

# INSPECTION REPORT

## **WOOLDALE JUNIOR SCHOOL**

New Mill

LEA area: Kirklees

Unique reference number: 107676

Headteacher: Mrs S Horsley

Lead inspector: Mrs C E Waine

Dates of inspection: 26<sup>th</sup> - 28<sup>th</sup> April 2004

Inspection number: 258503

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:	204
School address:	Royds Avenue New Mill
Postcode:	HD9 1LJ
Telephone number:	(01484) 222 490
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Susan Thompson
Date of previous inspection:	27 <sup>th</sup> April 1998

## CHARACTERISTICS OF THE SCHOOL

Wooldale Junior School is an average-sized school in a village setting, close to Huddersfield. It serves an area of mixed socio-economic background, which is average overall. Currently about 19 per cent of pupils are in receipt of free school meals and this is similar to most other schools. Almost all of its pupils are of white UK origin and all speak English on entry to school. Most pupils have attended the local infant school prior to entry. Attainment on entry to school is usually above average, although this has fallen recently because of rising numbers of pupils with special educational needs. Most special needs are linked to learning or emotional and behavioural difficulties. The proportion of needs is currently average but a higher than usual proportion has a statement of their needs. Most of the special needs are related to learning or emotional and behavioural difficulties. The area is very settled and the proportion of pupils who enter the school during Years 3 to 6 is lower than in most schools.

The school has achieved several awards including two achievement awards and the national Activemark Gold for its work in physical education. The school has recently gained the national Artsmark Gold award.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23081	Mrs C E Waine	Lead inspector	English Geography History Religious education
11437	Mr A Anderson	Lay inspector	
23245	Mr A Farrage	Team inspector	Mathematics Information and communication technology Physical education
30590	Mr P Tuttle	Team inspector	Science Art and design Design and technology Music

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good and improving school, which is very effective in some aspects of its work.**

There is a very good learning ethos where pupils are valued highly. Relationships are very good and pupils trust their teachers and develop a great affection for, and pride in, their school. Good teaching and a rich curriculum promote an enthusiasm for learning. Pupils achieve well academically and very well in their personal development. There has been very good improvement since the previous inspection because of very good quality leadership and management by the headteacher and governing body. The cost per pupil is well below average and the school gives very good value for money.

**The school's main strengths and weaknesses are:**

- Standards are much higher than those in most schools and pupils achieve well because teaching is consistently good, and often very good.
- Pupils achieve very well in English and science and standards are well above the national average.
- Leadership and management are very effective in promoting improvement.
- The school cares for its pupils very well and pupils love their school. It provides very well for their personal development, which results in very good attitudes and high standards of behaviour.
- The curriculum is rich and interesting and the provision for out-of-school activities is excellent.
- There are very effective links with parents and the local community, who hold the school in high regard.
- Although standards in information and communication technology (ICT) are above average, the further development of the subject is limited by constraints of the electrical capacity.

The school has made very good improvement overall since the previous inspection. Very good improvement has been made on the issues identified then and the already high standards have been maintained and improved upon. Results in national tests have risen at the same rate as those nationally. There has been very good improvement in standards in ICT and in design and technology, which were unsatisfactory previously.

### STANDARDS ACHIEVED

**Overall, achievement is good;** it is very good in English and science and good in mathematics. Achievement in mathematics is improving and standards are beginning to rise because the school is taking effective action to rectify the weaknesses identified in the tests in 2003. Current standards are well above average overall by the end of Year 6. This reflects the standards recorded in English and science in the national tests in 2003, shown in the table below. As at that time, standards in mathematics are above average, although they are now beginning to rise and reflect better progress than that indicated below in the comparison with similar schools.

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

*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.*

Standards and achievement in ICT are good but further improvement in the subject is limited because of the below average number of computers. Standards in religious education are better than those expected in the local agreed syllabus. In most other subjects, standards are better than those expected. Those in art and design are well above those usually found and those in geography are in line with those expected. Pupils with special educational needs make good progress towards their personal targets.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good.** Pupils have very good attitudes to school and are keen to learn and be involved in the wide range of activities the school offers. Behaviour is very good. Pupils are keen to come to school and their attendance and punctuality are above average.

## **QUALITY OF EDUCATION**

**The quality of education is good overall. Teaching and learning are good and often very good.** Teachers have high expectations of what pupils can achieve and plan work well to meet their needs. Pupils find lessons interesting and are well motivated to learn. Assessment is good overall. Very good procedures are used well to build on pupils' prior attainments. The quality of teachers' marking is very good; they gain a clear picture of pupils' progress and pupils are very well informed on how to improve their work. All pupils are fully included in activities because of very good planning and support.

The curriculum provides a very good range of activities and is enhanced well by the provision of good resources. Provision for pupils with special educational needs is good overall and they are fully included in all activities. The accommodation is good overall but the school's electrical capacity has been reached and will not allow for more computers. The hall is cramped for indoor physical education lessons for the larger classes. An excellent programme of extra-curricular activities enriches learning and provides very well for those with creative or sporting talents. There is a very good partnership with parents, who have very positive views of the school. Strong links with other schools also enrich the life and work of the school. The school provides a very good standard of care for its pupils.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good.** The leadership of the headteacher is very good; she has a very clear vision for the school and has provided very good improvements in provision. Leadership and management by other key staff are good overall. All share a common purpose and there is a very clear view of the school's strengths and weaknesses. Governance is very good and all statutory requirements are met. Governors are very supportive of the school and its work. They play an active part in the school's life, helping to shape its direction effectively.

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

Parents and pupils have very positive views and most express pride in the school. Pupils express full confidence in their teachers.

## **IMPROVEMENTS NEEDED**

The school is already taking effective action on the most important things it needs to accomplish to improve and there are no major issues to address. However, the school should continue to seek to resolve the difficulties with the electrical supply so that it can improve the number of computers and provide more opportunities for pupils to practise and develop their skills.

## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Pupils achieve well throughout the school and standards are **well above average** by the end of Year 6. Achievement in English, science and art and design is **very good**.

#### Main strengths and weaknesses

- Standards are well above average overall by the end of Year 6. All groups of pupils achieve well, particularly in English, science and art and design, where achievement is very good.
- Whilst pupils achieve well in mathematics overall, some higher attainers could achieve more.
- Pupils with special educational needs achieve well because of the good support they are given.
- Standards are above average in almost all subjects; in geography they are average.
- Whilst standards in ICT are above average and pupils achieve well, progress is limited to some degree by the below average proportion of computers.

#### Commentary

1. When pupils enter the school their attainment is usually above average but it has declined in the past few years, particularly in reading.

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

Standards in:	School results	National results
English	28.5 (29.4)	26.8 (27.0)
mathematics	27.8 (28.5)	26.8 (26.7)
science	30.6 (31)	28.6 (28.3)

*There were 57 pupils in the year group. Figures in brackets are for the previous year.*

2. Standards in Year 6 are currently well above average in English and science and are consistently so in national tests. In mathematics, they are above average but are improving as the action taken begins to have an impact on pupils' progress. Pupils achieve well overall and very well in English and science. No significant difference was observed between the achievements of boys and girls or of different ethnic groups represented in the school.
3. Standards in English are well above average in all areas and have shown very good improvement since the previous inspection. The impact of the school's initiatives to raise standards has been very effective. For example, the school had concerns about writing, particularly that of boys and took action which has resulted in very good improvement. Boys are currently achieving as well as girls. Standards in mathematics are above average and have been maintained at this level since the previous inspection. Most pupils are achieving well but higher attaining pupils do not always achieve as well as they might because their tasks are not always matched well to their needs. The school is now focusing effectively on raising their achievement through improved quality of teaching and use of assessment information.
4. Standards in science have improved since the previous inspection and are now well above average. As at that time, all different aspects of science are strong and particularly the pupils' skills in independent observation, investigation and experimentation.
5. Standards in ICT are higher than those expected by the end of Year 6 and pupils achieve well. This is a credit to the school as the ratio of computers to pupils is below average because of



the electrical capacity of the building. Money has been set aside to buy more computers and resources once this has been resolved. In religious education, standards are better than those expected by the local agreed syllabus for the subject and achievement is good. Pupils have a good understanding of how faith affects the way people live.

6. Other subjects were only sampled but in the work seen in art and design, standards were judged to be well above the level expected by the end of Year 6. Standards in work seen in design and technology, history, music and physical education are above expected levels and pupils' achievement is good. Standards seen in geography match those expected nationally and achievement is satisfactory; this subject is a priority for review this year.
7. Throughout the school, pupils with special educational needs make good progress towards the targets set for them because work is planned very well to meet their needs. They are fully included in all lessons and activities and are supported effectively. This enables them to work on the same topics as other pupils and contribute successfully to whole-class work. Pupils who are gifted or talented also make very good progress, particularly in English, science, art and design, music and sports because of the way work is planned to meet their needs and the fact that many additional opportunities are afforded them through the range of musical tuition and clubs.

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

Pupils' attitudes, behaviour and personal development are **very good**, in response to the very good provision for their personal development. Provision for spiritual, moral, social and cultural development is very good. Pupils' attendance and punctuality at the school are above average.

### **Main strengths and weaknesses**

- Most pupils exhibit very good attitudes and behaviour in classrooms.
- Pupils are very well behaved around the school and in the playground.
- Pupils' personal development is very good.
- The provision of spiritual, moral, social and cultural development is very good.
- Attendance and punctuality are good.

### **Commentary**

8. Pupils behave very well in lessons and around the school. For example, in a whole school family assembly observed, pupils walked very quietly into the large hall to the sound of gentle background music. Further gentle music, *The Skye Boat Song*, was very well played by a group of accomplished recorder players. The well-presented assembly was a celebration of the good work and attitudes displayed by pupils across the whole school and was observed by several parents. In the playground, pupils play very well together and demonstrate very good relationships with all teaching and supervisory staff. Pupils work and play in an environment free from oppressive behaviour such as bullying and racism. There have been no recent exclusions of pupils from the school.
9. Teachers have very high expectations of pupils' attitudes and behaviour and pupils respond well to this, as can clearly be seen in classrooms where concentration levels are high. In one observed personal, social, health and citizenship education (PSHCE) lesson for example, pupils worked together well in small groups as they were asked to complete the sentence - 'I feel sad when...'
10. The Year 6 council has been in operation for a few years and has provided many Year 6 pupils with the opportunity to take responsibility for a number of projects such as the current 'stars of the school' competition. Members of the council regularly empty the pupils' suggestion box and take this responsibility very seriously indeed. Plans to widen the scope of this council to include representatives from each year group from September 2004 are well advanced. Many other

opportunities are provided for pupils to take responsibility for their own work and carrying out various tasks around the school such as putting chairs out and arranging the background music for assemblies.

11. The provision for spiritual, moral, social and cultural development of pupils is very strong and they are provided with many opportunities to work together in the classroom and to explore the local environment in many visits into the community. Many subjects, such as art and design, music and history are used well to promote pupils' spiritual development. Moral and social development are enhanced, for example, through the many opportunities provided for speaking and listening and in working and playing with other pupils. Some older pupils regularly work and play with younger ones at the nearby infant school, which adds significantly to their personal development. For example, they operate a playground equipment scheme, called Huff and Puff, on a daily basis. Visitors from a range of faiths add to the cultural development of pupils at the school. An African drumming day is planned to take place with pupils from the local special educational needs school in the near future.

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

Authorised absence		Unauthorised absence	
School data	4.1	School data	0
National data	5.4	National data	0.4

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

12. The overall attendance at the school is above average and the incidence of unauthorised absence is much lower than usual. There is a small amount of evidence linked to occasional pupil lateness but the majority of parents are supportive of the school in ensuring that their children attend regularly and on time.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is **good** and promotes pupils' academic progress well and their personal development very well. Teaching is good overall, and often very good. The curriculum is very rich and provision for out-of-lesson activities is excellent. The standard of care and pupils' welfare is very good and pupils receive very good support and guidance. There are very good partnerships with parents, the community and local schools.

**Teaching and learning**

The quality of teaching and learning is **good**, as it was judged to be at the previous inspection. Assessment is good overall but improving as the very good procedures begin to have an impact on learning.

**Main strengths and weaknesses**

- Teaching and learning in English and science are very good overall.
- Teachers have good subject knowledge and use it very well to plan interesting lessons that motivate pupils to learn.
- Teachers make good links between subjects that make learning meaningful.
- Teaching for pupils with special educational needs is good, sometimes very good.
- Relationships between teachers and their pupils are very good. Teachers have very high expectations of their pupils and pupils respond well to this.
- Assessment is good. Procedures are very good and information is used well to plan work for groups and individuals.
- The quality of marking is very good and helps pupils understand how to improve their work.
- The small number of computers available slows pupils' learning.

## Commentary

13. Teaching is good overall, as it was at the time of the previous inspection. The proportions of good and very good teaching have risen since the previous inspection. During the inspection, almost all teaching was at least good and it was often very good. The examination of pupils' work in books and displays shows that this is the usual pattern of teaching in the school and that teaching in English and science are very good. Although it was not possible to make an overall judgement on quality in art and design because no lessons could be observed, the high quality of work seen indicates that teaching is very good.

### **Summary of teaching observed during the inspection in 30 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3.3%)	10 (33.3%)	16 (53.3%)	3 (10%)	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.*

14. Teachers have good knowledge of the subjects they teach and good use is made of the particular expertise of staff and volunteers to plan interesting and stimulating lessons. Teachers make good links between subjects that bring learning to life, rather than teaching skills in isolation. For example, pupils practise letter writing, numerical graphs, ICT and art and design skills in history. This helps them to learn to apply and adapt their skills, and make decisions about the best way to achieve their goals.
15. The very good quality of teaching noted in science at the previous inspection has been maintained. Teaching in English has improved considerably and is now also very good. Improvement has been brought about by a meticulous approach to identifying weaknesses and providing support and training to raise standards, particularly in writing. This was monitored and evaluated over a two-year period to ensure action was effective. This same approach is being taken this year to improve the quality of the already good provision in mathematics. Teaching in ICT is much improved and promotes learning well, although progress is limited to a certain extent by the below average proportions of computers, which means that pupils cannot always practise the skills they are taught until later in the week. Although art and design were only sampled and no overall judgements on teaching and learning can be made, the very good quality of work seen indicates that teaching and learning are very good.
16. Teaching for pupils with special educational needs is good, sometimes very good. They have good additional support in many lessons, particularly in English and mathematics, to enable them to take a full part alongside their classmates. Work is planned well to match their individual learning targets and promotes good progress. They are withdrawn for short spells of additional small group or individual teaching which is effective in developing their basic literacy skills. The timings of these sessions are well thought out so that these pupils do not miss vital work in other subjects. Higher attaining pupils are also catered for well by the planning of challenging work to meet their needs, particularly in English.
17. There are very good and relaxed relationships between teachers and their pupils. Pupils express a great deal of affection and respect for their teachers and are very keen to please them. Teachers have very high expectations of how pupils will behave and work and pupils respond very positively to this. This promotes their learning very well.
18. Assessment is good overall and has improved very well since the previous inspection. Very good procedures now provide a very informative bank of information for teachers, which is used well in planning work for pupils and is used very well in English. Recent developments in the way in which data is recorded and stored are leading to continued improvement, as information on class and individual pupil progress is now more accessible to teachers. This is

beginning to have an impact on the quality of planning and target setting. Marking is very good and in all subjects teachers give pointers on how work might be improved as well as rewarding success.

## The curriculum

Curriculum provision is **very good** and meets all statutory requirements for the National Curriculum and the local agreed syllabus for religious education. Enrichment of the curriculum in out of lesson activities is excellent. The quality of staffing, learning resources and accommodation to support the curriculum are good.

## Main strengths and weaknesses

- The curriculum is rich, varied and imaginative and fully inclusive of the needs of all pupils.
- There are very good links between subjects, including links to personal, social and health education.
- Personal, social, health and citizenship provision is very good.
- The range of extra-curricular activities is excellent and enriches pupils' learning experiences extremely well.
- Good provision is made for pupils who have special educational needs.
- There is a good range of resources to support the curriculum; for some subjects, for example science, resources are very good.
- Problems with some of the accommodation have an impact on some subjects.

## Commentary

19. The very good curriculum provided for pupils is broad and balanced and meets all statutory requirements. It provides very well for the needs and interests of all pupils and all have full access to its provision. There is a good emphasis on developing pupils' literacy and numeracy skills but, through careful long-term planning, the school ensures that all subjects are given adequate coverage. Some subjects such as art and design, design and technology, history and geography, are not taught continuously throughout the school year, but in blocks of time over a two-year cycle of topics. This enables the school to accommodate its mixed aged classes well and ensures that topics are not repeated. There is a daily act of collective worship in line with statutory requirements. During one of these gatherings each week, the pupils' achievements are acknowledged and celebrated.
20. The school makes the curriculum meaningful for pupils by making as many links between subjects as possible, in line with the national document 'Excellence and Enjoyment'. This is evidenced in the school's planning and was observed in many of lessons during the inspection week. For example, in the study of the human body in Year 3 and Year 4, clear links were noted between science, literacy, art and design, physical education and pupils' personal and health education. In Years 5 and Year 6, links are made between science, music and design and technology in the topic on sound.
21. The provision for the curriculum to be enriched beyond the school day is excellent. There are 19 activities throughout the school year. These are organised by teaching staff and assistants, together with specialist teachers, governors and parents: 14 staff and helpers in total. The events cover a very wide range of sporting, artistic and leisure themes and the uptake by pupils is extremely high. Nearly 400 participants attend these activities, and pupils are keen to take part in more than one activity. Both parents and pupils speak highly of the excellent provision made by the school.
22. The provision for pupils with special educational needs is good and improving because of increased levels of support staffing, although not all new staff are yet fully trained. Pupils have very clear and achievable learning targets in their individual work plans and teachers plan effectively to meet their needs. Some of the support provided is of very good quality and very

effective in promoting progress in the basic skills of literacy and numeracy. All staff are keen to increase their knowledge of specific special needs and undertake training to help them better understand how to support pupils.

23. The provision for pupils' personal, social, health and citizenship education, is very good. The planned decision to include provision for pupils' personal, social and health education in as many areas of study as possible has resulted in pupils developing very good attitudes to each other, behaving extremely well and showing very positive feelings to school life. The school works closely with the parents, local education authority support services and the community in providing very good guidance for the older pupils on sex and relationships education and the misuse of drugs.
24. Accommodation is satisfactory overall and the school is very clean and well maintained. Classrooms are large and bright and enhanced by the good quality of displays that both give information and celebrate much very good quality work achieved by pupils. Outdoor areas are spacious and used effectively and plans and finance are in place to develop this further. When the larger classes use the school hall for physical education lessons, the development of skills is limited by its small size. The number of computers has improved since the previous inspection but is still below average. The school has funds set aside to buy more but there is not enough electrical capacity in the building to operate them. Staffing is good overall; there are sound numbers of teachers and support staff with a good range of expertise. This is utilised well and supplemented by the involvement of visiting experts, such as musicians, artists and faith members. The school's resources for learning are good and for some aspects, such as science, they are very good.
25. Curricular links with the local secondary school are very good and pupils are prepared well for the next stage of their education. Pupils visit the high school and spend a full day there, sampling a secondary timetable. Staff from the high school visit pupils prior to transfer, which helps to develop good relationships and understanding between them. Joint projects are organised, pupils start these at Wooldale and complete them in Year 7 at the high school. This is another example of the strong links made.

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

The procedures for child protection, welfare and health and safety are **very good**, as are the procedures for supporting and guiding pupils' through monitoring. The procedures for seeking and acting on pupils' views are **good**.

### **Main strengths and weaknesses**

- Very effective child protection procedures are in place and relevant staff are fully trained.
- Teachers and support staff know their pupils very well and care for them effectively.
- Personal records and health and safety records are maintained effectively.
- Good risk assessments take place in advance of school trips.
- The school provides a high level of personal support and guidance.
- Good systems are in place to seek and act on pupils' views and concerns.
- Induction arrangements for Year 3 pupils are very good and those for Year 6 pupils with the high school are excellent and support pupils effectively by easing transition between schools.

### **Commentary**

26. Child protection systems and procedures are very effective. The responsible person is known to all staff and relevant staff training in procedures has been undertaken. Teachers and support staff, occasionally supported by external agencies, provide a very high degree of welfare support to individual pupils. Pupils' academic performance and personal development is monitored both formally and informally. Individual problems are identified early and a range of

very effective strategies employed, such as the very good individual education plans for some pupils.

27. Teachers and support staff know their pupils very well and are quick to observe and take appropriate action on any personal difficulties exhibited by pupils. There is a good first aid system for minor accidents and appropriate records are maintained. Medical files are kept on all pupils and relevant staff are made aware of any particular allergies. Medical administration systems are very well managed and recorded. Regular fire drills are carried out by the school and appropriate records are maintained. The school also carries out health and safety audits of the site and is proactive in considering possible risks on trips out of school.
28. Lessons such as personal, social and health education and circle time are used very well to provide pupils with the opportunity to talk about themselves and to develop their self-esteem and confidence. Pupils' personal development is further enhanced through the provision of both class and individual targets to which they are expected to work. The school acknowledges pupils' achievement through the praise given to them in the classroom and, more formally, in regular sharing and presentation assemblies to which parents are invited. This practice is clearly a much valued and effective area of the school's promotion of pupils' personal development and self-esteem.
29. There are very strong links with other schools and the arrangements for induction into Year 3 and pupil transfer up to Year 7 are very good; they are exceptionally well managed and support pupils very well. There are excellent links with the high school that start in Year 5. Year 6 pupils then enjoy taster lessons in their own school plus a full day of timetabled lessons at the high school. An excellent e-pal (computerised pen pal) system has been set up between the high school's Year 10 pupils and Wooldale's Year 6 pupils and the 'pals' will meet for the first time during the high school taster day.
30. The very high level of care and welfare, together with the very good procedures for promoting pupils' personal development and well being, have a very positive impact on their learning and achievement and are significant strengths of the school.

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

Parents' views of the school are **very good**, and there are very effective links between home and school. The schools links with the local community are very good and with other schools they are excellent.

### **Main strengths and weaknesses**

- Most parents value the school highly and feel that the school benefits from strong leadership and management.
- The school reaches out very well to parents and provides them with very good information.
- The majority of parents feel that staff and governors are approachable with any problems.
- The school utilises the community very well to support the curriculum.
- The school's links with other schools are excellent.

### **Commentary**

31. The parents' meeting with the inspectors was reasonably well attended and the parental questionnaire was returned by a moderate number of parents. A significant majority of parents who returned the questionnaire are very supportive of the school and its aims and values. Parents feel that their children like school and that they make good progress. Parents also feel that the teachers are effective and highly committed and always prepared to provide information and support. They agree that the school is led and managed well.

32. The information provided in the prospectus, the annual governors' report to parents and regular and well-designed newsletters is of a very high standard. Annual academic reports to parents are very good and include individual targets for improvement. There are two very well attended parents' evenings each year, when parents can discuss their child's progress. There is also a strong parents' association that provides additional and much appreciated support to the school. The school's senior management work very hard to develop school/home relationships and the school's very detailed analysis of its own parental questionnaire is meticulous.
33. A few parents are frequent visitors to the school, providing very welcome classroom support and assisting with external visits and extra-curricular activities. All parents have been invited to enter into a home/school agreement, which is designed to promote improved communication between the school, parents and children. Parental attendance at family assemblies, school concerts, celebrations and sports days is very good.
34. The school makes very good use of the local environment to enhance pupils' learning and regular field trips are made to study the local and wider environment. The school has very good links with the community, and community members support teaching and clubs effectively. There are excellent links with both the feeder infant school and the receiving high school that enrich the curriculum and promote personal development very well. For example, master classes have been set up at the high school during the summer holiday period to provide higher achievers with opportunities to extend their skills and team builder sessions are available for those pupils who need a small boost prior to arrival at the high school.
35. The school's very good links with parents and the community, together with the strong links with other schools provide a very strong contribution to pupils' learning and personal development and are strengths of the school.

## **LEADERSHIP AND MANAGEMENT**

The quality of leadership and management is **very good overall**. The headteacher provides very good leadership. Overall the leadership and management of senior staff and other staff with responsibilities is good. The governance of the school is very good. The school is very well managed.

### **Main strengths and weaknesses**

- The headteacher has a very clear vision for the school, is very committed and leads by example.
- Staff work very well together as a team and there is a strong commitment to the professional development of staff.
- The governing body is fully involved in strategic planning and in formulating and implementing policies.
- Governors keep in close touch with all aspects of school life and are well aware of the school's strengths and weaknesses.
- Management of special educational needs is very good.
- School improvement planning impacts strongly on standards.
- Financial planning and management of the budget are very good.

### **Commentary**

36. The headteacher provides very good leadership. She is very committed and leads by example; her clear vision, sense of purpose and high aspirations ensure that all aspects of school life continue to develop and improve. It is clear that a firm commitment to including all individuals is at the heart of this school. Parents trust the school and have confidence in its leadership and management. They feel that the staff create a warm, caring and stimulating environment in which pupils are well nurtured in their educational development and general well being.

37. The headteacher leads by example and the staff have confidence in her and feel valued. The very positive relationships and the high level of commitment from all members of the team are strengths of the school and make a significant contribution to the standards achieved. Teams are well established and are very effective. For example, the special educational needs team ensures that pupils have access to sufficient support to enable them to make good progress and achieve as highly as possible. The assessment team have led very good improvement in procedures and the collection, storage and use of data. The school analyses the results of national tests very well and also the checks on the progress of all pupils to see whether they are making the progress predicted on the basis of assessments. This information enables the school to identify areas for the school improvement plan very effectively. This is exemplified by the decision to develop the problem-solving abilities of pupils in mathematics.
38. Management systems are efficient and effective, helping the school run smoothly. Strategic planning reflects the purposeful management systems with the emphasis firmly on seeking improvements in provision to help all pupils grow in confidence and self-esteem. The school improvement plan is meticulous in its detail and its implementation. For example, when writing was identified as a priority, the school provided training for staff, linked to targets for improvement and carefully monitored and evaluated the success of its initiatives over a two-year period through a programme of lesson observation and scrutiny of pupils' work.
39. Subject leaders monitor the progress of their subject effectively. Where subjects are identified as priorities in the improvement plan, the subject leaders monitor and guide teaching and learning by observing lessons and evaluating the outcomes. This helps build teachers' confidence and improve their expertise, leading to more effective and focused developments and subsequent improvement in standards. This is an improvement since the previous inspection.
40. The governing body plays a full and active part in school life. It is very well organised and efficient. Committees and governors with specific roles deal very competently with the curriculum, financial and personnel matters and ensure all statutory requirements are met. Governors have an effective range of policies that promote full access to activities for all pupils, including policies for special educational needs, racial equality and disability. They are very effective in their monitoring role and have recently undergone a rigorous self-evaluation exercise to check their own effectiveness. The governing body works in close partnership with the headteacher and staff to ensure that high standards and high quality provision for all pupils are secured. Governors are aware of the school's strengths and weaknesses and are highly supportive of the work of the school. Many of them have regular commitments in school, for example leading extra-curricular activities or helping in classrooms, and this helps them evaluate the quality and effectiveness of their decisions regarding the strategic development of the school.
41. The school's self-evaluation is very thorough and realistic. It is closely linked to the standards attained by pupils. Very effective performance management systems are well established and teachers take responsibility for their objectives in a serious way. The school is committed to the continued professional development of all staff and training and professional development are actively encouraged.



Income and expenditure (£)	
Total income	434,565
Total expenditure	439, 857
Expenditure per pupil	2,178

Balances (£)	
Balance from previous year	32,588
Balance carried forward to the next year	27,296

42. Financial planning is very closely linked to the priorities of the school's strategic plan and the budget is managed very efficiently by the governors, headteacher and administrative staff. There is a very good understanding of the principles of obtaining the best value for money and governors monitor this carefully. There was a large carry forward figure from the previous year but this has now been allocated partly to additional staffing and to improvements in the accommodation. Some has been set aside for the purchase of extra computers when the electrical supply is improved. Balancing the good and improving provision and the standards that pupils achieve both academically and personally, with the well below average expenditure per pupil, the school gives very good value for money.

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

## SUBJECTS IN KEY STAGE 2

### ENGLISH

The provision in English is **very good**.

#### Main strengths and weaknesses

- Pupils achieve very well because teaching is very good.
- Pupils develop a keen interest in literature and have very good attitudes to learning.
- There is an interesting and varied curriculum and pupils have many opportunities to apply their skills in other subjects.
- Assessment is very good and pupils understand how they can improve their work.
- Leadership and management of the subject are very good and have promoted good improvement on the good provision noted at the previous inspection.

#### Commentary

43. Pupils achieve very well throughout the school and, by the end of Year 6, attain standards that are much higher than those found in most schools. This reflects the standards recorded consistently in the results of national tests in the past few years. The school is successful in maintaining these high standards because there has been a concentrated focus on improving the quality of teaching and learning. For example, the development of writing has been the focus of the school's improvement plan in the previous two years. This has been managed meticulously and has been successful in promoting better achievement for all groups of pupils.
44. Pupils are articulate speakers and listen carefully to others, showing respect for their ideas. They engage in discussions confidently, using a rich vocabulary that allows them to express their views and describe things well. They adapt their style of speaking effectively for different situations. For example, in an excellent act of collective worship some Year 6 pupils used their voices dramatically to create a television style interview of members of the school community. The school has now begun to expand pupils' opportunities to engage in drama further as part of the drive to introduce creativity into the curriculum. For example, Year 3 pupils took on the role of characters in their literacy texts and were questioned by other pupils about their lives and their feelings. The teacher then asked pupils to consider what had been said when creating their own version of stories.
45. There is clear focus on developing a love of literature and the school has a very good range of books that engage pupils' imaginations. Boys enjoy reading as much as girls because great care is taken in the selection of books to ensure that all needs are catered for. Since the previous inspection pupils' skills of using inference and making deductions from their texts have improved because of effective guided reading sessions. Reading is taught very well and teachers link this well to the teaching of writing skills, looking at how authors achieve their effect and encouraging pupils to consider this in their own writing. Pupils develop a good understanding of how stories and poems are constructed and apply this to their own writing, drafting and redrafting until they are happy with their work. They draw on their rich vocabulary to make their writing interesting and enjoyable for others to read. For example, Year 6 pupils wrote poetry in the style of Kit Wright's Magic Box, and contributed the line 'The fragrance of freesias freshly picked' to an additional whole-class verse. They work with concentration and show pride in their finished work. Many examples of good writing across the curriculum are displayed to celebrate success and provide inspirational models for other pupils.
46. Teaching is very good. Relationships with pupils are a strength and classes are managed in a very positive manner. Teachers use very good subject knowledge to plan interesting and lively

lessons that build well on previous learning. Assessment procedures are very good and information is used effectively to match work very well to the needs of all pupils. Teachers' marking is very good; it rewards pupils' success and points out how work might be improved, taking note of the learning targets for the work and pupils' own targets. Pupils know how well they are achieving and how they can improve. Pupils with special educational needs are fully included in lessons, working on the same topics as other pupils. They also have short additional spells of individual teaching most days. They are supported by well-informed staff and make very good progress towards their individual learning targets.

47. The subject is led and managed very well and this has promoted very good improvement since the previous inspection. Standards were average overall at that time, and progress was satisfactory. Assessments, including the results of national tests, are used very well to highlight areas for improvement. The school takes very effective action, providing staff training and checking the success of initiatives closely and this is reflected in increasingly higher standards.

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

48. Pupils have many good opportunities to apply their literacy skills across the curriculum and they are very competent in doing so. For example, they apply reading skills very well in independent research in books and on computers, accessing the knowledge they need quickly and efficiently. Pupils have frequent opportunities for writing in various styles, such as reports, letters and poetry. For example, older pupils studying sex and relationships education, wrote poetry in the role of the unborn baby. Their skills provide well for reports of work in other subjects, such as when they write newspaper reports of famous historical figures like Boudicca, or evaluations of their products in design and technology.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- Standards are above average by the end of Year 6. Most pupils achieve well, although some high achievers could attain more.
- The quality of teaching and learning is good.
- Assessment is good and the quality of marking is very good.
- The behaviour and attitudes of pupils are very good and this means time is used effectively.
- Leadership and management of the subject are good. The analysis of pupil performance data is particularly effective in setting challenging targets for improvement.
- Resources are good and used well but more use could be made of ICT.

#### **Commentary**

49. Since the previous inspection, standards in mathematics have been maintained. Discussions with pupils, scrutiny of their books and work seen during the inspection show that standards are above average. Throughout the school there is no significant difference between the standards reached by boys and girls.
50. Throughout the school pupils develop a good knowledge of number because numeracy processes are taught well. The mental and oral session at the beginning of the lesson provides a good focus for counting and using number multiples, and teachers skilfully use this session to get the lesson off to a good start. Teachers use a good balance of strategies to engage pupils. They successfully create opportunities for pupils to share their ideas with a partner before responding to questions. Sometimes they play games that require quick thinking and at other times a more reflective approach is employed. Teachers are very good at knowing how

much time to spend on this part of the lesson and this results in pupils making good progress. The good attainment in number work is matched by high standards in shape and space and in data handling. The curriculum offers many opportunities for pupils to experience the full breadth of study.

51. The quality of teaching and learning is good. Lessons are well planned and incorporate a good range of activities and teaching is lively and interesting, with the result that pupils enjoy mathematics and are well motivated to learn. Teachers set work that challenges pupils to reach their potential in most lessons, but sometimes the requirement to complete every example restricts the progress of the higher attaining pupils because they are repeating lower level skills instead of being challenged by more complex activities. There is usually good pace to lessons and teachers use mathematical vocabulary consistently well in lessons. They employ good questioning skills to assess pupils' previous knowledge and consolidate their learning. Pupils are challenged to explain their answers and describe their methods, which helps teachers assess their levels of understanding and standards of attainment. The quality of teachers' marking is very good. It identifies what pupils know and can do then lets them know how they can improve further. This is an improvement since the previous inspection. Teachers make mathematics lessons interesting and pupils are well motivated, enjoying their lessons. For example, older pupils were captivated by their teacher's request for help in deciding which supplier would give best value when buying a mobile telephone. Pupils approached this work with vigour, enjoying applying their numeracy skills in a real-life context and work at a high level. They worked systematically and purposefully to search through the contracts of various suppliers before suggesting the most cost-effective solution. Their achievement was very good as a result. Pupils with special educational needs are well supported by teachers and classroom assistants, making good progress.
52. Pupils respond enthusiastically and have good attitudes to learning. They co-operate well when asked to work together in small groups, discussing work purposefully. Behaviour in lessons is very good. This good behaviour, pupils' good attitudes to work and their enthusiasm make a significant contribution to the good progress they make.
53. The subject leader is enthusiastic and knowledgeable. She leads the analysis of test results effectively to find what pupils need to learn in order to improve. On the basis of this analysis, pupils are set realistic and challenging targets, which are regularly reviewed. This makes a significant contribution to the good progress made. Analysis has shown the need for a more systematic approach to teaching problem solving and the subject leader is providing an interesting range of resources to help pupils develop these skills and monitoring work. This development is promoting better achievement for all pupils, particularly the higher attainers, and standards are beginning to rise. The school improvement plan identifies mathematics as a priority area for the coming year, which enables the subject leader to exert even greater influence across the school, monitoring teaching and learning and potentially raising standards further. Resources are good and used well but the use of ICT is under-developed in mathematics lessons.

### **Mathematics across the curriculum**

54. There are some good examples of the use of mathematics in other areas of the curriculum although this tends to occur incidentally rather than as a result of systematic planning. Pupils show good competence in applying their skills. They use graphs to good effect in science and geography and develop some interesting artwork through the use of geometric shapes. In ICT, pupils practise measuring and estimating angles when writing instructions for the floor robot.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Standards are well above average in Year 6, and pupils' achievement is very good.
- Provision for investigation and observation is very good and a prominent feature of teaching and learning.
- Pupils show an enthusiasm for science and apply themselves extremely well in lessons. Their behaviour is very good.
- The leadership of the subject by the co-ordinator is very good.
- Teaching is very good and good use is made of the very good science resources in lessons.
- Insufficient use is made of probes and sensors in the use of ICT in science.

### **Commentary**

55. Standards being attained by pupils in all areas of science in the present Year 6 are much better than usually found. A detailed analysis of completed work shows that pupils are on line to match the previous high standards attained in national tests. Achievement of all groups of pupils, including those who have special educational needs, is very good and shows that teaching is very good overall. Standards attained by pupils have risen since the previous inspection because more pupils are now reaching a higher level. For example, almost three-quarters achieved the higher level in national tests in 2003.
56. Teachers' planning places a strong emphasis on learning through investigation and experimentation. The organisation and management of lessons observed during the inspection was very good, pupils worked with enthusiasm and interest, applying themselves extremely well. In a good lesson in Year 4, the teacher used resources extremely well, having a model of a human skeleton for pupils to examine and investigate. The teacher's good knowledge and understanding of this area of study and the provision of challenging practical activities ensured that pupils of all capabilities made good progress and achieved well. Discussions with pupils and an examination of their completed work showed clearly they had gained a good knowledge of the names and positions of the major bones in the human skeleton. They had also used and developed their measuring skills as they measured various arm and leg lengths and made comparisons. Pupils in two Year 5 and 6 science lessons consolidated their knowledge and understanding of sound and its properties in the study of physical processes. Teaching in these lessons was good; all pupils consolidated their knowledge well, showing they were ready to develop and extend their skills and understanding within this area of study.
57. Pupils make good use of their writing skills and satisfactory use of mathematical skills in recording and reporting their experimental findings. Tables and graphs are sometimes used but there is insufficient use made of ICT probes and sensors to measure and record changes in temperature, sound and light. Other resources to support the teaching and learning of science are very good.
58. The leadership of the subject co-ordinator is very good. Each term she plans the science areas of study for each year group or combination of groups and carefully monitors teachers' short-term planning and analyses pupils' work. National test results are analysed thoroughly to identify areas of strength and areas for development. As a result of the last analysis, experimental and investigative science was identified as an area for development and plans were put in place to focus on this area of science. From the work analysed and the teaching and learning observed during the inspection, it is clear very good progress is being made towards achieving the school's planned objective.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards are now above those expected and pupils achieve well.
- Teachers and classroom assistants have sufficient knowledge and understanding to teach skills effectively. This is an improvement since the previous inspection.
- Pupils have very positive attitudes to the subject and are confident when working with computers.
- The school has improved its resources but they are still below average. The lack of further electrical capacity in the school restricts the number of computers that can be used.
- Leadership and management are very good and have provided for very good progress since the previous inspection.

### **Commentary**

59. At the time of the previous inspection, standards were too low and teaching and pupils' progress were unsatisfactory. There was no scheme of work and the teaching of skills was not well planned. Since that time the school has made very good improvement and provision is now good. Standards are above those expected by the end of Year 6 and pupils, including those with special educational needs, are achieving well because teachers now have secure knowledge and understanding of the subject and are confident when using resources.
60. By the end of Year 6, pupils use word-processing effectively to write reports, stories and poetry, showing an awareness of their audience and a good command of style and size of writing. Their work is attractively presented, drawing the reader towards it. Pupils use modelling programs to design the layout of bedrooms, using scale and colour very effectively. The use of graphs to illustrate data is very well developed, exceeding the standards expected from pupils of this age. Younger pupils can programme a floor robot to draw shapes and also handle data to sort and identify animals.
61. Teaching and learning are good. Teachers have a good command of the subject, identifying the steps required for full understanding of the concept and encouraging pupils to practise and develop their skills. Lessons are well planned and taught at an appropriate pace. Pupils have very positive attitudes and their behaviour is very good. This allows them to learn quickly and they make good progress. There is an extra-curricular club for those pupils who cannot access the Internet at home. This ensures equality of opportunity and all pupils achieve well. All classrooms have computers and there is a small suite available for use by about half a class. The deployment of teaching assistants supports the work of teachers very effectively in their use, ensuring that all pupils can practise their new skills and make good progress.
62. Leadership and management of ICT are very good. The subject leader is enthusiastic and knowledgeable. He has a portfolio of annotated work to assist staff in assessment and acts as a point of reference for colleagues when planning the term's work. He led the training programme designed to improve teachers' subject knowledge, which is now good. The teaching of ICT skills is systematic and thorough and an interesting scheme of work now supports teaching. There is a satisfactory range and number of computers but as yet there are no interactive whiteboards or data projectors for use in lessons. There are plans to address this but the further development of ICT is limited by the constraints of the building. The school has reached the limit in the number of computers it can provide until the electrical capacity is improved.

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

63. ICT is used in other areas of the curriculum to good effect and pupils are confident in applying their skills. They use data handling skills when compiling results in tables and graphs, such as when compiling the results of a litter survey. Pupils use a digital camera to analyse body movements in artwork and use the Internet to find out facts for history. They also use computers to design artwork in the style of Mondrian and Matisse. Work in some areas is not sufficiently developed, for example the use of sensors in science and the use of computers in numeracy lessons.

## HUMANITIES

It was only possible to sample provision in geography and history and therefore no overall judgements can be made on teaching and learning.

64. **Geography** is not taught directly until the summer term in some classes and there was insufficient work in books and displays to make an overall judgement on standards or achievement. The limited amount of work seen and discussions held with pupils in Year 6 indicate that standards are close to the expected level and achievement is satisfactory. The subject is an identified priority for development this school year and the subject leader has drawn up an action plan for improvement to raise standards and achievement to match those seen in other subjects.
65. No lessons could be observed in **history**, as it was not on the timetable during inspection week, so no overall judgements can be made on the quality of provision. However, the quality of work in pupils' books and in displays is above the level expected and indicates that they are achieving well. In turn this indicates that teaching and learning are likely to be good. A rich and interesting curriculum provides pupils with many opportunities to develop their knowledge and skills progressively and links history to other subjects in a meaningful way. For example, in the study of the Tudors, pupils in Years 5 and 6:
- Created portraits of famous Tudors in a variety of media in art and design.
  - Constructed a graph to demonstrate the length of the reigns of different Tudor monarchs.
  - Conducted research on the Internet, including a virtual interview with Henry VIII.
  - Wrote letters home from a sailor fighting in the war against the Armada.
66. Pupils consider the reasons for historical events and the effect it had on the lives of ordinary people of the times. They also understand how past eras affect life today, such as the influence of the Romans on road building and the impact of Henry VIII on the foundation of the Church of England and the introduction of divorce. They have good opportunities to apply their literacy, numeracy and ICT skills effectively.

## Religious education

Provision in religious education is **good**.

## Main strengths and weaknesses

- Pupils develop a good understanding of the underlying beliefs and values of Christianity and other world faiths.
- Teaching is good and makes good use of specific expertise of parents and members of local faith groups.
- A lively and interesting curriculum promotes very good attitudes to learning.

## Commentary

67. Pupils, including those with special educational needs, achieve well because they are taught in a lively and interesting way and standards are above those expected by the end of Year 6. Pupils learn about the underlying faith beliefs that affect the way that people live and develop a genuine interest in the values and beliefs of others. For example, when studying Judaism pupils learn about why some foods are forbidden and others are used to celebrate important occasions, such as Purim. They link this to their own lives and also to their topic on healthy eating. They also taste the foods and older pupils write about the kosher kitchen. Pupils also consider how their own beliefs and values may affect the way their lives may change as they grow into adulthood and express their views clearly and confidently, using a good range of vocabulary to express their feelings. The quality of their written work is good and reflects the quality of oral and practical work.
68. Teaching is good, and sometimes very good, and teachers place a strong emphasis on the importance of faith to believers. They plan interesting lessons and make good use of local faith experts and places of worship to add additional expertise and bring learning to life. For example, a parent with expertise in Judaism prepared a whole range of Jewish delicacies for pupils to taste and explained why they were important to Jews. This makes a strong contribution to pupils' cultural development. Pupils visit the local Church of England church and observe the artefacts and symbols valued by Christians. Teachers have very good relationships with their pupils and question effectively to make pupils think deeply about their own beliefs and values. Pupils have full confidence in their teachers and this enables them to share their feelings openly and respect the views of others. This promotes their spiritual, social and moral development very well.
69. The subject is led and managed well. The co-ordinator is responsible for the long- and medium-term planning of the effective curriculum and maintains an overview of the quality of provision and standards by analysing teachers' plans and pupils' completed work. She has developed a good assessment system linked to the topics studied. The daily acts of collective worship contribute well to pupils' knowledge and understanding. For example, a local Christian motorcyclist leads assembly regularly, sharing his dramatic retelling of Bible stories, such as the betrayal of Jesus at Easter. The good quality of provision reflects that noted at the previous inspection.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

It was only possible to sample provision in these subjects and therefore no overall judgements can be made on teaching and learning.

70. It was not possible to observe **art and design** being taught during the inspection because it was not timetabled for that week. The analysis of pupils' work, discussions with teachers and pupils, and scrutiny of planning and work on display around the school, show that standards are well above expected levels by the end of Year 6 and that pupils achieve very well. Pupils in Year 3 and Year 4 create thoughtful and imaginative paintings of skeletal structures of humans and animals in science. The attention to detail and care taken shows that pupils are achieving very high standards of work. Pupils in Year 5 and Year 6 produce a wide range of artwork, with paintings and drawings again of a very high standard. Work produced in the style of Eadweard Muybridge, a nineteenth century photographer, is very good and pupils have managed to capture a series of body movements to match his style. The high standards produced are again seen from the 3-dimensional artwork completed in an after-school clay club. For example, pupils produce busts of humans and animals tastefully decorated and with very good attention to detail; a bust of a unicorn is a very good example. Computers are used very effectively in Year 5 and Year 6, such as when pupils create very good pictures and designs in the style of Mondrian and Matisse. Many examples of pupils' very good quality paintings, printings and collage work are displayed around the school. The standards now being achieved by pupils show a very good improvement since the previous inspection; some of the pupils' work is achieving success in competitions. This indicates that both teaching and learning have improved since then.



71. A lesson in **design and technology**, together with an analysis of completed work and photographic evidence, shows that pupils are achieving well and standards are better than those expected by the end of Year 6. This is a very good improvement since the previous inspection, when standards were below average and progress was unsatisfactory. Pupils in Year 3 and Year 4 produce good money containers, showing careful cutting, stitching and tasteful decoration of their selected textile materials. Written evidence shows that they understand the stages of researching, investigating, planning, making and evaluating their work. Pupils in Year 5 and Year 6 use the same strategies in producing 'fairground models' with connections to battery power to effect movement. The standard of their work is again good and they have clearly made good progress in developing their skills. During the lesson seen, Year 6 pupils used the Internet to research information on making musical instruments; this being the first stage of their new topic in this subject. Pupils applied themselves well to this work, showing interest and enthusiasm and their behaviour was very good.
72. Standards in **music** are above those expected nationally, reflecting those noted at the previous inspection. Singing in lessons, assemblies and in extra-curricular groups was good. Teachers were seen to organise and manage both the lessons seen extremely well and pupils responded well and achieved a good level. In the Year 3 group lesson, singing improved extremely well following the intervention of the teacher, who encouraged pupils to change their posture and to sound out their words with more care. By the end of the lesson pupils were singing well, in tune and with expression. Following a very good review of previous learning, pupils in Year 6 achieved a good standard in their singing of a new song *Make New Friends*. Pupils showed interest and enthusiasm when challenged to sing in rounds and accomplished this challenge very well. By the end of the lesson, they appraised it very effectively after hearing a recording of their work, making pointers to improve their singing further. The good standards achieved are supported by the work of peripatetic music teachers and staff and adult helpers from the community, who organise and run extra-curricular choir and instrumental groups.
73. It was only possible to observe a small number of lessons in **physical education** and therefore no overall judgements could be made on the quality of provision. Good teaching in the two lessons observed on developing cricket skills, promoted good achievement in pupils. Teachers gave pupils good opportunities to practise and refine their skills and pupils listened intently, responding with enthusiasm. Teachers encouraged pupils to work co-operatively in groups and to plan and execute their own ideas. Despite working in the rather cramped conditions in the school hall because of inclement weather, pupils applied themselves seriously to their activities, having due regard to the needs of others and to the safe use of equipment. They made good progress in developing batting and bowling skills. In a gymnastics lesson, pupils developed sequences of movements that showed good control and originality. They also analysed others' sequences and assessed their effectiveness. Pupils attain good standards and enjoy their work immensely.
74. A broad and rich curriculum offers a full range of experiences, including swimming. Opportunities are provided for pupils to receive expert coaching from visiting staff, such as athletics coaches, who enthuse pupils and build up their skill levels effectively. There is a huge range of extra-curricular activities for pupils to enjoy, which are very well supported and very much appreciated by pupils. For example, the athletics club was attended by 65 pupils (almost one third of the school) who took part in sprints and cross-country running. Throughout the school, pupils know the importance of keeping fit and understand the need to develop healthy lifestyles.

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

75. This aspect of learning was only sampled so no overall judgements can be made on provision. The school provides a very good curriculum to support the progressive development of pupils' skills and knowledge, in specific lessons and as part of other subjects. For example, in science, pupils learn about the impact of a healthy lifestyle on their bodies. In specific lessons and in class discussions, called 'circle time', pupils have good chances to share ideas and talk about their experiences and feelings in a supportive and secure environment. Pupils listen to others with respect. There are very good programmes for sex and relationships and drugs education and pupils develop a very clear understanding of the issues that face them as they mature. They learn very effectively how their decisions affect their own and others' lives and learn to be responsible members of a community.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<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	2

<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
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	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	1

<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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