

INSPECTION REPORT

SPROATLEY ENDOWED CE VC SCHOOL

Sproatley, Hull

LEA area: East Riding of Yorkshire

Unique reference number: 117994

Headteacher: Cliff Stott

Lead inspector: Tony Painter

Dates of inspection: 12 – 15 January 2004

Inspection number: 257536

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:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	196
School address:	Balk Lane Sproatley Hull
Postcode:	HU11 4PR
Telephone number:	01482 811499
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Appropriate authority:	Governing body
Name of chair of governors:	David Upfield
Date of previous inspection:	19 October 1998

CHARACTERISTICS OF THE SCHOOL

This average sized voluntary controlled Church of England school has 196 pupils, almost all from white backgrounds. Pupils come from a wide range of backgrounds in the village and the rural area beyond and none have home languages other than English. The proportion of pupils eligible for free school meals, at 4.4 per cent, is below the national average for this type of school. Children joining the school have a wide range of ability, although attainment is average overall. Thirteen pupils (6.8 per cent, well below the national average) have identified special educational needs, primarily moderate learning needs. However, this figure has been higher in the past and currently seven pupils (3.6 per cent, above average) have statements of special educational need.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21512	Tony Painter	Lead inspector	Science, Information and Communication Technology (ICT), Art and Design, Design and Technology, Physical Education, Music
8943	Margaret Manning	Lay inspector	
23221	Lynda Parkinson	Team inspector	The Foundation Stage, Mathematics, Special Educational Needs
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school is **effective**. A very positive ethos and good educational provision including improved teaching are helping pupils to 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 relationships motivate pupils and create a very positive atmosphere for their personal development.
- Good teaching ensures pupils do well, reaching above average standards.
- Strong leadership encourages all staff to contribute to good quality education.
- Pupils' very good attitudes and behaviour contribute effectively to their learning.
- Assessment is not used as well as it could be to plan pupils' work in all subjects.
- Very purposeful strategic planning steers improvements through the school.
- Not all co-ordinators have a sufficiently clear view of teaching, learning and standards throughout the school.

The school has made good improvement since the last inspection, taking effective action on all the points identified in the report to raise standards. In particular, the use of information and communication technology in other subjects is much improved and pupils apply their skills well. However, statutory information for parents is still incomplete.

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	C	E	B	B
mathematics	D	E	B	B
science	E	B	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 achieve **well** in all parts of the school and reach above average standards. Children enter school with average attainment and make overall good progress in the reception class. Many exceed the goals children are expected to reach by the end of the reception year, particularly in aspects of their language and mathematical skills. Improvements in curriculum and teaching throughout the school are improving pupils' achievements. Year 2 pupils' National Curriculum test results are above average overall and have been rising faster than the national rate. 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. Improvements were notable in science, where a well above average proportion of pupils reached the higher Level 5 and the school's results were in the top 5 per cent (A*) when compared with similarly performing schools when these pupils were seven.

There is **good** provision for pupils' spiritual, moral, social and cultural development. In particular, very good relationships and strong social and moral support ensure that pupils' attitudes and behaviour are very good. Attendance is good.

QUALITY OF EDUCATION

The school provides **good** quality education. In particular, good leadership and management have led to effective revisions of curriculum and planning that are improving provision.

Teaching and learning are **good**. Teachers' good organisation and management of classes, together with high behaviour expectations, ensure a good pace to pupils' learning in most lessons. Very good relationships encourage pupils to try hard and teachers often make good efforts to meet the needs of individual pupils, particularly those with lower abilities. Satisfactory assessment information is used with increasing effectiveness to plan tasks to challenge pupils, particularly in English, although it could be used more sharply in other subjects.

The curriculum is good. Revisions of schemes of work and timetables help teachers to give pupils a good range of experiences, enhanced by good activities outside lessons. Pupils have good support, advice and guidance within the very positive ethos. The school ensures that all pupils have access to the full range of opportunities and that pupils with special educational needs are well supported. Strong links with parents, local schools and the wider community support pupils' learning well.

LEADERSHIP AND MANAGEMENT

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

Leadership is good overall and the headteacher's very good leadership creates a clear vision and good sense of purpose. Subject co-ordinators play an increasingly effective role in developing and improving their subjects, although many do not monitor teaching and standards sharply enough to obtain a good view of the school's strengths and weaknesses.

Management is good. The headteacher steers developments very well using information from performance management to identify necessary improvements and target training. Assessment information tracks pupils' progress and improvements increasingly securely, although its use to set challenging targets is stronger in English than in other subjects.

Governance is good. Governors are supportive and increasingly involved in monitoring the school's performance to ensure that it meets statutory requirements. Some use their good understanding of the school's strengths and weaknesses to challenge appropriately and encourage improvement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are positive about most aspects of the school's life and the experiences that their children have. They particularly comment on the very good relationships and how they are able to come to the school with any concerns. Pupils enjoy all aspects of their school life and feel confident with all staff. Their very positive attitudes enhance their learning.

IMPROVEMENTS NEEDED

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

- use assessment information in a more focused and consistent way to plan activities and set challenging targets;
- improve co-ordinators' monitoring of teaching and standards in their subjects;

and, to meet statutory requirements:

- ensure school information contains all statutory requirements.

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** in all subjects. Their achievement through the school is **good** and standards of attainment, particularly in English, mathematics and science, are rising.

Main strengths and weaknesses

- Good teaching ensures that pupils achieve well.
- Standards in English, mathematics and science are above average and are improving.
- Above average numbers of Year 6 pupils reach the higher levels of attainment in science, although only average numbers currently do so in English and mathematics.
- Pupils have good skills in information and communication technology (ICT) that they use effectively in other subjects.
- Pupils with special educational needs have good support and make good progress.

Commentary

1. Children begin school with a wide range of attainment, although taken as a whole it is in line with that expected nationally. Very effective measures to introduce them to the school quickly have a positive impact and children achieve well in reception class. Children make good progress in most areas of learning, although limited provision for outdoor play restricts their physical development. Their progress in language, mathematical and social development is particularly strong with a number of children reaching above average standards. By the time they begin the National Curriculum in Year 1, most children attain 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	16.5 (16.3)	15.7 (15.8)
writing	14.4 (14.3)	14.6 (14.4)
mathematics	17.5 (18.1)	16.3 (16.5)

There were 31 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 considerably over time but have mostly been average. Recent improvements in the curriculum and teaching have led to better results in the reading and mathematics tests. Writing results, however, have lagged behind, with a very low proportion of pupils achieving the higher level (Level 3) in 2003. However, the school is currently placing greater emphasis on developing writing skills and this is having a positive effect. The overall trend of all results has been rising faster than the national results.

Key Stage 2

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	27.8 (25.3)	26.8 (27.0)
mathematics	27.8 (25.6)	26.8 (26.7)
science	31.3 (29.2)	28.6 (28.3)

There were 32 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 over time, reflecting the relative abilities of different year groups. The overall trend of results has kept pace with the national trend. However, the 2003 results show improvements in all subjects because of improved curriculum provision and teaching. Improvements in science have been particularly marked and the proportion of pupils reaching the higher level (Level 5) is well above the national average. Proportions reaching this higher level in English and mathematics were lower, although recent improved use of assessment in English is having a positive impact. The standards are well above average when compared to schools nationally and in line with those with similar socio-economic backgrounds. However, analysis of individual pupils' results shows that they have made very good improvement from the standards reached when they were in Year 2.
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 similar to that found at the time of the last inspection. However, there are clear signs of improving standards through the school. The school has recently improved the assessment arrangements to track pupils' progress. Although the systems are at an early stage of development, they are beginning to identify weaknesses in progress and ways to promote it. They have the potential to help the school to improve standards further, for example by targeting work to extend challenge for more able pupils. Pupils of all ability levels achieve well through the school from the average standards when they begin. There are no significant differences in the achievements of boys and girls.
5. The school's strong emphasis on the development of basic skills builds pupils' confidence in using language. Achievement is good throughout the school and pupils make good progress in all year groups, an improvement from the last inspection. Standards in English are above average by the end of Years 2 and 6. The proportion of pupils reaching higher levels of attainment is improving through effective use of assessment strategies. Pupils' presentation and handwriting are good and they have good research skills that they apply effectively.
6. Pupils reach above average standards in mathematics by the end of Years 2 and 6. Most pupils achieve well, an improvement from the last inspection, and there are clear signs that standards are rising. Higher attaining pupils make good progress but do not always achieve as well as other pupils because tasks are not as consistently challenging.
7. Standards in science in Years 2 and 6 are above the national average and pupils achieve well through the school. However, work for higher attaining pupils does not systematically stretch them to their full potential. Pupils make the best progress in Year 6 where challenging specialist teaching with a strong practical focus leads to very good learning. Pupils' achievement here is very good and standards rise rapidly.
8. Pupils' standards of attainment in ICT are above the national average, improved from the time of the last inspection. 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. This contributes to the improving achievement and standards in the school.

9. Pupils with special educational needs make good progress towards the targets in their individual education plans. This is due to well-planned individual work and because staff give them skilled support in their lessons.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good** and there have been no exclusions. Personal development is **good** and relationships are **very good**. Pupils' attendance and punctuality are **good**. Provision for pupils' spiritual, moral, social and cultural development is **good** overall.

Main strengths and weaknesses

- Pupils have very good attitudes to learning.
- Pupils take full advantage of the activities provided for them by the school.
- The school has high expectations for pupils' conduct.
- Pupils have very good relationships with each other and with all the adults.
- Pupils' personal development is well provided for in all aspects, especially their social and moral development.

Commentary

10. Pupils show very good attitudes to learning in most lessons, improved further from the good position outlined in the last report. They listen attentively, are very keen to answer questions and work with enthusiasm. This results from good teaching where teachers maintain high levels of interest and challenge. Within lessons, pupils' behaviour is consistently good and mostly very good. Their very good attitudes allow the teacher to concentrate on helping them learn without being distracted by the need to manage any behaviour issues.
11. Pupils take full advantage of the many activities provided for them by the school. These include extra-curricular activities in sport and art, residential experiences and many educational visits. These complement pupils' learning and enhance their personal development.
12. Standards of behaviour are very good throughout the school. The caring ethos of the school results in pupils knowing right from wrong and showing consideration for others. Parents consider behaviour is good and no signs of aggressive behaviour were observed during the inspection.
13. Relationships are a clear strength of the school and this is demonstrated in the playground where they all play harmoniously together. In lessons, pupils work well in pairs and in groups. Staff gives a positive lead in engendering good relationships by giving praise and encouragement wherever possible.
14. Assemblies, religious education and personal, social and health education lessons all play an important part in pupils' spiritual, moral, social and cultural development. Pupils are responsible for their own actions and learn to appreciate that the views of others matter. Visits, including residential visits, contribute positively to moral and social development.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	4.8
National data:	5.4

Unauthorised absence	
School data:	0.1
National data:	0.4

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

- Attendance at school is above the national average and pupils arrive at school in good time. The school has very good systems to check and follow up any unexplained absence. Doors are locked promptly at the start of the day which further encourages parents to make sure their children are there on time.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is **good**. Improvements in curriculum and teaching are raising standards of attainment while still providing a wide range of experiences.

Teaching and learning

The overall quality of teaching is **good**.

Main strengths and weaknesses

- Teachers' very good relationships and expectations of behaviour encourage pupils to try hard.
- Good routines and organisation of lessons lead to a good pace of learning.
- Questioning is effective in extending pupils' thinking and promotes good learning.
- Teachers know pupils well.
- Teaching does not use assessment information enough to ensure greater challenge for the most able.
- Good support ensures that pupils with special educational needs make good progress.

Commentary

- Revised timetables, grouping of pupils and elements of specialist teaching are helping to raise the quality of teaching across the whole curriculum. No observed lessons were unsatisfactory and most lessons were good or better. Teaching in all parts of the school is good, an improvement from the last inspection.

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	8 (22%)	20 (54%)	9 (24%)	0 (0%)	0 (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.

- Teaching in the Foundation Stage is good. Staff have clear expectations of children's attitudes and behaviour. The very good relationships with the children help staff to teach the children to develop good habits. The strength of the teaching is in the direct teaching of the whole class. The teacher gives very clear explanations and uses imaginative ideas to interest the children. This is especially so in numeracy and music. Teaching is not quite as effective in the less directed activities. Here staff sometimes do not intervene and develop children's language skills and their abilities to respond and work with others.
- Throughout the school, teachers' very good relationships with pupils are effective in promoting good attitudes to learning. Teachers have high expectations of behaviour and these are clear in all their actions in lessons. As a result, pupils work hard and apply themselves well to any tasks that they are given. They enjoy challenges and are keen to respond quickly and sensibly. These factors ensure that most lessons proceed with good pace and pupils' learning is good.

19. Teachers plan well and have clearly established routines that ensure that lessons run smoothly and make good use of time. Presentations are enthusiastic and quickly capture pupils' attention. Some very effective ideas contribute to intense discussion and rapid learning, such as the staged argument between a teacher and assistant regarding foxhunting. Effective questioning extends pupils' thinking and gives them good opportunities to improve their speaking and listening skills. These are effective aspects of learning and help pupils to clarify their thinking and present their ideas with increasing confidence. Teachers often make good use of clear objectives to help pupils to understand what they will learn. Resources are well chosen to interest pupils and capture their attention. These factors ensure that pupils are clear about what they need to do and contribute to good learning in many lessons.
20. The school has improved assessment systems that now give a clearer view of how well pupils are doing. In addition, teachers' good personal knowledge of pupils helps them to adapt and alter activities when pupils with different abilities find tasks too hard or too easy. However, teachers do not make enough consistent use of the information to group pupils and to plan different activities. This weakness is apparent in pupils' past work in many subjects. Although lessons mostly have effective support for the least able, there is less planned extension and challenge for the brightest pupils. As a result, pupils do not all make all the progress they are capable of making in all lessons.
21. Pupils with special educational needs are identified at a very early stage in their development in order to give them help as soon as possible. They are taught well and many have additional individual support from the co-ordinator or in groups in class. When they are taught in class, there is a pool of experienced support staff who give good support to these pupils in small groups. As a result, they make good progress with the other pupils.

The curriculum

The curriculum is **good**, fully meeting the requirements of the National Curriculum and the locally agreed syllabus for religious education.

Main strengths and weaknesses

- Effective organisation of the curriculum helps teachers to ensure good coverage of all subjects.
- Pupils' personal development is well focused through lessons and the very positive school ethos.
- A good range of visits, visitors and after-school activities enriches the curriculum.
- Pupils with special educational needs are identified and supported well.
- Staff make good use of the accommodation, although the outdoor play provision for the reception class is unsatisfactory.

Commentary

22. Good leadership and management have led to effective revisions of curriculum and planning that are improving provision. The school has a flexible approach which makes good use of the staff and accommodation. Timetable revisions help teachers to ensure good attention to the full curriculum. The developing assessment system is helping teachers to group pupils more effectively for lessons such as English and mathematics. As a result, standards in literacy and numeracy are rising while pupils continue to have a wide range of learning across the whole curriculum.
23. Provision for the personal, social and health education of pupils is good and the curriculum is particularly effective in promoting health education. Teachers use their very good relationships successfully when leading discussions. This helps pupils to explore their thinking and begin to express their feelings and beliefs. Many pupils attend the good range of extra-curricular activities, including sports, arts and music activities. These play an important role in further promoting pupils' maturity. The curriculum is also enriched by frequent visits to places of

interest and by visitors to the school. Residential visits for older pupils promote their social development well.

24. Provision for pupils who have special educational needs is good, enabling them to achieve well. There is an effective system in place for the early identification of concerns. Individual education plans are reviewed regularly and teachers make use of them in their planning. Good links with outside agencies and effective use of learning support assistants help pupils' learning.
25. The curriculum in the Foundation Stage covers all areas of learning. However, unsatisfactory accommodation and resources for outdoor play limit children's experiences. Planning for directed activities is good and focuses children's learning. However, other activities are not supported so well and this hinders children's progress in some aspects of learning.

Care, guidance and support

The school pays **good** attention to the welfare, health and safety of its pupils. They are given **good** advice and guidance and the school involves them **well** in its work.

Main strengths and weaknesses

- The passing on of information as pupils move up the school is well organised.
- Pupils are involved well in the work of the school and community.
- Pupils feel safe and secure at school.
- Support for the youngest children when starting is good, although younger children are not sufficiently segregated from the older ones when playing.
- The school is committed to promoting pupils' health and well-being.

Commentary

26. The school has a good system of making sure class teachers have ready access to records of pupils' progress in order to advise them. These begin when children join reception and accompany them through each class until they leave. They contain copies of reports, records of standard tests plus a running record of simple targets agreed along with their teacher and parents at parents' evenings. This type of support helps to raise pupils' standards and is also a good example of how well the school values pupils' views and involves them.
27. Although there is no school council, pupils show that they know what it means to be good citizens as representatives have been encouraged to work to improve the community playing field for the benefit of the village. They take a part in manning stalls and running fund-raising events and those such as the 'Life Style' fair run by the community policeman in the summer.
28. A survey of the older pupils shows that they are happy in school and all feel there is an adult who they would be comfortable talking to if they had problems. Parents have confidence that their children are happy at school and that the teachers know them well.
29. The school supports the youngest children well when they start in reception, making contact beforehand and arranging visits. Parents spoken to outside school spoke highly of how their children had been helped to settle in. Although children and pupils have good supervision at lunchtime, the younger ones do not have their own special area where they can play quietly if they would prefer it.
30. The school, as well working towards the Healthy School Award, makes sure staff are suitably trained to look after pupils' first aid and general welfare around school. It ensures, for example, that there are always plenty of correctly checked adults to supervise pupils on educational visits. Staff know what the procedures are if they have any concerns about pupils.

Partnership with parents, other schools and the community

Links with parents are **good** as are those with the community and with other schools.

Main strengths and weaknesses

- Parents are welcomed from the time their children are about to join the reception class.
- There are very good pastoral and good educational links with the secondary school.
- Science in school is supported well through a long standing industrial link.
- Members of the local community give good help and support to the school.
- Parents have a good range of information but there are some omissions.

Commentary

31. Links with parents of children in the Foundation Stage are good. Staff make every effort to contact and talk with parents before children enter school. After children have settled into school the staff run workshops for parents to inform them of what their children will be doing in lessons.
32. Links with pre-school facilities are good. The staff visit the pre-school nurseries to get to know the children before they start full time education. This aids the smooth transition of children from nursery education to statutory education.
33. The school has very close links with the secondary school to which nearly all pupils transfer. Arrangements to make sure they settle in well are very good as there is much liaison between the schools. Pupils in Year 7 come back to Sproatley with teachers to talk to Year 6 and answer their questions. Year 6 pupils also fill in booklets to let their new school know about things such as their likes and dislikes as well as writing formal letters to the tutors who they will have. Particularly good arrangements in English use linked 'murder mystery' work between the schools to promote pupils' language skills. This has been so successful that pupils arrive at the secondary school at the start of Year 7 eager to know 'Who did it?'
34. For several years pupils have had the benefit of a local industry to support them in their science work. They make visits to the site to use the educational facilities and the educational officer is closely involved in the running of the school's science day. Local people also support the school well and show a positive interest in it either as volunteers, along with parents, or by including the pupils' contributions in the local newsletter, for example.
35. Parents are pleased with the wide range of information they get from the school about how well their children are doing and the work of the school. They are particularly pleased with information they get about the topics their children are working on so that they can help them at home to find what is needed. There is a very comprehensive school web site for those with computers at home. Parents have many opportunities to support the school in classes, visits and clubs as well as the active Friends Association. Parents of pupils with special educational needs are informed of the school's concerns immediately they are apparent and are updated regularly as to their children's progress. In spite of all this good information, the formal documentation that parents receive still has minor omissions as found at the last inspection.

LEADERSHIP AND MANAGEMENT

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

Main strengths and weaknesses

- The strategic planning for the school is very good.
- Governors are aware of the strengths and weaknesses of the school. They are committed to and are very supportive of the school and have ensured good improvements to the school since the previous inspection.

- The headteacher and key staff have clarity of vision and sense of purpose.
- The atmosphere in and around the school reflects the sense of family which pervades all aspects of the school's work.
- Although the co-ordinators' role has improved well since the previous inspection, it has not been extended to ensure consistency across the school.

Commentary

36. The headteacher provides good leadership and manages the school well. He gives a clear lead. The headteacher is committed to ensuring that the atmosphere of the school is that of a harmonious family and that everyone feels that they belong. There is great concern for the needs of individuals and for all aspects of pupils' development. The success of his leadership and management is seen in the smooth day-to-day operation of the school, the consistent application of the school's values and the good quality of education the school provides. Pupils enjoy coming to school and work hard. This, coupled with good staffing levels and good teaching, enables them to achieve well.
37. The governance of the school is good. Governors are very supportive and carry out their statutory responsibilities well. They have a clear view of their roles and responsibilities. Governors understand the school's strengths and weaknesses. Their determination to address issues in the school since the previous inspection has resulted in good improvements. They are particularly committed to the inclusion of all pupils in the life of the school.
38. The strategic planning by the headteacher and governors has been very good because of the effective allocation and use of teachers and support staff. Effective leadership from the headteacher has led to considerable action to improve the curriculum and teaching strategies. This has led to revised timetables, grouping of pupils and elements of specialist teaching. These measures are helping to raise the quality of teaching across the whole curriculum. Staff teach when and where they can be most effectively used and extra staff are used to support this strategy. This has had a positive impact on pupils' achievement and progress. The very good continuing professional development of staff includes support assistants who are an important and very valued part of the school community.
39. Governors are fully involved in the process of monitoring and constructing the school development plan, which is concerned with many practical issues. Through a meeting of all concerned and a prioritised list, they contribute to setting and highlighting key priorities. Their input into the construction of the school improvement plan, concerning improvements to teaching, learning and standards, is weaker. Governors question co-ordinators and senior management throughout the school year about the progress of both plans and get an improving picture of the school's work. However, their monitoring of the improvement plan is not as robust due to their limited involvement in setting the priorities, objectives and targets.
40. Co-ordinators' roles have improved significantly since the previous inspection and they have additional time to carry out their duties. All co-ordinators carry out their responsibilities at least satisfactorily and many manage their subjects well. Co-ordinators have responsibility for auditing resources and identifying improvements for their subject. Most have a reasonably good overview of how well their area of responsibility is doing. There are differences, however, in the ways in which the co-ordinators approach their roles and how they monitor their subjects and aspects. For example, the extent to which co-ordinators have observed teaching through the school has varied and there has been insufficient focus to some work. The good practice already in the school is not shared sufficiently to extend roles and expertise. This holds back further school improvement.
41. The co-ordinator for pupils with special educational needs manages the provision for these pupils well. She is efficient and well organised and gives good support to the pupils, whom she knows well. There is continuous dialogue between the co-ordinator and other members of staff in order to promote the pupils' development as much as possible.

42. The school collates and analyses much data in order to track pupils' achievements and progress. This has had a positive impact in helping the school to measure its progress and to improve planning. The data is increasingly used to establish more demanding targets for pupils' achievements. However, it is not consistently used to improve challenge for individual pupils to reach higher standards in all subjects, particularly the more able pupils.
43. The school implements principles of best value well and it ensures objectives are achieved through good financial management. For example, expenditure on increased staffing has been allocated from additional national income. The impending substantial building work will require large expenditure and the school is well prepared to meet necessary costs.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	548,744	Balance from previous year	8,026
Total expenditure	509,111	Balance carried forward to the next	39,633
Expenditure per pupil	2,459		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

44. Overall provision in the Foundation stage is **good**, maintaining the strengths identified in the last report. Good teaching in the reception class ensures that children achieve well in most areas of learning, although limited provision for outdoor play restricts their physical development. The reception class staff work effectively as a team, observing children regularly to assess their attainment and progress. They use this information well to plan activities.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well because of secure routines and effective teaching.
- Children pay very good attention and sustain good concentration.
- Teachers encourage children to be independent.

Commentary

45. Children follow the daily routines sensibly and confidently and this enables most to exceed the targets expected at this age. They are very well behaved and obedient and they know what is right and wrong. The teachers and support assistants work hard to teach children to listen and to pay attention. Children behave and work extremely quietly. They listen well and remember well what they are taught. All staff treat the children with respect and in a friendly, courteous manner. They use praise judiciously. Staff use imaginative ideas and games to manage children so that children, for example, learn to take turns. Children have achieved a good, quiet independence when getting ready for physical education and getting dressed afterwards. Staff make resources and materials available to the children so that they can select and make decisions about some of their work. Children are taught religious education according to the Foundation Stage scheme of work which is part of the locally agreed syllabus.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Achievement is good and many children reach above average standards in literacy skills.
- Adults create too few opportunities for children to discuss what they are doing and apply their developing communication skills.

Commentary

46. The quality of teaching in this area of learning is good. Children make good progress in learning to recognise the sounds and letters of the alphabet. Many are learning to recognise words that are regularly used. Children understand how books work and many retell the story line clearly and rightly use the picture to help them. Children form letters clearly and correctly when they write. A good number are making progress in copy writing sentences. Children make good progress in these aspects because the strength of the good teaching is in directed and adult-led activities. The school correctly gives due weighting to the teaching of literacy and to the national strategy to prepare children for working in Years 1 and 2. However, the balance towards these activities is over-emphasised and this restricts opportunities for other aspects of the curriculum to be developed. Opportunities for children to use talk to organise, clarify

thinking, ideas and feelings are restricted and not fostered enough. This hinders children's ability to explain, interact and negotiate. Children have some opportunities to write when they wish to do so as a part of their play. However, there is little evidence of children enjoying informal writing for different purposes.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

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

Commentary

47. As in communication, language and literacy, the quality of teaching is good with particular strengths in activities where the teacher leads and directs work. For example, explanations and questioning are very clear and build on children's knowledge carefully step by step. The teacher uses imaginative ideas and resources well to interest the children. Children achieve well in numeracy and show growing confidence when working with numbers and shape. For example, they count forwards and backwards in twos and use number names correctly. Standards of attainment for most children are above the levels expected by this age. Adults make good use of information of how well children are doing to match tasks precisely to their developmental needs. However, 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 for knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- The curriculum is exciting and imaginative, encouraging children to want to learn.
- Children's ICT skills are established well.

Commentary

48. The teacher ensures that there is a wide range of activities to make this area of learning interesting for children. Activities include imaginative use of the story of Red Riding Hood to make a simple large map. Children take part in a good number of interesting visits, many of them local, which enrich their learning. Because of this good teaching, children are confident when observing objects inside and outside the classroom. They are competent when using laptop computers, for example using the mouse pad carefully to drag the cursor accurately. They are increasing their competency with a programmable toy at a good rate. The assessment systems increasingly help to identify activities to promote good learning. Children's standards of attainment are above the targets set for their age.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- Children achieve well and many exceed the expected standards for their age.
- Good teaching provides a wide range of opportunities to develop children's imaginations.
- Sometimes there is not enough support to extend children's language.

Commentary

49. Children make good progress overall in this area of learning. They listen well when learning about percussion instruments. In an imaginative game of 'passing the pebble' they concentrated well and made good suggestions about the sounds that the instruments made. One child made good links between religious education and music. She remembered that one of the instruments had been used when they were learning about Diwali. Children learn to mix colours with confidence and to use them when doing colour washes or when making a bright patchwork quilt using collage. However, there are insufficient opportunities for children to welcome adults into their activities and discuss what they are doing with them. Opportunities for staff to intervene and interact in creative and physical activities, in order to encourage children to acknowledge and respond to other people, are limited. This hinders children from developing their thinking, reasoning, speaking and communication skills.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- The quality of teaching indoors is good.
- The outdoor provision is unsatisfactory.

Commentary

50. Children attain the standards expected of them in this area of learning because good provision is made for some physical education in the school hall. The teaching of physical education indoors has clear expectations and is appropriate for the age of the children. However, children do not achieve as well in physical development as in other areas of learning because the Foundation Stage has very limited outdoor provision. Resources are unsatisfactory and the amount of space is too small. The school is due to have a major rebuild very soon and there are plans to provide a new area to rectify present shortcomings. Children's progress in manipulating small tools is better than in other aspects of physical development.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- Pupils' standards are above average in Year 2 and Year 6.
- Attitudes to learning are very good.
- Teaching is good overall and teachers are confident in using the literacy strategy.
- Good assessment is used to raise standards, particularly with more able pupils.
- Effective leadership and management are helping the school to improve.

Commentary

51. The school has a strong emphasis on the development of basic skills and building pupils' confidence in using language. Achievement is good throughout the school and pupils make good progress in all year groups, an improvement from the last inspection. Pupils with special educational needs are effectively supported. Despite year on year variations, Year 2 pupils' results in the National Curriculum tests in reading and writing have been in line with the national averages. The most recent results showed good improvements in reading, although writing continued to lag behind. However, current developments are raising standards successfully. Year 6 National Curriculum test results for English in 2003 showed a significant rise, although

the proportion reaching the higher Level 5 attainment was average. However, records show that pupils made very good individual progress through Years 3 to 6. The inspection confirms these higher standards at ages 7 and 11. Increased attention to target-setting is promoting even better progress, particularly with older pupils.

52. Pupils learn to convey their ideas well verbally and this is developing in their writing activities. The range of writing is good and helps pupils to develop skills in other subjects. Pupils show confidence when using ICT to write and have good understanding of how to edit their work to improve it. Good attention is paid to handwriting and spelling and setting out stories in chronological order in Years 1 and 2. Throughout the school, the standard of presentation is good overall with few variations because teachers pay particular attention to this area. The handwriting focus in Year 2, for example, is particularly good and is already improving pupils' handwriting and presentation. Teachers encourage pupils to examine and correct their work as well as promote evaluation through working in pairs or groups. This is a strength of the school.
53. Pupils of different ages show a high level of interest in reading whether from books or when using the Internet. They respond enthusiastically to lively presentations in introductory sessions which are a critical factor in sustaining interest throughout the remainder of the lesson. As a result, pupils read with fluency and expressions. All pupils are encouraged to take books home to read and this has a positive effect on the development of reading skills. Teachers make good use of the library to promote pupils' research skills and pupils display confidence in locating books with the relevant information. The assistants in classes have a positive impact in promoting reading standards when they take pupils to the library for research.
54. The very good relationships between teachers, support staff and pupils encourage the pupils to express themselves freely. Teachers' marking of pupils' work is of a high standard. It is regular, diagnostic and supportive and helps to guide pupils on what they need to do in order to improve. In Year 6, the school has recently initiated a scheme whereby pupils have a ten minute feedback session on a 'one to one' basis with a teacher to discuss their work, how well they did and what they need to do to improve. This is a very positive move and pupils value the discussions highly.
55. The co-ordinator has clear views of how to improve further the teaching of English, particularly in raising standards for more able pupils. Building on 'feedback sessions', she is now developing ideas to establish a wider system to promote pupils' evaluations of their own work. This enhances teachers' assessments and strengthens pupil/staff partnerships further.

Language and Literacy across the Curriculum

56. Pupils use their literacy skills to good effect in speaking and listening, reading for research purposes and presenting their work for different audiences. Writing in this area is satisfactory and the school is working hard to raise standards in pupils' writing skills by extending the range of opportunities to apply their developing skills. The strategies devised are in operation and are already securing an upward trend in standards.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well and reach above average standards.
- There are very good relationships between staff and pupils.
- Teaching is good.
- Higher attaining pupils do not achieve as well as they could.
- The use of assessment is not yet completely effective.

Commentary

57. Pupils reach above average standards by the end of Years 2 and 6. Most pupils achieve well, an improvement from the last inspection, and there are clear signs that standards are rising. The school's performance in National Curriculum tests in mathematics at the end of Year 2 varies from year to year, although big improvements were made in 2002. Results in 2003 were again well above average and the overall trend has been above the national one. The trend of Year 6 results has been in line with the national trend, despite year on year variations. Again, there was a big improvement in 2003 when results were above the national average. Although standards were average when compared to similar schools, individual pupils' results show they made very good progress through Years 3-6. Higher attaining pupils make good progress but do not achieve as consistently well as other pupils. Pupils with special educational needs make good progress because the provision is good.
58. Teaching is good and so pupils in both infant and junior classes make good progress in their learning. Pupils have been placed in ability groups and this is having a very positive impact on progress. Common strengths in the teaching observed during the inspection were teachers' good subject knowledge, clear explanations and the high levels of support from teaching assistants. Teachers' effective insistence on the use of correct mathematical vocabulary helps pupils to articulate their ideas. Experienced teaching assistants give pupils with special educational needs good support in small groups within the classes. The pupils respond with enthusiasm and this contributes to the good pace and learning in lessons. Although teachers make effective use of data projectors during lessons, pupils' use of ICT is less consistent.
59. 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 1, a child gave a very good explanation of how the pupils knew the correct order of numbers. In Year 6, especially, pupils respond in a mature way when answering questions. Teachers provide all pupils with good levels of encouragement. Consequently all pupils have positive attitudes towards their work and behaviour in lessons is good. Pupils work hard and productively which ensures their learning and achievements progress well. The standard of presentation, however, is very variable. Although higher attaining pupils mostly set out work well, some average pupils show a lack of pride in their written work.
60. Leadership is good and the co-ordinator monitors the subject well. This includes observing lessons once a year, although not enough use has been made of analysis of pupils' work in books. However, there are strong systems for assessing and analysing pupils' achievements and progress. Much data has been collated and is having a positive impact on improving teaching and learning. For example, teachers use close analysis of data to group pupils and to ensure improvements to the curriculum. However, teachers do not yet make enough use of assessment information when planning specific tasks for pupils of different abilities. In particular, higher-attaining pupils could sometimes be challenged more to achieve their best.

Mathematics across the curriculum

61. Pupils make satisfactory use of their mathematical skills in other subjects. Measurements are made in geography to identify co-ordinates for different areas and graphs to represent findings during a residential visit. In religious education, pupils compared the length of Saul's journey to Damascus with a journey to London. Teachers do not systematically plan to utilise and reinforce pupils' mathematical knowledge in other subjects such as science.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well and reach above average standards by the end of Year 6.
- Very good specialist teaching in Year 6 challenges pupils to make considerable progress.
- A good emphasis on practical work develops pupils' learning through the school.
- Assessment data is not used enough to plan tasks to challenge pupils with different levels of attainment.

Commentary

62. Standards in Years 2 and 6 are above the national average and pupils achieve well through the school. National Curriculum teacher assessments of Year 2 pupils in 2003 showed a very high proportion reaching the nationally expected Level 2, in the top 5 per cent of the country. However, few reached the higher Level 3, well below the proportions found nationally and in similar schools. Similarly, current Year 2 pupils' work shows that higher attaining pupils have too few tasks designed specifically to challenge them to achieve more. The 2003 Year 6 National Curriculum test results, however, were in the top 5 per cent of the country overall, with well above average numbers reaching the higher Level 5. The current Year 6 pupils are in line to reach above average levels of attainment. Pupils with special educational needs have good adult support to ensure they achieve as well as other pupils.
63. Teaching is good overall but very good in Year 6. The significant strength in Year 6 is the way that the specialist teacher has very high expectations of all pupils. This introduces an exciting atmosphere where the teachers' questioning makes pupils think very hard and voice their ideas with developing confidence. Throughout the school, teachers make effective use of their very good relationships with pupils to motivate them. Teachers have well-established routines and high behaviour expectations that ensure lessons run smoothly. There is a strong practical basis to many lessons that captures pupils' interest and promotes good investigation skills. Pupils respond well to lessons and pay good attention. They handle equipment carefully and enjoy making accurate measurements, which sharpens their numeracy skills.
64. Teachers through the school do not use assessment information systematically enough to plan work to match pupils' abilities. Many tasks allow more able pupils to show higher levels of attainment, for example in their presentation, or the way that conclusions are drawn. However, few tasks are targeted specifically to challenge them at higher levels. As a result, teachers do not ensure that enough pupils are reaching the higher levels, although current teaching is giving them a very good boost in Year 6.
65. The co-ordinator leads the subject very well and has a strong focus on raising standards through the school. This has led to good progress since the last inspection. Reviews of the curriculum and teaching methods, making good use of national guidance, are having a positive impact.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils achieve well and reach above average standards of attainment.
- Teachers plan lessons well to develop pupils' skills.
- Pupils apply their ICT skills effectively in other subjects.
- The co-ordinator has led good training to improve teaching and standards through the school.

Commentary

66. Pupils achieve well because they have 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, pupils know and describe different ways to search for information on the Internet and they use this in their work. They use a good range of programs in many subjects that give them skills in all aspects of the subject. As a result, they amend and present work well, confidently combining text and images with recognition of the needs of different audiences.
67. Teaching is good overall and teachers have increasing confidence in their own skills. This is shown in their good planning to teach skills and give pupils opportunities to practise and apply these. Very good relationships with effective routines and management strategies ensure that lessons run smoothly and encourage pupils to work hard. Pupils consistently show good attitudes when they work together, sharing ideas and equipment sensibly. Explanations are clear and logical, helping pupils to learn at good pace. Pupils respond well to this type of challenge and apply themselves well. Teachers are good at identifying when pupils can be set additional challenge and modifying their lessons. However, they make too little use of the developing assessment systems to plan different tasks for pupils at different levels from the outset.
68. The school has made very good progress in addressing the weaknesses identified in the last report. Very good equipment and other resources enable full coverage of all aspects of the curriculum. Effective leadership of the subject has focused attention at 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 growing confidence that teachers show in setting tasks for pupils to use ICT skills in other subjects. Increasing attention to monitoring the standards of pupils' work is giving a better idea of how well they are doing. The co-ordinator supports other teaching effectively but insufficient observation of lessons limits his view of progress through the school.

Information and communication technology across the curriculum

69. Pupils' use of their developing ICT skills to aid learning in other subjects is a strength of the provision for the subject. As a response to the last report, the school has introduced an innovative and flexible wireless network of laptop computers. This enables teachers throughout the school to set pupils tasks using computers in their classrooms and elsewhere. As a result, pupils have good understanding of how they can apply computers to other subjects. For example, pupils confidently log on to the Internet to research in history or to gain inspiration for art and design projects. This is a strong support for their learning and contributes to their good achievement and higher standards.

HUMANITIES

70. The inspection sampled geography and history, with two lessons seen in geography and one in history. Year 6 pupils' work is well presented in both subjects, indicating pride in their work. Sampling of lessons and pupils' work shows that teachers have secure knowledge in these subjects, leading to good teaching and learning overall. They supplement lessons with interesting visits that indicate to pupils the importance of practical experiences, maintaining the strength noted in the last report. Interviews with the co-ordinator, pupils' past work and discussions with pupils indicate that standards are above average by the time pupils reach Year 6 and pupils achieve well.
71. In geography, for example, pupils' investigation of coastline is supplemented with a full day visit to the Holderness Coast. The school has also established a link with a school in Switzerland to complement their study of a contrasting mountain environment. The school has adopted

national schemes and the co-ordinator carefully monitors the planning, teaching and learning to ensure that one year's work builds on the next.

72. The teaching of history adopts a similar practice when pupils, during their four-day residential visit, spend a day at Abbeydale Industrial Hamlet where they are taken back in time. Pupils talk enthusiastically about their history lessons and recall their learning confidently and often sensitively. Their learning of aspects of life in Victorian Britain is promoting citizenship and their social and moral development through well-led discussions.

Religious education

Provision for religious education is **good**.

Main strengths and weaknesses

- Good use is made of the knowledge of staff and pupils.
- The quality of teaching and subject leadership is good.
- The teaching of religious education makes a valuable contribution to the spiritual, moral, social and cultural development of the pupils.

Commentary

73. Standards in religious education are above the expectations of the locally agreed syllabus and pupils' achievement is good. This represents an improvement from the position at the time of the last inspection. Discussion with pupils in Year 6 indicates that they are aware of significant characteristics of other faiths, including customs, festivals and buildings. They also understand that there is a connection between what people believe and how they behave. When responding to questions they share views and listen respectfully to others.
74. Teaching is good due to good subject knowledge. Effective use is made of the expertise of staff members and the sensitivity in which issues are discussed, for example the conversion of Saul in a Year 5 lesson. Teachers introduce and present lessons imaginatively and, even at a young age, pupils understand that many stories linked to faith come from the Holy Bible. They recognise the sacrifices that many leaders such as Nelson Mandela have made in order to bring about change in people's lives. In all lessons observed, pupils were encouraged to discuss their personal feelings, were aware of stories from other faiths and how these give them a sense of belonging.
75. The co-ordinator provides effective leadership. The agreed syllabus is used well to ensure a balanced approach in terms of time and teaching and learning for the faiths determined by the agreed syllabus. Wherever possible, visits are promoted by local clergy and visits to local places of worship.
76. The teaching of religious education has a positive impact on aspects of personal development by helping pupils to discuss and articulate their own beliefs. This is further promoted during collective worship and personal and social education lessons where pupils consider, discuss and evaluate their personal feelings and beliefs. It also makes a strong contribution to the underlying aims and ethos of the school and it is one of the factors accounting for the very good relationships and very positive attitudes, which are strengths of the school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77. No lessons were seen in design and technology but inspectors looked at samples of pupils' work. Three lessons in Years 3 to 6 were seen in each of music and physical education. Four lessons were sampled in art and design, across the whole of the school, together with samples of pupils' work. Observations were made of extra-curricular and other activities that support learning in these subjects. The overall provision is **good**.

78. In **design and technology**, pupils' past projects show that teachers effectively build pupils' skills in designing and making, meeting the National Curriculum requirements. Pupils draw inspiration from different sources, including searches on the Internet. They develop good command of a wide range of techniques, increasingly evaluating their work and suggesting good ways of improving it. For example, Year 6 pupils designed and built good models of shelters using natural materials gathered from the school grounds. Their comments indicate good recognition of the strengths, weaknesses and feasibility of their models.

Art and design

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

Main strengths and weaknesses

- Pupils reach above average standards of attainment.
- Teaching promotes pupils' creativity well.
- Artwork supports learning in other subjects well.

Commentary

79. Pupils achieve well in art because teachers give them a good range of experiences. These allow pupils to develop skills in many aspects of the subject, including drawing, painting and three-dimensional work. They learn about the lives and work of significant artists and begin to use their techniques. Much work is of high quality, including Year 2 pupils' cubist portraits and Year 5 still life paintings.
80. Teaching is good, notably because many teachers pay very good attention to encouraging pupils' creativity. This leads to pupils' making personal responses to the activities in different styles, developing their own ideas and expressing themselves well. For example, the teacher questioned Year 2 pupils well about their ideas as they used a good variety of techniques to create very imaginative masks. Good attention is paid to the designing process, such as when Year 5 pupils design clay pots using influences from natural materials and artefacts from other cultures. This work was further enhanced by pupils' effective location and use of images found on the Internet.
81. Good leadership of the subject has improved provision and pupils' progress. Much work supports pupils' learning in other subjects, including direct illustrations within history and geography work. However, some goes further allowing pupils to develop artistic techniques exploring texture and colour. However, formal assessment in the subject is limited.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Pupils reach standards above the national averages.
- Teachers' good relationships encourage pupils to try hard.

Commentary

82. Standards of attainment in music are good through the school and pupils achieve well. Year 6 pupils have good understanding of components of musical composition and use these imaginatively and confidently when creating their own music. Singing in assembly is tuneful and enthusiastic and pupils of all ages join in with all the words, showing good levels of interest and enjoyment. Pupils develop knowledge and understanding of different types of music and gain confidence in expressing their opinions. A significant number of pupils learn to play

musical instruments. There are good opportunities for pupils to perform in the school and the wider community.

83. Teachers have good relationships with pupils and these help to establish good routines and organisation of lessons. They use resources such as instruments and tape players effectively and this contributes to pace in lessons. Good relationships establish a positive atmosphere where pupils can do their best. The teaching of the oldest pupils, for example, allowed pupils to show their confidence when composing short pieces in a very short time. Pupils reflected their 'inspirations' in pieces with more than one part, listened to attentively by the other pupils.
84. Satisfactory leadership of the subject has led to improvements in the curriculum, making some use of national guidance. High expectations in many lessons encourage pupils to achieve well. However, assessment systems are weak and are not systematically used to ensure that tasks accurately challenge pupils.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Very good relationships motivate pupils to achieve well.
- Pupils' enthusiasm helps them to perform well.

Commentary

85. Pupils' standards of attainment, particularly in games skills, are above average, improved since the time of the last inspection. Pupils in Years 4 and 5, for example, have good understanding of tactics when playing small versions of games such as hockey and netball. All pupils work hard and exercise with enthusiasm, playing fairly and appreciating other pupils' skills. This leads to very good team play. They improve the accuracy and speed of their throwing, catching and passing skills. Pupils' very good attitudes helped Year 3 pupils to work together co-operatively and demonstrate their movements in a dance lesson. Other pupils watched with maturity, although the teacher did not encourage pupils to talk about their work.
86. Teaching is good overall and teachers' effective organisation and routines ensure that lessons run smoothly. Teachers use their very good relationships with pupils to successfully challenge them and promote further learning. Their careful questioning ensures that pupils develop a good specialist vocabulary to talk about their work. Many pupils attend activities such as 'games club', where they have further opportunities to extend their games skills in games such as table tennis and netball.
87. The newly-appointed co-ordinator is contributing soundly through his enthusiasm and commitment, for example in leading extra-curricular clubs for pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

88. Lessons were sampled in this area of the school's work and elements were seen in other lessons. Current work suggests that teaching is good and that pupils achieve well. Teachers' very good relationships with pupils form a secure foundation for the school's provision. The good curriculum fulfils all statutory requirements and gives particularly good attention to health education, including sex education and drug misuse. The school places great emphasis on pupils' personal development as an important part of its work and this is successful. The work pupils do helps them to develop a safe and healthy lifestyle, gain confidence and communicate well with others.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
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	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	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	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	2
The leadership of other key staff	3
The effectiveness of management	3

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

