

INSPECTION REPORT

SOUTH HIENDLEY JUNIOR, INFANT AND EARLY YEARS SCHOOL

South Hiendley, Barnsley

LEA area: Wakefield

Unique reference number: 130971

Headteacher: Mrs E P Lambert

Lead inspector: Mr T Painter

Dates of inspection: 2 – 5 February 2004

Inspection number: 257503

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	194
School address:	George Street South Hiendley Barnsley South Yorkshire
Postcode:	S72 9BY
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Appropriate authority:	Governing body
Name of chair of governors:	Mr E Wrigglesworth
Date of previous inspection:	6 July 1998

CHARACTERISTICS OF THE SCHOOL

This is an average sized community school with 194 pupils, including 39 part-time nursery children in the Early Years unit. Almost all are from white backgrounds and none have home languages other than English. Pupils live in the village and the area beyond and this area has some socio-economic disadvantages. The proportion of pupils eligible for free school meals, at 12.6 per cent, is close to the national average for this type of school. Children joining the school have a wide range of ability although their attainment is average overall. Twenty pupils (10.3 per cent, below the national average) have identified special educational needs, primarily moderate learning needs. Currently one pupil (0.5 per cent, below average) has a Statement of Special Educational Need.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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8943	Margaret Manning	Lay inspector	
22178	Kate Robertson	Team inspector	Science, Special educational needs, Art and design, Design and technology, Physical education, Music
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school is **effective**. Very strong leadership has ensured **good** educational provision including improved teaching and a very positive ethos. As a result, pupils achieve well and standards are rising. Having regard to its costs, the school provides **good** value for money.

The school's main strengths and weaknesses are:

- Very good leadership has established strong strategic planning to steer improvements.
- Good teaching overall ensures pupils do well, reaching above average standards by the time they leave the school.
- Standards of attainment by the age of seven could be higher, particularly in reading.
- Pupils' very good attitudes and behaviour contribute effectively to their learning.
- Very good relationships motivate pupils and create a very positive atmosphere for their personal development.
- A strong team approach encourages all staff to contribute to good quality education.
- Pupils with special educational needs are identified and supported well.
- Good links between subjects and very good extra-curricular activities aid pupils' learning.

Much improved leadership has led to very effective action on all the points identified in the last report and to **very good** improvement. In particular, the quality of education is significantly better and pupils' attainment has risen to above average.

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	D	D	B	A*
mathematics	E	E	C	A
science	C	C	A	A*

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

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

Pupils' achievement through the school is **good** and they reach above average standards. Children enter school with average attainment and make satisfactory progress. Most reach the goals that children are expected to reach by the time they join Year 1, particularly in personal and social development. Pupils' attainment is rising and National Curriculum test results in Years 2 and 6 are improving faster than the national trend. However, the pace of improvement is faster in Years 3-6 because teaching in these classes is more consistently good. In 2003 the Year 2 National Curriculum test results were above average in writing, although reading and mathematics remained well below average. Current Year 2 pupils achieve well and their standards are average overall although reading remains relatively weaker. The 2003 Year 6 National Curriculum test results improved sharply and pupils made very good progress through Years 3-6 to reach above average standards overall. The school's results in English and science were in the top 5 per cent (A*) when compared with similar schools when these pupils were seven. Improvements were notable in science, where a well above average proportion of pupils reached the higher Level 5.

Very good provision for pupils' spiritual, moral, social and cultural development contributes to very positive relationships. As a result, pupils' attitudes and behaviour are **very good**. Attendance is **good**.

QUALITY OF EDUCATION

The school provides **good** quality education. Teaching and learning are **good** overall although the best teaching is in Years 2-6. Teaching and learning are satisfactory in the Foundation Stage and up to Year 2. In Years 1 and 2, unsatisfactory resources and methods weaken the teaching of reading. Throughout the school, very good relationships effectively encourage pupils to try hard. Good management of classes and high expectations of behaviour result in a good rate of learning in most lessons. Teachers make good efforts to meet the needs of individual pupils, particularly when supporting those with lower ability.

The curriculum is **good** with clear guidance, which ensures that teachers give pupils a good range of experiences, enhanced by very good activities outside lessons. The school's very positive ethos and good assessment systems mean that pupils have good support, advice and guidance. Strong links with parents and local schools support pupils' learning well.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**.

Leadership is **very good**. The headteacher has created a strong team approach to raising standards. Clear, shared vision and strong sense of purpose steer improvements very well. The deputy headteacher and subject co-ordinators play a very effective role in developing and improving subjects and standards.

Management is **good**. The school makes very good use of information from the assessment of pupils and performance management of staff to identify necessary school improvements and target professional training.

Governance is **good**. Governors take an increasingly effective role in challenging the school and shaping further development. They know the school's strengths and weaknesses and ensure that it meets statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are positive about the school's work and their children's experiences. They particularly comment on the very good relationships and how their children are very happy. Pupils feel very confident with all staff and enjoy all school activities. Their very positive attitudes enhance their learning.

IMPROVEMENTS NEEDED

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

- raise standards by the time pupils reach the age of seven;
- improve the teaching of reading.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils reach above average standards and their achievement through the school is **good**. The best achievement is in Years 2-6 where improvements in teaching and curriculum are having the strongest effect.

Main strengths and weaknesses

- Good teaching ensures that pupils achieve well throughout the school.
- Standards in English, mathematics and science are above average by the age of 11 and are improving.
- Attainment in reading remains below average by the age of seven.
- Above average numbers of Year 6 pupils reach the higher levels of attainment in science although fewer currently do so in English and mathematics.
- Pupils with special educational needs have good support and make good progress.
- Children settle quickly and make good progress in their personal and social skills.

Commentary

Foundation Stage

1. Children have a wide range of attainment when they begin school and some have limited language and social skills. However, their attainment is in line with that expected nationally for their age. The school has good strategies to introduce them to the early years unit and they settle quickly to the well-established routines. This has a positive impact and children achieve well in their personal, social and emotional development. Children make satisfactory progress overall and in most areas of learning. By the time they begin the National Curriculum in Year 1, most children have attained the early learning goals in all the areas of learning.

Key Stage 1

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

Standards in:	School results	National results
reading	14.3 (13.2)	15.7 (15.8)
writing	15.6 (14.0)	14.6 (14.4)
mathematics	14.9 (14.6)	16.3 (16.5)

There were 28 pupils in the year group. Figures in brackets are for the previous year

2. The school's National Curriculum test results at the end of Year 2 have varied, although they have largely been below or well below average. When considering the generally average attainment on entry, this suggests that some underachievement has been taking place in the past. However, recent improvements in the curriculum and teaching, particularly in Year 2, have led to a trend of improvement that is faster than the national trend. In particular, there were substantially better results in writing in 2003, with above average numbers of pupils reaching the higher Level 3. The results in the reading and mathematics tests improved but were not as strong, remaining well below average. Current work in Year 2 shows that these higher writing standards are being maintained. Standards in mathematics are improved and are now average. Despite efforts, however, reading is still weaker than normal although the school is beginning to identify the necessary action to be taken.

Key Stage 2

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

Standards in:	School results	National results
English	27.9 (26.3)	26.8 (27.0)
mathematics	27.2.(25.4)	26.8 (26.7)
science	30.6 (29.1)	28.6 (28.3)

There were 27 pupils in the year group. Figures in brackets are for the previous year

3. The school's Year 6 National Curriculum tests results have also varied widely and again suggest past underachievement. However, the overall trend of results is now outstripping the national trend of improvement, with particularly sharp rises in recent years. The overall standards are above the national average and well above average when compared to schools in similar contexts. Analysis of individual pupils' results shows that they made extremely good improvement from the standards reached when they were in Year 2. This has been the result of systematic improvement of the curriculum and teaching, coupled with increasingly effective assessment systems. The 2003 results, overall and in English and science, show results in the top 5 per cent of the country compared with schools where pupils had similar standards at the age of seven. Improvements in science results have been particularly marked and the proportion of pupils reaching the higher Level 5 is well above the national average. Numbers reaching this higher level in English and mathematics were lower, although recent improved use of assessment in English is having a clear, positive impact.
4. The standards seen in the inspection are above average in the three core subjects of English, mathematics and science by the time pupils leave the school. This is substantially better than those found at the time of the last inspection. There are clear signs of further improvement in standards throughout the school. The school has recently improved its assessment arrangements for tracking pupils' progress. Currently, good systems are identifying weaknesses in progress and indicating ways to promote even better standards. They have the potential to help the school to improve its standards further, for example by targeting work to challenge more able pupils. Pupils of all ability levels achieve well through the school from their average standards when they begin. There are no significant differences in the achievement of boys and girls.
5. Pupils' standards of attainment in ICT are average, with indications of rising attainment through the school. This represents very good improvement from the unsatisfactory progress and standards described in the last report. In particular, the school's very effective responses to the weaknesses identified in that report have led to pupils' good use of ICT in other subjects.
6. Pupils with different backgrounds have good support to allow them to make progress with other pupils. Pupils with special educational needs make good progress throughout the school, in relation to their individual education plans and targets set for them. Standards are monitored, and work is matched to their needs.

Pupils' attitudes, values and other personal qualities

Attendance is **good** and punctuality very good. Pupils' attitudes and behaviour in school are **very good** in response to the **very good** attention that the school gives to their spiritual, moral, social and cultural education and personal development.

Main strengths and weaknesses

- Pupils are very interested in taking part in activities in and out of lessons.

- Their very good behaviour within school is promoted by the very good examples set by the teachers.
- Pupils respond particularly well to opportunities to take responsibility in school.

Commentary

7. Pupils enjoy being at this school. They actively take part in what is provided for them and are very enthusiastic. This is seen in lessons, particularly in Years 3-6, but the youngest children also are keen to come to school and take part in what is happening. After-school clubs are well attended because the activities are purposeful and enjoyable and indeed there are waiting lists for some. Pupils with special educational needs contribute well in lessons and are successful in joining in, often because of the good support they have from teaching assistants in the classroom.
8. Behaviour around school and in lessons is mostly very good. Pupils have very good moral guidance in assemblies, told in a way that is relevant to them. Teachers establish very good relationships with the pupils so that most know what is expected of them and respond very well. When it is indoor play-time because of wet weather, they promptly get out board games and occupy themselves very well. Because of these very good attitudes developed in the school, it has not had to exclude any pupils in recent years.
9. The school gives its pupils many chances to show how well they can help others and they respond to these very well. Even the youngest children take registers to the office. 'Buddies' are trained for different roles and they carry these out conscientiously. First-aiders, for example, receive proper qualifications and readily and sensibly help others at break under the supervision of adults. The school council members are proud of their roles and responsibilities. Some are so keen that they would like to organise even more things for themselves.

Attendance

10. Attendance has improved since the last inspection and is now good. The school monitors it carefully and encourages it strongly.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.8	School data:	0.2
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 school provides **good** quality education. Improvements in teaching and the curriculum are helping to raise standards through the school. Its very positive ethos and good assessment systems ensure that pupils have good support, advice and guidance. Strong links with parents and local schools support pupils' learning well.

Teaching and learning

The overall quality of teaching is **good** and ensures that pupils learn **well**. The best teaching was seen in Years 2-6.

Main strengths and weaknesses

- Very good relationships and clear expectations of behaviour create a good atmosphere for learning.
- Good routines and organisation in lessons enable a good rate of learning.
- Limited resources and methods hamper the teaching of reading in Years 1 and 2.
- Effective questioning makes pupils think hard.
- Good resources and teaching methods stimulate pupils' enjoyment of most lessons.
- Teachers match work accurately to the needs of pupils with different abilities.
- Good support enables pupils with special educational needs to make good progress.
- Aims of activities in the Foundation Stage are not sufficiently clear.

Commentary

11. Effective leadership and the good teamwork of staff have led to considerable action to improve the curriculum and teaching. This has led to considerable improvement from the time of the last inspection, when almost one in five lessons was unsatisfactory. The unsatisfactory teaching seen in this inspection resulted from weak management of pupils' behaviour and organisation, in contrast to most lessons observed.

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	7 (19%)	19 (51%)	8 (22%)	2 (5%)	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.

12. Teaching in the Foundation Stage is satisfactory overall, although some lessons are good, particularly when teachers work directly with children. All staff have clear expectations of children's behaviour and develop very good relationships. They use these effectively to create and firmly establish routines that give children confidence and develop good habits. In whole class direct teaching of numeracy with the reception children, for example, the teacher gave very clear explanations and used imaginative ideas to interest them. Teaching is not as consistently effective in the less directed activities. A wide range of activities is planned and set out, that provide children with worthwhile experiences in all the areas of learning. However, staff are not precise enough about the specific learning that children will get from each activity. Assessment information is not used to its full potential to match specific tasks to children's identified needs. Staff sometimes miss opportunities to intervene and so develop both children's skills and their ability to respond to and work with others.
13. Throughout the school, teachers have very good relationships with pupils. These are effective in promoting good attitudes to learning. Teachers' high expectations of behaviour are clear in their lessons and these ensure that pupils settle quickly. As a result, pupils work hard and

apply themselves well in all their activities. They enjoy challenges and are keen to respond quickly and sensibly. These factors ensure that most lessons proceed with good pace and so pupils' learning is good. This is leading to good progress, particularly in Years 2-6, which is reflected in the rising standards of attainment.

14. Teachers have clearly established routines and good planning ensures that lessons run smoothly, making good use of time. Presentations are enthusiastic, making effective use of a wide range of resources to capture pupils' attention quickly. In particular, teachers make good use of connections between subjects to widen and deepen pupils' understanding. Effective questioning extends pupils' thinking and gives them good opportunities to draw on earlier learning. These effective aspects of teaching and learning help pupils to clarify their thinking and present their ideas with increasing confidence.
15. Teachers have good personal knowledge of pupils and the good assessment system gives a clear view of how well they are doing. This helps them to adapt and alter activities so that pupils with different abilities are given correct levels of challenge. Teachers make good use of the information to group pupils and to plan different activities. This helps to promote good progress in most lessons and is helping teachers to raise standards through the school.
16. The teaching of pupils with special educational needs is good overall. Teachers, with good levels of assistance from support staff, appropriately modify teaching methods and resources for pupils. This enables them to progress at their respective levels in subjects such as English and mathematics. As a result of this effective support, combined with the good levels of teaching they receive in class, pupils with special educational needs learn successfully alongside their fellow pupils. When they are withdrawn from the classroom in small groups, they are very well supported by teaching assistants.
17. Considerable improvements in teaching are raising standards, although progress in reading by the age of seven has been weaker. In particular, it has not kept up with the substantial improvements made in writing at that age. The school's monitoring has correctly identified the need to improve resources for these pupils. Their reading books lack interest and are in unsatisfactory condition, despite regular repair. Where new books have already been purchased and used effectively in guided reading sessions, standards are beginning to rise. In addition, teachers do not place enough emphasis on improving the teaching of phonics so as to give pupils a secure foundation. Currently pupils are not heard reading with sufficient frequency and regularity. These factors combine to slow pupils' progress up to Year 2.

The curriculum

The school provides a **good** curriculum, which caters well for the needs of all pupils.

Main strengths and weaknesses

- Much improved curriculum planning guides teaching effectively.
- Cross-curricular activities support pupils' learning well.
- Opportunities for enrichment extend pupils' learning and motivate them.
- Provision for pupils with special educational needs is good

Commentary

18. There has been very good improvement in the curriculum since the last inspection, when there was little coherence to what was taught, notably in Years 3-6. There are now good schemes of work and policies for all subjects with strong links between them that help pupils to learn well. Teachers use guidance effectively when planning for pupils activities that are usually both interesting and challenging. The national guidance for literacy and numeracy has been integrated very well and is taught with consistency throughout the school. As a result of these improvements, pupils' standards of attainment are rising to above average by Year 6.

19. Opportunities for enrichment are extensive and appreciated by parents. The school provides a very good range of extra-curricular activities. Visitors, such as an artist in residence and visits to art galleries and museums, add to the richness of curriculum. Many pupils participate in a wide range of activities; sport and ICT feature regularly, as do chess, gardening and first aid. The breadth and range of activities on offer are a strong feature of the school. These allow all pupils access to a wide range of studies and help them to develop positive attitudes to learning.
20. Personal, health and social education is good. Drugs, health and sex education policies are in place and lessons help to develop citizenship and care of the environment. The school places emphasis on this aspect of its role and it successfully creates a positive atmosphere where pupils develop maturity and responsibility. Very good relationships give pupils confidence to discuss their feelings and explore their beliefs. Many learn to express their ideas through the work of the school council. This contributes to their growing awareness of the responsibilities of citizenship.
21. The provision for pupils with special educational needs is good overall. Individual Educational Plans are reviewed and updated regularly, and teachers use these well in their everyday planning. The co-coordinator monitors the effectiveness of these plans on a regular basis. Teaching assistants are well briefed and deployed and this ensures that pupils make good progress throughout most lessons.
22. School accommodation is good. Classrooms are light and airy, and enhanced by the good displays throughout the school. Resources support the curriculum well and help teachers to capture pupils' attention. The building is well maintained and attractive, giving pupils a safe, secure environment in which to learn. There are extensive grounds which, together with the local area, are used to support teaching and learning. For instance, the 'study area' with pond and domestic animals supports a good variety of environmental activities while other areas are profitably used for orienteering and games.

Care, guidance and support

The school takes **satisfactory** care of pupils' welfare, health and safety. They are given **good** support and guidance based on monitoring and they are **very well** involved through the school's seeking, valuing and acting on their views.

Main strengths and weaknesses

- Pupils are happy in school and confident to express their ideas and feelings.
- The school encourages pupils to take on responsibilities very well.
- Aspects of care for pupils are good and have improved since the last inspection.
- Non-teaching staff have not had sufficient training in child protection procedures.

Commentary

23. Parents recognise that their children are happy in school and feel well cared for. They know that teachers understand the pupils very well and give them good support. The youngest children settle in well and there are good arrangements for this. Pupils equally say they are happy at school and are very sure that they could go to adults with any concerns. Because teachers value their opinions, they are confident that any problems will be sorted out. Last year, for example, their views on bullying were sought by the school and this helped to resolve an isolated problem. The school responded by putting bullying high on the agenda so that now pupils know it will not be tolerated.
24. The school council is also used very well to find out pupils' views and because of this they are learning very well to become responsible citizens. They are enthusiastic about their roles in

setting up teams, choosing 'buddies' and making decisions about playground equipment, for example.

25. Improvements have been made in the way pupils are cared for since the last inspection and the wild life area is now very secure. The level of supervision at lunch-time is very high in both playgrounds. Additionally the youngest children have a very safe area in which to play outside. In spite of all this, the non-teaching staff have not been included in the formal training that teachers have on child protection issues. Although they would naturally go to class teachers if they had any concerns about the pupils in their care, they are not sufficiently aware of who takes responsibility for this in school.
26. The school has good systems of assessment that are giving an increasingly clear view of how well pupils are doing. This information is used effectively to set targets and give support and guidance. Individual education plans of pupils with special educational needs are used well to target academic and behavioural problems. Good procedures include appropriate assessment records and good liaison when writing and reviewing individual education plans.

Partnership with parents, other schools and the community

The school makes **good** links with parents and also with other schools. Its links with the community are **satisfactory**.

Main strengths and weaknesses

- The school helps parents very well to find about their children's learning and to further their own education.
- The school values parents' opinions highly.
- The school has good links with a secondary school that help to develop pupils' education, particularly in the arts.
- Parents receive good quality information about their children's progress.

Commentary

27. Parents speak very highly of the support it has given them in helping them to find out about how their children learn. Courses have been put on for several years for family literacy and numeracy and these are very beneficial to those who take part in them. A few parents prepare 'story sacks' to be used in school. Even greater numbers take advantage of the very good opportunities to achieve higher qualifications in areas relevant to their children's development.
28. The school is very welcoming to parents and has a genuine open door policy so that all parents feel comfortable about approaching school. This was particularly evident at the start of the day in the early years' unit. The school surveys parents' opinions regularly and has taken very good notice of issues that have been raised.
29. Joint projects with the local secondary school support the arts particularly well. These help pupils in all years to benefit from specialist teaching. For example, the emphasis on dance last year has enabled the current Year 6 to show very good achievement in this field.
30. Although a few parents expressed some reservations about the quality of reports they receive, these do actually give good information. Parents feel that, now reports are word-processed, they seem less personal. Occasionally the language used is in fact a little technical. However, the levels that pupils are working at are explained in a clear leaflet that goes home with the report at the end of the year. In addition, there are good arrangements for parents to talk to teachers throughout the year to find out more.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. Leadership is **very good**, management and governance are **good**.

Main strengths and weaknesses

- The headteacher's very good leadership gives a clear vision for the development of the school.
- Very effective teamwork helps co-ordinators to have a very accurate understanding of what needs to be done to improve further.
- The governing body have good understanding of the strengths and weaknesses of the school.
- Financial control is very good.
- Performance data is effectively used to establish what is working well and what has to be done next to improve.

Commentary

31. The headteacher provides very strong and caring leadership. Her commitment to raising standards is the most significant factor accounting for the substantial and sustained improvements since the last inspection. She has had good support from the deputy headteacher and other staff. Subject management teams established as part of this process for English, mathematics and science are proving very efficient. They evaluate results and monitor all aspects of provision rigorously, which enables them to both maintain what is working well and deal with areas of weakness quickly. Subject leaders, including those co-ordinating work in other subjects, have secured the commitment of all staff to improvement. All staff have an immensely strong commitment to the inclusion of all pupils, regardless of background or level of attainment. This makes a very good contribution to the impressive ethos of the school.
32. The development planning process is strong. Effective evaluation of all performance information is used in the creation of the school improvement plan. As a result, the school's resources are securely focused on essential areas of work. Co-ordinators monitor the success of developments well by sampling pupils' work and keeping staff aware of what is working well and what is not. This enables improvements to be made across the range of all subjects. Formal performance management of all staff is also closely linked to school improvement planning and this further focuses effort on key areas.
33. The governing body is also very much part of the school team. They are a committed and enthusiastic group. Governors play a very strong role in the development of the school and have played a positive role in dealing with the weaknesses. Through links with co-ordinators, they have a good understanding of what work is being done to continuously improve provision. A good partnership has been established with the teaching staff that enables the governing body to fulfil their monitoring roles efficiently; all statutory requirements have been met in full.
34. Spending decisions focus on raising standards further. The school improvement plan is used systematically to guide where money is allocated and spent. The school evaluates spending carefully and uses the principles of best value. These are reflected well in the financial arrangements and procedures that the governing body adopts. Recent surplus funds have been used well to make sure that the teaching of single year classes has been maintained.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	458,845	Balance from previous year	16,662
Total expenditure	467,898	Balance carried forward to the next	233
Expenditure per pupil	2,351.25		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

35. Provision in the Foundation Stage is **satisfactory**, maintaining the position identified in the last report. Foundation Stage children are now taught in a single 'early years unit', replacing the nursery and reception classes. A teacher and two support staff regularly undertake teaching in this unit. Children enter the unit with attainment that is around that expected of children of their age. However, many have weaknesses in their language and social skills. Children attend part time until the beginning of the term of their fifth birthday. Satisfactory teaching overall ensures that children achieve soundly in most areas of learning and redress the weaknesses in their prior experiences. The staff work effectively as a team, observing children regularly to assess their attainment and progress and they know the children well. Although the school offers a wide range of worthwhile activities, its planning does not identify the specific learning that children should make in each of these. This limits how effective staff can be when they work with the children.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good systems for introducing children to the unit give them confidence.
- Children achieve well because of secure routines and effective relationships.
- Teachers encourage children to be independent.

Commentary

36. Children enter the unit with confidence after a useful pattern of early visits and links with parents. These ensure that children and parents are happy and feel secure about all the induction arrangements. Very good relationships are quickly established and these are the main strength of the unit's work. Teaching in this area of learning is good. All staff treat the children with respect and in a friendly, courteous manner, making good use of praise. Daily routines are firmly and clearly established and this ensures that children can follow them sensibly and confidently. The teacher and support assistants work hard, teaching children to listen and pay attention. Children are well behaved and co-operative and they know what is right and wrong. Most reach the targets expected at this age, for example when reception children played a mathematics game together, taking turns and sharing resources. Staff make a wide range of resources and materials available to the children, enabling them to select and make decisions about their work. Reception age children spend a little time in more formal lessons, where teaching is often good. However, there is more scope to introduce these children to the expectations of lessons from Year 1 onwards.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Achievement is good and many children reach average standards in literacy skills.
- Adults miss some opportunities to extend children's discussions.

Commentary

37. Teaching in this area of learning is good so children reach the expected levels of attainment by the time they begin Year 1. Staff correctly give older children an introduction to literacy lessons and to the National Strategy. Children make good progress in learning to recognise sounds and letters of the alphabet. Younger children become interested and excited about stories and begin to ask questions about what happens. They increasingly understand how books work and many retell a story line, making good use of the picture to help them.
38. Children form letters with improving control and accuracy when they write and many make good progress in copy writing sentences. Children have further opportunities to write when they wish to do so as a part of their play. Many activities for both nursery and reception children offer opportunities to practise early writing. When these are undertaken, children show enjoyment, for example when showing appointments made at the 'hairdresser'. However, adults do not take all the opportunities available to focus children's attention on these activities. They miss opportunities, for example, to intervene and question children, leading them to use talk to organise and clarify their thinking. Teachers undertake too little specifically targeted follow-up work, for example to extend children's enjoyment of books and language activities. This hinders children's progress in expressing ideas and feelings, explaining, interacting and negotiating.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Good teaching enables reception children to achieve well and make good progress.
- Teachers do not do enough to encourage children's informal mathematical talk.

Commentary

39. Teaching is satisfactory overall, although there are particular strengths in activities where the teacher leads and directs work. For example, when working with reception children, the teacher provided a very good range of imaginative activities to promote number. Her explanations and questioning were clear and built successfully on children's prior knowledge. Because of the very good relationships, children continued to concentrate for a long time and worked at levels in line with the goals for children beginning Year 1. For example, they accurately counted forwards and backwards and used number names correctly. Children achieve soundly in numeracy through the unit, showing growing confidence when working with numbers and shape. There are good links with mathematical development in many activities, such as handling money in the role play areas. However, these are too rarely identified so as to focus adults' and children's attention. Children's achievements are sometimes limited because adults do not intervene enough to encourage children to talk 'mathematically'.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A wide range of activities interest children and make them want to learn.
- Direct teaching promotes learning well.

Commentary

40. The unit includes a wide range of activities, which make this area of learning interesting for children. Children's attainment is in line with the targets set for their age. Different materials including wet and dry sand, water and natural materials promote the use of children's senses and encourage them to express their responses. Children are competent when using

computers, for example using the mouse carefully to drag and place jigsaw items accurately. They begin to recognise their place in the local area through visitors such as the local policeman. Good activities link well to these visits such as a 'traffic survey' and 'controlling the traffic' in the outdoor play area. As in other areas of learning, the best teaching and learning takes place when adults are directing the activities. For example, children were fascinated when looking at a display of reflecting surfaces and enjoyed using worksheets to draw their changed appearances. They extended their understanding through observation and their vocabulary through discussion. In other cases, however, it is less clear what children are going to learn which restricts the amount of appropriate and effective support that adults can give.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- A wide range of opportunities develops children's learning.
- Opportunities to give support to extend children's development are missed.

Commentary

41. Children make satisfactory progress in this area of learning. They learn about different percussion instruments and use them in informal play. Painting and other art activities are available at all times. Children develop skills in handling paint and brushes, choosing collage materials and applying them with increasing accuracy and effect. They have made interesting representations of themselves, having looked into mirrors. An assortment of wood and real tools encourages children to plan and make objects. Role play areas such as the 'hairdresser' and the 'shoe shop' offer good opportunities for imaginative play. When staff intervene in these activities, children often make good progress. For example, support staff's good questioning and enthusiastic approach encouraged children to play a more active part as the hairdresser. This encouraged greater use of language as children recounted their earlier experiences. However, such opportunities for staff to intervene and interact to encourage children are often missed and this hinders children's learning.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- The outdoor area is good and has a wide range of resources.

Commentary

42. Satisfactory teaching enables children attain the standards expected of them in this area of learning. The wide range of equipment in the outdoor play area provides children with challenges at all levels of physical development. It successfully encourages children to co-operate and take turns, such as when driving over the ramp. Staff support children's learning soundly by extending their thinking and setting additional challenges. Through the wide range of indoor activities provided, children make sound progress in manipulating small tools while, for instance, using construction equipment, cutting and sticking.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards have improved markedly and are now above average.
- Good teaching uses very effective assessment to challenge pupils so they achieve well.
- Standards in reading and speaking and listening are below average by the age of seven.
- Pupils' attitudes to English throughout the school are very good.
- Provision for pupils with special educational needs is very good.
- The subject is well led so that progress is carefully developed.

Commentary

43. Standards have improved substantially since the last inspection. The headteacher and subject leaders have very rigorously evaluated and tracked teaching and pupils' performance. As a result, a very clear picture emerged of what needed to be done. This has been acted on consistently and rigorously, bringing about steady improvement. This work has been most effective in Years 3-6, where writing and reading are now above average and the pupils' achievement is better than expected for their age. The co-ordinators have a thorough understanding of what still needs to be done. They manage the necessary improvements with the skill and attention to detail that has characterised their work to date.
44. Standards in reading by the age of seven are proving more difficult to improve. Although progress is being made, this is not yet keeping pace with the substantial improvements made in writing. However, continued monitoring has correctly identified the remaining obstacles to improvement. These include updating the reading scheme, improving the teaching of phonics and increasing the frequency and regularity of hearing readers. Books for the youngest pupils are not inspiring and their overall condition is not good despite regular repair. A good start has been made on improving the depth and quality of reading materials. Good books for taught guided reading sessions are now being used very effectively in most classes and raising reading standards.
45. Good teaching is making a positive contribution to the improving situation. The school has made good use of national guidance to introduce the literacy hour very successfully. Teachers continue to adapt this structure to the increasing benefit of the pupils. Planning identifies clear learning objectives and details what the pupils are expected to learn. As a result, pupils are keen and attentive, which helps them to achieve well. The needs of pupils with special educational needs are clearly identified and well-targeted work ensures they achieve well through the school.
46. A significant feature of every good lesson observed was the challenging way that teachers struck a good balance between clear explanations and well thought out questions. This effective questioning challenged pupils' understanding of what they had been taught and made them think hard about their work. Teachers assessed pupils' work very accurately, enabling them to modify and improve planning for subsequent sessions through the week. This kept the challenge high all the time so that where appropriate more time could be allocated to a topic.
47. Teachers' marking is effective in helping pupils to learn, particularly in Years 2-6. Comments on written work reflected the learning objective, were evaluative and also detailed what had to be done to improve. Other pupils in the class evaluated many pieces and this enabled pupils to share their understanding. They enjoyed this immensely and, as a result, were keenly aware of the learning objective and outcomes planned for the session. This pupil assessment is making

a very good contribution to the pupils' standards in writing in particular, as it keeps the main ideas being taught at the front of the pupils' minds.

English across the curriculum

48. Literacy is improving throughout the school and pupils use their writing skills to greater effect to support their work in other subjects. Good examples of this include Year 2 pupils writing about The Great Fire of London with interest and clarity. In Years 5 and 6, pupils' writing in science helps them to deepen their understanding of the topics they are learning. However, in other subjects teachers do not systematically plan enough activities requiring pupils to use their writing skills. Pupils use their reading skills effectively in Years 2-6 when they research in books and using the Internet. They show good skills when finding out more information for their work about Ancient Greece and life in the Indian village of Chembakoli.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well and reach above average standards.
- Effective leadership has improved provision substantially.
- Good teaching overall is raising standards.
- Very good relationships encourage pupils to try hard and improve learning.
- Good assessment could be used more to meet the needs of higher attaining pupils.

Commentary

49. Pupils reach above average standards by the end of Year 6. Attainment is also rising through the school. Most pupils achieve well and this represents very good improvement from the unsatisfactory provision at the time of the last report. However, weaker teaching in Year 1 reduces achievement here. Throughout the school, pupils with special educational needs make good progress because the school's provision is good.
50. In the past, pupils' performance in National Curriculum tests in mathematics at the end of Year 2 has been below or well below average. Given pupils' attainment on entry to the school, this suggests some past underachievement by pupils. Results in 2003 were again well below average when compared with all schools and those with similar backgrounds. However, the trend of results has been rising and current work in Year 2 shows average attainment overall.
51. Similarly, standards in the National Curriculum tests in Year 6 have also been well below average. However, there was a big improvement in 2003 when results reached the national average. These results were well above those of schools with pupils having similar attainment when they were seven. Individual pupils' results show they made very good progress through Years 3-6. However, the proportion of pupils reaching the higher Level 5 was relatively small. Despite this continuing weakness, the overall trend now appears to be rising and current standards in Year 6 are above average.
52. Teaching is good overall and so pupils make good progress in their learning. Teaching in the Year 1 and 2 classes is satisfactory overall, although there is good teaching in Year 2 apparent in pupils' past work. Inadequacies result from weak control and organisation that slow the pace of lessons and reduce learning. Teaching in the junior classes is consistently good, which accounts for the better progress made over these years. Strengths include teachers' secure subject knowledge, clear explanations and effective support from teaching assistants. Experienced teaching assistants give pupils with special educational needs good support in small groups within the classes.

53. Throughout the school, relationships between staff and pupils are very good. Pupils are treated with respect and so feel confident enough to explain their mathematical thinking. For example, in Year 6, pupils were keen to share their strategies for solving new types of problems. Teachers give good levels of encouragement to all pupils. Consequently they develop positive attitudes toward their work and their behaviour in lessons is good. Pupils' enthusiastic responses contribute significantly to the good pace and learning in many lessons. Pupils work hard and productively, which ensures they make good progress.
54. Leadership is good and has led to very effective action to improve provision for the subject. The curriculum has been substantially improved, making good use of national guidance. The co-ordinator monitors the subject well. This includes observing lessons once a year and supporting staff in improving the quality of teaching. Strong systems for assessing and analysing pupils' achievements and progress provide teachers with good information. This is used with increasing effectiveness in setting pupils' targets and for identifying strengths and weaknesses in provision. This is having a positive impact on teaching and learning, such as in improving the curriculum and grouping pupils. However, teachers could use assessment information more for planning specific tasks that give greater challenge to higher-attaining pupils.

Mathematics across the curriculum

55. Pupils make effective use of their mathematical skills in other subjects. Pupils collect data in a wide range of lessons, including science, and use graphs to display their findings. Measurements are made with increasing accuracy and awareness of scale in geography and design and technology.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards of attainment are above average and pupils achieve well.
- Very good leadership and management produce good improvement in teaching and learning.
- A strong emphasis on investigative work promotes pupils' maturity, confidence and independence.
- Pupils are keen, behave well and enjoy the practical activities
- Links to other subjects are good
- Higher attaining pupils do not plan their own investigations enough.

Commentary

56. Pupils' achievement in science is good and standards are rising. In the 2003 national tests, Year 2 pupils achieved standards that were above the national average. The standards of pupils in Year 6 were well above the national average. Pupils achieve these standards as a result of the good quality teaching that encourages investigation, discussion and decision-making. No significant differences were observed between the achievements of boys and girls. All pupils, including those with special educational needs, achieve well. Improvements are a result of the very good leadership and management of the co-ordinator, who has analysed pupil data, observed teaching and sampled pupils' work.
57. There is a strong emphasis on thorough scientific investigation. Scientific vocabulary and information are conveyed effectively to pupils, but the real strength lies in teachers' determination to get children to think like scientists. The emphasis on investigative work is successful, because pupils begin to ask 'how?' and 'why?' as they make suggestions. They are prepared to test their own hypotheses, as demonstrated in a challenging lesson on forces in Year 6. The teacher used searching questions, built on previous learning, and required

pupils to think independently. Pupils responded with enthusiasm to *the boat challenge*, demonstrating a high level of independent thinking and enthusiasm throughout.

58. Written work substantiates what was seen in lessons. Support for literacy is strong, since most pupils use instructional writing skills learned in their English lessons. Good use is made of mathematical skills in much work when results are analysed and graphs drawn. Pupils used ICT effectively, in the form of digital weighing scales, to record weight loss in a motivating investigation into the loss of carbon dioxide in fizzy drinks. Although pupils develop a good range of skills, not enough opportunities are available for the more able pupils, in particular, to plan their own scientific investigations.
59. Overall, the quality of teaching of science is good. Lessons are planned carefully and learning objectives shared with pupils, enabling them to focus on the task at hand. The pace of good lessons helps pupils to maintain concentration and appropriately challenging questions ensure the involvement of all. Pupils are encouraged to explain their predictions and record their final conclusions, meeting the teachers' high expectations of presentation. Marking provides pupils with good insight into how their work can improve, so pupils know if they need to review their work. Teachers know their pupils well. Good relationships help to foster an atmosphere in which pupils feel secure. As a result, pupils enjoy their lessons and achieve well.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils achieve well and standards of attainment are rising.
- Teachers plan lessons well to develop pupils' skills.
- Pupils apply their ICT skills well in other subjects.
- Good leadership has ensured very good improvements in teaching and learning.

Commentary

60. Pupils achieve well because teachers plan and give good opportunities to learn skills systematically through the school. They are confident when logging on and off the network and they correctly use a good range of specialist terms to describe equipment and processes. For example, Year 2 pupils describe how they choose and insert clip-art, dragging and resizing images while creating posters about fire, linked to their history topic. Older pupils use a good range of programs, including presentation software, that give them skills in all aspects of the subject. Standards of attainment in both Year 2 and Year 6 are currently average although there is clear evidence of rising standards. Pupils' increasing confidence with all aspects of the subject is improving their work and helping them to apply their skills.
61. Teaching is good overall and teachers have increasing confidence in their own skills. This results in good planning to teach skills and give pupils good opportunities to practise and apply these in other subjects. Teachers have very good relationships with pupils. They use effective routines and management strategies to ensure that lessons run smoothly. The positive atmosphere in lessons encourages pupils to work hard. Pupils consistently show good attitudes when they work together, sharing ideas and equipment sensibly. Teachers' explanations are clear and logical so pupils understand what they need to do and learn at a good pace. Questioning is challenging and pupils respond well by thinking hard about earlier learning and applying themselves well. Teachers often plan activities for pupils with different abilities and successfully identify moments to set their pupils additional challenges. However, the developing assessment systems are as yet insufficiently used to plan different tasks for pupils at different levels from the outset.

62. The school has made very good progress in resolving the substantial weaknesses identified in the last report. Effective leadership of the subject has focused attention on the correct areas to be improved. Good analysis of areas of weakness in teachers' skills and knowledge has been used to introduce good training and support with an increasing range of equipment. This is particularly seen in the greater confidence that teachers show in setting tasks for pupils to use ICT skills in other subjects. Improved assessment and monitoring of the standards of pupils' work is giving a better idea of how well they are doing. The co-ordinator takes opportunities to support other teaching effectively, although her observation of lessons has been too limited.

Information and communication technology across the curriculum

63. Pupils' make good use of their developing ICT skills to aid their learning in other parts of the curriculum. Teachers take great care to create secure links between ICT tasks and learning in other subjects. For example, Year 2 pupils surveyed parking outside school, entering and presenting the data in graphs. Year 5 pupils created very effective drawings of instruments used in music and animated presentations of their learning about Ancient Greece. Year 6 pupils researched from the Internet and used this to publish pages about Victorian life. As a result, pupils have good understanding of how they can use computers for their work in other subjects. This gives strong support to their learning and contributes to their good achievement and rising standards.

HUMANITIES

64. In **geography**, only two lessons were seen, both in Year 6, so there is insufficient evidence to make a secure judgement on provision. Pupils' work, displays and discussions with pupils and the co-ordinator indicate that standards overall are in line with the national average. Both observed lessons were well taught and gave pupils an accurate insight into life in a different region in India. Pupils made good progress with their mapping skills and used different scales on maps. Very good use of a laptop computer and data projector in one lesson enabled pupils to see high quality images and video clips of objects used by Indian villagers. This totally captured the interest of the pupils, made the lesson very enjoyable and promoted effective learning. Work comparing an Indian village with pupils' own lives helped them reflect on the similarities and differences of the two places. This is making a good contribution to their cultural development. However, previous work shows that pupils do not systematically use their growing literacy skills to support learning in this subject.

Religious education

Commentary

65. It was not possible to observe any lessons during the inspection. However, pupils' past work and discussions with pupils and staff show satisfactory standards and that pupils' achievement is satisfactory throughout the school. This is similar to the position in the last report. Religious education and assemblies promote a strong sense of belonging to the school and make a strong contribution to the very positive ethos. Visits and visitors enrich the curriculum and contribute effectively to pupils' achievements.
66. The school carefully follows the locally agreed syllabus, which ensures that the subject appropriately focuses on Christian teaching. In Years 1 and 2, pupils also develop a sound understanding of Judaism through finding out about important times and events in the Jewish calendar. The pupils are interested in this work, which aids their learning. It supports the school's aims well by encouraging pupils to understand how others live. These pupils have also been covering work on friendship and relationships and exploring themes such as tolerance. This is making a good contribution to their spiritual, moral and social development.
67. In Years 3-6, pupils learn about a wider range of major world faiths, including Sikhism and Islam. This is helping to develop their sense of how religion is seen in the wider world and how

large variations in beliefs and values exist in the locality. The pupils are interested in their work and enjoy learning about the major faiths of the world.

68. All pupils record aspects of the programme in their written work. This often helps them to develop both literacy skills and their knowledge and understanding of religious education. However, teachers do not always ensure that pupils use their skills to reflect on what they have learned. In particular, older pupils, who are competent writers, have insufficiently challenging tasks to employ their good writing skills.
69. Leadership in religious education is sound. This subject has yet to be the focus of overall development in the school improvement plan. As a result, monitoring is weak and confined primarily to sampling teachers' planning.

History

Provision in history is **very good**.

Main strengths and weaknesses

- Standards are above average and the pupils are doing better than might be expected.
- Pupils' skills are developing well because teachers' subject knowledge is good and the lessons are taught well.
- High quality leadership is helping to maintain good provision.
- Pupils are very interested in the subject and enjoy their work.
- A simple and manageable assessment system is helping to keep standards high.

Commentary

70. Standards in history are high throughout the school and pupils are achieving well. Improvement since the last inspection has been very good. Pupils develop good understanding of the order of events because teachers consistently use time lines to show when the period they are studying occurred. Thus, pupils' historical skills are systematically developed as they learn about different periods in time. Pupils learn to question and find out how we have come to know about the past. For example, Year 6 pupils look at illustrations made during Victorian times and Year 2 find out what servants said about the Great Fire of London. They are becoming skilled at evaluating sources and are beginning to make sound judgements about their reliability. Good displays throughout the school reflect the high standards of work. History is also making a good contribution to the pupils' cultural and social development.
71. Teaching is good and teachers use interesting methods to involve and engage the pupils' interest. For example, Year 6 pupils use the Internet for research about the Victorians. In other lessons, they link work on Tudor coats of arms to art. This deepens pupils' understanding of what they are looking at and gives practical experience of using secondary sources to find out about the past. This good approach to developing historical skills is one of the reasons why there are high standards in this subject. Skills learned by the pupils in ICT and literacy are used effectively to support learning in this subject.
72. Leadership of the subject is very good. Although history has not yet been a major focus of school work, the subject leader has developed a very good understanding of the strengths and weaknesses present. An accurate picture of the pupils' standards of work has been established by sampling work, monitoring, planning and reviewing teachers' assessments. The subject leader has implemented a workable and manageable assessment system. This means that the next teacher can use records of individual pupils' achievements in planning pupils' work. This avoids repetition and encourages skills to be developed unit on unit. This is proving to be effective and is making a good contribution to high standards.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

73. One lesson was observed in physical education and in music, two in design and technology and three in art and design. The observed standards in art and design are in line with expectations throughout the school, representing sound achievement. Observed standards in design and technology are above expectations and pupils achieve well. The teaching seen in art and design was good; in design and technology it was very good.
74. It was not possible to make a judgement on provision, standards or teaching in **music**. However, the only lesson observed during the inspection was good and Year 1 pupils learned a lot about pulse and rhythm. They listened carefully and copied with enthusiasm a rhythm clapped by the teacher. They made good attempts at individually tapping out the rhythms in the names of their favourite foods. They used percussion instruments such as claves as an accompaniment, keeping the beat regular. The new co-ordinator is a music specialist and is currently taking satisfactory steps to carry out an audit of the curriculum.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- A good variety of extra-curricular activities enriches and extends pupils' learning.
- Good resources support learning well.

Commentary

75. The school places a strong emphasis on developing physical ability, healthy life-styles and positive attitudes. A good scheme of work and planning ensures that the full range of physical education activities is covered. Teachers willingly devote time generously to after-school activities. School teams take part in competitions in a range of sports. These opportunities are extended to all pupils; for instance, the school has a successful girls' football team. The school makes good use of its connections with the local sports college and other organisations such as a local football club to raise the profile of sport by providing skills coaching and encouraging physical fitness. The school hall and playing fields provide good venues for learning, and activities are supported by good resources.
76. An innovative dance programme provides creative opportunities for pupils. For instance, the very good Year 6 dance lesson observed used '*Bhangra*' music to which pupils performed a series of complex sequential movements with great enjoyment and skill.

Design and technology

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

Main strengths and weaknesses

- Standards are above average and pupils learn well.
- Very strong leadership promotes good provision and teaching.
- Pupils' good attitudes lead to equally good learning.
- Strong external links widen pupils' experiences.

Commentary

77. Design and technology has a strong emphasis in the curriculum. Very good leadership and management promote the school's enthusiasm for the subject. This ensures that the curriculum, staff skills, resources and supporting activities are all of very good quality and all pupils are given every opportunity to succeed. Links with other schools are good. For instance,

one link provides access to milling equipment and enables pupils to see some of their designs realised.

78. The broad range of activities provided motivates pupils well. Teaching is imaginative and focused: pupils are actively taught skills and their progress is not left to chance. For instance, the display of slippers designed and made by pupils in Year 6 shows care in the good range of materials chosen and the care taken in making the prototypes. Pupils identify design faults and speculate on ways in which the products might be improved. The musical instruments created by Year 5 show flair and imagination. Pupils are taught to test and evaluate their work and to make changes to their designs, where necessary. They work well in groups, co-operating and commenting positively on each other's work and ideas.
79. The curriculum is well planned, and design and technology is well supported through other subjects, reinforcing pupils' learning. For example, as part of their work on forces in science, Year 6 pupils designed and made plasticine boats. Displays show some very good examples of pupils' work. Across the school, pupils use their literacy skills well when labelling, note making and writing evaluations. Mathematical skills in measuring and in drawing plans are used very effectively.

Art and design

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

Main strengths and weaknesses

- Good opportunities in other subjects promote creativity and pupils' artistic skills.
- Good leadership and management provide a clear view of further developments.

Commentary

80. Good links are established with other subjects, especially history, literacy and numeracy. For example, pupils in Year 5 made plaques based on Ancient Greek designs to be developed into 3-dimensional works in clay. Stimulated by artists such as Van Gogh and Monet, Year 6 pupils produced some well-executed sketches of the school grounds. Digital photography and viewfinders gave additional impetus to their work.
81. Attainment in art and design is satisfactory overall. The work and styles of different artists are studied and pupils benefit from their work with a local artist in school. Mathematical knowledge in shape and space is reinforced through varied activities and pupils are good at using computer programs to create pictures and designs. Leadership and management are good. The co-ordinator has a clear understanding of what needs to be done to improve pupils' achievement, for instance the more consistent use of sketchbooks throughout the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

82. No lessons could be seen in this area of the school's work although some elements were seen in other lessons. Regular lessons such as circle time promote pupils' discussion skills and their ability to express their feelings and beliefs. This work complements pupils' activities within religious education and other subjects. Pupils' current work suggests that provision is good and that pupils achieve well. The school places great emphasis on pupils' personal development as an important part of its work and this policy is successful. Teachers create very good relationships with pupils to form a secure foundation for their personal development. The success of the provision is clear in the very positive attitudes that pupils have to the school and to their lessons. The good curriculum fulfils all statutory requirements through close attention to health education, including sex education and attention to drug misuse. The work pupils do helps them to develop a safe, healthy lifestyle, gain confidence and communicate well with others. Pupils are encouraged to take responsibilities and to represent other pupils through the well-organised school council. This plays an important role in representing pupils' opinions and contributes effectively to pupils' citizenship education.

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	3
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
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	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
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).