' physical and creative development. In the rest of the school, accommodation is satisfactory and resources are good.

Provision for pupils' care, welfare, health and safety is satisfactory. Provision of support and guidance for pupils is satisfactory. The involvement of pupils through seeking, valuing and acting on their views is satisfactory. The school has good links with parents, the community and other schools.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are **good**. The governance of the school is good. The headteacher provides good leadership with some very good features.

Other staff provide good support to the leadership of the school. The school is effectively managed.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are supportive and appreciative of all that the school provides for their children. Pupils have equally positive views of the school and are particularly pleased with the range of activities provided and the way that they are supported and listened to.

IMPROVEMENTS NEEDED

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

- Improve provision for pupils' personal and social development.
- Improve the attitudes to learning of a minority of older pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are **above** the expected levels in most subjects by the time pupils leave the school in Year 6. Overall, pupils' achievement is **good**.

Main strengths and weaknesses

- Standards in English are above average, and reading is a particular strength.
- Standards in information and communication technology and religious education are above the expected levels. Pupils have a particularly good understanding of Christianity.
- Pupils with special educational needs make very good progress in their learning.
- Handwriting and the presentation of some pupils' work in Key Stage 2 are not as good as they could be because pupils do not take sufficient pride in their work.
- Standards in physical education are above the expected levels because of the good provision for the subject.
- Standards in science are improving rapidly as the school focuses on developing pupils' investigative skills.

Commentary

1. In the 2003 tests taken by pupils in Year 2, standards were well above average in reading and mathematics and above average in writing when compared to all schools nationally. When compared to similar schools, standards were well above average in reading and average in writing and mathematics. Over the past five years, standards in the Year 2 tests have varied, but have always been above the national average.
2. In the tests taken by pupils in Year 6 in 2003, standards were well above the national average in English and below average in mathematics and science. When compared to schools where pupils attained similar standards in their Year 2, standards were average in English, well below average in mathematics and in the bottom 5 per cent in science. Over the past five years, standards in English have always been above the national average, and were also always above average in mathematics until 2003. Standards in science have been more variable. However, any comparisons must be treated with great caution because of the small number of pupils in each cohort. Additionally, in the 2003 Year 6 cohort, over half of the pupils joined the school during Years 3 to 6, so comparisons with their Year 2 results are particularly unreliable.
3. Inspection findings are that overall, standards are above the expected levels in Year 2 and Year 6 in English, and that pupils' achievement is good. Standards in reading are above the expected levels, and many pupils read exceptionally well. Throughout the school, pupils develop the confidence to speak clearly to a range of audiences and write for a good range of purposes. In Key Stage 2, the handwriting and presentation of some pupils in Years 3 to 6 are not as good as they could be because pupils do not take sufficient pride in their work. In mathematics, standards are in line with the expected levels in Year 2 and above the expected levels in Year 6. Most pupils have a good grasp of number, but there are weaknesses in the presentation of the work of a significant minority of pupils. In science, standards are above the expected levels in Year 2, and are in line but improving in Year 6 as the school focuses on developing this subject. In particular, pupils' investigative skills are improving rapidly.

4. In information and communication technology (ICT), standards are above the expected levels in Years 2 and 6, and pupils' achievement is good. This is also true in religious education, where pupils' knowledge and understanding of Christianity is a particular strength. In history, standards are above the expected levels in Year 2 and Year 6. Pupils have a very detailed understanding of the periods they have studied. Standards are above the expected levels in physical education in Year 6 because there is good provision for the subject, but there was insufficient evidence to make a judgement about standards in Year 2. In the aspects of art and design and design and technology that were seen during the inspection, standards were above the expected levels. The limited evidence available indicates that standards are in line with the expected levels in geography. There was insufficient evidence to make a judgement about standards in music.
5. When children start in the reception class, their attainment is almost always at least average and often above. The children make good progress so that by the end of the reception year almost all have attained the goals they are expected to reach in every area of learning, with many attaining more highly. Overall, their achievement in the Foundation Stage is good. Pupils continue to make good progress in Years 1 to 6, with higher-attaining pupils reaching levels beyond what is expected in many subjects. Overall, pupils' achievement is good, including that of the higher than usual number of pupils who join the school after the reception year. This is because the school works hard to ensure that pupils' individual needs are met. Pupils with special educational needs and Traveller children achieve very well because of the extra support they receive and the very good quality of individual education plans. The good standards attained at the time of the previous inspection in English, mathematics and information and communication technology have been maintained, and in many other subjects of the curriculum standards have improved, so overall improvement has been good.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and their relationships with one another and with adults are **good**. Attendance is **satisfactory**. The spiritual, moral and cultural development of pupils is **good**, and social development is **satisfactory**.

Main strengths and weaknesses

- The pupils' good behaviour has a positive effect upon their learning.
- Pupils are offered good opportunities to reflect on life and their own learning.
- Pupils with special educational needs show good attitudes to their work.
- Pupils' social development is promoted well in lessons, but there are some missed opportunities to develop social skills elsewhere.
- Pupils' attitudes to learning are good overall, but a few pupils in Years 4 to 6 have an unsatisfactory attitude to learning in general.
- Too many pupils take holidays during term time.

Commentary

6. Children's attitudes to learning are very good in the mixed reception and Year 1 class and good in Years 2 and 3. In these classes, pupils work with enthusiasm throughout the day. They listen and respond well to their teachers. In Years 4 to 6, there are some examples of unsatisfactory attitudes to learning in general and in lessons this occurs when pupils are not fully engrossed in their work. Pupils have some good opportunities to develop independent learning skills, but in some lessons, teachers tend to give pupils

limited scope to make decisions about their work. Pupils with special educational needs concentrate well on their work. They try very hard even when they find work challenging.

7. The good behaviour in school creates a happy and friendly environment for pupils to learn in. There are some occasions when pupils are less closely supervised when the standards of behaviour drop. Some pupils lack sufficient sense of responsibility and self awareness. Lunchtimes are generally a happy time of the day. Pupils report few problems and they feel that any issues of conflict or bullying are rare. They feel that the teachers are very responsive should they have any concerns and deal quickly and sensitively with any incidents that occur. Lunchtime behaviour has been the source of some concern to the school and its parents. Whilst behaviour is good overall, the supporting systems are too complicated to be fully effective. There have been no exclusions. The relationships in the school community are good. Pupils are generally kind and helpful to each other. In lessons, pupils work well together in pairs or groups as required. There are some opportunities for pupils to take responsibility in the classroom, but at present pupils are not involved enough in the school community as a whole or have enough opportunities to learn to solve problems together.
8. Pupils understand right from wrong and learn to appreciate their own culture and that of others. They show respect for other lifestyles and learn to value themselves and their work. Pupils' social development is satisfactory. Collaborative work in lessons is good, but across the school pupils' social skills are not as well developed as they might be. There are good plans in place to remedy this with the introduction of a school council and a review of the school's behaviour system.

Attendance

9. Attendance levels were below the national average in the latest reported year, but have improved significantly since then. However, too many pupils still miss too much school as there is a considerable amount of holiday taking in term time. This has a detrimental effect upon the learning of a small number of pupils. Whilst punctuality is satisfactory, most pupils arrive at school on time, a significant number arrive late and miss the start of the school day.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.8	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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good** overall. Teaching and learning are consistently good, the curriculum is good and it is enhanced by a good range of additional activities. The school provides satisfactory care, support and guidance for pupils, and the partnership with parents, other schools and the community is good.

Teaching and learning

Teaching and learning are **good** throughout the school. Assessment procedures are **satisfactory** overall.

Main strengths and weaknesses

- Teaching and learning are at least good in most lessons.
- The very good teaching and assessment in the Foundation Stage enables children to get off to a very good start to their education.
- Pupils with special educational needs learn very well because of effective planning by teachers and the very good support they receive.
- Teachers' expectations of pupils' efforts and attitudes to learning are sometimes too low.
- Assessment procedures are good in English and mathematics.

Commentary

10. The quality of teaching and learning has improved since the last inspection and is now good throughout the school. During the inspection, teaching and learning were at least good in almost all lessons and were very good in the majority.
11. The teaching in the Foundation Stage is very good and enables the children to get off to a very good start to their time in school. The class teacher and teaching assistant work very well together and provide very good role models for the children. They plan a very good range of stimulating activities that engage the children well and motivate them to learn. They use the very good assessment procedures very well to ensure that activities are matched well to the children's needs.
12. In Years 1 to 6, lessons are well planned and prepared, with a good range of stimulating tasks and a wide range of teaching strategies that engage the pupils well and motivate them to learn. Resources are well prepared, and ICT is often used effectively in some lessons. Teachers generally have very good subject knowledge, and their expertise is used effectively to support the pupils' learning. Good use is made of visiting teachers and coaches to support, for example, the teaching of dance and religious education. The pace of lessons is often brisk, ensuring that best use is made of the time available. Pupils are usually challenged well and this encourages them to make good gains in their learning. Occasionally, while the tasks provided for the pupils are sufficiently challenging, teachers' expectations of what pupils will complete during the lesson are not high enough, and they accept work from pupils which is below the standard they are capable of. This is also occasionally true of pupils' attitudes to learning, when teachers do not consistently expect that pupils will do their best. This means that from time to time, a few pupils do not make as much progress in a lesson as they could. In most lessons, however, clear explanations and instructions, very good relationships and good use of the final part of the lesson to consolidate the learning ensure that pupils make good progress. Very good use is made of opportunities to develop pupils' literacy and numeracy skills in some lessons.
13. Teachers plan very effectively for pupils with special educational needs. Work is set at levels that meet their needs and, as a result, pupils make very good progress both in lessons and over the longer term. Individual education plans are of very good standard and are linked very effectively to the English and mathematics aspects of the National Curriculum. Almost all targets are very specific and easily measured. They have a very positive effect on developing standards. Pupils with a Statement of Special Educational

Need receive very good support from teaching assistants and this ensures they make very good progress.

14. Assessment is good in English and mathematics, where there are thorough, regular assessment procedures in place, and the information gained is used well to set challenging targets for individuals and groups. In other subjects of the curriculum, assessment is satisfactory, with satisfactory use made of the national guidance to ensure that work is matched to pupils' prior attainment.

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	16	9	1	0	0	0

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

The curriculum

The school provides a **good** curriculum, which is enhanced by a **good** quality range of learning opportunities that enrich pupils' educational experiences. Accommodation is **satisfactory** and there is a **good** range of resources.

Main strengths and weaknesses

- Learning opportunities are planned effectively to meet the needs of all pupils.
- There is very good provision for pupils with special educational needs.
- There is a strong commitment to equality of opportunity.
- There is very good provision for sport.
- Visitors to school and a good range of additional learning opportunities outside the school day have a positive impact on learning.
- There are insufficient opportunities for personal and social development.

Commentary

15. The school offers pupils a good range of learning activities which meets the requirements of the National Curriculum and the syllabus for religious education taught locally. The curriculum is very effectively adapted to meet the needs of pupils with particular educational or social needs. Regular reviews ensure that new developments take place and the curriculum enables all pupils to achieve well. Literacy and numeracy skills are effectively developed in other areas of the curriculum. In the reception class, children follow a good curriculum that covers all the areas of learning for the Foundation Stage and gives children opportunities to learn about the religions and cultures of the world. Good progress has been made in developing the curriculum since the previous inspection.
16. Pupils with special educational needs are fully included in all aspects of the curriculum. Where necessary, the curriculum is modified to meet particular needs. This has a very positive effect on the very good progress made by the pupils. The school very successfully provides equal opportunities for all pupils regardless of their age, ability, background or ethnicity, to help them make good progress as they move through the school.

17. The curriculum provides satisfactory opportunities for pupils to learn about citizenship as part of the personal, health, social and citizenship education programme. In addition to specific lessons, there are links in other subjects including science and religious education. Visitors, including the local vicar and members of the police force, are used effectively to develop pupils' understanding of citizenship. However, there is insufficient emphasis on planning for pupils' social development. The school has recognised that this is an area for future development.
18. The provision for sports is very good and this has a very positive effect on the higher than expected standards in physical education. A wide range of sporting activities are taught. The school makes very good use of outside experts, for example a sports development officer and coaches from local teams. Good provision is made for the arts. The school enhances the curriculum by involving a drama specialist and using visiting actors and musicians.
19. Visits from school and visitors to school, linked with activities outside the school day have a positive effect on developing pupils' social and academic skills. Pupils visit the local church and a visit to see police horses developed younger pupils' understanding of the role of the police. The school welcomes many visitors, including theatre groups and musicians. These visitors help to bring subjects to life. The good provision for out-of-school activities, including a gymnastics club and school choir contribute effectively to pupils' learning.
20. Accommodation is satisfactory overall. The school has raised the issue of a temporary classroom which is a little way from the main building. This is being dealt with and planning permission has been granted for new building work. The accommodation for children in the Foundation Stage is good, with an easily accessible outdoor area that is used very effectively to develop physical and social skills. There is a good range of resources and these are used effectively to support children's learning.

Care, guidance and support

The support, advice and guidance provided are **satisfactory**. The arrangements for seeking and acting upon pupils' views are **satisfactory**.

Main strengths and weaknesses

- There is very good support for pupils with special educational needs.
- Pupils throughout the school build confident and trusting relationships with adults.
- Pupils who are new to the school benefit from good induction arrangements.
- There are insufficient opportunities for pupils to express their views or contribute to decisions about school life.

Commentary

21. The good relationships that exist in the school community and the good provision for moral development create an environment where pupils are happy and confident. This has a positive effect upon their learning.
22. The child protection procedures are good. All the adults employed by the school receive appropriate training. The health and safety arrangements are satisfactory. A very small number of health and safety concerns have been raised with the school.

23. Pupils have a good awareness of their own learning and success is recognised and rewarded. Pupils understand their individual targets for improvement well. However, there are no structured systems for monitoring their personal development throughout the school. Pupils new to the school benefit from good induction procedures. These include meetings, information packs and many opportunities for children to visit the school. This means that they make a settled start to their education.
24. The school's arrangements for seeking and acting on pupils' views are satisfactory. Individual views can be expressed in lessons and pupils feel that they are listened to very well and that there is always someone to help if needed. In particular, pupils feel that the "problem box" and home-school planners give them an efficient communication route should they have any worries. However, the school does not canvas pupils' opinions across the school or provide sufficient opportunities for pupils to become involved in issues that affect the whole school community.
25. Pupils with special educational needs receive very good support in school. There is early identification of need. Well-planned programmes are put in place to meet needs and as a result pupils achieve very well. Where appropriate, pupils are involved in setting targets on their individual plans. This helps them to understand how they can improve their learning. The school uses the very good quality advice and support from visiting professionals very effectively to develop learning.

Partnership with parents, other schools and the community

The partnership with parents, other schools and the community is **good**.

Main strengths and weaknesses

- There is very good support for the parents of pupils with special educational needs.
- Parents are supportive of the school and this has a positive effect on pupils' learning.
- The information provided for parents about school life and their children's learning is good, but targets for improvement are sometimes unclear.
- The links with the community play a part in enriching pupils' lives.
- The links with other schools support teachers' professional development well.
- The mechanism for the transfer of pupils to secondary school is good.

Commentary

26. Parents are supportive of the school and are appreciative of all that it provides. In particular, they are pleased with recent improvements in communication with the introduction of home-school planners. These have improved day-to-day communication and are beginning to improve the information provided about homework. Parents' views are sought regularly and good use is made of them. Parents support their children's learning well both at home and in school. There are a good number of parent helpers and a strong parents' association.
27. Parents are informed at an early stage if their child has special educational needs. They are invited to contribute to target setting on individual education plans. Parents are encouraged to help their children to work towards their targets at home. This has a positive effect on the progress pupils make.
28. The information provided for parents about the life of the school and the work pupils will do is good. There are good opportunities through workshops and open events for parents to gain good insight into their children's learning. There are good opportunities

for parents to discuss their children's progress and written reports are satisfactory. These give good information about what pupils can do well, but the identification of areas for improvement is inconsistent and targets for improvement are not always clear. They do not reflect the high quality of the targets that are provided for pupils in an ongoing way.

29. The school's links with the community and its partnership with other schools are good and have a positive effect upon learning. The local community provides a good resource to support and enrich learning. Pupils visit the local area and places of interest further afield. Many members of the community visit the school to share their skills and experiences. Links with other schools provide good arrangements for the transfer of pupils to secondary school. Professional development is well supported by the links with other primary and secondary schools, and pupils benefit from sharing resources, for example by taking part in inter-school sports activities.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is **good**. The governance of the school is **good**. The quality of the leadership of the headteacher and his staff is **good** with some very good features. Overall, effectiveness of management is **good**.

Main strengths and weaknesses

- Governors have a clear understanding of strengths and weaknesses of the school and contribute effectively to the running of the school.
- The headteacher shows very clear understanding of areas for development and how to address them.
- The leadership and management of mathematics, the Foundation Stage and special educational needs are very good.
- Not all subject leaders have been given time to monitor teaching and learning in classrooms.
- The school runs smoothly and efficiently.
- There is a good commitment to the development of staff.

Commentary

30. The governing body plays an active part in the life of the school. It is involved in the formation of the school improvement plan and has recently started to monitor and evaluate decisions. There is a very clear view of where the school's strengths and weaknesses lie. All statutory requirements are met, with all relevant policy documents in place, covering special educational needs, disability, race equality and sex. The chair of governors visits school regularly and gives very good support to the headteacher and other members of staff. The governors carry out their role as 'critical friend' effectively.
31. The recently appointed headteacher is building effectively on the school improvement plan that was in place when he took over the role. He has a very clear vision of the school's strengths and areas for improvement and has already started to identify and address issues including improving standards in science. He is a very good role model for staff and pupils.
32. All staff share a common purpose to raise standards in the school. Good procedures have recently been introduced to monitor all subjects in order to identify strengths and areas for improvement. These procedures have been very successful in mathematics,

where leadership and management are very good. The subject leader has monitored lessons in all classes and has analysed pupils' written work and assessment tests to identify areas of weakness. She has very effectively addressed these areas. In English, co-ordination is good. Monitoring is taking place and there is good identification of areas for development. The very recently appointed science co-ordinator has made a good start in identifying and addressing areas of weakness in the subject. In most other subjects, leadership and management are good and the co-ordinators have a good understanding of their subjects and areas for development. However, there has not yet been time to monitor teaching and learning in all subject areas. This has been recognised by the school and a 'rolling programme' of monitoring has been introduced. The leadership and management of special educational needs are very good. There is early identification and procedures ensure that these pupils' achievements are regularly monitored and that they make good progress. There is very good management in the Foundation Stage. Great care is taken in ensuring that there is appropriate provision in the mixed-age class.

33. There are good management systems in place in the school. The school secretary gives very good support to the headteacher and staff, allowing them to concentrate on carrying out educational tasks. All staff are clear about their roles. The school improvement plan rightly focuses on a small number of areas and there is regular evaluation of progress towards targets. Data is analysed and the school compares itself with other establishments to measure achievement and progress. There are good opportunities for staff development, with good performance management systems in place. All training is closely linked to personal, school and curriculum targets. These links ensure that there is benefit both for pupils and members of staff. The expertise of support staff is also enhanced by a wide range of courses. Opportunities for training for lunch-time staff are more limited.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	284 809	Balance from previous year	12 207
Total expenditure	280 162	Balance carried forward to the next	16 845
Expenditure per pupil	3 113		

34. There is good management of finances and the school applies the principles of best value effectively.
35. The very positive attitudes and commitment of all staff are a significant aid to raising standards. The modification of the curriculum has a very positive effect on improving achievement for pupils with special educational needs and Traveller children. The use of outside specialists has raised standards, particularly in sport and the arts. The recent appointment of a science specialist is starting to have a positive impact on raising standards. The school makes very good use of the local education authority staff to identify areas of development and to give support to pupils with special educational needs and Traveller children.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **very good**.

Main strengths and weaknesses

- Children achieve well in all areas of learning because of very good leadership and management, teaching and support.
- Standards are above expected levels in all areas of learning.
- Children have very positive attitudes to learning.
- Accommodation and resources are good.
- Assessment is used very well to ensure that the needs of all children are met.

Commentary

36. Children start school in the September of the year they are five years old. At the time of the inspection, there were eight children of this age in a mixed reception/Year 1 class. The children receive a very good start to their education. The curriculum is effectively developed to cover the areas of learning for children in the Foundation Stage. Planning is very good and very regular high quality assessment by the teacher and teaching assistants ensures that work matches children's needs. There is very good leadership and management of the Foundation Stage. The children achieve well in all areas of learning because of the consistently very good quality of teaching and support. The teacher and nursery nurses work very well together, providing very good role models for the children. Attainment on entry to the reception year is always at least average and often above expected levels. Almost all pupils attain the goals they are expected to reach in all areas of learning at the end of the reception year, with a significant number exceeding them. There has been good improvement since the previous inspection. The quality of teaching has improved and there is very good leadership and management in the area.
37. The very good quality teaching in **personal, social and emotional development** provides all children with a clear understanding of right from wrong. Children are encouraged to develop independence by choosing their own activities. Children respond very well to the high expectations of behaviour. Routines are very well established. By the end of reception, children show much better than expected levels of behaviour and are achieving well. They relate very well to each other, for example when participating in role-play in the 'Garden Centre' area or playing outside. Children are keen to learn and apply themselves very well to challenging tasks.
38. There is very good quality teaching and learning **communication, language and literacy** and children show very positive attitudes. The teacher and nursery nurses provide many very good quality opportunities for children to develop their speaking and listening skills. Regular discussion and questioning, both in the formal sessions and in other areas, such as the role-play area, ensure that there is good development of vocabulary. Reading skills are very effectively developed. All children understand that pictures and print convey meaning, and by the time they leave reception almost all read simple sentences with understanding. Writing skills are developed in interesting ways,

such as writing invitations to parties. These methods interest the children and have a positive effect on the good progress children make.

39. Children receive very good quality teaching and learning in **mathematical development** because staff challenge them very effectively. Resources are used very effectively, for example small teddy bears and rabbits were used to develop simple addition and subtraction skills. Children achieve well in their development of mathematical skills, making good progress. They count to 20 and beyond, and by the time they reach Year 1 they add and subtract single-digit numbers. Higher-attaining children work with two-digit numbers. Most children are familiar with coins, and correctly identify two-dimensional shapes including circles and triangles.
40. The teacher provides a very good range of activities to develop children's **knowledge and understanding of the world**. The use of plants, flowers and animals ensures that the very good quality of teaching is reinforced very well. Weekly baking sessions are used very effectively to develop a wide range of skills, including mixing ingredients and developing vocabulary. Children show good understanding of living things. They talk about events in their life and, when working on computers, they identify the mouse, main computer and the screen. They handle the mouse well when using programs that develop both their information and communication technology and reading skills. In religious education sessions, children learn about Christianity and other faiths.
41. The quality of teaching in formal physical education lessons is very good. Very well-planned activities challenge the children to think of and link together movements on the floor and on mats. The good quality accommodation and resources are used very effectively to promote physical development. Children achieve well because they are given opportunities to use moving equipment such as tricycles. By the end of reception, children show better than expected physical skills.
42. In the aspects of **creative development** seen, staff give children many opportunities to cut and paste and scissors are handled with care. Children use paints effectively and produce work at a higher than expected standard.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils attain high standards in reading.
- Standards in handwriting and presentation are lower than those in other aspects of the subject in Years 3 to 6.
- There is very good provision for pupils who have special educational needs.
- Literacy skills are promoted well in other subjects of the curriculum.

Commentary

43. Standards in English are above average in Year 2 and Year 6. This represents good improvement since the last inspection. Throughout the school, pupils' achievement is good.

44. Most pupils in Year 2 write in a range of styles using interesting vocabulary, correctly punctuated sentences and mostly accurate spelling. Higher-attaining pupils write at length and use correct punctuation within sentences. All pupils make good progress in spelling and in the structure of their writing in Years 1 and 2. By Year 6, pupils write extensively and make very good use of the grammar they have learned. They write for a wide range of purposes, using complex sentences, paragraphs and very good spelling. In many pieces of writing, vocabulary is carefully chosen for effect, for example in the poems written by pupils in the current Year 6, based on Roger McGough's *The Sound Collector*. In Key Stage 2, some pupils do not take sufficient care with the presentation of their work, and often standards in handwriting are not as high as they could be. For example, some older pupils do not always consistently use a joined script even though they are able to do so.
45. Standards in reading are above the expected levels in Year 2 and Year 6, and many pupils read very well for their age. Pupils in Year 2 read accurately and fluently from a wide range of texts. By Year 6, most pupils are very fluent, expressive readers who can clearly explain why they like certain authors. Pupils have a very good familiarity with a wide range of books and make very good use of the school library to enrich their experiences. Pupils' speaking and listening skills are good throughout the school, and by Year 6 they speak with confidence to many audiences.
46. Teaching and learning are good throughout the school and were very good during the inspection. Teaching is very focused, with good use made of assessment to provide suitably challenging tasks for all pupils. However, although the tasks themselves provide challenge, occasionally teachers' expectations of pupils' efforts and the work they are capable of producing are not high enough, and when this happens some pupils do not achieve well enough. A few pupils are too easily satisfied when they could produce work of higher quality. However, most lessons are very well planned to build on prior learning, the pace is brisk and time used well, resulting in pupils making good progress and achieving well. Pupils who have special educational needs achieve very well because of the very good support and encouragement they receive. Traveller pupils are fully included in lessons, with work matched well to meet their individual needs.
47. Leadership and management of English are good. The co-ordinator has a good understanding of the strengths and weaknesses of the subject, and there are good procedures in place to monitor standards and provision. The training needs of staff have been identified and met. Parents give good support to the subject by helping their children with reading at home. Resources for learning are good, and the school library is used well to support learning and runs very efficiently, largely due to the efforts of a parent who has set up a computerised system to track the borrowing of books.

Language and literacy across the curriculum

48. Literacy skills are used well across the curriculum. Although not formally planned for, teachers make very good use of opportunities to use and develop pupils' writing skills across the curriculum, for example when writing factual reports in history or instructions in design and technology. Teachers promote speaking and listening skills well by encouraging pupils to explain their ideas and understanding, for example when predicting what might happen in a science experiment. They also provide good opportunities for pupils to talk and discuss things in pairs and small groups. Pupils are encouraged to read in many subjects, and in doing so extend their skills in reading to gain information.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- A very good range of monitoring procedures ensures that the co-ordinator knows the strengths and areas for development of the subject very well.
- Achievement is good because of the consistently good quality teaching.
- Pupils with special educational needs learn very well because of the very good support they receive.
- Standards at end of Year 6 are good.
- There is inconsistency in the presentation of work.
- Assessment procedures are good, but marking is inconsistent.

Commentary

49. Pupils achieve well throughout the school because there is good quality teaching and work is set at the correct level to meet their needs. Pupils with special educational needs make particularly good progress because of the very good support they receive and very specific targets on their individual education plans. Inspection evidence shows that pupils in Year 2 are performing at average levels and are improving, with number work a particular strength. Pupils in Year 6 are attaining above average levels.
50. By the end of Year 2, the majority of pupils show good understanding of the basic skills of number. They add and subtract two-digit numbers. The higher-attaining pupils recognise multiples of 5 and 10. Most pupils understand simple division and divide with remainders. Almost all pupils recognise and name a range of two-dimensional shapes and measure accurately. By the end of Year 6, pupils show a good understanding of the four rules of number, and use their knowledge to answer real life questions. Measurements of angles are usually accurate. Pupils collect, record and analyse data and use a range of graphs including straight-line graphs. Most pupils set out their work neatly, but a significant minority produce work which is not well presented.
51. The quality of teaching and learning is good. Teachers prepare their lessons well using the suggested National Numeracy Strategy three-part lesson. Mental or oral starters are brisk and keep pupils interested. Regular use of questioning ensures that teachers assess what pupils understand. This is reinforced by discussion with individual pupils in lessons, but marking is not consistently used to challenge pupils even further. Teachers expect high standards both in terms of work and behaviour and the vast majority of pupils respond very well. There is a small number of pupils who need reminding about giving their full attention to the teacher. Almost all the work is set at levels that meet the needs of the pupils, but very occasionally a small amount of work is a little too challenging for some pupils. Resources such as special calculators are used very effectively to aid teaching. Teachers and support staff ensure that pupils with special educational needs and Traveller children are fully included in lessons, with work that meets their needs. Assessment is of good quality and is used effectively to identify areas for development.
52. There is very good leadership and management in the subject and this has had a very positive effect on developing learning. The co-ordinator has monitored all teachers to identify areas of good practice and areas for development. Work has been analysed and the optional standardised tests have been used very effectively to identify areas for

development. The use of an additional teacher for part of the year and use of 'Springboard' sessions has had a positive effect on raising standards.

53. There has been good improvement since the previous inspection. The quality of teaching and learning has improved, leading to an improvement in levels of achievement.

Mathematics across the curriculum

54. There is good provision for mathematics across the curriculum. Pupils are given many good, planned opportunities to develop their mathematical skills in other subjects. They weigh and measure accurately in design and technology. They measure and record in science and in information and communication technology, using their skills effectively. They develop a sense of time in history and count when playing musical instruments.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The school has a good understanding of the strengths and weaknesses of the subject and has comprehensive plans to secure improvement.
- The new co-ordinator has very good subject knowledge.
- Pupils' investigative skills are improving throughout the school.
- A few older pupils do not have good attitudes to learning.

Commentary

55. Standards in science are above the expected levels in Year 2, and pupils' achievement is good. Standards are in line with the expected levels in Year 6 and achievement is satisfactory. Standards are improving as the school focuses on developing the subject. There has been satisfactory improvement since the last inspection.
56. Pupils in Year 2 have good observation and investigative skills, which they use well to test soil samples and draw conclusions from their findings. They understand how to carry out a fair test, keeping quantities of soil and water constant and the time the same while varying the soil type. They have a good understanding of the properties of different materials and describe the differences between them. They record their findings well using charts and tables. They know the conditions needed for growth and the range of living things. Pupils in Years 3 to 6 plan their own investigations and clearly explain their good understanding of fair tests. They investigate sound travelling through solids, water and air, and record their findings well. They have satisfactory knowledge about flight, the earth in space and the planets. They have satisfactory understanding of scientific vocabulary such as 'evaporate', 'saturate' and 'dissolve'. Although pupils in the current Year 6 have satisfactory investigative skills, standards throughout the school are improving as a greater priority is given to this aspect of science.
57. Teaching and learning are very good in Years 1 and 2. Teaching and learning have been satisfactory over time in Years 3 to 6, but during the inspection good teaching was observed in these classes. Overall, lessons are well planned and prepared with clear, brisk introductions that build on prior learning. Pupils with special educational needs learn well because of the good quality support they receive from all adults. The very

good teaching in Years 1 and 2 results in pupils making very good progress in developing their investigative skills and scientific knowledge. All pupils learn well from the practical experiences that are provided for them and most have good levels of interest in the subject. However, a few pupils in Years 3 to 6 do not always have good attitudes to learning. They do not always listen well and are reluctant to follow instructions or to answer questions. Assessment procedures are satisfactory and are improving as the school has recently implemented new systems to track pupils' progress in order to provide challenging tasks and activities.

58. Leadership and management in science are satisfactory. The co-ordinator is new in post and has very good subject knowledge. There are good plans in place for the development of the subject. The school is fully aware of the strengths and weaknesses, and has identified specific areas for improvement, for example pupils' investigative skills. There is now a good range of equipment to support investigative work, but there is scope to improve the range of software available so that ICT can be used more effectively to support learning. Monitoring procedures are in place, and good support has been received from the local education authority to plan the development of science. The subject makes a good contribution to pupils' social skills, as they work co-operatively in groups when carrying out practical work, and to the development of speaking and listening skills, as they explain their findings and understanding to their teachers and to each other.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are above the expected levels and pupils' word-processing skills are particularly well developed.
- There is very good support for pupils with special educational needs.
- Teachers provide a good range of stimulating tasks for pupils.
- Resources have improved recently.
- There have been some initial problems with the new hardware.

Commentary

59. Standards in information and communication technology are above the expected levels in Year 2 and Year 6 and pupils' achievement is good. There has been satisfactory improvement since the last inspection.
60. Pupils in Year 2 independently load a program into the computer, use well-developed word-processing skills and save their work. They import pictures from a bank and use different fonts and colours. They collect information to enter into a data program and record this on a graph, independently printing this to keep a record. They clearly explain how to control a device by programming it with a set of instructions. In Year 6, pupils successfully programme a 'Roamer' to follow a set of instructions, and have controlled a 'turtle' on the computer to move in planned directions. They use a good range of different fonts and styles when word-processing, import graphics and set out a letter correctly, using the spell-checker tool where necessary. They identify the features of a multi-media presentation and confidently use Power Point to present information. They input sound and images successfully from the Internet. They record data accurately

and print out graphs, for example to show the shoe sizes of pupils in the class. They create good pictures using an art program and find information using the Internet.

61. Teaching and learning are good throughout the school, and very good teaching was seen during the inspection. Teachers give clear instructions and explanations and provide a good range of stimulating tasks and activities that motivate the pupils very well. Lessons are very well planned with brisk introductions and well-prepared resources. Despite some technical problems with new equipment during the inspection, teachers managed to ensure that pupils' learning was not unduly disrupted by having other related tasks to hand that pupils could get on with. Teachers have very good relationships with the pupils and pupils with special educational needs are provided with very good support that is tailored to their individual needs. Assessment is satisfactory and suitable records of pupils' attainment are kept and are used to inform teachers' planning.
62. Leadership and management of ICT are good. The subject is currently a focus for development and much progress has already been made in improving resources, including the acquisition of 16 new laptop computers, and smart boards and data projectors in three of the four classrooms. Good monitoring procedures are in place and are used effectively to identify any gaps in provision or dips in standards. The new wireless mobile system is already effective in ensuring that all pupils have much better access to ICT. When the initial teething problems with the hardware are overcome and the planned staff training has taken place, provision and standards are set to improve even further.

Information and communication technology across the curriculum

63. Good use is made of information and communication technology across the curriculum. Pupils often use word-processing to record their work in a range of subjects, for example to record information about the river Nile in geography. ICT supports work in mathematics when pupils work on handling data, and very good use was made of the Power Point facilities on the new laptop computers for pupils to present information on work they had done in history about Britain since 1948.

HUMANITIES

64. No lessons in **geography** were seen during the inspection, so it is not possible to make a firm judgement about provision. However, evidence gained from looking at work samples and displays, and talking to pupils and the co-ordinator, indicates that standards are in line with the expected levels and pupils' achievement is satisfactory. Pupils in Year 2 have satisfactory knowledge of the countries of the British Isles and of other countries, such as France and Spain. They know some weather symbols, and the effect of the weather on human activity. In Year 6, pupils have a good understanding of some different environments, such as mountain ranges, and understand the water cycle and the various sources of water. They have considered local geographical issues such as the closure of a local supermarket and the impact on the community. The subject is due to be reviewed as part of the school's improvement cycle.

Religious Education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils have very good knowledge of Christianity.
- Teachers make good links between different religions.
- There are good links with local churches that support the curriculum.
- The subject makes a good contribution to pupils' spiritual, moral and cultural development.

Commentary

65. Standards are above the levels expected by the locally agreed syllabus in Year 2 and Year 6. Pupils' achievement is good. This is better than at the time of the previous inspection.
66. Pupils in Year 2 have very good knowledge of the life of Jesus, the Christian faith and the symbols associated with Easter. They have a good understanding of the rituals and stories associated with different faiths, and the significance of light to different religions. In Year 6, pupils have a good understanding of religious symbols, and the stories, beliefs and symbols from different faiths. They understand the importance of prayer and festivals to different religions, and how there are similarities and differences between them. Their knowledge of Christianity is very detailed.
67. Teaching and learning are good throughout the school and very good lessons were seen during the inspection. Lessons are well planned and prepared, with good use made of artefacts and other resources that bring the learning to life. Good links are made between different religions, for example similarities between the Christian festival of Easter and the Hindu festival of 'Holi' were explored effectively. As a result of the good teaching, pupils learn well. They listen attentively and are very keen to contribute. Teachers make effective use of questioning to assess the pupils' understanding and this enables them to plan suitable work for all groups of pupils.
68. The leadership and management of religious education are good. There are good procedures in place to monitor standards and provision, which enable the co-ordinator to have a good understanding of the strengths and weaknesses in the subject. Resources for learning are satisfactory, and good use is made of resources from the local education authority. Provision for religious education is strengthened by good links with the local Christian churches, and assemblies are used well to consolidate pupils' understanding of Christianity and of other faiths. The subject makes a good contribution to pupils' spiritual, moral and cultural development as they learn and reflect upon a range of different beliefs and religions.

History

Provision in history is **good**.

Main strengths and weaknesses

- Pupils' achievement is good, and they have a very good understanding of events in the periods of history they have studied.
- Teachers provide a stimulating range of activities that promote pupils' interest very well.

- Good links are made with other subjects of the curriculum.
- The co-ordinator has a good understanding of the strengths and weaknesses of the subject.

Commentary

69. Standards in history are above the expected levels in Year 2 and Year 6, and pupils' achievement is good. There has been good improvement since the last inspection.
70. Pupils in Year 2 have a very good understanding of the Tudor period, with many able to name the Tudor kings and queens in order. They have a good understanding of the events of that period, and of the lives of the six wives of Henry VIII. They have a detailed knowledge of some historical events such as the Great Fire of London. By Year 6, pupils have a very good knowledge of the Victorian period, and of Britain since 1948. They have studied the post-war period in depth, identifying the changes that have occurred and how things were different in the past. They have used a good range of books, artefacts, photographs and the Internet in their research. Higher-attaining pupils understand the consequences of things that happened, for example how the formation of NASA has led to much more knowledge about space. Pupils have a good, detailed understanding of historical events such as the gunpowder plot.
71. Teaching and learning are good throughout the school and assessment is satisfactory. Lessons are well planned and prepared to build on prior learning, and a brisk pace maintains pupils' interest and enthusiasm. Teachers have good subject knowledge and challenge the pupils well. In a very good lesson in the Year 2/3 class, well-planned and stimulating activities, such as the use of puppets to act out the story of Ann of Cleves, led to very effective learning by the pupils. Pupils with special educational needs and Traveller pupils learn well because of the very good support they receive. Teachers make good links with other subjects, for example speaking and listening skills are promoted when pupils discuss and present their findings orally, and in a very good link with ICT, older pupils prepared good quality Power Point presentations on post-war Britain.
72. Leadership and management are good. There has been a good focus on developing history and this has resulted in the good progress made by pupils. Monitoring procedures are satisfactory and the co-ordinator has a good understanding of the strengths and weaknesses of the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

73. There was insufficient evidence to make a definite judgement on provision in **art and design, design and technology** or **music**. Analysis of documentation and work sampled shows that all subjects are covered in sufficient depth and meet the requirements of the National Curriculum.
74. No lessons were observed in **art and design**. Observation of work around the school and in the art portfolio shows good quality drawing and painting with standards at a higher than expected level. Younger pupils work in a wide range of media. They sketch the local church and produce very good quality Islamic patterns in a good link with religious education. They have knowledge of famous artists and produce good work in the style of Klimt. Pupils in Year 1 use natural materials to produce very effective sculptures. Sketchbooks are used effectively and show that pupils are making good progress in developing their artistic skills. By Year 6, pupils show good attention to

detail when they sketch 'moving' figures. They use proportion well when drawing figures. They paint in the style of famous artists including Van Gough. Only a small amount of evidence was examined in **design and technology**. The work of pupils in Years 4, 5 and 6 is of a higher standard than expected. In a link with art and design, pupils in Years 4 and 5 design, make and evaluate hats to a very high standard. Pupils in Year 6 show good knowledge and understanding of designing and making bread. No **music** was observed in lesson time. Discussion with pupils shows that they have covered all areas of the curriculum. Pupils identify famous composers and some of their works. Individual pupils perform at high levels in well-organised peripatetic music sessions. The recently formed choir develops pupils' musical skills effectively.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Achievement is good and attainment is above expected levels.
- Lessons are planned well.
- There is very good use of specialists and a good range of extra-curricular activities.

Commentary

75. Standards at the end of Year 6 are above those expected at the age of 11. There was insufficient evidence to make a judgement on standards in Year 2, but pupils in Year 1 attain at a higher than expected level. All pupils, including those with special educational needs, achieve well because of the good quality of teaching and learning. Pupils in Year 6 show better than expected cricket skills, and in Year 5 dance performances based on a *Harry Potter* theme are of a high standard, with pupils responding effectively to music. Pupils enjoy physical education and most show good attitudes and respond very quickly to instructions. They demonstrate higher than expected skill development and move in a very co-ordinated way. Discussions show that standards in swimming are above the expected level.
76. Teaching and learning are good. Teachers plan their lessons effectively. They challenge the pupils very well, for example in Year 1, pupils devised and linked a series of floor movements. Good use is made of opportunities for pupils to observe good practice and this gives them new ideas to try out. Visiting specialists use their expertise very effectively to develop games and dance skills. All teachers and instructors insist on very high standards of safety in the lessons.
77. There is good leadership and management in the subject. The good quality resources are used effectively to improve physical skills and raise standards. The subject is enhanced very well by links with local sporting organisations, including football and rugby clubs. A good range of extra-curricular activities has a positive effect on developing learning. These include the very well organised gym club that takes place before school and a number of after-school sports teams. There has been good improvement since the previous inspection with an improvement in the quality of teaching and learning leading to higher standards.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

78. There is insufficient evidence to make a definite judgement on provision in **personal, social and health education and citizenship**, as no sessions were observed during the inspection period. Discussion with staff and pupils and analysis of documentation show that currently there is satisfactory coverage of this area. All aspects of the curriculum are covered in a two-year programme. There are good links between personal and social development and religious education, science and geography. Pupils learn about their own and other cultures. The curriculum covers drugs, alcohol and sex and relationships education. Pupils can express their views, but there is no formal mechanism for seeking pupils' views. Links with the police, local churches and visitors to school give the pupils a satisfactory understanding of the world around them. The school recognises that personal and social education is an area for development and has good plans in place to improve provision.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	4
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	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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

