

# INSPECTION REPORT

## **STOCKINGATE MILL JUNIOR SCHOOL**

South Kirkby, Pontefract

LEA area: Wakefield

Unique reference number: 130865

Headteacher: Mr K Armitage

Lead inspector: Mrs J Randall

Dates of inspection: 22 – 24 March 2004

Inspection number: 258033

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11
Gender of pupils:	Mixed
Number on roll:	227
School address:	Stockingate South Kirkby Pontefract West Yorkshire
Postcode:	WF9 3DP
Telephone number:	01977 723840
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Appropriate authority:	Governing body
Name of chair of governors:	Mr M Henfrey
Date of previous inspection:	4 May 1998

## CHARACTERISTICS OF THE SCHOOL

This is an average-sized junior school serving an urban area suffering some economic deprivation. At the time of the inspection there were 227 boys and girls on roll aged 7 to 11. All pupils are of white British or other white background. One pupil is an asylum seeker whose home language is now stated by the school to be English. Thirty-nine pupils (17 per cent, about average) are on the school's list of pupils with special educational needs and seven of these have statements of special educational needs for learning, physical or behavioural difficulties. The percentage of pupils known to be eligible for free school meals is 39.9 (above average). Pupil mobility is low. The attainment of pupils on entry is below average. The school has been without a deputy headteacher for some time due to illness. The school was given a School Achievement Award in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1471	J Randall	Lead inspector	Mathematics Geography Physical education Religious education English as an additional language
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31175	A Allison	Team inspector	Science Information and communication technology Design and technology Music Special educational needs
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is an **effective** school with some very good features and giving good value for money. The leadership by the headteacher is good and the good quality of the curriculum, teaching and learning gives rise to very good overall achievement of pupils. Despite overall attainment on entry being below average, by the end of Year 6 standards are good in English, mathematics and science.

The school's main strengths and weaknesses are:

- standards are good and achievement is very good;
- provision for pupils' personal development is very good and pupils behave well;
- the school's efforts to meet the social and learning needs of all groups of pupils and individuals are very good;
- teaching and learning are good overall, very good in Years 5 to 6 but only satisfactory in Year 3;
- assessment is very good in English and mathematics, good in science and in its initial stages in information and communication technology, but has not yet been extended to the other subjects;
- there are no opportunities for subject leaders to check and evaluate the quality of teaching and learning except in mathematics.

The improvement since the previous inspection is very good. Standards in English, mathematics, science and information and communication technology have improved. The school has tackled the issues from the previous report well. Assessment in English, mathematics and science is now very thorough. Resources for information and communication technology are much improved. More teaching is now very good or better.

### STANDARDS ACHIEVED

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

*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.*

**Overall achievement is very good** and all groups of pupils and individuals make considerable gains in their learning and attainment by the end of Year 6. The quality of teaching and learning in Years 5 and 6 is very good and is particularly effective in boosting the attainment of the large percentage of lower-attaining pupils, enabling most of these to attain the nationally expected levels for their age. In the national tests at the end of 2003 standards were above average in English and mathematics and showed a clear improvement over the last three years. Standards in science dropped in 2003 because, due to unforeseen staffing difficulties, the school was not able to provide the extra classes that it had been able to do in the previous year for the lower-attaining pupils. Compared with similar schools, pupils' results were well above average in English and mathematics and below average in science. Based on the work seen during the inspection, present standards are judged to be good in English, mathematics and science. Standards are in line with those expected nationally in information and communication technology and good in religious education.

**Pupils' personal development is very good;** they behave well and show a very high level of respect for others. The school manages the behaviour of the significant number of pupils with recognised behavioural difficulties very well. Attendance is satisfactory and punctuality is good.

## **QUALITY OF EDUCATION**

**The overall quality of education is good. The quality of teaching and learning is good overall.** It is very good in Years 5 and 6 and satisfactory in Year 3. Three excellent lessons were observed in Years 5 and 6. One lesson in Year 3 was unsatisfactory. In the best lessons teachers have very high expectations of pupils' effort and behaviour. Lessons are interesting and challenging and work is very well matched to the needs of all pupils. In these classes, pupils make rapid progress and achievement is very high because pupils are enjoying the lessons and are keen to learn. In the weakest lessons, the pace of learning is too slow and lessons do not motivate and interest pupils as well as in the good, very good and excellent lessons and often classroom management skills are not effective enough to ensure that pupils listen, respond or produce a good enough volume of work. The curriculum is good. Resources are good and the new interactive whiteboards (very large computer screens for whole class use) are used to very good effect. The school cares for all its pupils well and the links with parents are good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good** and the governors fulfil all their legal responsibilities. The good leadership of the headteacher has supported the school well through a period of slower development due to staffing difficulties beyond the control of the school. The school evaluates itself well and has successfully taken action to improve standards in English, mathematics, science and information and communication technology.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents think very well of the school, particularly the extra help and support provided for lower-attainers and those pupils with special educational needs. They value the homework and the homework diaries. Pupils enjoy the school. They acknowledge that there are a few pupils whose behaviour is a problem and feel that staff deal with these pupils very well. They value the playground 'buddy' system and appreciate that the teachers want them to do well. They feel valued and like their individual targets for improvement.

## **IMPROVEMENTS NEEDED**

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

- improve the quality of the unsatisfactory and satisfactory teaching to that of the better teaching, particularly with regard to classroom management strategies;
- provide opportunities for all subject leaders to check and evaluate the quality of teaching and learning in their subjects and to take action to improve it where necessary;
- extend the very good assessment procedures in English and mathematics to the other subjects.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in subjects

**Standards are good and achievement is very good.** All groups of pupils make considerable gains in their learning. This is because the teaching in Years 5 and 6 is very good and is particularly effective in boosting the attainment of the large percentage of lower-attaining pupils.

#### Main strengths and weaknesses

- Achievement is very high and all groups of pupils make considerable gains in their learning and attainment by the end of Year 6.
- Achievement is very high because the school works very hard to raise pupils' aspirations and to give them self-esteem and confidence and the quality of teaching in Years 5 and 6 is very good.
- Standards are good in English, mathematics, science and religious education.
- Pupils with special educational needs achieve very well because of the high quality of teaching and other support that those with special educational needs receive.

#### Commentary

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

Standards in:	School results	National results
English	28.0 (26.8)	26.8 (27.0)
mathematics	28.1 (27.3)	26.8 (26.7)
science	28.2 (30.5)	28.6 (28.3)

*There were 61 pupils in the year group. Figures in brackets are for the previous year.*

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

1. Overall achievement is very good. All groups of pupils and individuals make considerable gains in their learning and attainment by the end of Year 6 and there is no significant difference between the attainment of boys and girls. The very good teaching in Years 5 and 6 is a significant feature of this very good achievement and the school is very successful in boosting the attainment of the large percentage of lower-attaining pupils. Pupils enter the school with overall below average attainment. Many of the pupils who attain the average Level 2 do so at the lowest sub-level. The school works very hard to raise pupils' aspirations and to give them self-esteem and confidence and these efforts support their very good achievement. In the national tests at the end of 2003 standards were above average in English and mathematics and well above average when compared with similar schools. The school exceeded its targets for this year. Results have improved steadily since 2001. The school was granted a School Achievement Award in 2003 to recognise the improvement in standards. In science, because the school was unable to provide the usual extra classes for lower-attaining pupils due to unforeseen staffing difficulties results were not as high as in 2002 and were below average both when compared with all schools and with similar schools.
2. Inspection findings are that standards are good in English, mathematics and science although in English and mathematics the school does not have as many pupils attaining the higher levels as they did last year and more pupils are lower-attainers or have special educational needs. However, almost all pupils, except those with special educational needs, are likely to attain the average Level 4 in this year's national tests. Attainment in information and communication technology now meets the nationally expected level. Improvements in resources and in teachers' skills have ensured a steady improvement. The use of the new



interactive whiteboards (very large computer screens for whole class use) is supporting attainment and achievement well in all subjects. Attainment in religious education is good and pupils are interested and enthused by the subject.

3. Teachers assess learning in English, mathematics and science very well and track this learning systematically through a careful focus on each individual pupil, enabling work to be targeted at each pupil's individual needs. This is particularly successful in Years 5 and 6 where pupils are set by prior attainment for mathematics and where booster classes are provided for those lower-attaining pupils who are just able to attain average levels. The booster classes are very successful in supporting pupils to reach the expected Level 4 in English, mathematics and science and almost all those who attend these classes do so. The setting arrangements provide extra challenge for higher-attaining pupils and smaller group teaching for the lowest-attainers and those pupils with special educational needs. The very high quality teaching here makes learning fun and pupils are well motivated and make all possible effort. The school's very successful policy of using practical work, investigations and problem solving in mathematics and science as a basis for learning enhances understanding and helps pupils to remember what they have learned because it is meaningful and interesting.
4. Pupils with special educational needs, including those with the highest level of special educational need, achieve very well because of the school's high level of concern to meet the needs of all pupils and the teaching and other support that those with special educational needs receive. The school works well with pupils with recognised behavioural difficulties and they too achieve very well. The school has welcomed asylum seekers and the current pupil has made progress similar to that of her peers.

### **Pupils' attitudes, values and other personal qualities**

**Pupils' attitudes are very good** and they behave well. Their spiritual, moral and social development is very good and cultural development is satisfactory, with these aspects of their personal development being very good overall. Attendance is satisfactory and punctuality is good.

### **Main strengths and weaknesses**

- Because relationships are very good, pupils are helped to develop confidence and self-esteem.
- Pupils have very good attitudes to learning and this helps them to achieve very highly.
- Pupils respect the feelings and values of others and have a very good understanding of the difference between right and wrong.
- Pupils learn to live together well as a community, although their understanding of the richness and diversity of the wider society is not as well developed.

### **Commentary**

5. Because relationships are very good, pupils feel valued and respected. This contributes to their confidence and self-esteem, particularly amongst older pupils. They willingly answer questions and contribute to discussions in class so that their learning and personal development are improved. In most mathematics lessons, for example, pupils are not afraid to give wrong answers because they are encouraged to give of their best and mistakes are used to clarify and extend understanding. Pupils generally have very good attitudes to learning. This is because the school provides an interesting range of activities and, particularly in the classes for older pupils, teachers provide work that is interesting and stimulating so that pupils want to learn. This, together with the high expectations fostered by the school, is why most pupils come to school punctually. Although attendance figures given in the following table for the year before the inspection are below average, the school has worked hard with pupils and parents to improve this and attendance is now satisfactory.

**Attendance in the latest complete reporting year (%)**

Authorised absence	
School data	6.1
National data	5.4

Unauthorised absence	
School data	0.5
National data	0.4

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

6. The school ensures that most pupils have a very good understanding of the difference between right and wrong. This is generally evident in their good behaviour, courtesy and politeness in lessons, break times and in and around school. In subjects such as history and religious education, in assemblies and at times when the whole class comes together, most staff consistently reinforce the school's very high expectations and provide very good examples. This is enhanced by the calm and caring ethos provided by the school and is especially helpful to some pupils who have recognised behavioural difficulties. The school usually deals very promptly and thoroughly should any issues of behaviour or harassment occur and during the previous year one very carefully considered exclusion took place.

**Exclusions**

**Ethnic background of pupils**

**Exclusions in the last school year**

Categories used in the Annual School Census
White – British
White – any other White background

No of pupils on roll
224
3

Number of fixed period exclusions	Number of permanent exclusions
0	1
0	0

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

7. Pupils learn to respect and value each other and learn to live together very well as a community because the school provides many opportunities for them to work together and, for example, in assemblies to share each others' achievements. Pupils are consulted and make recommendations about such issues as play time provision and have many opportunities for taking initiative and accepting responsibility to assist with the smooth running of the school. Older pupils have opportunities to help younger pupils as part of the 'buddy system' and the whole school takes part in initiatives to help charities and those less fortunate than themselves. All pupils with special educational needs are enthusiastic about school. Their confidence and self-esteem is similar to other pupils because of the very effective use of praise and encouragement by staff. Relationships between pupils with special educational needs and other pupils and adults are of a high order. This is because of the emphasis that the school places on personal development.
8. A real strength of the school is the respect that pupils develop for the values and beliefs of others. This is promoted in lessons such as religious education, geography and history and in the frequent discussions that take place in class when they learn to respond to the opinions and suggestions of others. For example, following a visit to a mosque, older pupils showed a sensitive understanding of why Islamic buildings and artefacts are valued. Pupils have many opportunities to react to interesting experiences with awe and wonder such as listening to the school choir or appreciating the work of artists such as Paul Klee. Although in subjects such as art and design, literature, geography, religious education and history, pupils learn about other cultures, they do not have sufficient planned opportunities to learn about the cultural diversity of the society in which they live and the wider, more culturally diverse society.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good and contributes well to pupils' very good achievement. The quality of teaching and learning is good. The accommodation and resources are good.

### Teaching and learning

The quality of teaching and learning is good. It is very good in Years 5 and 6 where three excellent lessons were observed. It is satisfactory in Year 3. Assessment is good overall.

### Main strengths and weaknesses

- The quality of teaching and learning in Years 5 and 6 is a significant factor in the pupils' very high achievement and good attainment at the end of Year 6.
- In the best lessons, all pupils are challenged very well and the pace of lessons is very high; pupils make rapid progress because they enjoy the lessons and are keen to learn.
- Most teachers have high expectations of behaviour and participation.
- Lessons are well planned and teachers use resources, particularly the interactive whiteboards, to good effect.
- Teachers generally have good subject knowledge.
- In some lessons classroom management skills are not good enough.
- Opportunities for pupils to use their skills of literacy, numeracy and information and communication technology in other lessons are not yet systematically planned into the curriculum and lessons.
- Assessment has improved since the previous inspection and is now very good in English and mathematics, good in science and satisfactory in information and communication technology but it has not yet been extended to the other subjects.

### Commentary

#### Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	10	6	9	1	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

9. The quality of teaching and learning is good. It is very good in Years 5 and 6 and satisfactory in Year 3. Three excellent lessons were observed in Years 5 and 6. One lesson in Year 3 was unsatisfactory. The quality of teaching and learning in Years 5 and 6 is a significant factor in the pupils' very high achievement at the end of Year 6. In these classes all pupils are challenged very well and the pace of lessons is very high. Pupils make rapid progress because they enjoy the lessons and are keen to learn. In English, teachers are constantly aware of the need, through literature and through the challenging language they use in lessons, to improve the richness of pupils' vocabulary. In mathematics and science, investigations are an integral and highly supportive aspect of pupils' learning and ensure that pupils remember their learning well.
10. In the unsatisfactory lesson and in some satisfactory lessons, classroom management skills are not good enough to ensure that pupils listen, respond or produce a good enough volume of work. The pace of lessons is too slow and lessons do not motivate or interest pupils as well as in the good, very good or excellent lessons.
11. All teachers share the aims of the lessons well with pupils and in most lessons these are reviewed at the end and pupils' learning is consolidated and checked. On occasion this session is too brief to be useful. Lessons are well planned and teachers use resources to

good effect. For example, objects of religious significance added meaning and focus to a religious education lesson. The new interactive whiteboards are rapidly becoming a very successful tool for teaching and learning, adding interest and excitement to lessons. Most teachers have high expectations of behaviour and participation and this is effective in supporting the good standards and high achievement. The school is very successful in managing some pupils with very challenging behaviour. Teachers generally have good subject knowledge and are careful to teach and explain the vocabulary of the subject well. Work in books is marked conscientiously and targets for improvement are written or given orally. Pupils have individual targets for learning. They value these and are keen to reach them and this also supports their very good achievement. Homework is effective in supporting attainment and achievement. A significant feature in the improved standards in reading since the previous inspection is the school's development of the reading homework. The school's care and concern for individuals is demonstrated in the provision for those pupils who have difficulties in completing their work at home to tackle this at lunchtime.

12. Teachers plan well for pupils with special educational needs with tasks matched to prior learning and closely linked to individual education plans. These pupils are included fully in all aspects of the lessons, for example in whole class questioning by the teacher and when checking on learning at the end of a lesson. The learning and achievement of pupils with special educational needs is greatly enhanced by the work of the learning support assistants who work with pupils to help them participate in lessons and to understand their work. They also assess what each pupil has learned and join with the teachers to plan further work.
13. Assessment has improved since the previous inspection and is now very good in English and mathematics. It is good in science and satisfactory in information and communication technology. It is used very well to check the progress of each pupil to make sure that they are on track to attain the levels expected of them, to plan appropriately for the needs of individuals and to identify those pupils for whom the school provides intervention programmes to boost their attainment. However, the systems have not yet been extended to the rest of the curriculum. Although there are some opportunities for pupils to use their skills of literacy, numeracy and information and communication technology in other lessons, these opportunities are not yet systematically planned into the curriculum and lessons.

## **The curriculum**

**The overall quality of the curriculum is good** and contributes significantly to pupils' very good achievement. Overall the accommodation and resources are good.

### **Main strengths and weaknesses**

- The breadth and richness of curricular opportunities, including the emphasis on the teaching of skills, supports the very high achievement.
- The care and concern for all, including provision for pupils with special educational needs and the higher-attaining pupils, is a strong feature of the provision.
- Provision for sport and the arts is good.
- The innovative approaches to mathematics and reading homework and the use of the interactive whiteboards enhance learning.
- Not enough attention is paid to planning opportunities to prepare pupils for life in a culturally diverse society.
- There is no structured programme of work for personal, social and health education.

### **Commentary**

14. The school ensures that the skills related to each subject, for example the skills of enquiry and investigation in mathematics and science, form the basis of the curriculum. By also ensuring that knowledge and understanding relating to the subjects are also planned for,

enhanced by a good range of visits and visitors, the resulting curriculum has a good breadth and balance and is enriched well. The arrangements for fostering pupils' personal, social and health education come mainly through religious education and science and there is no other structured programme of work. However, this aspect of the curriculum pervades every aspect of life in the school and is promoted effectively by all staff. It is a team effort with a very good example set by the headteacher. The maturity and very positive attitudes to school that the school promotes so effectively through personal and social education are the cornerstone that enables all pupils to achieve very well. This prepares them very well for the next stage of their education.

15. The range of visits and visitors the school provides offers a wealth of experiences that add significantly to the quality of the curriculum. These include good opportunities for pupils to develop their skills in sports and in the arts. For example, pupils have good opportunities to learn a musical instrument and to perform for their peers, parents and others in the community. The choir performs for other pupils, at charity concerts and in local schools' festivals. The school also offers good opportunities to participate in different sports and other activities such as literacy quizzes where they compete against other schools. Activities such as these raise confidence and self-esteem. Overall, resources for learning are good. The new interactive whiteboards lead to some innovative teaching and make a very significant contribution to learning. Other innovations that enhance the curriculum and the achievement of pupils include the setting of mathematics challenges such as number square puzzles for homework and the reading homework that, with work in school, promotes the development of high level reading skills as well as an interest in books.
16. All pupils benefit from this rich curriculum. The school identifies those pupils who may have special educational needs or are higher-attaining pupils and makes very good provision for them. In lessons tasks are planned to match pupils' prior attainment. The individual education plans for pupils with special educational needs are structured very well and help teachers and learning support assistants to provide very good help for these pupils. Those aspects of the curriculum that the school recognises should be further developed relate to the need for a fully structured programme of work to enhance the arrangements for personal, social and health education and to a planned approach to preparing all pupils for life in culturally diverse society. The school has developed the required anti-racism policy.

### **Care, guidance and support**

**Pupils' care, welfare, health and safety are good.** Provision for support, advice and guidance is good. Involvement of pupils through seeking, valuing and acting on their views is good.

### **Main strengths and weaknesses**

- The staff know the pupils well and provide them with good support to enhance their learning and personal development.
- The good induction arrangements with the local infant school help pupils to settle swiftly into school.
- The staff listen to the pupils and value their views on school issues.

### **Commentary**

17. Staff know the pupils well and have close contact with parents and outside agencies. They quickly recognise pupils who need additional help and all pupils are valued regardless of their academic ability. Pupils are given targets for improvement in literacy and numeracy, which gives them an insight into the progress that they make and what they can do to improve their work. Vulnerable pupils are offered emotional support in a warm and caring environment. The headteacher and staff are easily accessible if parents have any concerns and relationships are open and friendly. At breaks and lunchtimes the pupils are well supervised by teachers, supervisors and special needs assistants. The teaching of personal and social

education in assemblies and lessons such as religious education and science also enhances pupils' personal development by ensuring that they understand how to maintain a healthy lifestyle. Outside agencies such as health professionals support sex education and the police advise on drugs awareness. The arrangements for child protection are satisfactory and meet the requirements of the local Area Child Protection Committee. The headteacher is the named person responsible for child protection and 'looked after' children. He has now received appropriate training and ensures all staff, including lunchtime supervisors, are vigilant and keep him informed of any concerns.

18. Well-planned and organised induction arrangements are in place to support the pupils transferring from the local infant school. Visits are arranged and joint curriculum activities such as the arts week are held. The staff participate in joint training sessions and the headteacher is well known to the infant children as he visits their school to take assemblies. All new pupils are given a junior 'buddy', an older pupil who is able to offer friendship, help and support as they settle into their new school.
19. The school reviews the progress of pupils with special educational needs very carefully. Special needs assistants make a very good contribution to these discussions. Individual education plans highlight key areas for improvement for pupils, with an appropriate number of concise targets. All pupils know what their targets are and are encouraged to take some responsibility for deciding when they have achieved a target. The requirements of the statement of special educational needs for the pupils with the highest level of special educational needs are fully met.
20. Staff welcome the views of the pupils on how to improve the school. All ideas are valued and, if possible, acted upon. Recent improvements instigated by the pupils have seen changes in the playground, improved lunchtime arrangements and smarter uniforms for the lunchtime staff. A recent suggestion by one of the pupils has resulted in the headteacher running a competition to find the best 'school prayer'.

### **Partnership with parents, other schools and the community**

**The school maintains good links with parents and the community.** Links with other schools are good.

### **Main strengths and weaknesses**

- Links with parents support the pupils' learning.
- Good quality information keeps parents informed of school events and their children's progress.
- The school listens to and responds to the views and suggestions made by parents.
- Links with the community enrich the curriculum provided by the school.
- Transitional arrangements with the local high school are good.

### **Commentary**

21. The school maintains a good partnership with parents. The majority of parents think highly of the school. Good support is provided during fundraising events. These have provided additional funding to purchase more computers. A small number of parents are concerned about incidents of bullying in school. However, the headteacher is aware of their concerns and has appropriate procedures in place to address and resolve any incidents that occur and to support both the bullied and the bully. All staff understand and follow procedures. Pupils spoken to during the inspection confirmed that the school is a friendly place and when bullying occasionally occurs, they have no hesitation in conveying their concerns to an adult.
22. Regular newsletters keep parents informed about events and achievements within school. Workshops have been held to explain the National Numeracy and Literacy Strategies to parents to enable them to support their children's learning. Pupils' progress reports are of a

good quality. They contain all the required information and include a comment and acknowledgement slip for parents to complete. Formal parents' consultation evenings are held twice a year at which the pupil's targets for improvement are shared and discussed with parents to help them to support their child.

23. The school ensures that parents of pupils with special educational needs are kept very well informed and are invited to discussions as soon as possible needs are identified. Parents are also invited to meetings when the individual education plans and statements are reviewed so that they know what progress has been made, discuss what the next targets are and how they may help pupils at home. To foster this, parents have their own copy of the individual education plans. Parents are appreciative of the support provided by the school.
24. The school has carried out surveys to ascertain parents' views on school issues. The headteacher and staff are always willing to listen to any suggestions or concerns. This has resulted in improved road safety outside the school, consultations regarding pupils' homework and the instigation of the school's 'buddy' scheme.
25. Links with the community support the pupils' learning. Visits to museums have been arranged to enhance the pupils' project on Egypt and the pupils have worked with Groundwork Trust on the development and reclamation of the local colliery. The Country Rangers have also accompanied the pupils whilst they carried out planting in a nearby wood. Clergy from the local churches visit the school and the local library has hosted a literacy quiz. Links with a local business have provided additional information and communication technology training for the staff to support and enhance their teaching. The community also supports pupils' personal development by providing opportunities for them to take part in initiatives such as the Parish Council 'tidiest village' scheme, charity fundraising and sporting activities.
26. Good transitional arrangements are in place before the pupils move to the local secondary school. Secondary school pupils visit Year 6 to tell them about life at the high school. Curriculum links through joint projects are established and visits and 'taster' days are arranged. Junior and secondary school staff also share joint training days. Parents of pupils with special education needs have confirmed that their children are well supported during the transition.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** Governance is good. All legal requirements are met. Leadership is good with the commitment and very hard work of the headteacher motivating all staff. Management is good. The actions taken are effective in helping the school to raise standards.

### **Main strengths and weaknesses**

- The sense of purpose and commitment of the headteacher, with the full backing of the other members of the senior management team, sets a good example for all.
- The school's commitment to care and provision for all is very good.
- The headteacher and other staff set very good examples and motivate pupils well.
- The thorough and accurate self-evaluation and review of most aspects of school life and performance are raising achievement and standards.
- Apart from mathematics, there is no provision for subject leaders to check the quality of teaching and learning in lessons.
- Good strategic planning is reflected in financial management that helps the school to achieve educational priorities with the full support of the governing body.

## **Particular aids or barriers to raising achievement.**

27. The government and school funded purchase of resources for information and communication technology and associated staff training are having a significant effect on the achievement of all groups of pupils. High staffing costs restrict the opportunity to improve provision further and so raise achievement. The school counters the low aspirations of many pupils very well and this results in very high achievement.

## **Commentary**

28. The determination, commitment and very hard work of the headteacher, supported well by senior staff, to ensure that every pupil has the opportunity to achieve as well as possible are key factors of the good leadership. The headteacher leads by example and, despite staffing problems outside the control of the school, has created a team with similar aspirations and determination that has led to very good achievement in English, mathematics and science and has improved the previously unsatisfactory standards in information and communication technology.
29. All staff set a very good example for pupils, especially in promoting very good relationships and a determination to do their best. These very good relationships make a significant contribution to pupils' personal and social development and to their very good achievement. The school's policies, planning and teaching indicate a genuine concern to provide for all pupils. This is reflected in the classrooms by the teachers, particularly those who teach the oldest pupils in Years 5 and 6, whose good planning incorporates interesting, challenging tasks matched very closely to the prior learning of pupils, including those with special educational needs and those who are higher-attainers. The school's concern extends to pupils with the highest level of special educational needs. The subject leaders have developed an increasingly effective role in leading and managing their subject, but most have not yet had the intended opportunity of checking the quality of teaching and learning and taking action as a result of this.
30. The main points for action from the previous inspection have been tackled successfully. The school has remedied the weaknesses, particularly in information and communication technology, with a consequent improvement in the standards attained by all pupils. Improved assessment procedures have also been a significant feature of the raising of standards in English, mathematics and science.
31. The school's self-evaluation is thorough and realistic. It is very closely linked to the standards attained by pupils. The school analyses the results of national, optional and school devised tests and uses the information gained very well to improve standards. The school also checks carefully on the learning of all pupils to see whether they are making the progress predicted following the assessments. This information enables the school to identify areas for the school improvement plan very effectively and to focus intervention programmes for pupils where necessary. The strategies to improve standards in reading exemplify this. The school's self-evaluation is also closely linked to a thorough review of teachers' performance and target setting that improves pupils' performance by focusing on improving teaching. Professional development for staff, for example the training on the use of the interactive whiteboards, is effective.
32. The governing body fulfils its role well by the way it both challenges and supports the school. One way that it does this is by its consideration of, and contribution to, the school development plan. This enables the governing body to play a valuable role in prioritising the budget. When taking decisions close attention is paid to 'Best Value' principles. The governing body is well informed about standards in the school compared with other schools. Additionally, spending decisions, such as when deciding to have windows replaced, are carefully thought through. Governors also follow up spending decisions, for example the additional funding provided for the interactive whiteboards, by visiting the school and seeing



how effectively they are being used. The special educational needs governor is aware of the very good provision in the school, although visits to the school are infrequent.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)		Balances (£)	
Total income	536,598	Balance from previous year	19,249
Total expenditure	566,649	Balance carried forward to the next	(30,051)
Expenditure per pupil	2,485		

33. At the end of the last financial year the school had a deficit budget as a result of unforeseen staffing costs due to illness. The headteacher and the governing body have this situation under tight control although this has meant a reduction in the number of teachers in the school and larger class sizes, some containing more than one year group. It is likely that the deficit will shortly be cleared.

## PART C: THE QUALITY OF EDUCATION IN SUBJECTS

### SUBJECTS IN KEY STAGE 2

#### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- Standards are above average by the end of Year 6 and achievement is very high.
- The good quality of teaching enables most pupils, including those with special educational needs, to achieve very highly.
- The National Literacy Strategy is well used to help raise standards.
- The leadership and management of the subject are very good and help to ensure a consistent approach to teaching and learning.
- The school makes very good use of its comprehensive assessment systems in order to guide planning and to set targets for improvement.

#### Commentary

34. The above average standards attained by the end of Year 6 are an improvement on the findings of the previous inspection. The slightly lower proportion of pupils who attain at the higher Level 5 compared with the 2003 National Curriculum tests is a feature of differences in the present Year 6 group compared with the previous year. A significant factor in the above average standards and pupils' very high achievement from a low base on entry is the overall good quality of teaching which, in the case of classes for older pupils, is very good and sometimes excellent. The school has in place very thorough systems of assessment that help staff to check pupils' progress and set targets for improvement for the school as a whole and for individual pupils. In this way teachers and pupils are clear about what they need to do in order to improve and the school identifies areas such as reading, for example, for further focus in order to raise standards. The school makes very good use of the National Literacy Strategy in order to bring consistency to the planning and teaching of literacy so that pupils build securely on previous work.
35. The school provides many interesting opportunities to encourage pupils to listen, speak, read and write. For example, they take part in drama productions, receive visits from theatre groups, poets and authors and make visits to places of interest including local theatres. Pupils are given a wide range of opportunities to develop their speaking and listening skills. For example, in Year 5 pupils worked in small groups to discuss how they might produce pamphlets in order to encourage healthy eating. Because relationships are very good and pupils know that their efforts are highly valued, they learn to speak confidently and articulately. Older pupils discuss and reflect on how their own and others' work might be improved. Teachers manage pupils very well and as a result they are eager to take part in discussions and do so sensibly and maturely.
36. Because teachers generally have a very good subject knowledge and teach most basic skills very well, most pupils, including lower-attainers, make good use of a range of strategies such as sounding letters and using pictures, and refer to the meaning of text when they meet new or unfamiliar words. In Year 6, higher-attaining pupils confidently compare authors and show insight in referring to the detail of plot and characterisation when discussing text because teachers have high expectations and challenge them to extend their skills. By the end of Year 6 most pupils use reference books confidently when completing research, although the school is aware of the need to improve their skills in using the library system. A significant feature in the improved standards in reading since the previous inspection is the school's

development of the reading homework programme. This has extended the range of texts used by pupils and increased their comprehension skills.

37. Most teachers plan carefully and share lesson objectives with pupils. They return to these at the end of lessons to check if they have been achieved. Pupils have clear individual targets for improvement. This is why most pupils have a very good understanding of their own learning. It is enhanced by the helpful and very focused comments teachers provide when they mark pupils' work. Because teachers have high expectations, the handwriting of most pupils is well presented and punctuated. By the end of Year 6 most pupils' writing, for a wide variety of audiences and purposes, is interesting and imaginative. This is because teachers are constantly aware of the need, through literature and through the challenging language they use in lessons, to improve the richness of pupils' use of apt and imaginative vocabulary. For example, in the excellent teaching in Year 6 the teacher used challenging words such as, 'plethora' and 'rhetorical questions' in order to underline her very high expectations. During lessons teachers provide work that is well suited to pupils' prior attainment levels and they make good use of classroom support assistants, particularly in work with lower-attaining pupils and those pupils with special educational needs. In this way pupils are appropriately challenged and this helps groups of all levels of prior attainment to achieve very well.
38. The leadership and management of the subject are very good. The subject leader has very good subject knowledge and a very clear understanding of its strengths and weaknesses. She understands very clearly how the subject is to develop in order to improve standards and manages the subject very well, providing very useful support for colleagues and ensuring that assessment is well used to guide planning and set targets for improvement. There are no opportunities for her to check the quality of teaching and learning in lessons in order to raise the quality of teaching further.

### **Language and literacy across the curriculum**

39. The school makes sound use of literacy in other subjects. This helps to extend pupils' literacy skills and deepen their understanding of other subjects. Pupils used their speaking and listening skills in history when they interviewed a teacher in the role of Helen of Troy. In science, pupils used succinct writing in reports of their investigations and produced detailed accounts of the Easter story in religious education. Information and communication technology is used in literacy, for example, to record poetry and to produce journalistic styles of writing and to conduct research. However, the school is aware of the need to develop this aspect of their work further.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards are above average at the end of Year 6 and achievement is very high.
- The quality of teaching is good overall and very good in Years 5 and 6.
- Most lessons are lively, engage pupils' attention very well and proceed at a good pace; they challenge and excite.
- There is a very good emphasis on investigating and problem solving.
- Leadership and management are very good and lead to improvement of standards.
- The use of mathematical skills is not yet specifically planned into other subjects.

### **Commentary**

40. Standards are above average at the end of Year 6, matching those attained in the national tests at the end of 2003 and showing an improvement since the previous inspection. All

pupils, including those with special educational needs and those with higher prior attainment achieve very well. This is because of the very good teaching in Years 5 and 6, the very good emphasis on teaching mathematical skills through investigating and problem solving and the very good assessment procedures that allow the school to target very carefully those pupils whose progress is not as good as expected. Very good intervention programmes are in place to boost the attainment of those pupils who are not making the progress expected and those who need extra help in attaining the average Level 4 in the national tests at the end of Year 6. These are effective in ensuring that most pupils, except those with special educational needs, do attain Level 4 and standards in mathematics have improved considerably in the last four years. Although there are fewer pupils attaining at the higher Level 5 than last year, when the percentage of pupils attaining this level was larger than that nationally, this is because the year group contains a greater than usual percentage of pupils with special educational needs and fewer higher-attainers. Pupils in Years 5 and 6 are set into four ability groups for mathematics and this gives a greater opportunity to challenge all groups of pupils at an appropriate level and for teaching groups to be smaller than a class. The system is very successful in allowing the highest-attaining pupils to move forward at a rapid pace and in supporting the steady acquisition of skills and understanding of pupils with special educational needs and those with lower-attainment.

41. In Year 6, average and higher-attainers responded very well to a very sharp mental revision session, quickly giving the answer to a string of operations, squaring, doubling and halving numbers, including decimals, and using and reversing multiplication tables with ease. They have a precise knowledge and understanding of the properties of shapes and describe these and their position with accuracy using terms such as 'parallel', 'perpendicular' and 'reflect'. Lower-attainers revised and practised tables by sorting with Venn diagrams where they had to decide, for example, whether numbers were divisible by 2, 3, both or neither and place them in the appropriate set. They quickly learned to check if a number is divisible by 3 by adding the last two digits and dividing by 3. They enjoyed the lively session very much and showed a good understanding of pattern in number in relation to multiplication and division.
42. The quality of teaching and learning is good overall. It is very good in Years 5 and 6. One lesson in Year 3 was unsatisfactory. In the good and very good lessons teachers have very high expectations of behaviour and participation and lessons are lively and fun to encourage these attitudes. Games are used to add interest and enjoyment such as making pairs of shapes with their descriptions. Investigations, such as the use of a tree diagram to work out the name of a shape from its description or where pupils were challenged to find out how many shapes they could make from a set of triangles are an integral and highly supportive aspect of pupils' learning. The investigation using shapes generated much effort and discussion and pupils wanted to carry it on for homework. The expectation that pupils will give explanations for their answers develops strategies for tackling problems, for working things out in a number of different ways and helps teachers to check for misunderstandings. In the unsatisfactory lesson the teacher did not gain or keep pupils' attention well enough and pupils were inattentive, boisterous and too little work was achieved. Explanations were not clear enough for pupils to complete the task.
43. Teaching assistants support pupils with special educational needs very well and make a significant contribution to their learning and achievement. Teachers are generally using the new interactive whiteboards well to capture pupils' interest and to enhance explanations. Occasionally, teachers take pupils too quickly from whole class work to written tasks without sufficient practical work to consolidate learning first. All teachers share the aims of the lesson well with pupils and most make good use of the concluding minutes to revise what has been learned, check on understanding and to give praise for effort. Through these sessions and through their individual targets, pupils have a good understanding of what they need to do to make further progress. Teachers have a good understanding of mathematics although, on a very small number of occasions, imprecise mathematical vocabulary is used. Books are marked conscientiously and points for improvement are mainly discussed individually with pupils. Homework is used very effectively to consolidate learning.

44. The subject is very well led and managed. The subject leader has a very clear understanding of the strengths and weaknesses of the subject and has worked hard to bring about improvements in teaching, learning and attainment. Because mathematics has been a focus for development, he has observed classroom teaching and used these observations as the basis for further development work with staff. Systems for assessment of pupils' attainment are very thorough and lead to good target setting and a clear understanding of what needs to be done to achieve the targets. These systems have improved considerably since the previous inspection.

### **Mathematics across the curriculum**

45. There are links with information and communication technology in data handling and pupils produce block graphs for example. They use time lines in history and draw on their understanding of number when they use force meters in science. The use of mathematical skills is not yet specifically planned into other subjects and opportunities are too incidental. However, pupils' mathematical skills are good enough for them to succeed when they need to use them.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards are above average by the end of Year 6 because of the strong emphasis on investigations.
- Good teaching enables pupils to make good gains in their learning and achieve very well.
- Pupils behave well and have good attitudes to science.
- Leadership and management are good.
- Good assessment procedures inform planning.
- Pupils do not have enough opportunities to plan their own investigations.
- There is no opportunity for the subject leader to observe lessons in order to raise the quality of all teaching to that of the best.

### **Commentary**

46. Standards in science have improved since the previous inspection. Inspection evidence shows that standards are above those expected nationally because only about four pupils are unlikely to attain the nationally expected Level 4 and over a third are likely to attain the higher Level 5. The percentage of pupils who attained the higher Level 5 fell in 2003 due to staffing difficulties outside the control of the school and the school was unable to provide the extra classes as in the previous year. All pupils, including those with special educational needs, make very good gains in their learning and achieve very well.
47. The quality of teaching and learning is good. Some teaching of the oldest pupils is very good. Teachers have a good knowledge and understanding of the subject and use this effectively to plan well. The very good emphasis on investigating is a key factor in the standards attained by pupils. Teachers share the learning intentions with the pupils and check at the end of lessons so that all pupils know what they can do or know. The use of information and communication technology, particularly the interactive whiteboards, is instrumental in motivating pupils. Pupils also use the Internet to research topics, for example the planets, when studying *The Earth and Beyond*. Learning support assistants help pupils with special educational needs very effectively; in particular by ensuring the pupils understand questions and giving them the confidence to reply when asked. Teachers include all pupils in questioning that challenges their thinking and fosters speaking and listening skills well. For

example, pupils in Year 5, in a lesson on friction, were asked to predict which shoe would have the most grip and, more importantly, to give their reasons.

48. In the best lessons the pace of work is very brisk and no time is wasted. The teachers have very high expectations of all pupils and challenge them constantly to use the correct scientific vocabulary in discussions. This was clearly demonstrated in two classes where pupils were investigating floating and sinking and used, for example, the terms 'up-thrust' and 'balanced forces', accurately. Throughout the lesson teachers questioned pupils closely to check on their learning. The behaviour in these lessons is very good because the lessons are very interesting and pupils are very keen to learn. These strategies promote the enjoyment and interest in the subject by all pupils very effectively and all pupils are enthusiastic. However, pupils do not always have enough opportunities to plan and carry out their own investigations and so learn to hypothesise and test.
49. Leadership and management of the subject are good. The subject leader has high aspirations and is determined to help all pupils achieve as highly as possible. The subject leader checks samples of work, but has not yet had the opportunity to observe teaching to help raise the quality to that of the best. Assessment has improved since the previous inspection and is now good. There are good procedures for tracking pupil performance, particularly to see whether any pupils are underachieving and taking action to rectify this. The subject leader has devised assessments to help teachers identify any gaps in the skills and knowledge of the pupils. As a result teachers plan more effectively and set targets for pupils so that pupils know what they have to do to improve. All work is marked and indicates when targets are achieved. The best marking, in Years 5 and 6, often has more detail about what pupils have achieved and this boosts their confidence. The curriculum is enriched well by educational visits and visitors.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Very good resources, particularly interactive whiteboards and the information and communication technology suite, aid learning well.
- Standards have improved and are now similar to those expected nationally.
- Teaching and learning have improved because of training for staff and are now satisfactory.
- The confidence and positive attitudes of pupils help them to achieve well.
- The use of information and communication technology to promote learning across the curriculum is good.
- A systematic programme of lesson observations that would help to raise the quality of teaching and learning is not yet in place.

### **Commentary**

50. Resources have improved since the previous inspection and are now very good. The school has benefited significantly from funding from a government initiative to provide interactive whiteboards and scanners in the classrooms of older pupils. The educational value of these for all pupils was recognised by the school and funding made available by the governing body ensured that interactive whiteboards are in place in every classroom. Resources have also been strengthened by the provision of an information and communication technology suite and the purchase of items such as a digital microscope. Another significant benefit is the provision of staff training that has extended their skills and boosted their confidence and so teaching and learning are better than at the previous inspection. The requirements of the National Curriculum are met through a structured programme of study that follows the latest national guidance. As result, standards in this subject are now similar to those expected

nationally and all pupils, including those with special educational needs, make good gains in their learning and achieve well.

51. On the evidence of lessons seen, displays of work and discussions with pupils about what they can do, teaching and learning are judged to be satisfactory. Teachers are confident when using the information and communication technology resources and understand the requirements of the subject. This was shown in both the lessons seen and, more noticeably, when teachers used the interactive whiteboards in lessons other than information and communication technology lessons. Other strengths of the teaching that enable pupils to make good gains in their learning are the planning that provides tasks to arouse the interest of pupils and the effective use of learning support assistants to help those who have special educational needs. Pupils in Year 6 demonstrate their skills confidently, for example with spreadsheets, and talk enthusiastically about their work.
52. The subject leader has not had the opportunity to observe lessons and the school recognises that this is an area for development if teaching and learning are to improve further. Assessment procedures towards the end of each year and a review of learning at the end of each lesson enable teachers to check the progress of pupils and plan activities that are more closely linked to prior attainment.

### **Information and communication technology across the curriculum**

53. Opportunities are developing for pupils to use information and communication technology to foster learning in other subjects. Pupils in Year 3 use the Internet to research the planets as part of their science work and pupils in Year 6 researched the local metrodome for work in literacy. Pupils in Year 6 also linked literacy and religious education through re-writing the Ten Commandments using language that would be understood by seven-year-olds. In Year 4, art and design is fostered through work on repeating patterns. This is linked to the study of the Ancient Greeks in history. These opportunities, together with the growing expertise and confidence of the staff, put the school in a good position to raise standards further, not only in information and communication technology, but also in other subjects.

## **HUMANITIES**

### **Religious education**

Provision in religious education is **good**.

#### **Main strengths and weaknesses**

- Standards are above those normally expected at the end of Year 6.
- The subject contributes very well to pupils' spiritual, moral, social and cultural development.
- The quality of teaching and learning are good overall.
- Pupils demonstrate a high level of respect and understanding for the beliefs and practices of others and the role of faith in their lives.

#### **Commentary**

54. Attainment in religious education is above that normally found nationally, maintaining the position at the time of the previous inspection. The achievement of all groups of pupils, including those with special educational needs, is very good. The subject meets the requirements of the new locally agreed syllabus and the school has worked hard to ensure this. Pupils are well motivated, interested and eager to learn. A particular strength in pupils' learning is the respect that they have for the way of life and the feelings of others. Pupils in Year 6 spoke with great enthusiasm and excitement about their visit to a mosque. The visit obviously had significant spiritual meaning for them and they were able to relate the feelings that they had when they experienced the dress and customs of others for themselves. They

had even noted the patterns in the carpets and commented on their beauty. In discussion and in lessons they demonstrated an above average knowledge and understanding of the Islamic faith and confidently compared this with Christianity and the Jewish faith. Pupils confidently discuss similarities and differences and know the different customs surrounding respect for the various holy books. They remember past work well and use this knowledge to extend current understanding. They were fascinated by the fact that some of the stories and people in the Qu'ran are the same as those in the Bible. They listened with interest to a Christian minister who talked about various bibles and their personal meaning for him. They asked well-formulated questions about faith and its meaning for him, demonstrating good speaking and listening skills and a respect for others. The subject contributes very well to pupils' spiritual, moral, social and cultural development.

55. The quality of teaching and learning is good overall. One lesson in Years 5 and 6 was excellent. The teacher had very good subject knowledge, kept all pupils' interest and attention and encouraged them to offer ideas and to think for themselves. Very good use was made of objects of religious significance to add interest, remind pupils of past learning and to teach respect. However, in a satisfactory lesson in Year 3, the pace of the lesson was too slow because the teacher did not set time limits for the written work and pupils did not work hard enough. Classroom management skills were not good enough to ensure that all pupils paid attention and participated fully in the lesson. The learning support assistant supported the learning of the pupils with special educational needs well, prompting their ideas and enabling them to succeed.
56. The subject is well led and managed. The subject leader has a very good knowledge and understanding of the subject and is very enthusiastic. She has been particularly effective in putting into place the new locally agreed syllabus and ensuring that the school has all the resources to teach this. She works closely with teachers to ensure that good planning is in place and to guide and support. As yet she has not been given the opportunity to check and evaluate teaching and learning in lessons and to offer support to improve classroom skills where necessary. The school does not have a system in place to assess pupils' learning and attainment. Resources are very good and include many objects of religious significance from all major world faiths, pictures, posters and video recordings and these offer valuable support for pupils' understanding. Visits have been made to a church and a mosque and the school uses the Internet to enable pupils to take part in interactive tours of other religious buildings.

## History and geography

57. No judgements have been made about **history and geography** as few lessons were observed. The way in which the school organises its work means that little work was available at this stage of the year in **geography**. The subject leader for the two subjects is aware that the subjects are behind in being a focus for review but other school developments have taken priority. There is no whole school system for checking the quality of teaching and learning in classrooms or for assessment and recording of progress. However, she does review teachers' planning and work samples and displays. Resources are satisfactory and the school makes use of those available from the local education authority and the Internet.
58. In the good **history** lesson seen, the teacher made good use of a recent visit to a local museum as part of pupils' work on the ancient Egyptians. Because their enthusiasm had been aroused by the visit, most pupils were able to discuss in some detail ancient Egyptian traditions relating to the dead. The teacher's good subject knowledge and skilful management of pupils helped them to build on their existing knowledge and understanding through their independent research using a useful collection of reference books. A strong feature of work throughout the school is the focus on the development of historical skills and methods of enquiry. Pupils know about different sources of evidence and how to research different periods using visits to museums, books and the Internet. They know about the use of archaeology and learn to make comparisons and to distinguish between fact and opinion.



When teachers mark pupils' work they make comments that help pupils to improve their historical skills and understanding.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **Art and design**

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

#### **Main strengths and weaknesses**

- The quality of teaching is good so that pupils' learning is good and they achieve very well.
- Standards are above those expected nationally by the end of Year 6.
- Leadership and management of the subject are good.

#### **Commentary**

59. The school ensures that pupils work in a good range of media and use a good variety of tools and techniques in producing work of above average standard by the end of Year 6. This has enabled the school to address successfully a weakness from the previous inspection so that pupils now have many opportunities to paint from memory and imagination and to evaluate their work. A significant factor in the way the school has maintained its above average standards since the previous inspection is the quality of teaching. This is good overall and sometimes very good or excellent and helps most pupils, including those with special educational needs, to achieve highly.
60. Because teachers usually manage pupils very well, they usually behave well during lessons and handle materials and equipment sensibly. This helped pupils in one Year 3 class to show good control in their use of paint, crayons, pencils and pastels so that they produced clear and imaginative representations of the story of Icarus and Daedalus. Most teachers have a good knowledge of the subject. The teacher in Year 6 illustrated very successfully how incidents in the life of Paul Klee may have influenced his work. Pupils developed insights into his work and to reflected on their own. In the excellent teaching in Year 5, the teacher challenged pupils to use their initial designs to create attractive and imaginative portraits. This was enhanced by the very good working atmosphere she created and by the pupils' response to her very high expectations.
61. Teachers make good use of art and design in other subjects. This helps to increase their artistic skills and to illustrate and extend their understanding of the other subjects. For example, pupils learn about Islamic mosaics in religious education. They study ancient Greek and Egyptian art in history and show links with mathematics in producing attractive patterns and shapes. Teachers ensure that pupils use computer programs to produce attractive pictures and patterns. Some work is displayed around the school and in classes to enhance the appearance of the school and to provide good examples of work for others. Leadership and management of the subject are good. The subject leader has a good knowledge of the subject and has a clear understanding of the way forward in order to raise standards. She organises the subject well and works hard to support staff and set a very good example by her own teaching of art and design. There are no opportunities for her to observe teaching and learning in order to help teachers to make any necessary improvements. There is no system in place to assess or record pupils' attainment.

#### **Design and technology**

62. No teaching was seen in this subject so there is not enough evidence to make a judgement about provision. Discussion with pupils, school documentation and displays of work confirmed that the principles of teaching the subject are in place and that National Curriculum

requirements are met. Pupils talked about how they design, make and then evaluate the finished product, for example moving monsters. In Year 3 pupils design and make rockets to learn about joining different materials such as plastic to metal. The work is closely linked to the science topic of 'Earth and beyond' and this adds purpose to their work. There is no provision for assessment and recording of pupils' attainment or for the subject leader to check the quality of teaching and learning in classrooms.

## **Music**

63. There is insufficient evidence to make a judgement about provision overall. Documentary evidence and discussion with pupils shows that National Curriculum requirements are met. Older pupils talk with enthusiasm about music, particularly about composing. The singing in hymn practice indicated that standards in this aspect of music are similar to those expected nationally in Year 6. The singing of the choir was above the standards expected nationally. When the choir sang the other pupils listened closely in awe and admiration. The choir participates in local festivals as well as performing in school for pupils and parents. This boosts their confidence and self-esteem. In the one lesson seen teaching was satisfactory. In this lesson pupils in a Year 3 class used instruments to create sounds to accompany a poem. Standards were similar to those expected nationally for this age group and pupils' achievement was satisfactory. The school provides good opportunities for pupils to have instrumental tuition. The curriculum is enriched for all pupils by visits and visitors, for example when a group of Asian dancers performed in school. This also promoted pupils' cultural knowledge and understanding. There is no provision for assessment and recording of pupils' attainment or for the subject leader to check the quality of teaching and learning in classrooms.

## **Physical education**

64. Not enough lessons were seen to make a secure judgement on provision in physical education. The subject leader is very aware of the needs of the subject and keen to improve it further. It is a current focus of school improvement planning. As part of this development he has performed demonstration lessons for teachers and made video recordings to develop good practice. External consultants have shared their skills with the school. The subject leader has worked with colleagues from the local secondary school to promote games skills. A code of good practice for health and safety is in place. The school has an annual sports day and takes part in competitive inter-school sport. The school has a number of clubs for sports such as rounders, cricket and football. The subject leader is enthusiastic and knowledgeable and knows the subject's strengths and weaknesses well. However, he has not been given time to check the quality of teaching and learning in lessons and there is no system for assessing and recording pupils' attainment.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION**

65. No judgement has been made on provision as no lessons were observed. Personal, social and health education is taught mainly through religious education and science and there is no other structured programme of work. However, this aspect of the curriculum is part of every aspect of life in the school and is promoted effectively by staff. The school nurse provides sex education and talks to pupils about nutrition. The police work with pupils on topics such as anti-social behaviour, crime and misuse of drugs. The fire brigade has provided various sessions relating to fire safety and fireworks.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
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	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
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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