

INSPECTION REPORT

YORKE MEAD PRIMARY SCHOOL

Croxley Green; Rickmansworth

LEA area: Hertfordshire

Unique reference number: 117130

Headteacher: Mrs M J Moss

Lead inspector: Michael J Pipes

Dates of inspection: 17th – 19th May 2004

Inspection number: 258535

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 3 - 11
Gender of pupils: Mixed
Number on roll: 230

School address: Dulwich Way
Croxley Green
Rickmansworth
Hertfordshire

Postcode: WD3 3PX

Telephone number: (01923) 778 420
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Appropriate authority: The governing body
Name of chair of governors: Mrs Carol Montague

Date of previous inspection: 15th - 17th June 1998

CHARACTERISTICS OF THE SCHOOL

Yorke Mead is an average-sized primary school. It serves a mixed area, including owner-occupied and social housing and some pupils from bed and breakfast accommodation. The school is fully subscribed and recently took in an extra class, now in Year 1, but both classes are small and uneconomic. Since the last inspection, six years ago, all the governors are new and all the staffing has changed apart from the headteacher. Just over 14 percent of the pupils are receiving extra help because of their special educational needs, and 1.7 per cent have formal statements, both about average compared with other schools. The special needs are mainly related to slow learning and behaviour. The percentage of the pupils entitled to a free school meal, at just under eight per cent, is below the national average. The percentage of the pupils with English as an additional language, also just under eight per cent, is high. Twenty-six pupils are from ethnic backgrounds other than white British. The twelve who receive additional support are fully included in all aspects of the life of the school and make good progress. The standard of attainment on entry to the school has been declining. At the time of the last report, it was judged to be about average. Data shows that, recently, the intake has been of below average capability, overall.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17651	Michael J Pipes	Lead inspector	Science Music Physical education Art and design Design and technology
9406	Roy Cottington	Lay inspector	
22113	Aileen King	Team inspector	The Foundation Stage Mathematics Information and communication technology Personal and social education and citizenship Special educational needs
24137	Gail Robertson	Team inspector	English English as an additional language Religious education Geography History

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Yorke Mead Primary is a good school. It is led well, managed effectively and gives good value for money. The overall quality of the teaching is **good and promotes effective learning**. The pupils' overall achievement is good and, by the time they leave the school, they attain standards above the level expected nationally. The headteacher leads well and the staff and governors give her full support.

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The school's main strengths and weaknesses are:

- There is good leadership and effective management of staff and resources.
- The pupils make good progress overall, with the most significant gains made in the Foundation Stage and Years 5 and 6.
- The school promotes equality and meets the needs of individuals very well.
- The school monitors and evaluates its own and the pupils' performance well.
- The role of the subject co-ordinators is not yet fully developed.

The school has made good progress since its last inspection in June 1998. There were six key issues for improvement identified at that time. Five, relating to: improving provision for information and communication technology (ICT); the pupils' learning through investigation; experimentation in mathematics and science; assessment; curriculum planning and the professional of staff have been tackled successfully. The sixth, which concerned developing the roles and effectiveness of governors and subject co-ordinators, is ongoing although progress is satisfactory. The school has the capacity to continue improving.

STANDARDS ACHIEVED

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

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, the pupils' achievement is good. Pupils make good progress in the nursery and Reception class and meet the goals they are expected to reach by the end of Reception. There are good links between the Reception class learning programme and the timetable in Year 1, which is based on the Foundation Stage areas of early learning and is very well managed. However, the progress that the pupils make through the infant classes and Years 3 and 4, though satisfactory, is slower. Staffing difficulties have been resolved and there is good emphasis on developing reading skills. In 2003, the standard of reading was above the national average by the end of Year 2, and average in writing and mathematics. Over the past five years, the girls have performed slightly better than the boys in reading and writing. In mathematics, the boys recently did marginally better than the girls. Both of these have been recognised and appropriate action taken to eliminate the differences. In the junior years,

although the progress the pupils make in Years 3 and 4 is satisfactory, the raised expectations and very good teaching in Years 5 and 6, especially in English, ensure that, overall, the pupils achieve well. Standards are well above average in English, above average in science, and meet the national expectations in mathematics. Standards in ICT are above average, and in religious education meet the expectations of the locally-agreed syllabus. The pupils whose first language is not English and those with special educational needs achieve well because they receive a good standard of individual care and attention.

The pupils' personal development, including their spiritual, moral, social and cultural development is good overall. The good ethos ensures that the pupils develop good personal qualities and a positive attitude to school and their learning. Behaviour is good and rare instances of antisocial behaviour are dealt with quickly, calmly and effectively. Pupils form good relationships with each other. Attendance is above the national average and punctuality is very good.

QUALITY OF EDUCATION

The school provides a good quality education. Overall, the quality of teaching is good. Learning, and the progress made by the pupils, is best in the early years and in Years 5 and 6, where expectations are high, the work is intellectually challenging, and the expertise of the teachers ensures a balanced acquisition of knowledge, skills and understanding. In the middle years there is some very good teaching, for instance in one of the Year 1 classes and in mathematics in Years 3 and 4. The curriculum contains all necessary elements, with a strong emphasis on the development of reading and writing and very good linking between subjects. There is good attention to health, safety and welfare matters and the school is good at sensing and acting upon the pupils' views. The school council, with elected pupil members, is an effective forum for the sharing of pupils' opinions. There are good and effective links with parents and the community that contribute well to the pupils' education.

LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the school are good. There are good administrative systems in the school and management of staff and resources is good. The governors have a good overview of the school's strengths and the challenges it faces. However, they have not ensured that there is a daily act of collective worship, as is required. The headteacher, deputy and key stage co-ordinators are providing good leadership but subject co-ordination is variable; is still being developed and is not as effective. At this level, accountability for raising standards is underdeveloped.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The school is well supported by the parents; they are confident about the school and its leadership. Conversations with pupils show that they like having a School Council and feel that their views are taken into account well. The older pupils answered the offered questionnaire, nearly a half wanting the lessons to be 'more interesting and fun'. About a third said that they were not sure to which adult they would go if worried at school. Groups of these pupils were interviewed and when the questions were amplified, the response was much more positive. They also said that any bullying is sorted out very quickly. Parents appreciate the friendly atmosphere. They particularly remarked on how well the school encourages their children to become mature, and the good range of activities.

IMPROVEMENTS NEEDED

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

- continue to develop the role of subject co-ordinators so that they are more effective in raising standards;

and, to meet statutory requirements:

- ensure that the requirement for an act of collective worship every day is met.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN AREAS OF LEARNING AND SUBJECTS

Standards on entry to the school are below average but, by the end of the Reception Year, are close to the average national expectation. In the infant years, the pupils achieve satisfactorily. **By the time pupils leave the school, their standards are above the national average and well above similar schools.**

Main strengths and weaknesses

- The pupils achieve well over their time in the school.
- Standards by the time the pupils leave the school are above average.
- There is good early attention to developing reading skills.
- The pupils' progress, although satisfactory, is not as good in Years 1 to 4 as in the rest of the school.

COMMENTARY

1. Children make good progress in the nursery, but are below average in speaking and listening and physical development when they join the Reception class. The pupils make good progress and achieve well in the Foundation Stage. Progress through the infant years is satisfactory, maintaining average standards but with continued good focus and progress in reading, in which standards are above average by the time they join the junior classes. Achievement through these years is good because of the good emphasis on reading. Overall, the pupils make satisfactory progress in Years 3 and 4, but accelerated learning, due to higher intellectual challenge and expectations, lifts progress to good in Years 5 and 6. These pupils achieve well. The pupils with special educational needs or who speak English as an additional language, make good progress to good standards relative to their capability. Over their time in the school, therefore, all the pupils achieve well.
2. In the nursery and Reception class, the pupils make good progress and their achievement is good. The children come into the nursery with below average attainment for their age and although they make good progress, they are still below average in speaking and listening and physical development when they start in the Reception Year. In the Reception class, they make good progress and almost all the children are on course to reach the nationally expected goals by the end of the school year.
3. The pupils make good progress overall; in the infant years, there is good emphasis on reading. In 2003, the standard of reading was above the national average by the end of Year 2, and average in writing and mathematics. Over the past five years, the girls have performed slightly better than the boys in reading and writing, but the school took action and there is now no significant difference between the two. In mathematics, the boys recently did marginally better than the girls, but this, too, has been recognised and appropriate action taken. The trend in these key results over the last five years has been upwards, in line with the nationally improving picture.

4. Across the rest of the curriculum, standards are above the nationally expected level in ICT, and above this in art and design and music, elements of which are very good. History, geography, design and technology and physical education were not foci in this inspection and no judgement about standards is made in these subjects. No teaching was seen in the infant years in religious education, but scrutiny of work shows that the standards meet the requirements of the locally-agreed syllabus.

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

Standards in:	School results	National results
reading	16.5 (16.6)	15.7 (15.8)
writing	14.7 (14.7)	14.6 (14.4)
mathematics	16.6 (17.5)	16.3 (16.5)

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

5. Across the junior years as a whole, the pupils make good progress and standards are above the national expectations by the time they leave the school. There was a fall in mathematics and science in 2003, but over the last 5 years, the trend in results has been broadly in line with the improving national trend. The pupils make satisfactory progress in Years 3 and 4, but the raised expectations and high proportion of very good teaching in Years 5 and 6, especially in English, ensure that the pupils achieve well. Standards are well above expectations in English, above in science and in line with expectations in mathematics. In the other subjects, standards seen were above expectations in ICT, art and design, personal, social and health education and music, and in line with national expectations in design and technology. No judgement was possible in geography and history; they were not foci in this inspection. Standards in religious education are in line with those set out in the locally-agreed syllabus.

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

Standards in:	School results	National results
English	29.2 (28.4)	26.8 (27.0)
mathematics	27.0 (29.6)	26.8 (26.7)
science	29.7 (30.3)	28.6 (28.3)

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

6. The pupils for whom English is not their first language, and those with special educational needs, achieve well and attain good standards relative to their capability.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils' behaviour, attitudes and personal development are good. The provision for their moral, social and cultural development is good overall, although spiritual development is satisfactory. Attendance is good and punctuality is very good.

MAIN STRENGTHS AND WEAKNESSES

- Pupils' interest in lessons, the life of the school and their involvement in activities are very good.

- Pupils enjoy the opportunities to take responsibility.
- The pupils' maturity, self-esteem and understanding of the world around them is developed well.
- Attendance is above the national average and punctuality is very good.

COMMENTARY

7. Nearly all the pupils enjoy school life and make a good contribution to an effective learning environment. In lessons, the pupils tackle the tasks set with interest and enthusiasm. They take care with their work and try hard. Behaviour in lessons is good overall but there are a few occasions when some pupils become restless and cause slight disruption. This behaviour is managed well by teachers and teaching assistants. There have been no exclusions during the past 12 months. Although the school reported two incidents of bullying and one of racism during the past year, these were dealt with effectively and are not symptomatic of underlying problems. There are good levels of participation in a range of extra activities, for example the school orchestra, chess and other clubs, which reflects the pupils' enthusiasm for school. School records show that in Year 6, 94 per cent of the pupils take part in out of school activities. The good attitudes of the pupils contribute to their good progress and the standards they attain.
8. The school develops in pupils a sense of responsibility and maturity very well. As they move up through the school, they are given an increasing range of opportunities to play a greater role in the life of the school. They take responsibility for assessing their own work and setting targets for improvement. The school council gives an opportunity for pupils to become involved in school management. The school operates a paired reading scheme involving older pupils working on a regular basis with younger pupils, which helps to forge good relationships and benefits both the older and the younger pupils.
9. Overall, the pupils' personal development is well managed by the school, but spiritual development, though satisfactory, is not as well provided for as other aspects. Their moral, social and cultural development is effective and is well planned for across the curriculum. Pupils develop moral awareness well through personal, social and health education (PSHE) lessons and circle time, when they discuss a range of issues, including right and wrong. Social development occurs throughout the daily life of the school when pupils learn to show respect for the needs of others. The range of contacts with others in the community, for example sporting links, provide good opportunities for social development. There is good provision for pupils' cultural development through awareness of their own cultural heritage as well as the cultures of other countries through learning about major faiths in religious education (RE) and life in an Indian village in geography lessons. The school has maintained its effectiveness in this area of its work and has improved the provision for cultural development since the last inspection. Spiritual development is satisfactory, with good attention to aesthetic considerations, but less emphasis on the 'inner self'. The assemblies do not always include an act of collective worship. The school is not complying with legal requirements in this respect.
10. Attendance is above the national average. The school has effective systems for monitoring attendance patterns and acts quickly when problems emerge. Punctuality is very good. The pupils very quickly return to lessons at the end of breaks.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.4
National data	5.4

Unauthorised absence	
School data	0.2
National data	0.4

The table gives the percentage of half days (sessions) missed through absence in 2002/3.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school is providing **good** quality education.

TEACHING AND LEARNING

The teaching is good overall. Learning, also good, mirrors this and underpins the good overall progress the pupils make and their good achievement. Assessment procedures are very good and have a positive impact on the progress that the pupils make.

MAIN STRENGTHS AND WEAKNESSES

- The teaching seen was at least good in 82 per cent of the lessons, with very effective teaching in 32 per cent of lessons.
- Teaching and learning are good in the nursery and the Reception Year.
- The pupils make good progress in Years 5 and 6, where the teaching is particularly effective.
- Assessment and evaluation is very thorough and effective.

COMMENTARY

11. Teaching, learning and the progress made by the pupils are best in the Foundation Stage and in Years 5 and 6, where the teachers' expectations are high, the work is intellectually challenging, and the expertise of the teachers ensures a balanced acquisition of knowledge, skills and understanding. In the Foundation Stage, the children are encouraged to behave responsibly, become independent and learn to share and co-operate. This provides a good foundation not only for learning in the nursery and Reception Year but also throughout the rest of the school. The pupils in Years 5 and 6 respond well to the challenging teaching and learn effectively. There is very good teacher subject expertise, particularly in English and music, and good knowledge across the broader range of subjects. A well-qualified teaching assistant gives very good support in science and this contributes to the effectiveness of the pupils' learning. Overall, the pupils achieve well through the junior years.
12. There have been recent staff changes in the infant section, and the requirement to start a second Year 1 class has prompted recent management changes. The good leadership of the infant co-ordinator is laying a good foundation for improving standards. Nevertheless, the infant years and Years 3 and 4 are where the school recognises the need to improve standards and the rate of progress that the pupils must make to raise the overall achievement to good.

Summary of teaching observed during the inspection in 44 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	14 (32%)	22 (50%)	8 (18%)	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 lesson. However, with a small number, care must be taken in interpreting the percentages.

13. Assessment and evaluation are very thorough and are very effective; they are strengths of the school. Very good assessment procedures highlight the development needs of each child, and focused support ensures good progress. The school monitors the progress of the pupils and sets and shares individual targets. Some of the parents would like greater involvement in this, but the pupils understand their own needs and targets well. Good planning based on evaluation of pupils' needs is in place across the whole school. In the infant years, where there have been recent staffing changes, the good planning is now beginning to contribute well to a secure foundation for improving standards. The school sets challenging targets, based on the performance of individual pupils.

THE CURRICULUM

Curriculum provision is good and includes a very rich and diverse programme of extra activities. Accommodation and resources are satisfactory.

MAIN STRENGTHS AND WEAKNESSES

- Thorough planning ensures that pupils build on the skills, knowledge and understanding they develop year on year.
- The school plans a wide variety of interesting visits and visitors to the school.
- Dedicated staff run popular and well-attended extra-curricular activities.
- There is no challenging climbing apparatus for Foundation Stage children in their outdoor area, and this restricts opportunities for physical development.

COMMENTARY

14. The curriculum for children in the Foundation Stage is stimulating and exciting and meets all requirements. The children come to school eager and enthusiastic to see what activities have been planned for them. Children quickly become self-confident and there are good routines to help them become independent. They do not have enough adventure play equipment to challenge their physical development which, with speaking and listening, are below expectations by the end of the Nursery year, though up to expectations by the end of the Reception Year.
15. The taught curriculum meets all statutory requirements. This is an improvement since the last inspection, where the full requirements for ICT were not planned and the requirements of the locally-agreed syllabus for religious education were not met. Good improvement has been made in planning appropriate learning opportunities since the last inspection. Planning takes account of the different styles of learning and different gifts and talents of pupils. Strong links exist between subjects so that learning in one area of the curriculum enhances the learning of other subjects.
16. The provision for pupils with special educational needs is good. All teachers plan effectively for the additional adult support, to ensure that it is used well to support the pupils' learning. When pupils are taken out of class for small group lessons, these are well focused and the activities are matched to pupils' specific need as identified in their individual education programmes. All pupils, irrespective of ability, gender or ethnicity have equal access to the well-planned curriculum. Any withdrawal of pupils from class

lessons for additional support is monitored to ensure that the pupils retain access to all aspects of the curriculum. Good training and professional development are provided for all staff, especially teaching assistants, to ensure the pupils receive good support in lessons.

17. The curriculum is extended through extra activities, with pupils eagerly participating in a wide range of extra activities, for example singing in the choir, acting in performances, taking part in a concert at the Royal Festival Hall and other events, or playing a musical instrument in the school orchestra. The school arranges visits that link very well with what pupils are learning; for example, Year 6 visited a Hindu temple to learn about another faith and about life in India. Sporting activities are encouraged; pupils enjoy the team spirit of football and netball, entering many matches with local schools. In addition, there are many visitors to the school such as the theatre groups and a person dressed as a Norman knight, to enhance learning in history. All of these activities contribute to pupils' experiences and help them learn more effectively. The teachers and teaching assistants are particularly good at ensuring all pupils are fully involved in what the school offers.
18. The curriculum is enriched by a wide variety of clubs that take place before and after the school day and at lunchtimes. These are popular and well attended by the pupils and welcomed by staff as an opportunity to enjoy relaxed association with the pupils. They include chess, skipping, the puzzle club and other activities organised by the school council. Records are kept of pupils who attend these clubs to ensure gender and ethnicity balance of opportunities and participation.
19. The accommodation is satisfactory overall, and good for the Foundation Stage, except for the lack of large apparatus to promote physical development, such as a climbing frame. The classrooms are small and there is too little storage space. The dining areas are shared spaces used effectively for small group teaching and a junior library. Two junior classes and the nursery are housed in temporary accommodation, necessitating journeys to be made across the playground to use the ICT suite, hall and other important school areas. Staff and pupils move quickly and quietly between both, keeping disruption to work at a minimum. There is an exceptionally large school playing field, which is used effectively and respected by the pupils.

HOW WELL THE PUPILS ARE CARED FOR, GUIDED AND SUPPORTED

The standard of care for the pupils and the procedures to ensure the school is a safe environment are satisfactory overall and good in the Foundation Stage of learning. There are good levels of support and guidance; the pupils develop into independent learners and responsible citizens. The involvement of the pupils and seeking their opinions and views are satisfactory.

MAIN STRENGTHS AND WEAKNESSES

- Good guidance to pupils based on assessment and monitoring to ensure that they progress in their learning.
- Good procedures to help the pupils settle in school

COMMENTARY

20. The standard of care for the pupil's welfare, health and safety is good in the Foundation Stage of learning and is satisfactory in the school overall. The monitoring of the pupils assessed as having special educational needs is good overall. The school council is established and there is a recently introduced 'worry box'. Taking action on the pupil's views and concerns is still at a developmental phase. The pupils have been involved in a review of the behaviour policy through the school council.
21. There are satisfactory procedures for ensuring the school environment is healthy and safe, but some aspects, for example related to hygiene when soap dispensers are not refilled, and the number of potholes on the playing field, present potential hazards. Procedures to ensure the school is a safe environment are satisfactory overall. There are thorough procedures, including risk assessment, to promote a safe learning environment, with secure child protection procedures to ensure the welfare of pupils. Procedures are consistently monitored, with strong links with specialist agencies. For example, there are regular meetings and briefings for teaching assistants and midday supervisors, and bi-annual training in child protection procedures.
22. There is good liaison in meetings between staff to produce effective individual education plans on which to base teaching and learning for the pupils with special educational needs or for whom English is an additional language. There are good programmes of intervention where necessary to support the pupils' progress and to ensure resources are used effectively to support learning. There is a comprehensive policy for special educational needs, which reflects the current Code of Practice and the school has an inclusion statement, which ensures equal access to all aspects of school life. There is a comprehensive handbook, which provides useful information for staff, with advice on how to deal with special educational needs issues.
23. The percentage of pupils who feel they have a secure and trusting relationship with an adult in the school is not high, and discussion with pupils reveal they feel more secure in talking with their family and friends. The support the pupils receive in the case of individual worries is good. There are also good arrangements for settling children in when they first start in the nursery, transfer to Reception and later on to Year 1 and also for pupils who start in the school at other times. The school is aware of issues of care and guidance, for example providing additional support for pupils who present challenging behaviour, with a high degree of sensitivity and awareness of welfare and support.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

THE LINKS WITH THE PARENTS, OTHER SCHOOLS AND COLLEGES AND THE COMMUNITY ARE **GOOD**.

MAIN STRENGTHS AND WEAKNESSES

- Nearly all parents have positive views about all aspects of the school and support the work of the school well.
- Links with the local community and other schools make a good contribution to learning and the pupils' development.

COMMENTARY

24. The school has established effective links with the parents. Parents are encouraged to become part of the school community and to work with the school in all aspects of their children's education. The adults in the school know the parents well. Productive formal and informal discussions take place, especially at the end of the school day. Formal meetings such as parents' evenings and whole-school events such as sports days are well attended. The school welcomes help and there is a good response, with parents assisting with reading, swimming, football and other activities. There is a very active and effective parent-teachers association – The Friends of Yorke Mead – whose activities are well supported by parents and have raised substantial funds to benefit the pupils.
25. Parents receive good levels of information about the life of the school through newsletters, posters and letters. Information about their children's progress is good. Annual progress reports are informative, include details of what has been covered, how well pupils have progressed and targets for improvement. The school is aware that a significant number of parents, about one-fifth of those who completed the pre-inspection questionnaire, would like more information about their children's progress. It has planned a series of events to raise parental awareness of the curriculum and how progress and achievement are measured. The school has secured funding to provide learning opportunities for parents and has recently provided a course, well attended, to develop computer skills. A further concern expressed by a minority of parents is that the school does not sufficiently seek the views of all parents. The school consults parents widely when revising policy or introducing changes. However, there are no procedures for systematically finding out parents' general attitudes and views about the school.
26. Links with the community and other schools are good. A wide range of groups make good use of the school site, including ~~yoga, art, badminton and a women's group~~. The grounds are used for football by local clubs. Pupils benefit from a good range of community contacts, for example involvement in a local carnival and residential trips for the older pupils. Links with other schools are good. The school is part of a local consortium with 20 other schools whose teachers meet regularly as a mutual support network. Benefits include joint training, subject development and work on developing procedures for transfer to secondary schools. The good links established and maintained with the local secondary school are used to ensure there is a smooth transition for special educational needs pupils when they transfer to Year 7.

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LEADERSHIP AND MANAGEMENT

The school is led effectively and managed well and provides good value for money. The governance of the school is good. The effective leadership and management of the school, its commitment to high standards and its search for continual improvement have a good impact on standards and the pupils' personal development. Statutory requirements are met, with the exception of those relating to collective worship.

MAIN STRENGTHS AND WEAKNESSES

- The governors support and challenge the school enthusiastically and well.
- The headteacher provides good, experienced, calm and strong leadership.
- The leadership of key stage managers is good and is having a positive impact on raising standards.
- The school's commitment to training and development of all staff is very good.
- The school has a very strong commitment to inclusion and the needs of every pupil.
- At individual teacher level, the systems and procedures for assessment and evaluation are very good.
- The role of the subject co-ordinators requires development in order to become more effective in raising standards.

COMMENTARY

27. The school's clear aim is focused on raising standards and highlights the need for rigour and continuous improvement. The governors are keen and supportive of the school and have a good understanding of its strengths and areas for improvement. They ask challenging questions and monitor effectively. There is an appropriate committee structure that ensures that finances are well managed, attention to health and safety is rigorous and that there is good oversight of curriculum development. They are conscious of, and fulfil, their legal responsibilities. However, they were not aware that the school is not meeting its legal requirement to hold a daily act of collective worship.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	547,447	Balance from previous year	20,233
Total expenditure	546,294	Balance carried forward to the next	32,387
Expenditure per pupil	2,449		

28. The headteacher is experienced and leads her team well, through persuasion and consultation. She has a clear vision for the development of the school with a firm aim to ensure that every pupil achieves full potential. Her leadership has ensured that the school has made good overall improvement since the last inspection and that the key issues highlighted in the last report have been tackled successfully. She has managed effectively the many changing and challenging issues, for example, recruitment and retention of teachers, staff development, links with parents and managing some difficult children with challenging behaviour.
29. Subject co-ordinators have departmental budgets, control resources and make a specialised input into classroom teachers' medium-term planning. However they do not yet have opportunities to monitor and evaluate the delivery of their own subject responsibilities in other classes. Their influence in improving standards is increasingly steadily but varies between subjects and still has some way to go. Teachers and support staff provide very good role models for each other and the pupils.
30. Valuing each pupil as an individual and meeting their needs is at the heart of the school ethos and is evident in all school policies, procedures and practice. The progress of all pupils is closely monitored, and effective steps are taken to ensure that support is given

when necessary. The school works successfully to promote effective provision for the pupils with special educational needs or for whom English is an additional language, and procedures to ensure this are good. The co-ordinator for special educational needs oversees practice in her area of responsibility well.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

31. The provision in the Foundation Stage of learning is **good**. A **very good** feature is the provision for the children's personal, social and emotional development.
32. The children enter the nursery with below average attainment for their age and although they make good progress overall, the children's skills on entry to the Reception Year are still weak in speaking and listening and below the level expected in physical development. With further good progress, however, by the time they leave the Reception class, they meet the nationally expected standards in the six areas of learning, and develop good skills in personal, social and emotional development. Outdoor facilities are planned well as part of the Foundation Stage curriculum, but there is no suitable frame or safety surface outdoors. This is an identified area for development and plans are underway to rectify this. However, the lack of this provision at the moment limits the opportunities for the children's physical development, despite good use of the hall.
33. The quality of teaching and learning in the Foundation Stage is good overall, and very good in personal, social and emotional development. Staff have a good understanding of the curriculum for young children and teachers and assistants plan very well together to ensure the children's needs are met. Expectations for good behaviour and politeness are very high. Resources are used well in lessons, although sometimes in the Reception Year there are too many activities provided at any one time, which results in the children not concentrating sufficiently on one activity. There are good procedures for assessment, with individual profile records for Reception pupils and learning records in the nursery. The staff share observations regularly and undertake specific assessment of the children's learning. Both classes are well-organised and resourced with generally good quality equipment. Leadership and management of the Foundation Stage of learning in the school are good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The provision for personal, social and emotional development is **very good**.

MAIN STRENGTHS AND WEAKNESSES

- The children's behaviour is very good, because of the very high standards expected by the staff.
- Good opportunities are provided for the children to be independent.
- Good levels of respect are promoted and maintained.

COMMENTARY

34. The children make very good progress in their personal, social and emotional development. They behave and organise themselves well. They are encouraged to be independent and there are very high expectations of their behaviour and how they should relate to others. The quality of teaching and learning is very good. The children respond well to their teachers and rapidly learn to share, take turns and show respect for others. Their achievement is very good. They have very positive attitudes to their learning as they are offered a good range of interesting activities and receive lots of encouragement

COMMUNICATION, LANGUAGE AND LITERACY

The provision for communication, language and literacy is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Good use of stories makes learning interesting.
- Good questioning techniques, especially in the nursery, encourage the children to think.
- Good opportunities for the children to listen and pay attention.

COMMENTARY

35. Teaching and learning are good overall, with some examples of very good teaching in the nursery. This results in the children making very good progress in the nursery, good progress overall and achieving well, as thinking is promoted successfully and learning is made enjoyable. The children's achievement overall is good in communication, language and literacy, especially as the children's skills in this area of learning are not strong when they first start school. The use of stories encourages the children to listen and develop their vocabulary. There are good opportunities for the children to share books with adults, make notes and develop their skills in writing, developing awareness that print has meaning.

MATHEMATICAL DEVELOPMENT

The provision for mathematical development is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Well-planned activities make learning of early mathematics relevant to the children's experiences.
- Good use of daily routines promotes learning about mathematics, and incidental opportunities are used well.

COMMENTARY

36. Teaching and learning are good overall and the children achieve well. The children know a good range of songs and rhymes to support and reinforce learning in mathematical development. Good use is made especially in the nursery, of incidental opportunities to consolidate learning about numbers, for instance counting how many pupils are present and want a school meal. Counting and mathematical vocabulary are developed well. Daily routines form part of this work and are used well to remind children about the mathematical ideas that we use in everyday life, such as the date and the pattern of the days of week. Pattern making is given good emphasis and the children, especially in the reception class, copy and create accurate repeating patterns, using colours and shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

The provision for knowledge and understanding of the world is **good**.

MAIN STRENGTHS AND WEAKNESSES

- A good range of topics provides a good variety of experiences to promote effective learning.
- Good use is made of the outdoor areas to develop ideas about the environment.
- Computers are used well to support learning.

COMMENTARY

37. The children achieve well in developing their knowledge and understanding of the world. Teaching and learning are good. The children in the nursery have good opportunities to create large three-dimensional models outdoors. They enjoy walks in the local area and use the good range of activities provided to explore different substances and materials and to use their senses. There is good use of ICT to support the children's learning. Their skills in using the computer mouse and keyboard develop well. The children experience a wide variety of topics to enhance their knowledge and understanding of the world and their environment. Living things, plants and the seasons are studied regularly to ensure that the children have good developing ideas about how things grow and change and what is needed to sustain life.

PHYSICAL DEVELOPMENT

The provision for physical development is **good**.

MAIN STRENGTHS AND WEAKNESSES

- There is a good range of activities for the children to select in their physical development.
- There is good outdoor provision for the children to develop their skills, especially in using tricycles and negotiating space with prams and other toys.
- There is no climbing frame outdoors for the children to develop their muscles and refine their co-ordination.

COMMENTARY

38. The children achieve well in their physical development and attain the standards expected nationally for their age, even though their skills on entry to the nursery are below average. Teaching and learning are effective. Focused physical development sessions are well-organised, with a good warm-up activity before the lesson commences. There is a good level of involvement and all children participate, due to the very good encouragement from staff. The children take full advantage of the good outdoor area, which is fairly well equipped despite the lack of an age-appropriate climbing frame for them to use. There are good quality toys for the children to use to develop skills, for instance sharing the play space safely and with due regard for others. The children's skills in using tricycles and prams are appropriate for their age, due to the easy access they have to the outdoor areas. As they develop well physically, the children learn to balance and co-ordinate their actions.

CREATIVE DEVELOPMENT

The provision for creative development is **good** overall.

MAIN STRENGTHS AND WEAKNESSES

- There are good activities and opportunities to explore and make a good variety of musical sounds.
- There is a good range of experiences provided by using recycled materials to make models.
- Some work is prepared too much by adults, which restricts children's own creative ideas.

COMMENTARY

39. The children choose from a selection of interesting activities to inspire and help them to be creative. Good use is made of materials for the children to explore using their senses. They use paint and other materials to draw, paint and create collages. They have good opportunities to make three-dimensional models to illustrate their observations. Their creative work is valued. There are good musical experiences for the children. A session observed in the Reception Year, was demanding and the children learnt how to hold the instruments properly and describe their music.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Standards by the end of Year 6 are well above the level expected nationally.
- Speaking and listening standards are very good throughout the school.
- The management of the subject is very good: the co-ordinators are good role models for the rest of the staff.
- Teachers keep very good records and are very effective in keeping a check on each pupil's progress.
- There is very good use of literacy skills across the curriculum.

COMMENTARY

40. All pupils make good progress and achieve well in relation to their capability over their time in the school. In the 2003, the National Curriculum test results at the end of Year 6 were well above the national average and the average for similar schools. Infant pupils achieved results that are above the national expectation in reading and in line with national expectations in writing. However, compared with similar schools, the standards in reading in 2003 were average, but standards in writing were lower. The high standards at the end of the school are the result of the way the teachers build on pupils' knowledge and skills year on year, the thorough assessment of the pupils' progress, analytical monitoring of their test results, and the decisive action taken to tackle areas of weakness when identified. Standards in the current Year 6 are well above average, and these pupils' achievement is very good. Standards are average, overall, in the infants, but pupils have achieved well in relation to their capability since entry to the school. The

juniors have maintained recent high standards but in the infants, the school now has a greater number of pupils with special educational needs and the attainment on entry to the school is lower than previously.

41. Pupils are articulate and adjust their speech successfully in a variety of situations. They speak with confidence in pairs, small groups, in front of class or in assembly. The teachers are skilled at developing language and communication skills, and clarify unfamiliar vocabulary for pupils. Teachers ensure there are rich opportunities throughout the curriculum for the development of pupils' speech and vocabulary. By the end of Year 6, pupils listen attentively to each other, respecting each other's views in discussion and know how to interest the listener with vocabulary that elicits a response.
42. Pupils enjoy a wide range of reading activities and they enjoy books. Literature has a high profile in the school, and the range of fiction and non-fiction books in the library and classrooms is good. From the time children start school, parents are expected to play a big role in listening to reading and helping their child to make progress. Many pupils choose to read for enjoyment. They use their reading skills effectively when carrying out research. Younger pupils are taught different strategies that will help them to become fluent confident readers. Older pupils tackle unknown words, using ideas from the context of the story and their knowledge of sound blends. By Year 6, pupils discuss a wide range of authors and explain why they prefer certain ones, although a few pupils, mainly boys, have lost the thrill of reading. The school is aware of this and is providing a wider range of non-fiction reading relating to topics which might interest them.
43. Pupils develop good writing habits, using well-styled handwriting, spelling and punctuation and neat presentation. Infant pupils cover a wide range of different types of written work, such as descriptions, letters, instruction reports and lists. This work continues in the juniors, with teachers planning tasks and opportunities for pupils to use their writing skills throughout the curriculum. Their works show originality and an ability to sustain ideas and follow them through using descriptive vocabulary.
44. The teaching is good overall, and in Years 5 and 6 it is very good. Lessons are well planned and have clear learning objectives. Resources are identified and key words for the lesson are clearly stated. Work for pupils of different abilities is planned and the responsibilities of support staff identified clearly. The pupils' good behaviour and attitudes have a positive effect on progress. Pupils' targets appear in the front of their literacy books. When teachers refer to these targets before pupils begin their task, they are successful in making sure the pupils are clear about how they can improve their work. When teachers mark to the targets, pupils know the progress they are making towards the target, though this is not yet sufficiently consistent across the school.
45. The very good leadership and management of the subject ensure the pupils' progress is very well checked and the right level of support is given to pupils who need it. The co-ordinators are very good role models for all staff.

LANGUAGE AND LITERACY ACROSS THE CURRICULUM

46. Pupils are encouraged to value their skills learnt in literacy lessons because they use them frequently in other subjects. Pupils throughout the school write for a wide range of purposes, from geography reports and lists of instructions in design and technology to writing book recommendations for their peers and friends. Teachers actively seek

opportunities to develop all aspects of literacy. Pupils' speaking and listening are promoted well, through drama class discussions and pupils making presentations to their classmates. Pupils' good reading skills enable them to conduct effective research, using both books and the Internet.

MATHEMATICS

The provision for mathematics is **good** overall.

MAIN STRENGTHS AND WEAKNESSES

- A good proportion of pupils reach high standards in Year 6.
- There is some very good teaching and subject expertise.
- Leadership and management of mathematics are good throughout the school.

COMMENTARY

47. Standards in the current Year 2 and Year 6 are broadly in line with the national average. In Year 6, most are reaching the expected level for this age and several are likely to attain higher levels in the end-of-year national tests. The pupils identified as having special educational needs are supported effectively and achieve well alongside their peers. Achievement across the school as a whole is good overall and pupils in Years 5 and 6 achieve very well, sometimes covering two levels of the National Curriculum in a relatively short space of time.
48. The quality of teaching and learning in mathematics is good overall. It is very good in Years 3 and 4 and good in Years 5 and 6. In Years 3 and 4, the pupils were consolidating their understanding of hundreds, tens and units and the properties of two-dimensional shapes. Due to the class teacher's skilled approach to delivering the subject, the pupils were making very good progress and achieving very well.
49. The pupils' response mirrors the quality of teaching which, combined with very good support for special educational needs and those learning English as an additional language, results in generally very good attitudes to mathematics. Some pupils attain appropriately from relatively below average standards. In Year 6, very good use is made of ICT to support learning, involving handling data, and for the pupils to re-apply their previously learned skills. In Years 4 and 5, the work, for example, in mental arithmetic sessions is planned well to meet the differing needs of the pupils, especially those who learn quickly and those pupils who need more support.
50. Leadership and management of mathematics are good, with good procedures to monitor teaching and learning and the progress pupils make. There is very good evaluation of mathematics throughout the school. This information has been put to good use to identify areas for improvement and has had a beneficial impact on practice, for example promoting work in mathematical development from the nursery and Reception onwards. Areas for development in Years 1 and 2, such as increasing the pace and demand of the opening sessions, have been identified and are the focus for future work. Although there has been a fall in standards in mathematics since the previous inspection, this is mainly due to the changing capabilities of the pupils entering the school, but also due to changes in staffing, especially in the infant years.

NUMERACY ACROSS THE CURRICULUM

51. There are good links across the curriculum to other subjects, using the pupils' skills in numeracy, for example in geography and when using ICT. The pupils use their knowledge and understanding about numbers and measurement, for instance when calculating distance in physical education lessons.

SCIENCE

Provision in science is **good**.

MAIN STRENGTHS AND WEAKNESSES

- The scheme of work is well planned to ensure coverage of all topics specified in the National Curriculum.
- There is good emphasis on investigation and practical work.
- Good opportunities are provided for the pupils to attempt and record extended explanations, linking well with literacy development.

COMMENTARY

52. Standards are average by the end of the infant years. In a Year 1 lesson, the pupils showed a sound understanding of the importance of water in the growth of broad beans. They were less certain about the function and purpose of the emerging growth. In a Year 2 lesson the pupils were looking for the seeds in a range of plants. The work was well planned for different groups with a range of capabilities but, overall, the work was too challenging and not sufficiently well defined for many of the pupils. Nevertheless, the pupils are making sound progress and, relative to their capabilities, achieving satisfactorily.
53. In the junior years, standards by Year 6 are above the level expected nationally and were above the national average in the 2003 National curriculum tests. In the Year 3 and 4 lessons seen, a good foundation was being laid for understanding of what constitutes a fair test. The pupils were showing good intellectual curiosity about conductors and insulators in a Year 4 lesson, and linking well with a project in design and technology to make a torch.
54. Overall, the teaching and learning are good. The co-ordinator has planned well for logical progression in learning. Resources are used well to support experimentation and investigation. A teaching assistant with a higher qualification in science provides very good support. The pupils develop a secure understanding of scientific principles and knowledge. There is good attention to the range of learning needs. The pupils with special educational needs or for whom English is an additional language make good progress.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

The provision for information and communication technology is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Standards in Year 2 and Year 6 are above the level expected nationally and the pupils' achievement is good.
- Very good improvement has been made in provision and standards since the last inspection.
- ICT is used well to promote and support work in other areas of the curriculum.

COMMENTARY

55. Standards in ICT by the end of Year 6 and Year 2 are above the level expected nationally. The pupils achieve well, including those identified as having special educational needs or who speak English as an additional language. The curriculum has been improved to ensure it covers the full requirements of the National Curriculum, including using control technology involving work on direction, linked to mathematics.
56. Only three lessons were seen; it is therefore not possible to come to an overall judgement on the quality of teaching. However, from a scrutiny of work and the quality of work seen in lessons, standards are above average by Year 6, where learning was very good because of the good pace of progress, the commitment to learning and the positive attitudes and atmosphere which contributed very positively towards good achievement. A good ICT session in Year 5, linked to work in science, resulted in good progress and achievement, from a relatively low starting point, enabling the pupils to attain appropriately. This was because the teacher had good ICT knowledge and understanding, and it was a well-organised lesson with good levels of support, especially for pupils who have specific needs. There has been very good improvement since the previous inspection and standards have been raised significantly. The subject is well led and organised. There are good routines and procedures for assessment of the pupils' progress. Resources for ICT are good and generally used well in lessons.

INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM

57. ICT is used well to promote and support work in other areas of the curriculum, for example in geography in Year 6 where the pupils use the Internet confidently for research.

HUMANITIES

HISTORY AND GEOGRAPHY

58. One lesson was seen in history and three in geography. Insufficient teaching was seen to judge overall provision and standards in these subjects, which were not the focus of this inspection. At present, there is a temporary co-ordinator for history and geography who is looking after the subjects conscientiously.
59. The plan for **geography** covers statutory requirements and there are satisfactory arrangements to ensure the development of skills and knowledge as pupils move up through the school. In discussion with pupils, most have a satisfactory understanding of Britain and the wider world. Pupils, however, said that they found geography boring although they enjoyed researching the Internet for geography facts. Currently, geography

is taught in half-termly blocks alternating with history. They found **history** interesting and enjoyable.

60. It is clear that visits and visitors play an important part in making work in these subjects come alive and that pupils have frequent opportunities to carry out research for information from the Internet, books, pictures and presentations given by class teachers. The pupils are developing enquiry skills well. This is due to an effective link between classroom studies and visits. Pupils in Year 1 benefited from walking around the school and making maps and plans of areas surveyed.
61. Teachers' planning shows the promotion of pupils' literacy, numeracy and ICT skills wherever this is possible. Pupils have gathered data, recorded findings and present information in graphs as part of a study on mountains. Teachers provide pupils with a satisfactory balance between gaining factual knowledge and developing specific subject skills, such as interpreting maps.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Religious education makes a positive and valuable contribution to pupils' spiritual, moral, social and cultural development.
- Good use is made of the knowledge and experience of staff and pupils to develop the pupils' understanding of world faiths.

COMMENTARY

62. There has been good improvement in the curriculum coverage since the last inspection. The planned work now covers the requirements of the locally-agreed syllabus. This ensures that pupils gain the expected knowledge and understanding in a systematic way.
63. Standards in religious education meet expectations of the locally-agreed syllabus by the end of Years 2 and 6 and pupils' achievement is satisfactory. Pupils, including those with special educational needs and English as an additional language, are aware of significant characteristics of other faiths. They consider why people celebrate and know some of the different features of celebration. They know the rules and significant symbols of other faiths. This was observed during a Year 3 lesson in which teaching and learning were very good, when the teacher demonstrated the way Muslims handled the Qu'ran. Pupils watched in awe, listening and asking her questions and showing great respect.
64. Teaching and learning are satisfactory overall, although some very good teaching was seen in the lower junior classes. Effective use is made of the expertise of staff members and a visiting teacher from the ethnic minority achievement centre. Teachers plan interesting visits to the local church and Hindu temple so that pupils have first-hand experiences of places of worship. In discussion with Year 6 pupils, however, some were not sure why they needed to be taught about the different religions, although they found it very interesting.

65. The leadership and management of the subject are good. The leader is enthusiastic and keen, although she has only been responsible for the subject for a short time. She has conducted a survey of teachers' needs and has taken action on the most urgent points. There is now a good action plan to develop this subject further.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology and **physical education** were sampled and were not main foci in this inspection.

66. Two **art and design** lessons were seen, in Years 4 and 5. The teaching was good in one and very good in the other. The pupils were learning well and standards were above the level expected nationally. There is a good scheme of work and displays and samples of work indicate that standards are generally as good as in the two lessons observed.
67. One Year 1 **design and technology** lesson was seen. The teaching was good and the standard of work was in line with expectations for the year group. There was a good, busy atmosphere and a range of activities matched well to the capabilities of the pupils.
68. One **physical education** lesson, for Year 1 pupils, was seen. The teaching was very good and the lesson was very well planned to contain all the expected elements. A particular strength was the opportunity for self-evaluation. The teacher assessed and recorded the pupils' progress and development to inform planning of the next session.

MUSIC

The provision for music is **very good**.

MAIN STRENGTHS AND WEAKNESSES

- Standards are above the level expected nationally by the end of Years 2 and 6, and the pupils' overall achievement is good.
- There is a very good range of very well taught extra curricular opportunities.
- The specialist teaching, in instrumental and some of the class lessons, is very good and the class teaching is good.

COMMENTARY

69. Standards are above those expected for the pupils' ages. In a Year 2 lesson, the pupils were applying the concepts of pattern, sequence and repetition to their compositions and related them well to other learning such as in art and design. In their group work, the range of the pupils' interpretations showed inventive solutions not only to composition but also to recording for a performance. In Year 5 and 6 lessons, there was good progress and the pupils achieved very well. In all the lessons seen, there was a lot of praise and encouragement and a very good atmosphere for learning and enjoying.
70. Very good teaching by the visiting specialist has influenced the class teaching, which is intellectually challenging, fun and gives good satisfaction through accomplishment. Expectations are very high and met by a majority of the pupils. There are very good opportunities for extra- curricular music. The orchestra, unusually, contains a high proportion of string players and the pupils produce a very fine sound for their age and stage of development. A few of the pupils are musically gifted and the school is successful in meeting their needs.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This provision was sampled but was not a main focus in this inspection.

71. The school has a strong commitment to the pupils' personal, social and health education and citizenship. This is planned very well across the curriculum with good links made with all National Curriculum subjects. The policy for sex and relationships education provides appropriate guidance for all pupils. Older pupils are given responsibilities for younger pupils, including looking after them in the playground and during wet playtimes, helping with reading and setting out resources. The direct teaching of citizenship mostly takes place during class discussions when pupils consider issues and reflect on the impact their actions have on others. The school council provides a good forum where pupils' opinions are valued, and provides them with a valuable insight into, and introduction to, democracy.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

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

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

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

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